

# Catalog 2007-2008



# A lliant International University Catalog 2007-2008

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

The requirements, programs, course offerings, fees, policies, and all other subjects covered in this publication may be changed without notice. Some academic and administrative policies are in the process of review during the Summer and Fall of 2007, and any policy, if changed, may be republished in a Catalog Appendix or distributed to all students and relevant parties.

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

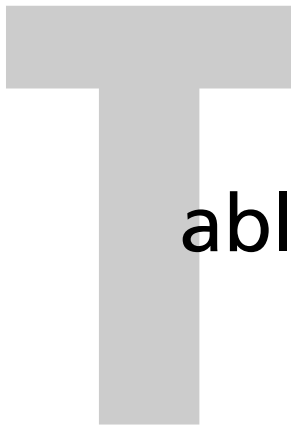
## **Oregon State Authorization\***

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

\* Required for Psychopharmacology program offered in Oregon.

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

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



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# G

# eneral Information

## GENERAL INFORMATION

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

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

## Professionalism, Public Service and Problem-Solving

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

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

Our enduring traditions—internationalism and multiculturalism—combine in a concept of

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

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

## Alliant International University's Core Values

### Integrity

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

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

### Intellectual Advancement

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

### Diversity

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

We encourage and value the open and free expression and consideration of ideas and viewpoints to promote learning and understanding of different cultures and the

## General Information

views and ideas of different academic and professional disciplines.

### Social Responsibility

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

### Innovation

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

### Stewardship

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

### Community and Partnership

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

dedicated to working as partners with the communities we serve.

## History

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

USIU came into Alliant with a long tradition of internationalism. Founded in 1952 as California Western University, it brought to Alliant a campus in Mexico City. It also attracted a high percentage of students from all over the world—so high that U.S. News and World Report ranked it number one among all U.S. colleges in the percentage of its undergraduates who were from outside the United States. This legacy endures; Alliant was again ranked number 1 in international students this year by U.S. News and World Report's 2007 survey.

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

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

CSPP and its sister schools and centers within Alliant are still leaders in applying behavioral science to a range of societal problems, from

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

## Academic Freedom

Alliant International University adheres to the 1940 Statement of Principles on Academic Freedom set forth by the representatives of the American Association of University Professors and the Association of American Colleges. A copy of this statement, which concerns academic freedom in both teaching and research, may be obtained from the President's Office.

## IMERIT

The Multicultural Education Research Intervention and Training (MERIT) Institute at Alliant International University was founded as part of CSPP in 1991 as a means of implementing the institution's mission-driven commitment to multiculturalism. MERIT's goals have been to enhance and support multicultural academic and training activities on the four main Alliant International University campuses through collaboration and coordination, as well as to promote multicultural research, interventions, educational activities and the professional development of students, faculty, staff, and administrators.

Alliant International University has one of the larger numbers of faculty with specific expertise in multicultural psychology in the United States. Each campus offers multicultural and community-oriented training programs. The MERIT Institute historically has coordinated the school's multicultural programs and activities through its governing MERIT Council. The University is now considering how MERIT issues overlap with international, another core strength of the institution.

## Accreditation

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

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

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

The Commission on Accreditation accredits the Marital and Family Therapy programs at San Diego for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT). The AAMFT's address is

1133 15th St., NW, Suite 300, Washington, DC 20005-2710, (202) 452-0109.

## Governance & Management

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

The President is supported by a Cabinet that includes: Provost and Vice President for Academic Affairs, Senior Vice President for Finance and Strategic Planning Vice President for Administration and General Counsel, Vice President for Undergraduate Education, Vice President for Development, Vice President and Chief Operating Officer for International Programs, Deans and Center Directors, Chair of the Faculty Senate, Chair of the Staff Council and others by invitation.

Alliant is comprised of three Schools and two Centers: the California School of Professional Psychology, the Graduate School of Education, the Marshall Goldsmith School of Management (Business Management Division, International Studies Division and Organizational Psychology Division), the Center for Forensic Studies and the Center for Undergraduate Education.

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

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

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

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

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## General Information

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## General Information

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**Herbert Baker, PhD**

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Acting Director of Library Services, Walter  
Library

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**Jerold Miller, EdD**

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**Steven R. Tulkin, PhD**

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## Locations

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

**President's Office, San Francisco**

1 Beach Street, Suite 200  
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(559) 456-2777

**Irvine**

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(949) 833-2651

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(626) 284-2777

### Sacramento

425 University Avenue, Suite 201  
Sacramento, CA 95825-6509  
(916) 565-2955

### San Diego, Cornerstone Court

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## California

### Fresno

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

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

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

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

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

### Irvine

The Irvine campus is conveniently located in the heart of Orange County, which lies between Los Angeles and San Diego. The campus is easily accessible from the San Diego and Santa Ana freeways and serves students in the Orange, Los Angeles, Riverside and San Bernardino counties. The campus is minutes from the John Wayne Airport, popular Southern California beaches and upscale shopping malls.

The Irvine campus opened in 1990 and occupies 16,000 square feet of space within a spacious business plaza. The campus features small class sizes, ample parking and a friendly

student-centered environment. All academic activities, including 10 classrooms, a resource center, computer labs, a student lounge and faculty and administrative offices are housed on the campus.

Programs at the Irvine campus include Marital and Family Therapy (PsyD & MA), Forensic Psychology (PsyD), School Psychology (MA), Educational Psychology (PsyD), Educational Administration (MA & EdD) and TESOL (MA). Irvine faculty members are comprised of full-time professors and adjunct instructors, who currently practice within their respective disciplines and possess a wide array of research interests.

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

### Los Angeles

The Los Angeles campus is located six miles east of downtown Los Angeles in Alhambra, and is easily accessible from the San Bernardino and Long Beach freeways. Since the first 65 students enrolled in September 1970, the campus has grown. The campus occupies 35,000 square feet within a large, 38-acre complex and houses 21 classrooms, faculty and administrative offices, the library, a computer laboratory, the Center for Organizational Innovation and Change, the student lounges, and two landscaped

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courtyards. The facility includes a number of attractive brick buildings, has open green space, 24-hour gated security, and plenty of permit parking space for students, faculty, and staff. The complex has a cafeteria and dining facilities that provide an atmosphere that is conducive to professional socialization.

The Los Angeles campus is staffed by core faculty members and adjunct instructors recruited in various areas of expertise. They teach and supervise more than 600 students through a range of educational programs.

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

Student housing is available to Los Angeles students on a space available basis through an agreement with California State University, Los Angeles. CSU, Los Angeles, is located approximately two miles from the Los Angeles campus in Alhambra.

### Sacramento

The Sacramento campus offers programs in clinical psychology, marital and family therapy and also supports a Fresno-Sacramento cohort of Organization Development students.

The campus is located at 425 University Avenue, Suite 201. This location is easily accessible from all major thoroughfares in the metropolitan Sacramento area. Current students live in a wide geographical area, including Auburn, Grass Valley, Dixon, Galt, and Nevada City.

The small class sizes at Sacramento offer an opportunity for students to have greater

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

### San Diego

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

Alliant-San Diego currently consists of two locations: The Cornerstone Court campus, in the Sorrento Mesa area, home of the graduate-level Organizational Psychology programs and the Institute on Violence, Abuse and Trauma (IVAT). The Pomerado Road address, in the Scripps Ranch area, is a 60-acre site housing the balance of Alliant-San Diego's graduate and undergraduate programs.

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

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

Faculty members at Alliant-San Diego bring a diversity of skills and expertise to their educational and research activities. Some are

among the foremost scholars or scholar-practitioners in their fields. All are dedicated to teaching and enjoy the close student contact offered at Alliant in both graduate and undergraduate programs.

### San Francisco

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

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

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

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

## International

### Mexico City

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

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

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

### Campus and Location

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

One of the largest cities in the world, Mexico City is dynamic and offers a valuable opportunity to experience a truly globalized environment. The campus is located in the city's main shopping and cultural area, close to the historic center and within walking distance of the primary financial district. The campus is housed in an attractive historic building, surrounded by restaurants, bookstores, museums, cultural centers, and offbeat cafés and clubs.

The city enjoys a temperate year-round climate, and weekend trips to villages, outdoor adventure sites and beaches are easily made. Cultural attractions available to students include archaeological ruins of pre-

Columbian civilizations, art exhibits and museums, such as the world-renowned Museo Nacional de Antropología. The city abounds with arts and crafts, music and dance, culinary delights and ancient ruins, all amid modern skyscrapers and colonial architecture—hallmarks of Mexico City.

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

### Faculty

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

### Students

Alliant Mexico's unusually diverse student body creates a supportive atmosphere within one of the world's largest cities. Approximately half of the students are Mexican citizens, primarily from Mexico City, while the rest are from the United States, Asia, Europe, the Middle East and Latin America.

Many of our students have traveled or studied in other countries, and several of them come from families associated with the various multinational corporations and embassies located in Mexico.

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

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

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

Students at Alliant Mexico can obtain practical job experience through professional internships. An impressive 90 percent of all graduating students are already placed by the time they graduate.

### Academic Programs

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

- International Relations
- Latin American Studies
- International Business Administration

## General Information

- Liberal Studies with an emphasis on Education

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

- Counseling Psychology
- Education with a concentration in Teaching
- Education with a concentration in Teaching English to Speakers of Other Languages (TESOL)
- International Business Administration
- International Relations

Business students at both the undergraduate and graduate levels may choose concentrations (focused studies) in the following areas:

- Finance
- Marketing
- Management

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

### Internship and Community Service

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

### Spanish and Other Languages

Spanish classes are available to both students and non-students at the Alliant Mexico campus. A variety of activities, as well as

real-life experiences make up the course methodology in the Alliant Mexico Spanish Program, so students can develop an understanding of the cultural context of the language. Classes meet eight hours per week throughout the year, and students taking Spanish for university credit will develop fluency through additional hours of study.

Spanish programs are also offered in cooperation with other Alliant campuses to provide training for those specializing in areas such as Psychology and Education.

English classes can also be arranged for those planning to enter the University but who need assistance in developing their language skills for study in English.

### Academic Tours

Alliant Mexico's Academic Tours are really classes on the road in which participants have a chance to gain in-depth knowledge and first-hand experience and to participate in stimulating discussions with Mexican students, international scholars and fellow learners. Academic Tours are organized around specific topics and include lectures, reading materials and visits to relevant sites.

Academic Tours generally include six to seven days on the road followed by a period of time for follow-up research. At least three Academic Tours are routinely scheduled annually.

Some Academic Tours can be taken for university credit or as learning vacations, and are geared toward students and professionals of all ages who share an interest in such issues as history, culture, environment, business, and international relations.

### Cooperative Programs with Other Universities

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

### Visiting Students & Professors

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

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

### Corporate & Community Training Programs

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

# A dmissions & Registration

## UNDERGRADUATE ADMISSIONS INFORMATION

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

### Alliant International University

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

### Alliant International University – Mexico Universidad Internacional de Mexico, A.C.

Alvaro Obregon #110  
Colonia Roma, CP 06700  
Mexico City, Mexico DF  
Telephone: 011 (52-55) 5264-2187  
FAX: 011 (52-55) 5264-2188  
E-mail: [admissions@alliantmexico.edu](mailto:admissions@alliantmexico.edu)

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

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

## Deadlines for Applications

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

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

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

## Fees

The application fee for undergraduate programs is \$45. The fee is non-refundable.

## Transcripts

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

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

## Financial Guarantee Request for International Applicants

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

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

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

## Admissions & Registration

student is unable to attend Alliant, the advance payment will be refunded.

### English Language Proficiency

All international students must provide evidence of English language proficiency.

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

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

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

### of a student's English proficiency level in all cases.

The University policy on repeating ESL courses is as follows:

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

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

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

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

### Grade Point Average (GPA)

The minimum Grade Point Average (GPA) requirement for undergraduate admission to Alliant is a cumulative 2.0 GPA on a 4.0 scale (2.75 is the recommended GPA).

### Examinations

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

### Placement Tests

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

The English and mathematics tests are offered at the San Diego location. Alliant's Academic Success Center can provide specific dates.

### Credit by Examination

A maximum of 27 units of examination credit from all sources will be accepted by the University. The last 32 units of course requirements may not be fulfilled by examination.

### International Baccalaureate Diploma

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

### Advanced Placement Tests (AP)

Any student who has taken the College Entrance Examination Board Advanced Placement Tests in a secondary school or high school and who has earned satisfactory scores (three or higher) can be credited with up to 27 units of coursework and/or be placed in advanced courses by the Center for Undergraduate Education. Information on Alliant course equivalents to various Advanced Placement Tests is included in a chart on page 253 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 27 units of academic credit. The Academic Success Center can provide detailed information on the tests available, fee schedules, and testing dates. For

a listing of CLEP equivalents at Alliant, see page 253. Scores should be sent to the Admissions Processing Center for evaluation.

## Auditing Courses

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

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

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

## Applicants Who Are U.S. Veterans

Veterans must satisfy the same admission requirements as all other applicants. The University is approved by the Bureau for Private Postsecondary and Vocational Education for the training of veterans. Information concerning veterans' benefits may be obtained at the nearest Veterans Administration Office or from the Registrar's Office at Alliant. Alliant is a Service Members Opportunity College. See pages 38 and 42 for more information regarding VA policies.

## Applicants for Re-Admission

Students who are not in continuous enrollment must apply for re-admission through the Office of Admissions. Continuous enrollment is defined as being officially registered and pursuing an academic program for two semesters, not including summer. Students who have not enrolled for two consecutive semesters must apply for re-admission unless they have obtained an

approved leave of absence. Students must submit a Re-Admission application, an application fee (see catalog for program fee schedule), and any new transcripts from schools attended since last enrolled at Alliant.

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

## Returning Alliant Graduates

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

## Undergraduate Admissions Requirements

### First-Year Admission

(Mexico City campus only)

#### Applicants from Secondary Schools or High Schools

The minimum high school Grade Point Average (GPA) requirement for undergraduate admission to Alliant is a cumulative 2.0 GPA on a 4.0 scale (2.75 is the recommended minimum GPA).

#### Secondary/High School Graduation and Equivalents

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

## Admissions Policy for Home-Schooled Students

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

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

## Matriculation Deposit

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

## Transfer Admission

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

Official evaluation of undergraduate transfer credit is under the authority of the dean or designee of the Center for Undergraduate Education in consultation with the Office of Admissions.

Pursuant to guidelines from the Department of Education, a student may now self certify that they have received a High School diploma or GED prior to attending a post secondary institution. As stipulated in the regulations, if a student indicates on the



## Admissions & Registration

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

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

### Transfer Credit Limits

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

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

In general, courses taken more than seven years prior to the start of term for which you are applying are not eligible for waiver or transfer. However, some exceptions may be possible for courses taken in certain content areas. Applicants may petition for an exception by completing and filing an "Exception of an Academic Policy" form with their academic advisor. All exceptions must be approved by the program director (or equivalent) in the appropriate School or

Center at the time of admission to Alliant. In making the decision to grant an exception, the program director (or equivalent) will consider such factors as the degree to which the course content or field of study has changed substantively in recent years as well as the applicant's level of mastery of current course objectives. In addition, individual programs may offer options for demonstrating competency in courses which were taken more than seven years prior to application. Academic advisors will be able to provide details about this option.

### Basis for Institutional Transfer Credit

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

- Middle States Association of 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, also translated into English, covering each course being considered for transfer credit should be submitted with the transcript to the Admissions Processing Center. Transcripts and syllabi documentation are evaluated for the minimum C grade equivalency requirement (see below) and subject matter content to determine the number of transfer credits allowed.

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

within the appropriate degree program and transfer credits are awarded on the basis of similar syllabi. College and university courses completed elsewhere may be considered for transfer credits as electives even though the courses are not offered at Alliant.

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

### Grades Required for Transfer Credit

Undergraduate transfer credit can be accepted from accredited institutions only in the grade received is C or better. Credit may be accepted where a D grade was received if a next-higher course in a sequence has been completed, either at Alliant or at another institution, with a grade of C or better (e.g., course in mathematics, language, etc.)

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

### Correspondence and Extension Courses

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

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

### 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.

### Variant Courses

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

### Review Process

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

An admitted student is expected to maintain the standard of academic performance upon which admission was based during the time between acceptance and enrollment. Official transcripts of all work completed between acceptance and enrollment must be furnished to Alliant prior to the end of the first term of enrollment.

### Admission Status

An application will automatically be refused without further recourse if any fraudulent, altered, or forged documents or information are submitted. Students who meet all requirements will be considered for admission to the University but are not guaranteed admission. The Office of Admission may rescind an offer of admission to applicants who do not abide by the standards of the Alliant Undergraduate Student Handbook, or if it is determined that application information is fraudulent, misleading or incorrect. There is

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

### Conditional Admission

Applicants who have not submitted all of the required documents may be admitted on a conditional basis in some instances. Conditionally admitted students must present the required documents within the first term of study. **Failure to do so will prohibit further registration and eligibility for financial aid.**

**International students cannot be admitted on conditional status.**

### Special Status/Non-Degree Applicants

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

From this admission status a student may apply for full admission to the University through the regular admission process. If the student becomes a degree-seeking student, a maximum of 12 semester units (undergraduate) earned while in the Special Status/Non-Degree category may be applied toward a degree program.

Special Status/Non-Degree students are not eligible for financial aid. In cases where class space is limited, degree-seeking students will have enrollment priority.

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

## GRADUATE ADMISSIONS INFORMATION

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

### Fresno

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

### Irvine

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

### Los Angeles

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

### Sacramento

425 University Avenue, Suite 201  
Sacramento, CA 95825-6509  
Telephone (916) 565-2955

### San Diego

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

### San Francisco

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

### Mexico City

A.C. Alvaro Obregon #110  
Colonia Roma, CP 06700  
Mexico City, Mexico DF  
Telephone: 011 (52-55) 5264-2187  
FAX: 011 (52-55) 5264-2188  
E-mail: [admissions@alliantmexico.edu](mailto:admissions@alliantmexico.edu)

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

### Admissions Processing Center

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

## Admissions & Registration

FAX: (858) 635-4555

E-mail: admissions@alliant.edu

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

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

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

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

application form or its equivalent (including month and year)

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

### Conditional Admission

Applicants who have not submitted all of the required documents may be admitted on a conditional basis in some instances. Conditionally admitted graduate students must present the required documents within the first term of study. **Failure to do so will prohibit further registration and eligibility for financial aid.**

**International students cannot be admitted on conditional status.**

### Transfer Credit

A limited number of graduate transfer credits may be accepted from accredited institutions if the grade earned is B or higher. Graduate academic work acceptable for transfer credits must be appropriate to the degree program to be pursued at Alliant and approved by the School/Center dean, director or designee.

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

**Transfer credit into master's programs:** Graduate coursework taken at a regionally accredited institution can be considered for transfer credit. A maximum of 6 semester units of graduate coursework can be accepted into a master's program of 40 semester hours or less and a maximum of 9

semester units in an academic program of 41 semester units or more. Program details required to support petitions for transfer credit for previous coursework will vary.

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

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

### Psychology Doctoral Respecialization Programs

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

### Prerequisite Summer Courses

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

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

### Special Status/Non-Degree Applicants

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

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

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

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

### Application Timelines

Applications are received and reviewed almost year-round. The University encourages applicants to submit applications as early as possible. The following deadlines are recommended, but review of applications is ongoing until the classes are full.

- Clinical Psychology: Submitting a complete application by January 15 guarantees that you will be notified by April 1. Applications submitted after January 15 are welcome, but will be reviewed on a space available

basis. Multi-location applicants who apply to and are considered at three or more locations may not receive notification from their third or fourth choice campuses until late April.

- Forensic Psychology: January 2 for applicants needing a decision from Alliant by April 1; anyone not needing a decision by that date may apply later.
- Organizational Programs: February 1 for applicants needing a decision from Alliant by April 1; anyone not needing a decision by that date may apply later.
- Those choosing to apply after these dates will usually be notified within six weeks of their completed application.
- Marital and Family Therapy Programs: January 15, April 1, and May 15; Applicants are encouraged to meet the first deadline. There is no guarantee of space availability for qualified applications received after January 15.
- All other graduate Business Programs, Education Programs and International Relations Programs: 30 days prior to the beginning of the term for which admission is sought.

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

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

### Campus and Program Choice

Application must be made using the appropriate Alliant application form and any supplemental forms required by the School or Center for that program. Applicants may only apply to one program on one campus at a time. However, applicants are able to choose other campuses with the same program to

which they would like to apply if they are not admitted to their first-choice campus.

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

### Interviews

An interview for those applicants who are finalists in the admissions process is required for most graduate programs. Interviews for invited finalists are held beginning in January. Programs may be unable to review any applicant who cannot keep an interview appointment. Interviews may take place individually or in a group format. The interviewers may be Alliant faculty, administrators, students, or alumni.

### Fees

Application fees are as follows:

- \$45 for credential programs
- \$55 for master's programs
- \$70 for doctoral programs

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

## Admissions & Registration

### Matriculation Deposit

An applicant admitted to Alliant must sign and return the Acceptance Agreement and submit a new student deposit to hold a place in the class. This fee is \$300 for master's students and \$600 for doctoral students.

**These fees are nonrefundable.**

**International students must deposit one semester's tuition and fees prior to arrival on campus.**

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

### Review Process

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

### Notification of Decisions

Letters of notification for Clinical Psychology programs are mailed on April 1 to applicants who applied by the recommended deadlines to programs with application deadlines of February 1 or before. However, multi-location applicants who apply to, and are considered at, three or more locations may not receive notification from their third and fourth choice campuses until after late April. Applicants

who choose to apply later than the deadlines for April 1 notification will be contacted as quickly as possible. Applicants to master's programs or those with other deadlines should receive notification regarding admission within six weeks of submitting their complete applications.

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

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

### Deferred Admission

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

### Final Documents

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

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

An admitted student is expected to maintain the standard of academic performance upon which admission was based during the time

between acceptance and enrollment. Official transcripts of all work completed between acceptance and enrollment must be furnished to Alliant prior to fall registration in order for the student to enroll. Required degrees in progress at the time of application must be conferred prior to enrollment at Alliant and Alliant must receive an official transcript verifying degree conferral.

### Applicants Who Are U.S. Veterans

U.S. Veterans must satisfy the same admission requirements as all other applicants. The University is approved by the California 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 Registrar's Office at Alliant. Alliant is a Service Members Opportunity College. See the Student Services & Administrative section entitled "Veterans Benefits" for more information regarding VA policies.

### Reapplication

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

### English Proficiency

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

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

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

## International Students

Alliant welcomes applications from international students whose academic work and English proficiency are of the highest levels. Because academic degrees and coursework must be equivalent to those earned in the United States, international students must submit official translations into English 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 from international graduate students. English proficiency must be evidenced by the TOEFL (see above) and all international students must carry a full course load at Alliant.

International applicants to Alliant graduate programs in the United States are required to provide evidence of financial support for their studies. International applicants must file the original International Student Financial

Certification Form, which is provided with the application packet. This financial guarantee must be signed by the sponsor, if applicable, and certified by a bank official. A bank statement is also requested. These materials should be submitted with the application packet.

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

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

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

during the admissions process, since this expedites communication.

## REGISTRATION

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

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

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

## Registration Dates

Information on registration dates is available from the Registrar's Office and on the website at [www.alliant.edu/registrar](http://www.alliant.edu/registrar). Transfer and returning students are urged to schedule an appointment with an academic advisor, if advisors are assigned for that program, prior to registration. New students are expected to attend orientation for registration procedures. The dates for orientation are published in the official Academic Calendar.

## Class Levels

Class levels for undergraduates are as follows:

### Undergraduate:

**First-Year\*:** Those with fewer than 30 semester units of college credit.

**Sophomores\*:** Those with at least 30 semester units of college credit but fewer than 60 semester units of college credit.

**Juniors:** Those with 60 semester units of college credit but fewer than 90 semester units of college credit.

## Admissions & Registration

**Seniors:** Those with 90 or more semester units of college credit. A minimum of 120 semester units is required to graduate.

*\*Except in Mexico City, students are no longer being accepted for admission at this level. See Undergraduate Admissions Information on page xxx.*

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.*

### Graduate:

**Master's Students:** Those who have completed a baccalaureate degree (or its equivalent) and who have been admitted by the University to work toward a master's degree.

**Doctoral Students:** Those who have completed a baccalaureate degree and/or a master's degree (or the equivalent) and who have been admitted by the University to work toward a doctoral degree.

### Time to Degree

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

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

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

degrees may complete a doctorate in three to four years.

Doctoral students who have taken appropriate graduate coursework, or who have a closely related master's degree, may petition to receive credit for some of their previous graduate work according to the policies of each program.

Maximum time limits for degrees are as follows:

Undergraduate Degree ..... 6 Years

Master's Degree ..... 5 Years

Doctoral Degree ..... 10 Years

### Course Loads

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

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

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

Acceleration and/or a course load in excess of the normal graduate load must be approved by the appropriate academic dean, center director, program director or equivalent. Some programs have maximum unit loads allowable per term. Students should contact their School or Center for information on the maximum course loads allowable per term for their programs.

### Repeated Courses (Undergraduate)

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

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

### Dropping and Adding Courses

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

Students unsure of the process for adding a course to their schedules **should confer with their academic advisor or the Registrar's Office.** Most continuing students may add courses online although they may also complete the appropriate form to be added to a class. Students who turn in an add form are not considered officially registered for any

course until the paperwork has been completely processed.

Students who wish to drop courses from their schedules must follow the procedures outlined by the Registrar's Office. If students are currently working with an academic advisor they must confer with their advisor prior to dropping a course. All students must complete the appropriate drop form unless they are eligible to drop courses online. International students with visa status must confer with **International Student Services Office before dropping courses. Domestic students with financial aid must confer with the Financial Aid Office before dropping courses.** If a student stops attending a course without going through the official drop procedure, a grade of F or No Credit (as relevant) will be entered on the student's permanent record and the student will not be eligible for any refund on tuition and fees.

Students who wish to drop all courses in which they originally enrolled for a term must follow the withdrawal procedures described below. Students who drop a course or withdraw from a course **after** the add/drop period **may** be entitled to a refund per the refund policies on pages 29 and 30.

### Withdrawal from All Classes

For students withdrawing from all classes after the add/drop period, a grade of W for each course will be entered on the student's permanent record. Clearance from Financial Aid must be obtained prior to withdrawal. An administrative withdrawal fee of \$110 is charged for withdrawal from all classes (although not for an approved leave of absence). To withdraw in good standing, students must meet all obligations to the University.

Students withdrawing completely from all classes must schedule an appointment with and obtain a Withdrawal Form from their academic advisor or program director, complete the form by obtaining all required signatures and return it to the Registrar's

Office. Final distribution of the Withdrawal Form will be made to the appropriate departments by the Registrar's Office.

### Cancellation of Registration

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

### 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. No units are given for courses that are waived. Applications for course substitutions and waivers must be processed using the appropriate substitution/waiver form that is initiated by the student with the academic or program advisor and approved by the dean or program director in the school/center involved.

### Change of Degree Program

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

### Continuous Registration/ Completion of Doctoral Program

Students must maintain registration and pay the full dissertation fee through the semester they submit the required final copies of the dissertation to the University library. Completion of doctoral degree requirements is determined by the date the dissertation is accepted by the library, not the date a student completes the oral defense. Doctoral students who complete their degree

requirements within the first two weeks of a term will not be required to pay for Dissertation Extension for that term. Students are further advised that most faculty are off contract during the summer months and therefore may not be available to work with a student during this period. Arrangements should be worked out prior to registering or receiving financial aid for the summer term to be sure that the dissertation chair or other committee members will be available to provide dissertation supervision over the summer months.

### Degree Completion Verification

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

### Dean's List (Undergraduate)

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



## Admissions & Registration

### Honors (Undergraduate)

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

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

For undergraduates at the Mexico City campus, the cumulative grade point average is computed considering all coursework attempted at Alliant except those completed through credit-by-examination (e.g. CLEP). To be eligible for Cum Laude or Magna Cum Laude recognition a student must have completed at least 60 semester units at Alliant. To be eligible of the distinction of Summa Cum Laude, a student must have completed at least 80 semester units at Alliant.

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

### Graduation

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

Degrees are conferred upon completion of all academic requirements and commencement ceremonies are held in May or June on each campus. Completion of doctoral degree requirements is determined by the date the dissertation is accepted by the library (assuming all other requirements have been met), not the date a student completes the oral defense.

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

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

### Academic Policies Related to Registration

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

# R esearch Institutes and Systemwide Initiatives

## RESEARCH INSTITUTES AND SYSTEMWIDE INITIATIVES

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

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

### The Rockway Institute

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

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

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

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

Students from all degree programs within the university may become involved in these projects by establishing a mentoring relationship with one of the 13 core faculty members at Alliant's various schools who are affiliated with the Institute. Plans are also underway to offer a sequence of online courses on LGBT issues that students in any graduate program at Alliant can take.

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

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

International and Multicultural Education, Research, Interventions and Training (I-MERIT) is an institutional home for the University's diversity initiatives, which are aimed at institutionalizing multicultural and international values and perspectives in Alliant's education and training programs and in its organizational culture. These initiatives

stem from the university's identity as a professional practice university in a multicultural and international context. The university's updated diversity agenda, adopted in 2006-2007, grounds international and local (US-based) diversity in a common conceptual framework; establishes institutional diversity goals and objectives; and establishes systemwide cultural competencies for students, faculty, and staff/administrators.

The work of I-MERIT is supported by a Director, Associate Director, and a Systemwide Committee of staff, faculty and student representatives, which provides policy guidance and coordination of efforts across schools and campuses. I-MERIT's Systemwide Office provides resources for personal and professional development, including culturally-based teaching and curriculum materials, professional training programs and conferences, campus symposia and events and recommended reading and film lists. Each campus has an I-MERIT committee comprised of members from all schools and constituencies that focused on personal development and diversity training and fosters a diverse campus climate.

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

*Associate Director, Jacyn Lewis, JD*

### Latino/a Achievement Initiatives

The Latino/a Achievement Initiatives facilitate progress toward Alliant's vision of specializing in higher education access and success for traditionally underserved Latino/a populations. The Initiative is guided by a holistic perspective of education that honors the whole person and considers the student not only as an individual, but as someone who is

## Research Institutes and Systemwide Initiatives

a member of a family and a community. It works to create a university culture characterized by a vibrant Latino-friendly environment which integrates culturally-sensitive and competent approaches to education and training in support of students' higher education goals. The Initiative also offers expertise about Latinos/as to other students and academic communities.

### Values

*Respeto*: Respect in interacting with others

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

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

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

*Saludos*: Ensuring all people are welcomed and comfortable

### Program Objectives

- To reach out to California's Latino/a community through *¡Adelante con Alliant!*.
- To work with community partners to develop educational pipelines for Latino/a students, leading to higher education.
- To recruit Latino/a students to pursue undergraduate and graduate degree programs at Alliant.
- To support the retention, graduation and career placement of Latino/a students by providing culturally sensitive and relevant programs and services.
- To raise funds for scholarships to support Latino/a students in reaching their higher education goals.
- To invite the involvement of Alliant's Latino/a alumni.

*Director,*  
*Guadalupe R. Corona, MA*

## INSTITUTE ON VIOLENCE, ABUSE AND TRAUMA

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

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

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

## THE INSTITUTE ON DISABILITY AND HEALTH PSYCHOLOGY

The Institute on Disability and Health Psychology (IDHP) promotes social justice and quality of life by working to inform and change systems, policies, providers, and legislators relative to disability. It aims to increase representation of people with disabilities in psychology, promote training of psychologists on the conjunction of disability studies and psychology, to conduct research

in disability studies that informs the work of psychologists. The IDHP conducts research projects on a range of topics, including Deaf prisoners, eating disorders, intellectual disabilities and health, and pain experiences and coping. The main activities of the IDHP are policy, research, education, training, and dissemination of knowledge, evaluation and consultation, and prevention. IDHP's current activities include developing a model graduate psychology course on Disability, Ethnicity and Culture, designing and piloting a template for understanding quality of life for persons with disabilities and developing a protocol for doctoral psychology dissertations in American Sign Language.

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

## THE INSTITUTE FOR BEHAVIOR ASSESSMENT AND RESEARCH

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

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

*Director*  
*Diana Sullivan Everstine, PhD*

# Expenses & Financial Aid

## EXPENSES & FINANCIAL AID

All costs subject to change

### Tuition Rates at Alliant

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

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

The 2007-2008 tuition schedule follows:

### Undergraduate Programs

Tuition per semester (12-16 units)	\$7,200
Tuition per semester unit (for part-time students or additional units over 16)	\$530

### Education Credential Programs – California Locations

Credential per semester unit	\$500
Student Teaching per semester unit	\$500

### Master's Degree Programs – California Locations

Business (MBA, MIBA) per semester unit	\$800
Psychology (MA, MS) per semester unit	\$865
Organizational Studies (MA, MS) per semester unit	\$865*
*MAOB at Fresno is \$545 per unit	
Education (MA) per semester unit	\$500
International Relations (MA) per semester unit	\$850

### Doctoral Degree Programs – California Locations

Business (DBA) per semester unit	\$865
Education (EdD, PsyD) per semester unit	\$835
Psychology - CFS, CSPP (PhD, PsyD) per semester unit	\$850
Organizational Studies (PhD, PsyD) per semester unit	\$865
Internships - Full-Time (CSPP, MGSM, CFS) Tuition per semester (12-month internships for clinical and forensic psychology students will be prorated to include the summer term)	\$3,850
Internships - Half-Time (CSPP, MGSM, CFS) Tuition per semester	\$2,400
Internships - (GSOE, PPS) Tuition per semester	\$1,100
Dissertation Extension (Doctoral) per semester	\$2,700

### Room and Board – San Diego Campus Only

Academic Year Contract:

(9-month term, Fall through Spring)

No room charge during Winter Intersession or Holiday/New Year's Break when an academic year contract is signed. Meal plans for Winter Intersession and Holiday/New Year's Break are available for an additional fee.

Private (very limited availability)	\$10,800
Double	\$8,250
Room Reservation Fee/Security Deposit	\$265

Winter Intersession: 01/01/08-01/21/08

Private	\$985
Double	\$750

Recess/New Years Break: 12/18/07-01/21/08

Private	\$1,404
Double	\$1,070

Summer Term: 06/04/08-08/12/08

Private	\$3,274
Double	\$2,502

First Summer Session: 06/04/08-07/08/08

Private	\$1,637
Double	\$1,251

Second Summer Session: 07/09/08-08/12/08

Private	\$1,637
Double	\$1,251

Undergraduate Married Housing:

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

Academic Year:

Two person Suite	\$15,480
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Summer Term:

## Expenses & Financial Aid

Two person Suite .....\$3,870  
 Graduate Student Housing:  
 Housing is also available for single, married,  
 and established unmarried couples in which  
 at least one person is registered for a  
 minimum of 8 credit hours per semester at  
 Alliant International University's San Diego  
 campuses.

### Academic Year:

Two person Suite .....\$15,480  
 Suite .....\$11,700  
 Private .....\$10,800  
 Double .....\$ 8,250

### Room Reservation

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

### Summer Semester:

Two person Suite .....\$3,870  
 Suite.....\$3,524  
 Private .....\$3,274  
 Double .....\$2,502

### Board Only for Students Living Off Campus:

Academic Year - Semester ..... \$2460  
 Recess/New Year's Break ..... \$445  
 Winter Intersession ..... \$641  
 Summer Term ..... \$1,494  
 First Summer Session ..... \$747  
 Second Summer Session ..... \$747  
 Weekly..... \$148

## Academic and Administrative Fees

F = Fall Sp = Spring Su = Summer

Student Technology Fee  
 per semester (F, Sp) ..... \$75  
 (All California campuses. No fee  
 for those on full-time internship  
 or doctoral extension)

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

Late Registration Fee ..... \$110

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

Late Deferment Payment Fee ..... \$50

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

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

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

Reinstatement  
 into academic program ..... \$330

Reinstatement into courses for  
 deregistration .....\$100

Withdrawal Fee (from University) ..... \$110  
 (not charged for an approved  
 leave of absence)

Return Check Fee ..... \$40  
 (for insufficient funds)

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

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

Challenge Exam Fee ..... \$75  
 (Non-Refundable)

Testing Lab and  
 Assessment Course Fees ..... \$75

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

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

Doctoral Degree ..... \$70

Diploma Reprinting Fee ..... \$55

Master's Diploma Fee ..... \$30  
 (for doctoral students awarded  
 a non-terminal master's)

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

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

License Verification Preparation Fee  
 first two ..... no charge  
 each additional after two ..... \$60

## Student Association Fees

Undergraduate Students per term  
 8 units or more ..... \$65  
 fewer than 8 units ..... \$40

Graduate Students per term  
 8 units or more ..... \$50  
 fewer than 8 units ..... \$25

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

## Application Fees and Matriculation Deposits

Application Fee, undergraduate and  
 credential programs ..... \$45

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

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

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

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

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

## Wellness Center Fee

F = Fall Sp = Spring Su = Summer

Per semester (F, Sp, Su) ..... \$30  
 (Required for all San Diego  
 Scripps Ranch students.)

## Parking Fee

F = Fall Sp = Spring Su = Summer

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

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

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

Day or night students  
 Per term (S) ..... \$20

## Student Health Insurance

With rising health insurance costs the University strives to keep the cost low while offering the best coverage to our students. Insurance policies are compared by an independent broker to ensure Alliant students are offered a policy that is both fair and complete for the cost.

The University can not provide counseling or advice regarding the benefits of the policy. The University is only the supplier of the policy and has no authority to modify or interpret the benefits offered by the carrier. Any questions regarding benefits should be directed to [www.studentresources.com](http://www.studentresources.com). A complete list of benefits can be found at this website as well.

**All students who live on the San Diego campus, all undergraduate students, and all international students must purchase coverage under Alliant's student injury and sickness plan for an estimated amount of \$250 per semester (F, Sp, Su) unless proof of insurance coverage is provided each session.** Undergraduate students can sign up for health insurance coverage with their Student Account Representative. Spouses and dependents can be added to the policy by contacting the carrier at [www.studentresources.com](http://www.studentresources.com)

Graduate students who choose to purchase insurance must enroll online at [www.studentresources.com](http://www.studentresources.com).

## Mexico City Campus

### Estimated Tuition and Fees\*

#### Undergraduate

Undergraduate programs (except Education)	
Tuition per unit .....	\$265*
Education tuition per unit .....	\$185*

#### Graduate

Business tuition per unit .....	\$300*
Psychology and International Relations tuition per unit .....	\$235*
Education tuition per unit .....	\$225*

## Fees

Student fees per semester ..... \$150\*

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

All costs are subject to change.

## Application and Interview Fees

Alliant International University's application fees are \$45 for undergraduate and credential programs, \$55 for master's programs and \$70 for doctoral programs. These fees are not refundable unless a campus has filled its entering class and is unable to consider the application.

## Matriculation Deposits for New Students

An applicant admitted to Alliant must sign and return the Acceptance Agreement and submit a new student deposit to hold a place in the class. This fee is \$100 for undergraduates and credential students, \$300 for master's students and \$600 for doctoral students. These fees are non-refundable.

The Acceptance Agreement and deposit are due two weeks after the date of the letter of notification for graduate students. Please note, clinical psychology applicants have until April 15th (postmarked deadline) to submit the acceptance agreement and enrollment deposit.

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

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 Alliant location are urged to notify the location in writing as soon as possible so that their places may be offered to other applicants.

## Requests for Deferment

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 Admissions Office and must be received by June 1. Those granted deferments do not need to pay the tuition deposit by July 1; however, it must be submitted by January 15 of the following calendar year.

## Doctoral Extension

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

Fees for doctoral extension for 2007-2008 are \$2,700 per semester. Students must maintain registration and pay the full dissertation fee through the semester they submit the required final copies of the dissertation to the University library.

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

Students are further advised that most faculty are off contract during the summer months and therefore may not be available to work with a student during this period. Arrangements should be worked out prior to registering or receiving financial aid for the summer hours to be sure that the dissertation chair or other committee members will be available to provide dissertation supervision over the summer months.

## Expenses & Financial Aid

### Psychotherapy Costs

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

### Living Expenses

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

### Tuition Payment Policy

**Tuition and fees for the Fall and Spring semester and Summer term are due and payable in full on the first day of the Fall and Spring semester and Summer term. Students taking classes during session 1 or session 2 of the Fall and Spring semester fall under the same payment deadline of the first day of the semester regardless of the start date of the class.**

Statements are mailed out to the most current address the University has on file for you by the 5th of each month. **It is the student's responsibility to notify the University of any address changes.**

The student account statement is also available online 24 hours a day, 7 days a week. Access to the account is available at <http://students.alliant.edu/guide>. The user name is the student's ID and the password is the student's birth month and year (e.g. January 1982 would be 182).

Late Registration – Any class that is added after the add/drop deadline must be paid for in full before it can be added to a schedule and requires clearance from the Student Business Services Office.

De-Registration for Failure to Pay – Students who fail to pay their tuition by the posted deadline may be de-registered from the University. In order to have their schedule reinstated, students will be required to provide the Business Office with payment in full, proof of guaranteed financial aid funds or a valid payment plan that has been approved by the Director of Student Business Services. In addition, any student who is de-registered for non payment will be charged a mandatory \$100 reinstatement fee and will be responsible for any late fees associated with the original balance due. For students enrolled in ONLY 2nd session classes, tuition is due on the first day of class or the day the class is added to their schedule. Failure to pay will result in being de-registered.

No student may register for a subsequent semester, take comprehensive exams, receive final clearance to post for defense of final dissertation, be issued a diploma, certificate or transcript, or be awarded a degree until all outstanding tuition, emergency loans or fees are paid in full. Non-payment of tuition or fees may result in referral of the delinquent account to an independent collection agency. If an account is turned over to an independent collection agency, the student will be responsible for all attorneys fees and other reasonable collection costs and charges necessary for the collection of any amount paid when due. A Business Office Hold may be placed on a student at any point during the session if satisfactory payment arrangements have not been made.

Payment may be made by credit card, personal, cashier's, or financial aid loan check. **Accounts paid by a check which is returned by the bank uncollected is not considered paid. If your check for tuition is returned by the bank for any reason, you will be billed a \$40 dishonored payment fee and your registration may**

**be cancelled.** The University reserves the right to refuse payment by personal check from those individuals who have previously had items returned un-paid by their bank and may require that all future payments be made by credit card, cashier's check, money order or cash.

All Alliant International University campuses accept **MasterCard, Discover, American Express** and **Visa** credit cards as payment on student accounts. Any payment made to a student account with a credit card will be credited back to the credit card should a credit balance occur. **No cash refunds** will be processed when payment has been received by credit card.

### Tuition Payment Deadlines

**If tuition has not been paid in full by the close of business on the first day of the Fall and Spring semester or Summer term 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 a \$60 late payment.**

### Tuition Deferments

Tuition deferments may occur under the following circumstances:

#### Outstanding Financial Aid

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

The University Director of Student Business Services or their designee, who are the only people authorized to approve deferment agreements or tuition adjustments not

covered by current University policy, must approve all deferment agreements in writing. Students who defaulted on a previous agreement must reapply to the University Director of Student Business Services to be considered for an extension. In most cases, students who previously defaulted on an extension agreement will not be reapproved.

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

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

### Monthly Payment Plan

A Deferred Payment Plan must be completed by the student and be approved by the University Director of Student Business Services in order to be valid. The payment schedule must reflect the most expeditious rate of payment possible, but never longer than the end of the current semester. A \$30 deferment fee is charged for this plan and a finance charge will be assessed at the rate of 1% (12%APR) on the unpaid balance at the end of each month. Payments not made by the agreed upon date will be assessed a \$50 Late Deferment Payment Fee.

Repeated late payments will nullify the agreement and all outstanding tuition immediately becomes payable in full. If financial problems arise, students should contact the Business Office immediately.

### Miscellaneous Fees and Interest

Charges on a student account such as late registration or library fees are due and payable immediately. 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 Business Services Office and contact the appropriate department for resolution within 30 days, or the charge will be considered accurate and payable in full.

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

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

Fresno  
5130 East Clinton Way  
Fresno, CA 93727-2014  
559-253-2292

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

Los Angeles  
1000 South Fremont Ave, Unit 5  
Alhambra, CA 91803  
626-284-2777 x 3405

Sacramento – Served by Fresno  
425 University Avenue, Suite 201  
Sacramento, CA 95825-6509  
559-253-2292

San Diego  
10455 Pomerado Road, M-18  
San Diego, CA 92131-1799  
858-635-4517

San Francisco  
One Beach Street, Suite 100  
San Francisco, CA 04133-1221  
415-955-2166

## Alliant International University Financial Aid Awards

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

### Scholarship Deferment

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

### Policy on Satisfactory Academic Progress

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

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



## Expenses & Financial Aid

### Standard Requirements for Students Evaluated Using Grades

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

Students must complete their educational program within a reasonable period of time. Financial aid eligibility is limited to the maximum timeframe allowed for each degree program the University offers.

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

#### Minimum Cumulative Grade Point Average

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

#### Failure to Meet Standards

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

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

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

The Financial Aid Office at each location is responsible for coordinating financial aid for all Alliant programs and locations. Any questions that are not answered in this section of the catalog should be directed to the University Director for Financial Aid.

Phone: (858) 635-4559  
Fax: (858) 635-4848  
E-mail: [finaid@alliant.edu](mailto:finaid@alliant.edu)

### Student Loan Fund Release Policy

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

### Tuition Refund Policies for Students Without Financial Aid

#### Withdrawal from University

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

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

- 100% refund if officially recorded during the add/drop period
- 80% refund if officially recorded within 7 calendar days after the add/drop period
- 60% refund if officially recorded within 14 calendar days after the add/drop period

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

- 100% refund if officially recorded within 7 days of the start of the course
- 80% refund if officially recorded within 8-10 days of the start of the course

- 60% refund if officially recorded within 11-14 days of the start of the course.

For courses that are less than 6 weeks in length:

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

For weekend only courses:

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

Any student, who withdraws from the University and is a recipient of student loans, will have his or her costs and eligible loans prorated according to Title IV guidelines.

#### Dropping Course(s)

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

- 100% refund if officially recorded during the add/drop period
- 80% refund if officially recorded within 7 calendar days after the add/drop period
- 60% refund if officially recorded within 14 calendar days after the add/drop period.

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

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

For courses that are less than 6 weeks in length:

- 100% refund if officially recorded within 3 days of the start of the course

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

### Procedure for Withdrawing/Requesting a Refund

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

1. Contact an academic advisor or the registrar's office to officially withdraw from course(s) and prepare an Add/Drop Form. This form will require the signatures of the academic advisor (if appropriate), financial aid counselor (if student is a financial aid recipient), and student business services representative.
2. The Add/Drop Form must be submitted to the Registrar. For students receiving institutional, state, or federal financial aid, refunds are not always made directly to the student. If a student withdraws completely from the University, no institutional aid will be refunded to the student.

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

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

3. If a credit balance occurs on a student account, the University has 14 days in which to return the excess credit balance to the student.

### Financial Aid Refunds/Return of Title IV Funds

If a recipient of Title IV student financial aid withdraws from Alliant International University or does not complete the term for which he/she has paid, he/she may be entitled to a partial refund of his/her tuition based on the Return of Title IV Funds Policy. Under this

policy, the University will determine how much Title IV student financial aid a student has earned based on the period he/she was in attendance. Any unearned Title IV student financial aid will be returned to the Title IV programs. This pro rata schedule is calculated up through the 60% point in time of the enrollment period at Alliant International University for which the student was charged (measured from the first day of classes through the end of formal instruction, the end of session, or end of term, whichever is earlier).

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

Any recipient of Title IV federal student financial aid who withdraws or does not complete the term, must complete a clearance process, including a financial aid exit interview for students who have received educational loan assistance. The clearance and exit interview will explain students' rights and responsibilities as they pertain to tuition refunds, financial aid refunds and return of Title IV funds and educational loans. (See Return of Title IV Funds Examples below.)

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

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

1. Unsubsidized Federal Stafford Loan Program
2. Subsidized Federal Stafford Loan Program
3. Federal PLUS/GRADPLUS Loan Program
4. Federal Perkins Loan Program

5. Federal Pell Grant Program
6. Federal Supplemental Educational Opportunity Grant (FSEOG) Program
7. Any other Title IV program
8. Other federal, state, private, or institutional student financial aid programs.

#### Repayments

A repayment is cash disbursed directly to the student for non-institutional costs that must be repaid to the Title IV programs. A student will owe a repayment if he or she received a cash disbursement in excess of what was reasonably incurred before the student ceased attendance. Federal Family Education Loan Program and Federal Work Study funds are excluded from repayment calculations.

Repayments are allocated in the following order:

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

## Expenses & Financial Aid

### Room and Board

#### Room Reservation Fee

A \$265 room reservation fee is required of all students applying for University housing. This \$265 should be on deposit prior to check-in, in order to reserve the space. This fee converts to a security deposit and is refundable at the time of check-out in most cases, provided there is no damage to the housing unit, breach of the licensing agreement, or no balance due on the student's account with the University. The reservation fee is not refundable prior to occupancy. The \$265 reservation fee may be considered for use as a deposit for the following academic semester. The request must be submitted before the first day of the academic term for which the reservation is requested. Otherwise, the \$265 room reservation deposit will be forfeited.

#### Cancellation, Withdrawal, and Termination

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

1. Prior to the first day of check-in, the one-time \$265 non-refundable room reservation deposit is forfeited.
2. After the first day of check-in, the student is obligated for current and next semester room fee. Additionally, the \$265 non-refundable room reservation deposit is forfeited.
3. On-campus students awarded an Alliant Scholarship or Alliant Grant who move off campus will have their Alliant Scholarship or Alliant Grant reduced.

Students should refer to the "Residential Living License Agreement" for complete

terms and conditions of living in on-campus housing.

### Financial Aid

The Financial Aid Office is committed to providing assistance to qualified students who would otherwise be unable to pursue the attainment of their educational and professional goals. Most, but not all, financial aid is based on financial need as determined by the Free Application for Federal Aid (FAFSA). Some types of scholarship aid do not depend on student financial need. Need can be defined most simply as the difference between the total cost of attendance and those resources, which the student and his or her family are expected to apply toward that cost of attendance.

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

Financing is available at Alliant in the form of scholarships, grants, part-time employment, and loans. The federal government, state government, Alliant, and private sources finance these programs. Federal and state financial aid funds are only available to students who are United States citizens or permanent residents of the United States. Each applicant is expected to provide all requested information fully and accurately. Full reporting and updating of current financial circumstances are essential requirements of all financial aid programs. Failure to notify the campus financial aid administrator of a change in circumstances from those indicated on the financial aid application may result in withdrawal of aid.

Each academic year, approximately 85-90 percent of the incoming and returning

students applying on time for aid receive a financial aid package.

Alliant International University is committed to helping students keep their educational loan debt to a minimum. Therefore, students are encouraged to borrow as little as possible and may be asked to review their need to borrow with the financial aid services staff.

To receive financial assistance, students are required to maintain good academic standing (see Academic Standing section). Financial aid recipients who withdraw from school during the semester will be expected to repay an 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.

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

Any questions that are not answered in this section of the catalog should be directed to that University office at (858) 635-4559 (phone), (858) 635-4848 (fax), or e-mail [finaid@alliant.edu](mailto:finaid@alliant.edu).

Alliant participates in the following financial aid programs:

#### Federal Programs

- Academic Competitive Grant
- AmeriCorps
- Federal Pell Grant
- Federal Supplementary Educational Opportunity Grant (FSEOG)

- Federal Work Study Program (Service Learning/Community Service positions are available, and Alliant supports the America Reads program)
- Federal Perkins Loan
- Federal Stafford Loan (Subsidized and Unsubsidized)
- Federal Parent Loan for Undergraduate Students (FPLUS)
- Federal GRADPLUS Loans
- Off Campus Part-Time Job Location and Development Program
- Scholarships for Disadvantaged Students Program

### State Programs

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

### Institutional Programs

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

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

### The 2006-2007 Application Process for Federal, State and Institutional Financing Programs

This section applies to U.S. citizens and permanent residents only. Students who received financial aid for 2007-2008 should

receive a Renewal email from the Federal Department of Education or your Department of Education PIN number sometime in January 2007. Students are encouraged to file their renewal FAFSA applications electronically at <http://www.fafsa.ed.gov>.

If you do not receive a Renewal email from the Federal Department of Education or if you did not apply for Financial Aid for 2006-2007 but wish to apply for 2007-2008, you should do the following:

- Complete the Free Application for Federal Student Aid (FAFSA). This form is available online at [www.alliant.edu](http://www.alliant.edu). You may also complete the FAFSA online at <http://www.fafsa.ed.gov>. Regardless of how an applicant completes the renewal FAFSA, the March 2 filing deadline indicated above applies. Applicants should make sure the Institution Code for Alliant (011117) is indicated on their FAFSA or Renewal Form. For future year's priority deadline you must check with the Financial Aid Office.
- **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, 2007. The GPA Verification Form is available from California Student Aid Commission.

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

It is the student's and/or applicant's responsibility to obtain and file all the forms by the proper deadlines in order to be considered for aid at Alliant. Students selected for federal verification must submit a photocopy of their 2006 federal income tax return (IRS Form 1040, 1040PC, 1040A, 1040EZ, or TeleFile Worksheet) to the campus Financial Aid Office by April 15 or within 30 days of notification. All students

selected for verification must complete the Federal verification form and submit any necessary documentation, even if they are only applying for Stafford Loan assistance.

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

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

### Continuing Students Who Are Not Applying for California State Aid

Current Alliant students who applied for federal aid in the previous year, and who have not changed their address since applying, should receive an email from the Federal Student Aid Programs processor; the PIN is required to complete the online renewal FAFSA. Applicants who did not receive an email by January 17th should (1) request the PIN online at <http://www.pin.ed.gov> to be resent to them and (2) complete an electronic FAFSA through the U.S. Department of Education's FAFSA on the Web at <http://www/fafsa.ed.gov/fill.htm>.

### Federal and State Financial Aid Eligibility for U.S. Citizens and Permanent Residents

Most United States citizens and permanent resident graduate students qualify for U.S. federal financial aid programs or for aid from the State of California. In order to qualify, students must complete the Free Application for Federal Student Aid (FAFSA), which provides an in-depth analysis of the financial condition of the student and his/her family. This analysis (done on a yearly basis) determines how much the student/family is expected to contribute toward the cost of education. This figure is called the "expected family contribution," or EFC. The factors that go into determining the EFC include income,

## Expenses & Financial Aid

assets, retirement needs, family size and number of dependents in college. Parents' income and asset information is included in the EFC calculation for dependent students. The definition of a dependent student for financial aid is not the definition used by the Internal Revenue Service. For purposes of financial aid, dependent students are students under the age of 24 who do not have dependents, are not married, a ward of the court, orphan, veteran or graduate student.

The vast majority of students are eligible for need based aid, because what they are expected to contribute is below the cost of their education for the year, leaving them with financial need and financial aid eligibility.

### Financial Aid Eligibility

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

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

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

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

Students who receive need-based aid, the aid you receive from all sources of aid (including non-need based aid) may not exceed their cost of attendance.

Many students may choose only to seek aid for the cost of tuition and fees, since their housing, food, and other basic household costs are supported with ongoing family

income. Students should talk to a financial aid officer to determine what types of aid are best for their individual situations.

### Cost of Attendance and Standard Student Expense

Cost of attendance includes the following items:

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

Student cost of attendance budgets includes only essential costs because an equitable policy recognizes only those obligatory expenses which are not a matter of choice. Each year the financial aid office develops a cost of attendance, which includes basic living expenses plus an average amount of tuition for students in a similar enrollment status.

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

### Standard Student Expense Budgets 2007-2008

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

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

Tuition .....	varies by units taken
Fees .....	\$370
Books and Supplies .....	\$1,386

Room and Board .....	\$8,250
Transportation .....	\$792
Personal Expenses .....	\$2,142
Total (excluding tuition) .....	\$12,670

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

Tuition .....	varies by units taken
Fees .....	\$370
Books and Supplies .....	\$1,800
Room and Board .....	\$13,890
Transportation .....	\$2,510
Personal Expenses .....	\$2,620
Total (excluding tuition) .....	\$21,190

### Transferability of Financial Aid from Campus to Campus

Almost all the financial aid programs are transferable from campus to campus in California with the exceptions of the Student Employment Programs (FWS and ICWO). The Alliant Scholarship, the Alliant Grant, the Presidential Scholarship and the University Scholarship are prorated to the tuition costs at Alliant-Mexico.

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

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

### Financial Aid for Study Abroad

Financial aid for study abroad is available at Alliant. In general, federal funds can be used for study abroad. State funds are limited to institutions located in California. However, courses taken through a study abroad program must in all cases be acceptable for transfer into the student's program of study at Alliant. Approval for study abroad must first be obtained through an Academic Advisor. Upon obtaining approval from their

Academic Advisor, Alliant students must obtain a Consortium Agreement from the Financial Aid Office. This form must be complete well in advance of the student's departure. Contact the Financial Aid Office for further details.

## **Student Course Load for Student Financial Aid Programs**

### **Federal Programs**

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

Half-time enrollment is defined as:

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

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

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

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

### **State Programs**

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

- 6-8 units ..... Half-Time
- 9-11 units ..... Three Quarter Time
- 12+ units ..... Full-Time

### **Institutional Programs**

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

- Alliant Scholarship-Undergraduate
- University Scholarship
- CSPP Merit Scholarship
- CFS Merit Scholarship

The following graduate institutional aid programs require that students register and pay for the equivalent of at least 8 general semester units:

- Alliant Scholarship-Graduate

Other federal and state aid programs may also require full-time enrollment, such as the Scholarships for Disadvantaged Students.

The following graduate institutional aid programs require that students register for at least 6 semester units:

- GSOE Merit Scholarship

## **Descriptions of Alliant Aid**

### **Alliant International University Scholarships**

Alliant sets aside funds for student scholarships. Alliant scholarship assistance is credited towards the recipient's tuition account. In 2006-2007 Alliant scholarship awards averaged \$1,400 for undergraduate students and \$1,500 for graduate students.

In addition, Alliant has several dozen endowed and memorial named scholarships according to criteria stipulated by the respective scholarship donors. A complete list is available annually from your financial aid representative, usually in the spring. The scholarships range from \$250-\$1,000 per year.

### **Federal Supplemental Educational Opportunity Grant (FSEOG)**

These federal funds are awarded to undergraduate students with exceptional financial need who are pursuing their first undergraduate degree. Priority is given to Federal Pell Grant recipients.

### **Cal Grant A and Cal Grant B**

These California State funded programs are designed to assist California residents. The California Student Aid Commission (CSAC) determines eligibility for new recipients. The Financial Aid Office determines renewal eligibility after all FAFSA information is

received, need determined, and CGPA calculated.

### **Cal Grant A**

This grant assists low and middle-income undergraduate students with tuition expenses. Grant recipients are selected on the basis of grade point average and documented financial need.

### **Cal Grant B**

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

### **Note:**

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

### **Federal Work Study Program (FWS)**

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

Under the Federal Work-Study (FWS) program, students are employed in part-time jobs on campus or in other nonprofit agencies to help meet a portion of their cost of attendance. FWS earnings are considered taxable income and must be reported as such. Doctoral extension students are eligible to work under FWS as long as they are enrolled at least half-time (5 credits). Students may earn up to the maximum amount specified in their financial aid package or otherwise certified by the campus Financial Aid Office. On average, FWS students work 10-20 hours per week during the academic year at rates

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ranging from \$8.00 to \$12.00 per hour. In 2006-2007, average student earnings were approximately \$6,000.

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

Each year, at least eight percent of an eligible institution's FWS allocation must be used for Community Service. Alliant encourages students to investigate opportunities for on-campus community service employment and opportunities for off-campus employment through community service agencies that serve the entire community.

In general, community services include:

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

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

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

### International Campus Work Opportunity (ICWO)

International Campus Work Opportunity provides funding for international students, and is awarded by Alliant to fill critical positions on campus. International students are required by federal regulation to possess a social security number to work on campus. Social security numbers may be obtained by contacting the Social Security Administration at 1 (800) 772-1213. International students typically must be at Alliant at least two terms before they are eligible for student employment at Alliant. Applications for employment are available at the Financial Aid Office. Students are limited to four consecutive terms of employment. Thereafter, the needs of the University, the availability of funding and a student's qualifications impact a student's eligibility for continued employment.

### Federal Perkins Loan

This Federal loan program is designed for students with exceptional financial need. This program is available for undergraduate and graduate students who are U.S. citizens or eligible non-citizens with demonstrated need. The current Federal Perkins interest rate is 5%. Undergraduates may borrow up to \$4,000 per year, but the aggregate amount may not exceed \$15,000. Graduate students are limited to \$6,000 per year and may borrow up to a maximum of \$40,000, which includes money borrowed as an undergraduate. Borrowers must sign a promissory note and pass the Perkins entrance examination before funds can be disbursed. Federal Perkins borrowers are required to attend an Exit Loan Counseling session prior to withdrawal or graduation.

Interest does not accrue while the borrower is enrolled in school at least halftime, during the grace period, or during authorized deferments. The borrower is responsible for paying the interest that accrues on the loan

during repayment or forbearance. Loans made after July 1, 1993 are repayable over a period of up to 10 years and have a nine-month grace period. As of October 1, 1998, students who are in the reserves of the Armed Forces and are called to active duty are exempt from payment and are not considered to have used any of the grace period for active duty periods of up to three years. Should the period of active duty end during an enrollment term, the exemption would continue until the beginning of the next enrollment term. Deferments are available for at least half-time enrollment in an eligible institution, study in an approved graduate research fellowship or rehabilitation program, for periods of unemployment or economic hardship (limited to a total of 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 cancelled in part for each year of completed service as a teacher in a low-income school, as a teacher in a shortage area as determined by the state where the school is located, as a teacher of the handicapped, for military service in an area of hostility, as a full-time volunteer in VISTA or the Peace Corps, as a law enforcement or crime prevention officer, as a provider of early intervention services in a public or non-profit program, as a provider of services to high-risk children in a non-profit family service agency, as a licensed or registered nurse, or as a licensed or certified medical technician. Military cancellations may be granted for four years maximum for a total of 50 percent of the loan. Peace Corps and VISTA cancellations also may be granted for four years maximum, but for a total of 70 percent of the loan.

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

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

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

In 2006-2007, Perkins awards for Alliant students averaged \$2,500. Federal funding allocations for the Perkins Loan Program have fluctuated over the past several years. As a result, Alliant cannot guarantee average awards for subsequent years.

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

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

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

### 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 Alliant Financial Aid Packet. Awards are credited to the recipients tuition accounts, divided equally between the Fall and Spring semesters. Funding is contingent upon annual grants from HHS.

### Federal Family Education Loan Program (FFELP)

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

- Federal Subsidized Stafford Loan
- Federal Unsubsidized Stafford Loan
- Parent Loan for Undergraduate Students (PLUS)
- GRADPLUS for Graduate Students
- Unsubsidized Federal Stafford HEAL Replacement

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

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

There are two types of Stafford Loans—subsidized and unsubsidized. Eligibility for subsidized Stafford Loans is based on financial need (demonstrated via the FAFSA or Renewal Form). Students who do not demonstrate (sufficient) need may borrow unsubsidized Stafford Loans. Maximum loan eligibility is indicated on each student’s financial aid award letter. When students are eligible for a subsidized Stafford Loan, the government pays the interest that accrues on the loan while in school. Students receiving an unsubsidized Stafford Loan are charged the interest on the loan while in school, in grace period and in deferment. Students have the option of paying the interest on their loan

as it accrues or it can be capitalized (the interest is added to the principal balance of the loan). Alliant recommends paying interest on unsubsidized loans. The amount of subsidized and unsubsidized eligibility is based on financial need, dependency status, and grade level. Students who do not qualify for all or part of a Subsidized Stafford Loan based on need may qualify for an Unsubsidized Stafford Loan. The combined loans may not exceed the annual or aggregate lifetime limits.

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

### Annual Loan Limits Additional Unsubsidized

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

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

\*You are an independent student if you:

- 1) Were born before January 1, 1984
- 2) Are married
- 3) Are a veteran
- 4) Have legal dependents other than a spouse
- 5) Are an orphan or ward of the court, or were a ward of the court until age 18
- 6) Classified as a graduate student

A dependent undergraduate student may borrow up to a cumulative total of \$23,000. An independent undergraduate student may borrow a lifetime aggregate of \$46,000



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subsidized and unsubsidized loan. A graduate student may borrow up to \$20,500 subsidized and unsubsidized per year. The cumulative maximum for subsidized Stafford is \$65,500 (total includes both undergraduate and graduate loans). The maximum graduate aggregate loan debt for subsidized and unsubsidized loans is \$138,500.00 (includes undergraduate and graduate loans from all schools attended).

If you are eligible for a Federal Stafford Loan you must submit a copy of your 2007-2008 Financial Aid Award indicating how much you wish to borrow. Moreover, if you are a first time borrower, you must complete and submit a Master Promissory Note electronically through the electronic award letter. The Master Promissory Note (MPN) was developed by the U.S. Department of Education to eliminate the need for students to submit new promissory notes every year. New Stafford Loan borrowers must submit both the MPN and their award letter to borrow from the Stafford Loan programs. Continuing students who have already completed the MPN must return a copy of their financial aid award reflecting how much they wish to borrow from the subsidized Stafford Loan Program and/or the Unsubsidized Stafford Loan Programs. Alliant processes loans electronically by transmitting students' data to their lenders. Students should remember which lender they chose so that all further loans can be submitted to the same lender.

### Federal GRADPLUS for Graduate Students

The Federal GRADPLUS for Graduate students is a federal loan program. Banks, savings and loan associations and credit unions that participate make these loans. Interest rates are a fixed 8.5% starting July 1, 2006. Interest is charged on the loan once as disbursement is made to the school as it is with the unsubsidized Stafford. Students must be attending at least half time enrollment to be eligible for the loan. Students must be preapproved for the loan as it is dependent on the credit of the borrower. The standard repayment period is 10 years but students

may consolidate the loan after starting repayment for the loan. A separate Master Promissory Note must be filled out for this loan through the lender.

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

The Federal Parent Loan for Undergraduate Students (PLUS) is a federal loan program available for parents of undergraduate students. Banks, savings and loan associations and credit unions that participate make these loans. Interest rates are a fixed rate of 8.5%. The Federal PLUS may be used to replace the expected Parent and/or Student Contribution to supplement the total financial aid package up to the amount of the budget.

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

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

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

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

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 Federal Stafford-HEAL Replacement

Under this program, students who are enrolled full-time in Clinical PsyD and PhD Programs at CSPP/Alliant are eligible to apply for the Health Education Assistance Loan Program (HEAL). Eligible borrowers may borrow an additional \$12,500 per academic year in place of the phased out HEAL program. The new aggregate loan limit for unsubsidized loans will be \$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 are encouraged to take advantage of a number of recently developed and improved sites that provide useful financial aid information. One of the best sites is **The Financial Aid Information Page (<http://www.finaid.org/>)**. Among the many services offered free of charge are:

- Information about funding for graduate school
- Access to several online searchable databases containing over 200,000 private sector scholarships, fellowships, grants and loans
- EFC Estimator, an online calculator that computes an estimate of the student's

expected family contribution and financial need using the Federal Need Analysis Methodology

- A loan repayment calculator that calculates manageable debt levels based upon anticipated income
- An annotated bibliography of financial aid resource materials

### Assistantships

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

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

### Paid Field Placements

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

### 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 at CSU. Loan recipients who do not teach at 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 2007-2008 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 10 years or children of veterans, age 26 or under, who have a parent who is permanently and totally disabled or who is deceased as a result of service in the U.S. Armed Services, may be eligible for benefits for their program at Alliant.

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

A veteran or eligible person placed on probation for unsatisfactory academic progress shall not be certified for Veterans

Benefits if his or her academic progress remains below graduation requirements after three terms. If the veteran or eligible person is allowed to remain on probation beyond this period, he or she will have all Veterans Benefits discontinued and certification of benefits terminated

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

### APA Minority Fellowship Program

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

# S

# Student Services & Administrative Policies

## STUDENT SERVICES AND ADMINISTRATIVE POLICIES

### Student Services (All Campuses)

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

Each Alliant campus offers special-interest activities, student-sponsored events, and student publications. One of the most important extra-curricular activities on every campus is student government. Alliant students participate in University decision making through an active University Student Government Association (USGA) on each campus. There is also student representation on the Board of Trustees. Students are required to access Alliant email as this is the primary communication device for the university.

Alliant students across the system are provided with an educational technology infrastructure to support their coursework. The Computer Labs offer state-of-the-art computer facilities available to students on all campuses and provide e-mail contact with the Information Technology (IT) unit that maintains and supports the labs. Through the Online HELPDESK, students can contact the IT unit that troubleshoots problems on the University computer network. There are web

links to information about courses and events available online. The student e-mail page provides information about and access to student e-mail—a free, convenient way for students to keep in touch with their professors, each other, and family and friends back home

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

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

### Academic Success Center

The Academic Success Center (ASC) on the San Diego campus is committed to helping undergraduate students achieve their academic goals by offering the resources they need to complete their programs of study successfully. The ASC is part of the University's Center for Undergraduate Education.

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

**Undergraduate Writing Lab** tutors work with students individually on aspects of the writing process (brainstorming, outlining,

composing, evaluating, revising and editing). The tutors' ultimate goal is to develop effective writers by giving students skills they can transfer to most forms of written expression, including outlines, summaries, reflective responses, essays, case studies, book reviews, and research papers. One of the tutoring rooms is equipped with software to help students improve their grammar, spelling and punctuation; format papers using correct APA style, and use Microsoft Word more effectively. Numerous handouts on a variety of writing topics are available in hard copy and online.

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

The **Undergraduate Technology Lab** offers students a place for quiet study. The lab has 12 computers with office productivity software and tutorials on mathematics and writing as well as access to the Internet and Alliant Library databases.

### Critical Thinking/Information Literacy

The ASC team works closely with participating instructors to increase students' skills in critical thinking and information literacy across the curriculum. The program incorporates these competencies in various courses offered to undergraduate students. Faculty members assign projects that teach students to obtain relevant and accurate information, to analyze data critically, and to

use the latest technology to retrieve and synthesize information. These skill sets have become essential for success in both academia and the business world. Students receive support from the ASC in their research activities from tutors, supplemental instruction leaders, technology interns, and learning specialists. Students will continue to apply library and Internet skills throughout their undergraduate experience, in graduate studies, and in the workplace.

The ASC coordinates and proctors the **Undergraduate English and Mathematics Placement Examinations**, which are a requirement for all entering undergraduate students who have not met the minimum requirements. The exams are administered at the beginning of each academic session and are used to inform instruction and learning interventions.

The **Student Orientation Program (SOP)** assists transfer students in making a smooth transition into life on campus and introduces students to the array of academic support services available to them. SOP gives new students a head start on their academic endeavors by exposing them to Alliant resources and helping them build relationships with fellow students, staff, and faculty.

The **Teaching and Learning Institute (TLI)** promotes excellence in teaching, improvement in student learning, and supports the effective communication of knowledge along with the love of learning. The TLI strives to enhance the spirit of innovation in the creative and effective use of both new and traditional educational methods and tools, such as Blackboard and SMART classroom technologies. It is committed to supporting faculty and students as they broaden their intellectual, teaching, and scholarly horizons.

The **Supplemental Instruction Program (SI)** is an academic support system designed to help undergraduate students enrolled in some of the most challenging college courses. The program matches high-achieving students who have shown expertise in historically

difficult courses to lead students in study sessions outside of class. In these specialized sessions, students can master course content while they develop and integrate learning and study strategies. The SI program improves students' grades, increases retention, and ultimately increases graduation rates.

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

### Athletics

There are intramural and fitness programs on the San Diego campus in which students may get involved. Basketball courts and soccer and baseball fields are often the scene of intense (but friendly) competition among students.

### Career Services

Career Services assists graduate and undergraduate students developing, planning, and implementing their career and educational goals throughout their years at Alliant, including the following services.

The Career Center contains computers with Internet access and hundreds of books, binders, periodicals, and handouts.

**Individual Career Counseling** sessions can be scheduled to discuss and explore any career related concerns.

Limited **Career Assessments** are available for students. These are an excellent way to pinpoint career options based on personality, interests, values, and skills. Career events including workshops, informational sessions, panel presentations, recruiting events, and classroom and club presentations are offered throughout the year on various topics of interest to students.

### Counseling Center

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

couples and group counseling is provided to assist students with personal problems that impair their functioning or enjoyment of life.

### Disability Services

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon disability, whether that be real, perceived, or in the past.

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

The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

### Graduate Student Services

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

**Consulting Services** for the Graduate School of Education (GSOE) increase the overall success of graduate students in education by providing technology training, professional development, and generally helping GSOE students navigate and develop their educational community. The consultants are graduate students in Education who model leadership and embrace mutual respect while working with students on a one-to-one basis to further develop their professional skills. The consultants facilitate online classes by providing tutorials for students on the use of Blackboard as well as workshops on

## Student Services and Administrative Policies

PowerPoint, Information Literacy and basic computer applications. The consultants also serve as liaisons between students and GSOE faculty by hosting social events and networking opportunities within the School.

### Housing and Residence Life

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

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

### International Student Services

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

All international students and scholars are required to comply at all times with United States laws and regulations pertaining to their status; the ISSO assists international visitors in understanding and following these U.S. laws and regulations.

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

### Public Safety

The University's Public Safety Department on the San Diego Scripps Ranch campus is on

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

### Student Activities

In San Diego, the Student Activities staff provides the University community with a broad range of social, recreational, educational, and multicultural activities. The programs are planned by a combination of professional staff and student employees who know first-hand what students like to do in their free time.

### Veterans Affairs

The University is approved by the Bureau for Private Postsecondary and Vocational Education for the training of veterans.

All Veterans Administration (VA) paperwork is handled by the coordinator of veterans affairs at each campus. The veteran should 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.

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

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

**VA Policy:** Request for a change in the student's educational objective (curriculum) should be submitted to the VA prior to enrollment so that mandatory counseling action, where applicable, can be taken. VA Form 22-1995 should be submitted by the veteran at this point.

**Alliant Procedure:** If a veteran should change majors before reaching the original degree objective, or if a veteran should commence another degree program in another field at the same or lower level as that already attained, then VA Form 22-1995 should be submitted at this point.

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

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

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

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

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

**Alliant Procedure:** Students admitted as Special Status Only must 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 or evening programs.

**Alliant Procedure:** This is done as a matter of standard practice within the Admissions Office for undergraduate students and in the academic division for graduate students.

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

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

**Alliant Procedure:** Each veteran's grade report will be checked at the end of each term to insure that the student has satisfactorily completed the courses. If a deficiency exists (such as I, NC F, 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 grades during the term following the graded period will remove the veteran from Benefits Probation unless other grade deficiencies exist.

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

**Alliant Procedure:** Withdrawal and Change-of-Program dates are entered into the student information system by the Registrar's Office which reports these dates and changes to the VA in a timely manner to avoid overpayments. The last date of attendance must be accurately recorded by the faculty or staff on the Change-of-Program form, or, if a student does not officially drop the course, the instructor must indicate the last date of attendance 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.

**Alliant 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.

**Alliant 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.

### **Wellness Center**

Alliant provides free health services to all San Diego students who have paid the wellness fee. A registered nurse is available to assist students with health issues during regular office hours.

### **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 located on Alliant's website at <http://consumerinfo.alliant.edu> and is published in handbooks which are distributed annually to all students and employees.

### Non-Discrimination

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

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

**Rodney L. Lowman, PhD**

*Interim Provost and*

*Vice President for Academic Affairs*

San Diego/San Francisco

(858) 635-4535

**Mark Brody, JD**

*University Counselor and Risk Manager*

San Diego

(858) 635-4807

**Denise A. Hanson**

*Chief Human Resources Officer*

San Francisco

(415) 955-2007

**Directors of Campus and Student Services**

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

### Sexual Harassment

The prohibition against sexual harassment, a form of discrimination on the basis of sex, is set forth in the University "Policy on Non-Discrimination." The term "sexual

harassment" means unwelcome sexual advances, requests for sexual favors and other verbal, visual, or physical conduct of a sexual nature. This behavior is unacceptable in the academic environment and in other University-related settings such as University-sponsored activities or University-related social events. The entire policy is available in the Human Resources offices.

### Student-Initiated Grievance

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

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

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

### Filing a Formal Grievance

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

**Denise Hanson**

Human Resources Director

Alliant International University

1 Beach Street, Suite 200

San Francisco, CA 94133

Telephone (415) 955-2007

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

## Disclosure or Release of Student Information

### Student Records

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

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

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

## Conduct

Alliant International University expects all students to adhere to the civil laws and regulations in effect at the location where they are enrolled and the academic and non-academic codes of conduct published in the University's student handbooks and School/Center's published academic policies. In addition, students are expected to meet and uphold the ethical standards of the professions for which they are receiving

training. The University reserves the right to define professional competence and demeanor.

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

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

## Problem Solving and Dispute Resolution Guidelines

The purpose of Alliant International University's problem solving and informal dispute resolution guidelines and policies is to resolve problems in a manner that maintains positive relationships. The guidelines outline a series of steps 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, you may seek assistance from the University Ombudsperson.
3. **Written complaint:** If the problem is still not resolved to your satisfaction after using the assistance provided by one of the individuals who is designated to assist you, you may present the situation in writing to the program director in the case of academic issues or to the director of campus and student services in the case of administrative issues. That person will investigate the issue.
4. **Grievance: The Grievance Procedure may be used only if the problem solving and dispute resolution processes described above have been followed and have been unsuccessful in resolving the matter.** Filing of a grievance is rare but may occur when students believe they have been adversely affected by an action of another member or members of the community in certain serious circumstances.

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

## Office of the Dean of Students

The Office of the Dean of Students provides support for students and promotes the academic mission of the University. The Office assists students in the resolution of problems, provides information about campus resources, and promotes initiatives that address the needs of students. The responsibilities of the

office include, but are not limited to, the following:

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

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

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

## University Ombudsperson

The University Ombudsperson is available to assist all University community members with information on Alliant's issue resolution processes, and to advise and assist, where appropriate, with problems that have not been satisfactorily resolved through official University channels. The Office of the Ombudsperson is not the place to start with a problem or complaint, but is available, generally, after all issue resolution processes have been exhausted. This includes instances



## Student Services and Administrative Policies

when an existing process does not seem to be working effectively, or where special circumstances warrant special process considerations, or where an objective consultation on a problem is needed.

### **The University Ombudsperson will:**

Help analyze your situation, and identify and evaluate options.

- Make referrals, where appropriate.
- Provide assistance to resolve problems or injustices, where appropriate and timely.
- Recommend necessary changes in policies.
- Provide important feedback to administrators by reporting issues and trends without disclosing identities.

### **The University Ombudsperson does not:**

- Take sides.
- Conduct formal investigations.
- Make University policy.
- Make formal management decisions.
- Take action on your personal concern without permission.
- Get involved in disputes which are going through official University resolution processes.
- Replace other informal channels for resolving issues.
- Replace formal grievance or appeal processes.
- Revise decisions properly made through appropriate channels.

### **Guidelines for Accessing the University Ombudsperson**

Students, staff and faculty may contact the University Ombudsperson after completing and submitting the appropriate referral form located on the Alliant website.

### **Ombudsperson Contact Information:**

Ms. Jacyn Lewis, JD

E-mail: [jlewis@alliant.edu](mailto:jlewis@alliant.edu)

Fax: (415) 955-2038

# Academic Policies

## University Catalog

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

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

## Catalog Controlling Graduation

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

**held to the policies and procedures outlined in the current catalog of the respective year that they are enrolled.**

Catalogs take effect on the first day of class for the Fall term of the academic year for which they are published.

## Course Numbering

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

### 0000-0999

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

### 1000-2999

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

### 3000-4999

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

### 5000-5999

Prerequisite courses for master's and doctoral programs.

### 6000-9999

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

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

## Course Content

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

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

Variations in the learning needs of students, inherent uncertainty in predicting exactly how material for a course should be covered, and an ambiguity in determining the most effective means of evaluating students, dictates that a design for instruction may need to be adjusted. Therefore, in order to be pedagogically responsible, the University allows that reading assignments, written assignments, examinations, daily topics, and the means and weights involved in the

## Academic Policies

instructor's evaluation of students, can change as needed after instruction has begun.

Instructors are encouraged to be as faithful as possible to published syllabi or lesson plans. However, if altering these is judged by instructors to be necessary and appropriate, instructors may do so but are requested to share with their students in a timely manner how the course syllabi or lesson plans have changed.

### Transfer Credits/Credit for Previous Coursework

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

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

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

### Waiving Classes/Challenge by Examination

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

#### Waiver

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

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

#### Challenge Exam

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

specifically allowed in their probation agreement.

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

### Changing Sections of a Continuing Sequence

Many of the courses offered in a program's curriculum are continuing sequences that extend over more than one term. When enrolling in the first term of a sequential course, students, in fact, enroll in that section for the duration of the course. Should substantial reasons exist for changing enrollment in a sequential course, students must obtain permission from the current course instructor, the proposed new course instructor, and the Program Director (or equivalent) or his/her designee to effect the change. This authorization must be presented in writing to the Registrar's Office. After such approval is obtained, students must then follow existing add/drop procedures to change the section. Some courses do not allow for changes in sections.

### Independent Study

In order to receive credit for independent study, the student must develop a written learning contract with a professor which outlines specific objectives, learning activities and criteria for evaluation. All independent study courses must have prior written approval of the appropriate Program Director (or equivalent). Independent Study is to be used only in cases in which the course content is not available in a regular course and there is clear justification for offering the option. Most courses MAY NOT be taken by independent study.

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

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

## Comprehensive/Preliminary Examinations

Most doctoral programs include comprehensive and/or preliminary examinations designed to measure basic knowledge, theory and/or applications of knowledge and theory in the program. As such, they are an important part of the academic program. Successful completion of these exams is required for advancement to doctoral candidacy or other program milestones, for accrual of internship hours, and for enrollment in certain coursework. For more information on the examination requirements of a program, contact the program office or the advisor.

## Petition To Waive Academic Requirements

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

## Academic Calendar

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

## Registration and Registration Limits

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

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

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

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

## Agreement to Rules

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

## Deadlines

Students are required to respect the various academic and administrative deadlines listed in the Academic Calendar and other University publications. Failure to do so constitutes grounds for probation, suspension, or dismissal from the program.

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

## Transcripts

### Permanent Record

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

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

### Official Records

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

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

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

## Academic Policies

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

### Changes To Records/Names Used on Records

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

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

### Privacy and Access to Records

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

### Marking System and Symbols Used on Transcripts

- A** Superior. The student has demonstrated a quality of work and accomplishment far beyond the formal requirements and shows originality of thought and mastery of material. A+ grades are not recognized as a valid grade in grade point average calculations and are not recorded on the student's transcript.
- B** Above Average. The student's achievement exceeds the usual accomplishment, showing a clear indication of initiative and grasp of the subject.
- C** Average. The student has met the formal requirements and has demonstrated good comprehension of the subject and reasonable ability to handle ideas.
- D** Below Average. The student's accomplishment (while still passing) leaves much to be desired. Minimum requirements have been met but were inadequate.
- F** Failure. The student has not met the minimum requirements.
- CR** Credit. Used upon completion of thesis, dissertation, internship and for other specified courses.
- MP** Marginal Pass. The student's accomplishments, although passing, were inadequate in several important respects. Minimal requirements of the course were met but with serious deficiencies.
- NC** No Credit. The student has not achieved the minimum expectations of scholarship or credit in terms of the course objectives. The NC is not to be used in situations in which a grade of F is justified. It is not used in computing grade point averages.
- I** Incomplete. Given only in extenuating circumstances. Work must be completed by the end of the succeeding term.
- IN** In Progress. No continuous enrollment required.
- IP** In Progress. To be used for certain theses, dissertations, practica and internships.

- AU** Audit. Does not yield credit. Enrollment for audit is limited to original registration for the term or to properly approved changes within the first week. Registration and payment of fees are required for audit courses.
- W** Withdrawal. Grade given to those who drop classes after the scheduled drop period.
- NR** No Report. Indication (to be used only by the Registrar) that as of the deadline for submitting grades, none had been received. See "Grade Reporting."

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

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

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

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

A student's grade point average is obtained by dividing the total number of quality points earned by the total number of units undertaken, excluding courses in which the grades CR, I, IN, IP, NC, NR, W and AU. Transfer units are not counted in calculating the GPA on the Alliant transcript. All Alliant credits counted toward a degree are used in calculating the cumulative GPA.

## Former Grading System (Graduate Students)

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

**CR** Credit

**MP** Marginal Pass

**NC** No Credit

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

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

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

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

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

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

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

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

A and B = Credit

C = Marginal Pass

D and F = No Credit

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

## Narrative Evaluations of Graduate Students

Narrative evaluations are used in some courses as an additional way of providing feedback to students about critical areas of performance. Credit or letter grades are given in addition to the narrative report.

Students receive copies of their narrative evaluations at the completion of each term. A student's response to the evaluations will be incorporated into the student's record upon request.

Credit for courses graded on a credit-no-credit basis is awarded when professional and academic competence is demonstrated by the student to the satisfaction of the course instructor. All required courses must be successfully completed with receipt of a passing grade (i.e., Credit, Marginal Pass or equivalent) before the doctoral degree can be conferred. Students in some graduate programs also receive comprehensive faculty evaluations concerning their progress.

## Grade Reporting

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

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

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

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

## Incomplete Grade

Students may receive an Incomplete grade for a course when illness, family tragedy, or similar difficulty makes it impossible for them to complete course requirements on time. Students must arrange for an Incomplete grade with their instructor and Program Director (or equivalent) (or relevant academic administrator). Students do not re-register to finish incomplete coursework; however, students are required to finish incomplete coursework no later than the end of the following term (summer excluded). Normally the course must be completed with the instructor who assigned the Incomplete grade. Incomplete grades that are not removed by the end of the following term will be converted automatically to an F grade for graded courses and to an NC for credit/no credit courses.

Receipt of a grade of No Credit may place a student on probation or may subject the student to academic dismissal. A required course in which a No Credit grade is earned must be repeated within one year. When subsequent coursework designated to remediate the deficiency is successfully completed, both the new grade and the No Credit grade are shown on the student's record.

## Grade Appeals Process

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

## General Principles

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

## Academic Policies

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

### Grade Appeals Process

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

change it. This decision is sent to the Program Director or School Dean/Center Director who informs the instructor, student, and Registrar's Office if necessary. The Panel's decision is binding.

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

### Instructor Evaluations

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

### Review of Students' Performance

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

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

## Academic Status

All units are offered on a semester basis.

### Full-Time Status

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

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

### Half-Time Status

Half-time status is defined as:

- Master's and doctoral students: 5 or more units per semester
- Credential students: 6 or more units per semester
- Undergraduate students: 6 or more units per semester
- Dissertation sequence only: 3 or more units per semester

Students not meeting the half-time status unit requirement are not eligible for financial aid.

## Satisfactory Academic Progress Policy

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

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

satisfactory academic progress in the Alliant International University system.

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

## Academic Standing

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

### A. Program Length

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

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

### B. Unsatisfactory Progress

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

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

## Failure to Meet Standards

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

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

considering the SERC’s review and recommendation the Program Director or equivalent will make a determination and take action using the procedures outlined in the University’s Student Evaluation Rules and Procedures. A student determined not to be making satisfactory academic or professional progress in the academic program can be placed on one or more of the sanction categories outlined in the next section.

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

### 1. Warning

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

### 2. Probation

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

When a Program Director or equivalent acts to implement Warning or Probation the SERC is usually responsible for monitoring and advising the progression of a student in a remediation plan. The process for monitoring students includes regular reports from students and/or their advisors, reviewing student files and, as necessary and appropriate, recalling students to the Committee. It shall be the responsibility of the SERC in such circumstances to review the case and to determine whether the student has completed all of the requirements of the remediation, in which case the removal of the



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Probationary status will be recommended. In the event that the SERC determines that the conditions that resulted in Probation have not been remediated, the SERC may recommend other action including a) continuance of the status of Probation or b) that a more severe sanction be imposed. The Program Director or equivalent will review the recommendation of the SERC, make a determination as to appropriate action and send notification of this action to the student within ten (10) business days of receipt of the recommended action.

### 3. Mandatory Leave of Absence

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

### 4. Termination

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

### Appeals Process

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

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

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

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

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

### Doctoral Extension/ Continuous Registration

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

minimum of three units for half-time to qualify for financial aid. They must receive In Progress or Credit grades during this period.

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

### Reinstatement

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

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

### Leave of Absence

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

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

There is a one-year maximum time limit on leaves from the University. Because of the sequential nature of most programs, a leave of absence is usually not granted for less than one year. However, a leave of shortened duration may be granted at the discretion of the designated University representative. Students who are absent from the University for two terms or more, and who have not

received an approved leave of absence, will be officially withdrawn and must reapply for admission, be reviewed by the program and, if readmitted, must enter a program offered at the time of readmission (i.e., may not enter the program or curriculum in which they were previously enrolled if it is no longer offered or if the curriculum has changed).

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

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

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

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

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

of withdrawal (and therefore, repayment) reverts to the first day of the leave.

2. If a student takes a leave greater than 180 days, repayment begins on the date of withdrawal.
3. If the leave is longer than 180 days, repayment will occur according to the following terms:

a) **Unsubsidized Stafford Loan Program:**

Repayment begins 6 months after commencement of the leave. When the student returns from leave to at least half-time status, the in-school deferment resumes.

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

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

d) **HEAL Replacement Unsubsidized**

**Stafford Loans:** Same as Perkins, except the student must return in full-time status.

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

## Administrative Suspension/Termination

Students who do not register or apply for a leave of absence by the end of the add/drop period 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 a 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.

## Withdrawal

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

## Academic Policies

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

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

### Cross Campus or Program Enrollment

Any matriculated student in good academic standing, with permission from both programs, may be allowed to enroll in coursework at another campus or program as long as the units do not exceed program maximum for the term, or as allowed by the program. For more information, contact the program office or academic advisor.

### Transferring to Another Alliant Program or Campus

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

### Attendance

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

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

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

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

### Religious Holidays

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

### Academic Residency Requirements

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

Graduate students must complete a minimum of 60 percent of their courses at the University. Special residency requirements may be imposed by individual schools or programs.

Students should confer with their academic advisors or Program Director (or equivalent).

## Graduation

### Application for Graduation

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

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

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

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

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

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

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

### Degree Completion

Only the University 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 term in which the degree requirements are completed. Requirements are considered complete when relevant documents are received in the Registrar's Office and, in the case of thesis/dissertation, the date filed in the campus library.

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

### **Degree Completion Date for Psychology Licensure**

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

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

### **Diplomas**

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

### **Student Code of Conduct and Ethics: Academic**

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

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

### **Students**

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

Students bear the responsibility not only for their own academic integrity, but also for bringing instances of suspected violations of the Academic Code of Conduct to the attention of the proper University authorities.

### **Faculty and Administration**

Faculty and administration are obligated to the University and to the students they teach and serve to uphold ethical standards. They must deal fully and fairly with instances of academic misconduct. Any evidence that a faculty member has intentionally acted in a manner not consistent with this policy (including failure to report instances of suspected misconduct) will be subject to a referral to the faculty member's Dean or Center Director for appropriate action.

### **Acts of Misconduct**

The Student Code of Conduct and Ethics: Academic prohibits certain acts of misconduct by students enrolled at the University. Other University policies and procedures may also apply. Depending on the circumstances, the acts of misconduct described below may be considered as either a violation or an infraction.

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

### **Violations**

The following acts are examples of violations.

1. Examination Behavior: Any intentional giving or use of external assistance during an examination without the express permission of the faculty member giving the examination.
2. Fabrication: Any falsification or invention of data, citation, or other authority in an academic activity.
3. Plagiarism: Any passing off of another's ideas, words, or work as one's own.
4. Unauthorized Collaboration: Collaboration in any academic exercise unless the faculty member has stated that such collaboration is permitted.
5. Previously Submitted Work: Presenting work prepared for and submitted to another course.
6. Unauthorized Research: Failure to obtain approval of the Institutional Review Board for research involving human subjects.
7. Alteration or Misuse of Academic Documents: Any alteration or misuse of academic documents, including acts of forgery and/or furnishing false information.
8. Disruption of Academic Activity: Disruptive behavior, willful disobedience, profanity or vulgarity in a learning environment not limited to the classroom, practicum, and Internship sites.

## Academic Policies

9. Violations Defined by Faculty Member: Any other intentional violation of rules or policies established by a course faculty member/academic supervisor.

### 10. Assisting other Students in Acts of Academic Misconduct

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

## Infractions

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

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

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

## Sanctions

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

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

- a) Warning – A letter is placed in the student's academic file indicating that an infraction of the Academic Code of

Conduct occurred along any recommended or required remediation.

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

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

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

### 2. Serious Violations of the Academic Code of Conduct

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

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

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

c) Termination from the University with no transcript notation.

d) Termination from the University with transcript notation indicating “Academic Misconduct Termination.”

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

## Process and Procedures

Suspected instances and allegations of academic misconduct should be reported to the Program Director or equivalent. They will be reviewed and processed under the University's Student Evaluation and Review Committee Rules and Procedures. These rules and procedures can be found in the Student Handbook.

## Educational Records

The record of the final determination in all cases will be maintained in the educational record of the student in the registrar's office for a period of not less than five years after the student's departure from the University. A request for removal of transcript notation of “Academic Misconduct Termination” may be submitted by the student to the office of the academic dean after three years. The decision of the dean with respect to such removal shall be final.

## Orientation

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

## Internet Access

All students should have an Internet service provider prior to the first day of class.

Students are asked to keep their e-mail addresses current with the campus-based registrar. Each student is provided with an @alliant.edu e-mail address as the official method for communicating deadlines and other important information. Students are required to check their Alliant e-mail accounts on a regular basis. Systemwide administration policy is to use this means of communicating with all students on important issues.

## Advising

Alliant International University is committed to providing helpful and informed advising to all students in all programs. Faculty advisors or mentors are available to consult with students on issues of performance, policies, regulations, rules and curriculum requirements. Depending on the specific issues, students may obtain advice from campus student services offices, Registrars, Program Directors (or equivalent) and advisors for students with special needs, such as international students and students with disabilities.

Some programs assign staff advisors to students; other programs incorporate faculty into the advising process. The advising process for each program is described in the school or center policy and procedures information; contact the program office, Program Director (or equivalent), or Registrar for more information on advising resources.

In preparation for the design and research of their dissertations, doctoral students select their respective dissertation chairpersons from among a school's core or research faculty. Customarily, faculty so chosen serve as advisors and professional mentors. At the discretion of the Academic Dean or Center Director, and with the approval of the relevant Program Director (or equivalent), qualified non-core faculty may serve as dissertation chairs. Dissertation chairs or committee members may not have an

inherent conflict-of-interest (e.g., dual, multiple, or personal relationship, etc.) when serving in such roles.

PsyD students also receive advising from core faculty, either individually or in groups, during completion of their PsyD projects or dissertations.

## Tutors

Tutors are available to help students with many course-based or exam-based needs. Students are advised to check with the Student Services staff on each campus to determine the specific tutoring services available on that campus.

## Advancement to Candidacy

Demonstration of competency to complete a doctoral program must be established prior to the advancement to candidacy for students enrolled in doctoral programs. Generally, this occurs after the second year of the program when all the master's level requirements in the program(s) have successfully been completed. These requirements may include, but are not limited to, successful completion of all required coursework, passing all required preliminary or comprehensive examinations and successful oral defense of the dissertation proposal. Reviews of students' accomplishments by the faculty will determine whether students have qualified to be advanced to doctoral candidacy.

More information can be obtained from the program office or academic advisor.

## Double Major

Students may pursue two majors by completing the total requirements for one degree plus the prerequisite and major requirements of a second (if open electives are part of the "first" major, they may be used for courses in the "second" major, if applicable). Only one major may be designated on the diploma, and the official

transcript will be the only documentation confirming the double major.

## Double Minor

Students may pursue two minors by completing the requirements for each minor. If a course is required for both minors, students must take an additional course. No course may be double counted. All course substitutions must be approved by the appropriate dean, center director or designee.

## Second Bachelor's Degree

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

- ENG1106 and ENG2206 if equivalent was not completed as part of the first bachelor's degree
- all major and prerequisite requirements of the degree sought
- a minimum of 30 semester units in residence at Alliant after admission to the second degree program

## Master's Degree

Students enrolled in some doctoral programs may petition to receive a master's degree when all requirements for the work of the master's degree or equivalent have been completed. In general, students who enter programs with credit for previous work or with prior master's degrees do not qualify for master's degrees at Alliant International University since they have already received master's degrees for this work in their previous programs.

More information can be obtained from the program office or academic advisor. A fee is charged to process this master's degree diploma (see Tuition and Fee Schedule).

### Respecialization Programs

#### Psychology Doctoral Respecialization Programs

Doctoral respecialization programs are intended for holders of doctorates in psychology, or closely related fields, from accredited institutions who wish to gain additional clinical skills, train in a new area of psychology, or to meet the requirements for licensing as a psychologist. Areas of respecialization in psychology include clinical, forensic, Industrial-Organizational, or school psychology. More details can be found later in the section of the catalog in which curricula within the specific academic programs are described.

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

Psychology respecialization students seeking licensure are urged to stay in close contact with campus advisors and follow their recommendations on coursework and training in order to gather the background needed to be considered by the Board of Psychology for licensing at the end for the program.

#### Other Doctoral Respecialization Programs

Persons accepted for doctoral respecialization in areas other than psychology (e.g., Marriage & Family Therapy, education) who are seeking licensure or credentialing in the new area of specialization also need to contact the relevant licensure or certification board to assure that the planned respecialization program will meet the desired certification or licensure requirements.

### Conditional Admission Status

Some students are offered conditional acceptance to the University based on one of two conditions:

1. That certain requirements that are not currently met be met prior to the first day of enrollment
2. That a certain satisfactory level of academic achievement is demonstrated during the first year of enrollment

Students enrolling under the first condition are given a date at which time documentation of all the requirements having been met must have been delivered to the University. If such documentation is not available, the student may be placed on probation and/or administrative suspension pending delivery of the documents; the student may also be terminated at the discretion of the University. Students enrolling under the second condition must exhibit satisfactory academic progress and will have their progress reviewed by the Registrar or the Student Evaluation and Review Committee for continuation in the program.

### Non-matriculated Enrollment Status

Students seeking non-degree study should contact the Admissions Office, Program Office, or the designated campus representative for a part-time application form. Information about courses, deadlines and registration procedures is available from the Registrar's Office. Not all courses are available to part time, non-degree-seeking students.

Students attending on a non-matriculated basis may not earn a degree, must register for courses on a space-available basis (enrollment in such courses is not guaranteed), and may not apply more than 9 units of this academic work to count toward an Alliant degree.

### Exceptions to Academic Regulations

A request for an exception to a published University academic policy or a request for any special academic privilege must be made in writing and initiated through a Program Director (or equivalent) or an academic advisor. All documentary evidence in support of each application for academic exception or academic privilege should be submitted with the written request. Each case will be decided on its own merits. All exceptions, waivers and special privileges are subject to review by the academic dean for a final decision. Students are encouraged to maintain their own personal copies of all paperwork submitted.



# Academic Programs Overview

## EDUCATIONAL OFFERINGS AT ALLIANT INTERNATIONAL UNIVERSITY

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

- California School of Professional Psychology (CSPP)
- Graduate School of Education (GSOE)
- Marshall Goldsmith School of Management (MGSM)
- Center for Forensic Studies (CFS)
- Division of International Studies (DIS) within MGSM
- Center for Undergraduate Education (CUE)

Most schools and centers offer programs at multiple Alliant International University locations.

## Graduate Programs

Alliant offers full-time programs as well as part-time programs designed for working professionals and others with time constraints. All locations offer graduate programs.

The tables in the section Academic Program Overview show all graduate programs and where each program is offered.

## Undergraduate Programs

All undergraduate programs in the U.S. are currently offered at the San Diego campus with immediate expansion plans underway for other locations. Undergraduate programs are also offered at the Mexico City campus.

Undergraduate programs are currently two year degree completion programs.

Undergraduate programs are shown in the tables in the Academic Program Overview section.

## Credential and Non-Degree Programs

Programs offering credentials and certificates in a variety of fields, generally for professionals, are shown by school/center in the Graduate School of Education section.

## Extended Degree and Part-Time Programs

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

Most clinical psychology doctoral programs at the Los Angeles campus require that all students attend full-time unless a modified program has been approved.

The San Diego campus offers an extended degree option within most clinical psychology programs for students who wish to study at an adjusted pace. Students may extend their programs for one or two years to increase the duration for each program to a maximum of seven years for graduate level entry and six years for those entering with credit for previous graduate work. (This does not include additional time for doctoral extension).

In all of its doctoral clinical psychology programs, the San Francisco Bay campus provides a moderated option in which students enroll at two-thirds pace (8-11 units per term). Students complete the two pre-candidacy years in three years at a moderated pace. Students entering the moderated program after advancement to candidacy complete the remaining years in three to five years, depending upon the degree program and internship option chosen. The coordinator of advising and enrollment provides assistance to moderated students in planning their programs. The campus usually does not permit students accepted and enrolled in the doctoral programs to pursue the doctoral degree at a part-time pace below nine units per term.

## Continuing Education

Alliant International University-Continuing Education Division offers approved continuing education programs to its alumni/ae and professionals in the community. Many programs are specifically designed for psychologists, social workers, counselors, and other mental health professionals with easy access throughout California. This division provides the highest quality continuing education programming for skill enhancement, for maintaining knowledge of the latest advances within the profession, for meeting continuing education requirements mandated by the profession, and for exploring new areas of interest.

Continuing Education programs address current mental health issues, enhance more effective psychotherapeutic interventions and organizational consultation, fulfill mandatory California Board of Psychology and California Board of Behavioral Sciences licensure



## Academic Programs Overview

requirements, and are designed to help psychologists and other health service providers keep pace in the rapidly changing professional environment. The Continuing Education Division at Alliant International University sponsors a variety of program emphases including specialized practice considerations for ethnic minority populations, family systems perspectives, theory and techniques in health psychology, organizational culture and consultation, feminist perspectives in psychodynamic and systems theory, and innovations in psychological assessment.

Alliant International University - Continuing Education is approved by:

- The American Psychological Association (APA) to offer continuing education for psychologists. Alliant International University-CE maintains responsibility for this program.
- The California Board of Behavioral Sciences (BBS) to provide continuing education for MFTs and LCSWs (provider #PCE234).
- The California Board of Registered Nursing (BRN) to provide continuing education for nurses (provider #CEP11235).

Programs are offered at sites throughout California, but primarily in association with the Alliant sites in Fresno, Irvine, Los Angeles, Sacramento, San Diego and San Francisco. Information on Continuing Education programs may be obtained by contacting:

Continuing Education  
Alliant International University  
1 Beach Street, Suite 200  
San Francisco, CA 94133-1221

Phone: (800) 457-1273 or (415) 955-2008

Fax: (415) 955-2062

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

**PROGRAM LIST FOR GRADUATE, UNDERGRADUATE AND NON-DEGREE PROGRAMS**

**Graduate Programs and Certificates**

<b>California School of Professional Psychology (CSPP)</b>	<b>Locations</b>
Clinical Psychology (MA)	JPN
Clinical Psychology (PhD)	FRE, LA, SD, SF
Clinical Psychology (PsyD)	FRE, LA, SAC, SD, SF
Clinical Psychology "Online" PsyD	FRE, SAC
Counseling Psychology (MA)	MXC
Marital and Family Therapy (MA)	IRV, SAC, SD
Marital and Family Therapy (PsyD)	IRV, SD
Psychopharmacology (Post-Doctoral MS)	Multiple Locations
Doctoral Respecialization in Clinical Psychology (PhD or PsyD)	FRE, SD, SF
Dual Clinical and Industrial/Organizational Psychology (PhD) <sup>1</sup>	SD
<b>Certificates</b>	
Biofeedback	SD
Chemical Dependency Counseling	SD
Gerontology	SD
Infant-Preschooler Mental Health	FR
Latin American Family Therapy	MXC

<sup>1</sup> Offered jointly with Marshall Goldsmith School of Management

**Legend**

FRE = Fresno    IRV = Irvine    JPN = Japan    LA = Los Angeles    MXC = Mexico City  
 ON = Online    SAC = Sacramento    SD = San Diego    SF = San Francisco

## Academic Programs Overview

<b>Graduate School of Education (GSOE)</b>	<b>Locations</b>
<p><b>Master of Arts in Education (MA) with concentration in:</b></p> <p>Educational Administration</p> <p>Educational Administration with CA Preliminary Administrative Services Credential</p> <p>School Psychology with PPS Credential</p> <p>Teaching with CA Preliminary Teacher Credentials</p> <p>Teaching (must hold teaching credential)</p> <p>Teaching English to Speakers of Other Languages (TESOL)</p>	<p>IRV, LA, MC, SD, SF</p> <p>IRV, LA, SD, SF</p> <p>IRV, LA, SD, SF</p> <p>IRV, SD, SF</p> <p>ON, MXC</p> <p>FRE, IRV, SD</p>
<p><b>Doctor of Education (EdD) with concentrations in:</b></p> <p>Educational Leadership and Management</p> <p>Higher Education</p> <p>Teaching English to Speakers of Other Languages (TESOL)</p>	<p>FRE, IRV, LA, SD, SF</p> <p>SD, SF</p> <p>FRE, IRV, SD</p>
<p>Education Psychology (PsyD)</p>	<p>IRV, LA, SD, SF</p>
<p><b>Credentials (CCTC Approved)</b></p> <p>Preliminary Multiple Subject Credential</p> <p>Preliminary Administrative Services Credential</p> <p>Preliminary Multiple Subject with BCLAD Credential</p> <p>Preliminary Single Subject Credential</p> <p>Early Completion Option (ECO) Credential</p>	<p>IRV, LA, SD, SF</p> <p>IRV, LA, SD, SF</p> <p>FRE (Hmong) IRV (Spanish)</p> <p>IRV, LA, SD, SF</p> <p>LA, SD, SF</p>
<p><b>Certificates</b></p> <p>Cross-Cultural Language and Academic Development (CLAD)</p> <p>Cross-Cultural Studies</p> <p>Teaching English to Speakers of Other Languages (TESOL)</p>	<p>IRV, SD</p> <p>SD, SF</p> <p>FRE, IRV, SD</p>

### Legend

FRE = Fresno    IRV = Irvine    JPN = Japan    LA = Los Angeles    MXC = Mexico City  
 ON = Online    SAC = Sacramento    SD = San Diego    SF = San Francisco

## Marshall Goldsmith School of Management

<b>Business and Management Division (BMD)</b>	<b>Locations</b>
Business Administration (BS) * Offered through the Center for Undergraduate Education	SD, SF
Hotel and Restaurant Management (BS) * Offered through the Center for Undergraduate Education	SD
Information Systems and Technology (BS) * Offered through the Center for Undergraduate Education	SD
International Business Administration (BS) * Offered through the Center for Undergraduate Education	SD
Management (BS) * Offered through the Center for Undergraduate Education	SD
Tourism Management (BS) * Offered through the Center for Undergraduate Education	SD
Business Administration (MBA)	SD
Business Administrations (MBA) with a concentration in Strategic Management	SD
International Business Administration (MIBA)	MXC, SD
International Business Administration (MIBA) with a concentration in Strategic Management	MXC, SD
Business Administration (MBA) with a concentration in Sustainable Management	SF, Presidio World College
Business Administration (DBA)	SD
Business Administration (DBA) with a concentration in Strategic Management	SD
Leadership (PhD*) *Pending Approval	TBD
Dual MBA/MA in Industrial-Organizational Psychology	SD
Joint MBA/PhD in Industrial-Organizational Psychology	SD
Joint MBA/PhD in Consulting Psychology	SD
Certificate in Strategic Management (University of California, San Diego & Alliant Graduate Certificate program)	SD
<b>International Studies Division (ISD)</b>	<b>Locations</b>
International Relations (BA) * Offered through the Center for Undergraduate Education	MXC, SD
International Relations (MA)	MXC, SD
International Studies (MA)	MXC, SD
<b>Organizational Psychology Division (OPD)</b>	<b>Locations</b>
Bachelor's Degree in Industrial-Organizational Psychology with a Seamless Master's Degree in Industrial-Organizational Psychology Option (BAIO/Seamless MAIO) * Offered through the Center for Undergraduate Education	SD
Industrial-Organizational Psychology (MAIO)	LA, SD
Organizational Behavior (MAOB)	FRE
Organization Development (MAOD)	SF
Organizational Psychology(MAOP)	SF
Seamless Master of Arts in Industrial-Organizational Psychology (Seamless MAIO)	SD
Dual MBA/ Industrial-Organizational Psychology (MBA/MAIO)	SD
Consulting Psychology (PhD)	SD
Industrial-Organizational Psychology (PhD I-O)	LA, SD
Leadership (PhD*) *Pending Approval	TBD
Organization Development (PsyD)	FRE, SAC
Organizational Psychology (PhD)	SF
Post-Doctoral Respecialization in Organizational Psychology	LA, SF, SD
Joint MBA/Consulting Psychology (MBA/PhD)	SD
Joint MBA/Industrial Organizational Psychology (MBA/PhD)	SD
Joint MAOB/Clinical or Forensic Psychology (PhD or PsyD)	FRE
Dual Clinical/Industrial Organizational Psychology (PhD)	SD

<sup>1</sup> Offered jointly with the California School of Professional Psychology

<sup>2</sup> Offered jointly with the Center for Forensic Studies

### Legend

FRE = Fresno    IRV = Irvine    JPN = Japan    LA = Los Angeles    MXC = Mexico City  
ON = Online    SAC = Sacramento    SD = San Diego    SF = San Francisco

## Academic Programs Overview

<b>Center for Forensic Studies (CFS)</b>	<b>Locations</b>
Forensic Psychology (PhD)	FRE
Forensic Psychology (PsyD)	FRE, IRV, LA
Respecialization in Forensic Psychology	FRE

<b>Center for Undergraduate Education (CUE)</b>	<b>Locations</b>
Business Administration (BS) <sup>1</sup>	SD, SF
Communication: Marketing Public Relations (BA)	SD
<b>Undergraduate Programs and Certificate</b>	
Information Systems and Technology (BS) <sup>1</sup>	SD
International Business Administration (BS) <sup>1</sup>	SD, MXC, SF
International Relations (BA) <sup>2</sup>	MXC, SD
Latin American Studies (BA) <sup>2</sup>	MXC
Liberal Studies (BA)	SD
Liberal Studies (BA) with emphasis in Education	MXC
Management (BS) <sup>1</sup>	SD
Psychology (BA)	SD

<sup>1</sup> Offered by the Marshall Goldsmith School of Management through the Center for Undergraduate Education

<sup>2</sup> Offered by the International Studies Division of the Marshall Goldsmith School of Management through the Center for Undergraduate Education

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# California School of Professional Psychology

## CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY (CSPP)

The California School of Professional Psychology (CSPP), one of five Schools and Centers within Alliant International University, has been educating professional psychologists for over 30 years. It was the first and is one of the largest and foremost professional schools of psychology in the United States. The mission of the California School of Professional Psychology is to provide the highest quality education, training, research and service in professional psychology and related human services fields. CSPP strives to improve the quality of life by addressing major contemporary issues in a problem-solving way, fostering respect for human diversity in a multicultural society and combating discrimination in all of its forms, especially racism, sexism and heterosexism. In all of its activities, CSPP is committed to exhibiting the highest professional and ethical standards, addressing the needs of both individuals and organizations and serving those who are underserved. CSPP embraces the international mission of Alliant International University and is committed to fostering the international exchange of ideas, research findings and professional practices, and to the development of international education and training programs.

CSPP Interim Dean: Steven Bucky, PhD  
Phone: (858) 635-4743  
E-mail: sbucky@alliant.edu

Dr. Bucky will serve as Interim Dean until January 2008 when the newly appointed Dean, Morgan T. Sammons, PhD, will assume the position.

## Degree Programs and Accreditation Status

CSPP offers APA-accredited doctoral (PhD and PsyD) programs in Clinical Psychology across five locations. The Doctor of Psychology (PsyD) degree in Clinical Psychology programs and the Doctor of Philosophy (PhD) degree in Clinical Psychology programs offered in Fresno/Sacramento, Los Angeles, San Diego and San Francisco are individually accredited by the Committee on Accreditation (CoA), Office of Program Consultation and Accreditation of the American Psychological Association (750 First Street, NE, Washington, DC 20002-4242, Phone 202-336-5979).

CSPP offers a Master of Arts in Marital Family Therapy (MFT) in Irvine, Sacramento and San Diego and a Doctor of Psychology (PsyD) in Marital Family Therapy in Irvine and San Diego. The MFT Masters and Doctoral programs in Irvine, Sacramento and San Diego are accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapist (1133 Fifteenth Street, NW, Suite 300, Washington DC 20005-2710, Phone 202-452-0109).

CSPP offers an MA in Clinical Psychology in Japan, a PsyD in Clinical Psychology in Hong Kong, an MA in Counseling Psychology in Mexico, an Online PsyD Clinical Psychology program in Fresno and Sacramento and a Postdoctoral MS in Clinical Psychopharmacology.

Additionally, CSPP offers a Doctoral Respecialization in Clinical Psychology for holders of doctorates in other areas of psychology or a closely related field, and a Dual Clinical/Industrial-Organizational

Psychology PhD program in San Diego (this program is offered jointly with the Marshall Goldsmith School of Management).

The Committee on Accreditation (CoA) of the American Psychological Association only accredits doctoral level clinical psychology programs and internships; master's level clinical psychology programs are not eligible for accreditation, nor are the dual clinical/ industrial or postdoctoral program in psychopharmacology. The CoA does not accredit programs outside of the United States and Canada. The Advanced Standing Online Clinical PsyD Program (ASOC) in Fresno and Sacramento is currently approved by WASC and has been developed to meet APA accreditation criteria for distance learning, but is not yet accredited by APA. APA's accreditation status requires that students be enrolled in all year levels of the program prior to application, so application for APA accreditation is scheduled to occur in the 2008-2009 academic year.

## Student Competencies

Students enrolled in CSPP join a large and illustrious professional family of over 6,000 faculty and alumni who provide education, training and professional services to individuals, families and organizations – nationally and internationally. CSPP alumni are psychotherapists, educators, supervisors, researchers, administrators and consultants for a wide range of agencies and organizations. CSPP has been recognized nationally and internationally for its superior commitment to training multiculturally competent professionals. All of our programs integrate research, theory and practice, and provide strong, broad-based education and training in psychology or marital and family therapy.

Within the clinical programs, students have the opportunity to select special areas of emphasis such as health psychology, clinical forensics and child/family psychology, just to name a few. All clinical 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 ethical/legal practice.

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. Each program has a training philosophy and publishes program specific education and training objectives.

### I. Knowledge-based competencies:

Students are expected to have knowledge of the basic concepts and principles of the substantive content areas appropriate to their chosen 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 and to integrate research findings into practice.

Students depending on program requirements will conduct either a doctoral research project or a clinical dissertation. Projects require a thorough review of the professional literature and can include the production of a doctoral paper, case study examination, program plan or evaluation, videotape, or training manual. Clinical dissertations address problems with implications for practice and use quantitative or qualitative methods.

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, and intrapersonal, interpersonal, small group, 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 skills. 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 their interpersonal transactions, and 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, and excellent communication, judgment and problem-solving skills. In addition, they must evidence the capacity for and commitment to self-review and life long learning. Students' development of these knowledge, research, practice, and interpersonal competencies inform decisions for retention in the program.

## Emphasis and Areas of Strength within Programs

As a supplement to the excellent generalist education and training all clinical students receive, CSPP offers the opportunity for advanced study within the context of "emphasis areas" or areas of strength. Emphasis areas are locally defined and are more structured in some locations than in other locations and vary in content by program as a reflection of faculty expertise and interest. For example, students who envision an applied research or clinical practice career that specializes in multicultural issues will be drawn primarily to the programs in Los Angeles and San Francisco. Students interested in general and adult clinical

forensics will gravitate toward Fresno/Sacramento programs. Specialists in health psychology are found in all CSPP clinical programs. Biopsychology and neuropsychology experts are found at the San Francisco campus; expertise in eating disorders and alternative interventions can be found among core faculty at the Fresno, Los Angeles and San Francisco campuses; and expertise in stress-related disorders and the health-emotion connection are found at the San Diego campus. Students interested in an integrative approach to psychology that incorporates the study of healing traditions and approaches such as biofeedback, spirituality, imagery and prayer in psychology practice will be attracted to the San Diego campus. All clinical programs also offer emphasis or interest areas in child/family psychology. Students interested in ecosystemic approaches to therapy choose the Fresno/Sacramento program, which is the home of internationally recognized experts, and students interested in child/family forensics should review the clinical PsyD offerings of the San Francisco and San Diego clinical PsyD programs.

## 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. CSPP doctoral course requirements at all campuses are designed to fulfill the state licensing requirements of California and in some cases they exceed the requirements. However, every state has its own requirements for licensure. Therefore, it is essential that all CSPP PsyD and PhD students who plan to apply for licensure in states other than California contact the licensing board in the applicable states for information on state requirements (e.g., coursework, practicum and internship hours, supervision, nature of the doctoral project or dissertation). Students seeking licensure in other states should plan ahead to ensure they meet all of that state's requirements. In general, the CSPP doctorate enables a graduate to apply for admission to state psychology licensing or certification examinations once the graduate has

completed the program. Candidates for licensure as a psychologist are required to sit for an objective written examination. In California, applicants can take the licensing exam once they have completed a qualifying doctorate degree and completed at least 1500 hours of qualifying supervised professional experience. 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, educational psychology, education with a field of specialization in counseling psychology or education with a field of specialization in educational psychology from an approved or accredited educational institution. They also must have completed 3,000 hours of supervised professional experience (of which at least 1,500 must be postdoctoral) and to take and pass the national Examination for Professional Practice in Psychology (EPPP) and the California Psychology Supplemental Examination (CPSE).

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

**Association of State and Provincial Psychology Boards**  
PO Box 241245  
Montgomery, AL 36124-1245  
(334) 832-4580, [asppb@asppb.org](mailto:asppb@asppb.org)

or

**California Board of Psychology**  
1422 Howe Avenue, Suite 22  
Sacramento, CA 95825-3200  
(916) 263-2699

or

**Practice Directorate  
American Psychological Association**  
750 First Street NE  
Washington, DC 20002-4242  
(202) 336-5979

Graduates of CSPP's Master of Arts in Marital and Family Therapy program upon completion

of post-degree intern hours and passing of the licensure exam are eligible for licensure as a Marriage and Family Therapist in the state of California. Because each state has its own requirements for licensure as an MFT, it is imperative that students planning to pursue licensure in states other than California contact the licensing board in the applicable state for information on that state's requirements. Candidates for licensure as an MFT in California are required to complete a total of 3,000 hours of supervised professional experience, at least 1,700 of which must be completed after the completion of the master's degree. Candidates must then pass written and oral examinations for licensure. Continuing education is required to maintain the license. Requirements in other states vary. For further information on licensure in California or other states contact:

**California Board of Behavioral Sciences**  
1625 North Market Blvd., Suite S-200  
Sacramento, CA 95834  
(916) 574-7830

or

**American Association for Marriage and Family Therapy**  
112 South Alfred Street  
Alexandria, VA 22314-3061  
(703) 838-9808

## Graduate Certificate Programs

In addition to degree programs, CSPP offers the following graduate certificate programs in San Diego: Specialization/Certification in Biofeedback, Specialization/Certification in Chemical Dependency, Certification in Gerontology, and a Certificate in Latin American Family Therapy. In Fresno, Sacramento and San Diego, CSPP offers a Fundamentals in Infant/Preschooler Mental Health Certificate and Certification in Infant/Preschooler Mental Health.



### Overview Clinical Psychology Doctoral Programs

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. The standard PsyD curriculum takes four years and the standard PhD curriculum takes five years.

Education and training in all programs is sequential and cumulative. 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. They are also introduced to the roles and ethical practices of professional psychologists.

In most programs, during the second or third year, students must pass formal evaluations which may include written comprehensive or preliminary examinations in order to be advanced to doctoral candidacy. Each program establishes specific methods and procedures for evaluating students that are published in program materials, such as the program's student handbook. Evaluations focus on a student's demonstrated academic ability, expected competency in research, interpersonal competencies, 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 20 to 40 hours per week, intensifying students' mastery of professional skills and providing supervisory experience. Clinical internship requirements meet and, in some programs, exceed the 1,500 hours of pre-doctoral internship accepted by the California Board of Psychology. Full-time internship options include APA-accredited or APIC-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 also have the option of completing the internship requirement in two years of sequenced half-time internship rotations in local internship programs approved by CSPP faculty and the California Psychology Internship Council (CAPIC) (except at the Fresno/Sacramento location which requires a full-time internship). Students should be aware that various postdoctoral training positions and some employers (e.g. the Veteran's Administration) require that successful applicants have APA-accredited internships. Although students are encouraged to apply for an APA-accredited internship, CSPP also offers the part-time internship option in agencies carefully selected for CSPP students. Since many of the available APA internships are out of state, this is often not an option chosen by students for whom moving would be a hardship.

### APA Education and Training Outcomes

CSPP APA-accredited Clinical Psychology PsyD and PhD programs publish the following education and training outcomes:

- Time to Completion
- Program Costs
- Internship Placement Rates
- Attrition

Each program's outcome data is published on the CSPP website ([www.alliant.edu/cspp](http://www.alliant.edu/cspp)). The phone number of the Committee on Accreditation, Office of Program Consultation and Accreditation of the American Psychological Association is (202) 336-5979.

### Field Training Experience

Field experiences constitute a major portion of each student's program. Graduate students participate in field placements – both an internship and practicum – during most years of their program. Placement sites for students in the clinical programs include community mental health centers and clinics, inpatient mental health facilities, rehabilitation programs, medical settings, specialized service centers, residential/day care programs, forensic/correctional facilities, and service and governmental agencies. All students are expected to participate in a variety of placements with a variety of supervisors during their CSPP career so 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.

Practica and internships are generally assigned on a one-year basis. Students usually assume new field placements 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.

Some field placements currently offered through the campuses involve a stipend, although most do not. These stipends range from \$200 to \$20,000 a year, depending on the agency. The school ensures that internships for clinical doctoral students meet the licensing standards of the California Board of Psychology.

## Research Training

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 programs, or a 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 choose their dissertation topics on the basis of interest and in relation to their knowledge of the range of research methodologies and their appropriateness to particular psychological research problems. The development of research skills is emphasized for students in CSPP PhD programs where the independent ability to conduct research is a major goal of the programs.

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

Some students finish their dissertations by the end of the final year of their classroom work. However, many continue their dissertation work beyond the completion of other coursework. The maximum time to completion of the degree, including successful completion of the dissertation, is 10 years or seven years post advancement to candidacy, whichever comes first. Deadlines for time to completion and finishing the dissertation are strictly adhered to and enforced. During each semester of a dissertation extension (except summer), students are required to register for program-specified dissertation extension units and pay the appropriate tuition.

## The Integration of Theory and Practice

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.

While the above curriculum design is shared by all CSPP locations, each has its own academic program structured around the basic APA core requirements and the program's training philosophy and goals. Programs have developed areas of emphasis and strength, making available a variety of advanced training opportunities. In this way, each program is free to develop according to the academic interests of its community, while at the same time retaining the coherent professional training of the school as a whole.

## Personal Growth and Development

Personal 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. 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.

Prior to receipt of the clinical doctorate, students in most programs must complete 30-45 hours of personal psychotherapy. Through firsthand exposure to the therapeutic process, students also have the opportunity to view psychotherapy from a different perspective. 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. Some programs allow continuing educational experiences or workshops to count for this personal growth requirement. However, all programs at the various campuses require participation in cultural awareness coursework, workshops or labs to better prepare students for practice in a multicultural society.

## Clinical Doctoral Requirements

The doctorate is awarded to students who have completed the program upon satisfactory evaluation by the faculty and completion of the following requirements:

1. Completed a PsyD doctoral dissertation, or project, or a PhD dissertation.
2. Fulfilled the equivalent of four (PsyD) or five (PhD) academic years of full-time attendance at CSPP following admission at the graduate entry level, or three to five academic years following admission with credit for previous graduate work.
3. Successfully completed program course and unit requirements, as specified in each program section.
4. Completed a number of hours of personal psychotherapy or other personal growth requirements as specified by each program (generally from 30 to 45 hours).
5. Fulfilled practicum and internship requirements.
6. Passed formal evaluations required by the program, such as preliminary examinations.

The faculty maintains the traditional academic prerogative to grant degrees based on their judgment regarding the candidates' ability to function as a professional psychologist at the doctoral level.

## 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 doctoral respecialization program is offered at the Fresno, San Diego and San Francisco locations.

## Overview Marital and Family Therapy Programs

### Master of Arts in Marital and Family Therapy

The Master of Arts in Marital and Family Therapy (MFT) program is offered in Irvine, Sacramento and San Diego and provides training for a career as a professional marriage and family therapist. Students are trained to treat relational mental health issues with individuals, couples and families from a systemic perspective. Skills are developed in the mental health assessment, diagnosis and treatment of individuals and relationship systems. The program provides an integrative approach to the major systemic theories and interventions. It fulfills all academic requirements for application to the State of California's examination for a marriage and family therapist license (Section 4980.40 and 4980.41 of Business and Professions Code).

Licensed marriage and family therapists work in a variety of settings including hospitals, clinics, social service agencies, churches, educational institutions and private practice. The MFT master's program offers concentrations in chemical dependency, gerontology, biofeedback and Latin American

Family Therapy. Each of these concentrations requires additional coursework.

All requirements for the master's in Marital and Family Therapy at Alliant are also a part of the PsyD in MFT program. Students who complete the master's in MFT and apply in a timely manner and are accepted into the doctoral program may apply all MFT master's requirements toward the completion of the MFT doctoral program.

The Marital and Family Therapy Master's Program at Alliant International University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT), 1133 Fifteenth Street, N.W., Suite 300, Washington, DC 20005-2710, Phone: (202) 452-0109.

### General Requirements

The MFT Practicum Program includes 500 hours of direct client contact, 250 with couples or families; students receive at least 100 hours of individual and group supervision, at least 50 hours of which are based on direct observation or videotape. During the program, the student must supplement his or her academic and clinical work with 50 hours of professional development activities. These include approved workshops, colloquia and seminars. Students must include 10 hours of human sexuality training as part of these activities. Twenty-five of these hours may involve personal counseling or psychotherapy with a licensed person who is not full-time faculty at Alliant.

### Doctor of Psychology in Marital and Family Therapy

The Doctor of Psychology in Marital and Family Therapy program is offered in Irvine and San Diego and is based on the scholar-practitioner model. Students are trained to work with individuals, couples and families from a systemic perspective. As such, attention is directed to relationships and interaction patterns. Skills are developed in the assessment, diagnosis and treatment of

individuals and relationship systems. The program provides an integrative approach to the major systemic theories and interventions. The program provides the academic training for licensure either as an MFT or psychologist. Students may include concentrations in chemical dependency, gerontology and biofeedback. Each of these concentrations requires additional coursework.

The Marital and Family Therapy Doctoral Program at Alliant International University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT), 1133 Fifteenth Street, N.W., Suite 300, Washington, DC 20005-2710, Phone: (202) 452-0109.

### General Requirements

The MFT 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; up to 25 of these hours may involve personal counseling or psychotherapy with a licensed person who is not full-time faculty at Alliant. Students must include 10 hours of human sexuality training as part of these activities. The program requires completion of 118 units.

### Master's Degree Options in Doctoral MFT Programs

Students in the MFT PsyD program can receive a licensable marital and family therapy master's degree as part of their doctoral studies upon completion of the requirements for that degree.

## CSPP Evaluation of Student Competence

### Student Disclosure of Personal Information for all CSPP Programs

Adapted from the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC), <http://www.apa.org/ed/graduate/cctc.html>, December 4, 2003.

Professional helpers are expected to demonstrate competence within and across a number of different but interrelated dimensions. Because programs that educate and train professional helpers also strive to protect the public and profession, faculty, training staff and supervisors in such programs have a legitimate and vested interest in the comprehensive evaluation of student competence to include multiple aspects of development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical and ethical).

In CSPP, multiple aspects of students' professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical and ethical) will be evaluated throughout the process of education and training in our professional psychology and MFT programs. This kind of comprehensive evaluation is necessary in order for faculty, staff, and supervisors to appraise the professional development and competence of their students.

Faculty, staff and supervisors have a professional, ethical and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, and teaching) in an effective and appropriate manner.

Faculty, staff and supervisors will evaluate student competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. Students may therefore be required to participate in learning activities that require different levels of self-disclosure. These multiple evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

### Academic Standing Status for CSPP Doctoral Students

(Approved January 12, 2004:  
Revised Spring Semester 2007)

Use the following grade equivalencies to translate campus based to CSPP systems.

- A & B** = Credit with no concerns
- C** = Marginal pass and/or "some concerns"
- D/F** = No credit/fail and/or "serious concerns"

In the following, substitute the grade equivalencies from above.

**Good Academic Standing:** Any record of performance which does not qualify for

Warning, Probation, Termination, or all A and B's.

**Warning:** One grade of C

**Probation:** (a) In the first 60 units of the program: two C's;. (b) During the entire program: three C's or one D/F.

**Termination:** Students will be terminated from the program if their GPA falls below a 3.0 or if they are on probation for two terms.

### Related Issues

1. Students placed on academic warning or probation status will return to good standing upon receiving of all A/B's in the semester following the semester which qualified the person for warning/probation status.
2. Students must repeat a course for which they do not receive credit. Both grades will remain on the transcript.
3. Students may be placed on warning, probation, or terminated for other performance, ethical or professional behavior, such as acts of misconduct, unprofessional behavior, failure to complete 67% of the units attempted every academic year, failure to complete coursework in a timely and sequential fashion; failure to complete their educational program or dissertation within 10 years, or 7 years post-candidacy, whichever comes first; or failure to pass comprehensive, preliminary, or other competency exams (Please refer to local program handbooks and the Graduate Student Handbook).
4. A student may be required to take a mandatory leave of absence, a modified sequence or reduced load of courses, or to repeat or take additional courses if their academic work or professional development requires serious remediation.

## REQUIREMENTS BY LOCATION

### Clinical Psychology: PsyD Program, Fresno and Sacramento

#### A Practitioner-Scholar Program

The clinical program offered at both Fresno and its Sacramento satellite campus are designed to:

- introduce students to the ethical values and orientation of the professional psychologist;
- provide a background in the psychological, biological and sociocultural factors that influence human behavior;
- develop students' research competencies; and,
- establish a foundation in the necessary technical skills required to function in clinical settings for working with diverse populations.

Further, the clinical program is ecosystemically oriented in that it trains students to consider the role of diverse systems in creating and/or remedying individual and social problems. For example, in just one course the role of individual, family, ethnicity, religion, dominant culture, the legal and medical systems as well as historical time are all considered when reviewing the causes and potential interventions for child abuse. While students receive an exceptional grounding in traditional clinical assessment and intervention, they are also taught to consider the potential value of advocacy, consultation or public policy work in helping both individuals and whole groups of clients with similar problems. For example, psychotherapy can be of great value to gay or lesbian clients struggling with the social pressures of the coming out process but the need for such treatment might be greatly reduced by applying clinical knowledge and skills in changing social mores and the plethora of discriminatory laws that create the hostile environment with which these client's struggle.

At the Fresno location all clinical psychology students have the opportunity to select one or more programs of emphasis in order to develop areas of focused study and clinical expertise in addition to their basic education in clinical psychology. These emphasis areas are ecosystemic child and health. Because of the smaller class sizes at the Sacramento site, all of the courses required for a given emphasis area may not be offered there during a student's course of study. As a result, Sacramento students wishing to complete an emphasis area may need to travel to Fresno for some courses.

Special features of the clinical programs in Fresno include the campus-based practica in the Psychological Services Center under the supervision of the clinic supervisors and/or faculty. The proximity of the campus to national parks and lakes offers a wide variety of opportunities for sightseeing, hiking, kayaking, skiing, etc., to offset the intensive pace of doctoral training. The amenities combine with the relatively low cost of living to make the strong Fresno programs especially attractive.

Most of the students who apply to the Sacramento satellite do so because they wish to remain close to their work and family already in the Sacramento area. As a satellite Sacramento is completely integrated with the Fresno campus. Sacramento students have access to both local staff and faculty as well as full access to the Fresno services, staff and faculty. Approximately 4-6 courses per semester are taught via videoconference from Fresno to Sacramento. And, occasionally, courses are taught via videoconference from Sacramento to Fresno. Students are welcome to travel between sites to attend courses. Sacramento is California's capital providing many great cultural and recreational opportunities and activities.

The Fresno/Sacramento Clinical PsyD Program is a practitioner-scholar program fully accredited by the Committee on Accreditation of the American Psychological Association. (202-336-5979). It is designed primarily for students interested in clinical practice, the

application of clinical knowledge to work in diverse settings and program administration. The program emphasizes clinical skills and the application of research knowledge. While the clinical PsyD program includes a research component, that component does not have the same emphasis as in the PhD program. One of the most unique aspects of the PsyD program is the class format in which the dissertation is completed. During their second and third years in the program students complete their dissertation while taking the PsyD Dissertation Proposal and PsyD Dissertation course series. This intensive structure has proven extremely successful in facilitating students completing the program on time. The PsyD program takes 4 years to complete, with the 4th year being spent in a full-time internship.

### Professional Training and Internship

The PsyD program emphasizes the integration of academic coursework with clinical practice. In order to integrate appropriate skills with material learned in the classroom, students participate in a professional training placement experience beginning in the first year. The professional training placement experiences completed prior to the full-time predoctoral internship are known as practicum experiences. Both the practica and internship comprise the professional training component of the 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 different settings each year and will gain experience with different populations in order to ensure a broad base of training.

Students are placed in a practicum in the second semester of their first year after successfully completing Basic Foundations of Clinical Practice, Intellectual Assessment, and Introduction to Ethics. Second-year clinical PsyD students are required to participate in a 15-hour-per-week practicum. Third-year

clinical PsyD students will spend 20 hours per week in a practicum at the Psychological Services Center (Fresno) or at a CSPP-approved agency (Sacramento).

Assignments to the practica are accomplished with guidance from the Director of Professional Training and the Professional Training Department. Each practicum agency is screened prior to being presented to the student for placement. The student and the Professional Training Liaison make the final placement decisions jointly.

Fourth year students are responsible for obtaining an appropriate APA, APPIC or CAPIC full year internship (2080 hours) and are assisted in this process by the Field Placement Officer under the direction of the Director of Professional Training and the Professional Training Department staff. During the time that students are completing their internship requirements, payment of the full internship fee is required. (See 2007-2008 Tuition and Fee Schedule). For many students, in the fourth year the internship stipend covers the costs of tuition and living expenses.

Students who intern at the Golden State Psychological Internship Association (GSPIA), which is CSPP-supported and includes APA and/or APPIC accredited members, generally receive internship stipends of \$15,000 or more. GSPIA makes every effort to ensure that internships for clinical doctorate students meet the licensing standards of the California Boards of Psychology and nationally.

International students should discuss regulations and issues related to stipends well in advance with the Director of Professional Training.

### Doctoral Respecialization Program

The Doctoral Respecialization Program (DRP) is designed for students who have already earned a doctorate in another area of psychology and wish to respecialize in clinical psychology, usually with a goal of becoming a licensed psychologist. A specialized curriculum is individually designed, based upon the student's prior background, that includes

both academic work and clinical training experiences. Most students complete the program in two years, but in some cases prior academic work adaptable to our curriculum in clinical psychology is sparse and thus students require three years.

DRP students seeking licensure in California are responsible for:

1. Determining with the Board of Psychology that their prior doctoral degree meets the requirements for licensure.
2. Registering with the Board of Psychology before beginning clinical training hours through CSPP to ensure the hours will be counted toward the postdoctoral training requirement for licensure.

### Credit for Previous Graduate Work

Students applying to the Fresno/Sacramento Clinical PsyD Program may be eligible to receive credit for previous graduate work. All applicants must meet the graduate level requirements for preparation in psychology. While an applicant may not have completed the graduate level requirements at the time of application to CSPP, 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/Sacramento Clinical PsyD Program allows a maximum of 30 units of graduate level transfer credit into the program. These credits must be completed with a 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 sometimes possible for a student to reduce a four-year program to three years.
3. Graduate level transfer credits meeting our requirements are allowed even if the master's degree has not been awarded.
4. Regardless of the number of transfer units allowed, a student must complete any and all requirements remaining in both the core

## California School of Professional Psychology

and emphasis areas for which transfer credit was not allowed.

5. Listed below are courses that are NOT eligible for transfer credit. Please note that transfer units are credit units and do not require replacement.

- PSY 6507 Basic Foundations of Clinical Practice: 1A (3 units)\*
  - PSY 6508 Basic Foundations of Clinical Practice: 1B (3 units)\*
  - PSY 7911 PsyD Proposal Development I and 7912 II (3, 3 units)
  - PSY XXXX Any required ethics course
  - PSY XXXX Any clinical practicum\*\*
  - PSY XXXX Any assessment course(s)\*\*\*
- Any course over five years old

\* To apply for a waiver of Basic Foundations of Clinical Practice, students should submit 1) syllabi of graduate level coursework in psychopathology/diagnosis, basic counseling skills, and theories of psychotherapy and 2) a brief videotaped role play or actual therapy session so the student's basic counseling skills can be assessed. This material should be submitted to the Program Director no later than mid-August. The materials will be submitted to the instructor of Basic Foundations of Clinical Practice for review and for a decision. The student must sign up for the course during registration and if the waiver is granted the course may be dropped. If not approved for waiver, the student remains in the course. A decision will be made prior to the Add/Drop deadline. If the course is waived, the units must be replaced with elective units. If sufficient elective units have been transferred into the program, an additional course may not have to be completed. As this is a year-long class, students will receive a waiver for the entire year, if granted, rather than just one semester.

\*\*In order to waive this requirement, the Director of Field Placement reviews the information submitted by the student as to the nature and content of the practicum the number of hours and the site of the experience. The Director of Field Placement will make a decision and the student will be notified as to whether or not the practicum

may be waived. This decision must be made as soon as possible, preferably by the Add/Drop deadline. If the practicum is waived, the units must be replaced and the hours of the waived practicum will be added on to the next required practicum.

\*\*\* In order to waive this requirement, the student must contact the Program Director who will refer them to a faculty member designated to determine waiver requirements.

### Coursework

The PsyD Program requires a minimum of 90 academic units and 30 internship units. Requirements for advancement to candidacy include 1) successful completion of 60 units of graduate study at the Fresno/Sacramento location(s); 2) successful defense of the dissertation proposal at the Preliminary Oral Examination; 3) successful completion of the Comprehensive Examination. The examination will be given once each semester. Students may take the exam as many times as necessary during the ten years allowable for the completion of the doctoral degree. Students may not apply for internship until they have passed the exam.

Students should be aware the program does not necessarily provide all of the coursework required for licensure in California. Some requirements are so specific or brief (in terms of training hours required) they do not warrant a full graduate course. When such is the case the program encourages students to meet these specific requirements during their post-doctoral year through Continuing Education face-to-face or online courses. We have found these to be a time and cost-effective way of meeting our students' needs.

### First Year

- PSY 6051 Data Analysis & Research Design (3 units)
- PSY 6052 Data Analysis & Program Evaluation (3 units)
- PSY 6507 Basic Foundations of Clinical Practice 1A (3 units)
- PSY 6508 Basic Foundations of Clinical Practice 1B (3 units)
- PSY 6501 Intellectual Assessment (3 units)

- PSY 6505 Personality Assessment: Methods (3 units)
- PSY 6506 Personality Assessment: Integration (2 units)
- PSY 6530 Introduction to Ethical Practice and Law (1 unit)
- PSY 6112 Social Bases of Behavior (3 units)
- PSY 6123 Cultural Diversity Training (0 units)
- PSY 6509 Supervision Experience (0 units)\*
- PSY 6510 Supervision Experience (0 units)\*
- PSY 6570 First Year Clinical Practicum (2 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

- PSY 6101 Cognitive and Affective Bases of Behavior (3 units)
- PSY 6140 Life Span Developmental Psychology (3 units)
- PSY 7106 Biological Foundations of Clinical Practice (3 units)
- PSY XXXX 1 Required Intervention Course\* (3 units)
- PSY 7911 PsyD Proposal Development I (3 units)
- PSY 7912 PsyD Proposal Development II (3 units)
- PSY 8123a Cultural Diversity Training (0 units)
- PSY 7571 Second Year Clinical Practicum I (2 units)
- PSY 7572 Second Year Clinical Practicum II (2 units)

### Third Year

- PSY 7112 History and Systems of Psychology (2 units)
- PSY XXXX 1 Required Intervention Course\* (3 units)
- PSY 7566 Ethical Foundations of Clinical Practice (2 units)

- PSY 8509 Supervision Seminar (1 units)
- PSY8510 Supervision Seminar (2 units)  
Prerequisites: PSY 6509, PSY 6510
- PSY 6623 Mental Health Administration (1 unit)
- PSY 8568 Consultation/Education in Clinical Practice (1 unit)
- PSY 8569 Pragmatic Foundations of Clinical Practice (1 unit)
- PSY 8913 PsyD Clinical Dissertation I (3 units)
- PSY 8914 PsyD Clinical Dissertation II (3 units)
- PSY 8123b Cultural Diversity Training (0 units)
- PSY 8571 Third Year Clinical Practicum I (3 units)
- PSY 8572 Third Year Clinical Practicum II (3 units)
- PSY 7529 Cognitive Behavioral Approaches to Interventions (3 units)
- PSY 7537 Psychodynamic Approaches to Interventions (3 units)
- PSY 7543 Systems Approaches to Interventions (3 units)
- PSY 7604 Group Psychotherapy

\*Interventions Courses

**Fourth Year**

- PSY 9531 Full-Time Pre-Doctoral Internship (15 units)
- PSY 9532 Full-Time Pre-Doctoral Internship (15 units)

**Emphasis Areas**

In order to obtain an emphasis in any one of the following areas, students must complete 12 units of coursework as designated by the emphasis area, complete the requirements for clinical training as defined by the emphasis area and complete a dissertation with a topic that focuses on that emphasis area. It is possible to complete more than one emphasis area because of the overlap between the areas.

In addition to formal emphasis areas, students may create a program of study that emphasizes their own area(s) of interest. For example, a student might create a program emphasizing "Family Advocacy" by combining topics such as family therapy, play therapy,

juvenile justice, education law as it applies to the rights of emotionally disturbed children, pediatric psychology, child custody evaluation, divorce mediation and so forth. The ecosystemic focus of the PsyD program lends itself particularly well to the creation of such individualized programs of study.

**Ecosystemic 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 that is usually able to offer all the coursework required by APT to become a Registered Play Therapist (RPT).

All students must take Ecosystemic Clinical Child Theory and Treatment Planning (2 units). Elective course offerings may consist of some of the following: Pediatric Neuropsychology, Cross-Cultural Families, Family Therapy, Play Therapy I: Treatment Planning, Play Therapy II: Interventions, Play Diagnosis, Attachment Play Therapy, Teaching Parents Parenting Skills, Custody Evaluations, Life Span Development, California Licensing Laws, and Interventions in the Schools and any of the Infant-Preschooler Mental Health courses.

All students must complete 1000 hours of clinical training with children, adolescents and families and a dissertation on a topic with a child or adolescent focus.

**Health Psychology Emphasis**

Health Psychology is a rapidly expanding field with many specialty areas. Students who complete the emphasis will be prepared to function in health care environments including hospices, hospitals and clinics and to handle the psychological aspects of medical issues that arise in a general practice setting.

All students will take Introduction to Health Psychology in Multiple Settings (2 units) and Interventions in Health Psychology (2 units) as well as 8 additional elective units to be selected from the following courses: Consultation and Liaison in Behavioral Medicine, Psychology of Women's Health, Hypnotherapy, Pediatric Psychology, Pediatric Neuropsychology, Eating Disorders, Alternative Approaches to Health, HIV-AIDS, Medicine and Psychology, Clinical Seminar in Health, Family therapy and Group Psychotherapy.

Students must complete a practicum (500 hours) in a health psychology setting; a full pre-doctoral internship in a health psychology setting is strongly recommended as well. Dissertations must be completed in a health psychology related area.

**Infant-Preschooler Mental Health Certificates**

The first five years of a child's life are critical for future functioning, but too often the needs of at-risk children go unmet because mental health professionals are not trained to work with these young children and families. CSPP at Alliant is offering two certificates that provide an in-depth, systematic and integrated curriculum in infant and preschooler mental health. The Fundamentals in Infant-Preschooler Mental Health Certificate includes four courses that provide the fundamental bases of infant and preschooler mental health from an ecosystemic theoretical perspective. These courses are Fundamentals of Infant Mental Health, Fundamentals of Preschooler Mental Health, Diagnostic Systems in Infant-Preschooler Mental Health, and Parent-Child Relationship Assessment.



Three additional courses are required to complete the Certification in Infant-Preschooler Mental Health which satisfies the Birth to Five coursework standards proposed by the California Infant Mental Health Work Group (K. M. Finello & M. K. Poulsen (2005). Developing standards for training in infant and preschool mental health. In *The Handbook of Training and Practice in Infant and Preschool Mental Health*.) These courses are Biopsychosocial Factors in Infant-Preschooler Mental Health, Risk and Resiliency, and Advanced Infant-Preschooler Mental Health.

The courses are offered as electives on the Fresno, Sacramento and San Diego campuses and can be taken individually or as part of the Certificates. All courses can be applied toward completion of the Ecosystemic Child Emphasis.

These courses are also offered as Continuing Education courses for mental health practitioners not enrolled as students. The combination of both clinical students and mental health practitioners creates an interesting and valuable mix of experience, perspective and knowledge.

In addition to the primary emphases, the Fresno and Sacramento PsyD faculties are committed to offering a broad array of elective courses reflecting theory, assessment and intervention across a variety of systems. Two systems that receive particular attention are the individual and cultural systems. Work with individuals is emphasized in the analytic courses that examine the relationship between conscious and unconscious processes. Using the work of C.G. Jung as the overarching theoretical structure, these courses help students understand clinical situations from a psychoanalytic, object-relations, and ego psychological perspective. The importance of the cultural system is emphasized throughout students' academic and clinical training. In addition to regular coursework in this area, many of the faculty members have extensive experience teaching and working outside the United States. Countries where our faculty have lived, taught or worked include: Canada, Chile,

England, Israel, Italy, Japan, Korea, Kuwait, Mexico, the Netherlands, Scotland, Singapore and South Africa among others. This experience enriches every course they teach. The focus on cultural issues ensures students will be prepared for professional practice in a pluralistic society.

### **Clinical PsyD Program Faculty: Fresno and Sacramento**

Core faculty for the Fresno/Sacramento PsyD Program are listed below:

**Lynette Bassman, PhD**, Associate Professor

**Wesley Forbes, EdD**, Professor

**Sue A. Kuba, PhD**, Professor

**Elizabeth Limberg, PhD**, Assistant Professor

**Kevin O'Connor, PhD**, Program Director and Professor

**Suni Petersen, PhD**, Assistant Professor

**John Preston, PsyD**, Professor

**Ronald W. Teague, PhD**, Professor

For a detailed description of program faculty background, research and practice interest, please see the alphabetical listing of faculty for the California School of Professional Psychology at the end of the catalog.

### **APA Education and Training Outcomes**

The CSPP Fresno/Sacramento Clinical Psychology PsyD program is accredited by the American Psychological Association (APA) (202-336-5979) and publishes the following outcome data as required by APA:

- Time to Completion
- Program Costs
- Internship Placement Rates
- Attrition

Please visit the "About CSPP Programs" section of our website ([www.alliant.edu/cspp](http://www.alliant.edu/cspp)) to view this data.

## **Advanced Standing Online Clinical PsyD Program\*, Fresno and Sacramento**

*\*This program is currently approved by WASC and has been developed to meet APA accreditation criteria for distance learning, but is not yet accredited by APA. APA's accreditation policies require that students be enrolled in all year levels of the program prior to application for accreditation so application for APA accreditation is scheduled to occur during the 2007-2008 academic year, with a site visit in Fall, 2008.*

The Advanced Standing Online Clinical PsyD Program offers a new option for completing the Clinical PsyD Program at Fresno or Sacramento. The program's purpose is to provide a doctoral opportunity to clinicians at the master's level, who have at least 790 hours of supervised clinical training and a master's degree (e.g. MFT, MSW or M.Ed. in School Psychology) and whose access to face to face (FTF) doctoral training is limited by resource or geographical issues. One year of coursework (maximum of 30 units) is accepted based upon transfer credit and documented supervised clinical experience.

An additional 30 units of core theoretical courses are offered in a web-based format online (e.g., History and Systems, Social Foundations of Clinical Practice, etc.). During that first year of matriculation, students become part of a learning community which meets FTF three times during the academic year for purposes of orientation, community building, technology training and course initiation. Adult learners attend (via online courses) year round, with 13 units in fall and 12 in spring and 7 offered during the summer months.

The next 30 units of the program are offered in FTF format at the Fresno campus or with video technology to Sacramento. This second program year is composed of courses that are less amenable to web-based learning and evaluation (e.g., Psychological Assessment and Psychotherapy courses). Students in the program take these courses through the available campus based curriculum. The final

year of the program consists of placement in a full time internship program which is required to be APA or APPIC accredited.

## Coursework

### First Year (Online Courses)

- PSY 6051 Data Analysis/Research Design/ Program Evaluation (3, 3 units)
- PSY 6101 Cognitive Affective Bases of Behavior (3 units)
- PSY 6112 Social Bases of Behavior (3 units)
- PSY 6140 Lifespan Developmental Psychology (3 units)
- PSY 6530 Introduction to Ethical Practice & Law I (1 unit)
- PSY 6523 Psychopathology (3 units)
- PSY 7112 History & Systems of Psychology (2 units)
- PSY 7566 Ethical Foundations of Clinical Practice (2units)
- PSY 7106 Biological Foundations of Clinical Practice (3 units)
- PSY 7911 PsyD Proposal Dev I (3 units)
- PSY 7912 PsyD Proposal Dev II (3 units)

### Second Year (Face-to-Face Courses in Fresno or Sacramento)

- PSY 6123 Cultural Diversity Training (0 units)
  - PSY 6501 Intellectual Assessment (3 units)
  - PSY 6505 Personality Assessment: Methods (3 units)
  - PSY 6506 Personality Assessment: Integration (2 units)
  - PSY 7123 Cultural Diversity Training (0 units)
- Two of the following four courses:
- PSY 7529 Cognitive Behavioral Approaches to Interventions (3 units)
  - PSY 7537 Psychodynamic Approaches to Interventions (3 units)
  - PSY 7543 Systems Approaches to Interventions (3 units)
  - PSY XXXX Group Psychotherapy
  - PSY 8509 or 8510, Supervision Seminar (1, 2 units)
  - PSY 8568 Consultation/Education in Clinical Practice
  - PSY 8571 Third Year Clinical Practicum (3 units)

- PSY 8572 Third Year Clinical Practicum (3 units)
- PSY 8913 PsyD Clinical Dissertation (3 units)
- PSY 8914 PsyD Clinical Dissertation (3 units)

### Third Year (Full Time Internship)

- PSY 9531 Full Time Pre-Doctoral Internship in Clinical Psychology
- PSY 9532 Full Time Pre-Doctoral Internship in Clinical Psychology

### Advanced Standing Online Clinical PsyD Program Faculty:

- Sue Ammen, PhD**, Professor, Fresno
- Lynette Bassman, PhD**, Associate Professor, Fresno
- Eddie Chiu, PhD**, Psychological Service Center Director and Associate Professor, San Francisco
- Mark Hernandez, PsyD**, Director Golden State Psychology Internship Consortium Association, Fresno
- Manuel Figueroa-Unde, PhD**, Professor, Fresno
- Sue A. Kuba, PhD**, Professor, Associate Program Director, Fresno
- Rhoda Olkin, PhD**, Distinguished Professor, San Francisco
- Siobhan O'Toole, PhD**, Assistant Professor, Fresno
- Diane Zelman, PhD**, Associate Professor, San Francisco

## Clinical Psychology: PhD Program, Fresno

### A Scholar-Practitioner Program

The clinical PhD program offered at the Fresno campus is designed to train students to be competent in nine broad areas:

- Foundational Science of Psychology (Social and Developmental Psychology, History and Systems, Biological Science, and Cognitive and Affective Bases of Behavior) so as to link the core sciences with contemporary research and practice in psychology;
- Research and Evaluation in order to conduct independent research and write grants;

- Relationship Skills that enable them to make interpersonal connections, maintain appropriate boundaries, and engage in ethical and professional behavior;
- Diversity Competence that involves developing awareness of their own culture and the cultures of others as mediators of one's world view;
- Assessment Skills (diagnosis, interviewing, testing and report writing) enabling them to engage in an ongoing process of evaluating their practice, research and teaching;
- Intervention Skills that enable students to plan, implement and evaluate their work within a cultural framework;
- Professional Development so as to be able to engage in self-evaluation and engage in life-long learning;
- Supervision that enables them to provide good clinical and professional feedback to others; and
- Teaching so as to be able to convey their clinical and research knowledge to others through a variety of teaching modalities.

Further, the clinical PhD program is ecosystemically oriented in that it trains students to consider the role of diverse systems in creating and/or remedying individual and social problems. For example, in just one course the role of individual, family, ethnicity, religion, dominant culture, the legal and medical systems as well as historical time are all considered when reviewing the causes and potential interventions for child abuse. While students receive an exceptional grounding in traditional clinical assessment and intervention, they are also taught to consider the potential value of advocacy, consultation or public policy work in helping both individuals and whole groups of clients with similar problems. For example, psychotherapy can be of great value to gay or lesbian clients struggling with the social pressures of the coming out process but the need for such treatment might be greatly reduced by applying clinical knowledge and skills in changing social mores and the plethora of

discriminatory laws that create the hostile environment with which these client's struggle.

At the Fresno location, all clinical psychology students have the opportunity to select one or more programs of emphasis in order to develop areas of focused study and clinical expertise in addition to their broad and general education in clinical psychology. These emphasis areas are ecosystemic child and health.

Special features of the clinical programs in Fresno include the campus-based practica in the Psychological Services Center under the supervision of the clinic supervisors and/or faculty. The proximity of the campus to national parks and lakes offers a wide variety of opportunities for sight seeing, hiking, kayaking, skiing, 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 Fresno Clinical PhD Program is a scholar-practitioner program fully accredited by the Committee on Accreditation of the American Psychological Association. (202-336-5979). It is designed for students interested in mixing clinical practice, research and teaching in their professional careers. The coursework is focused primarily on clinical training, with a strong secondary research emphasis and a tertiary focus on training students as teachers of psychology. The student's practica are similarly focused in that students not only complete extensive clinical and research practica, they also complete a teaching practicum designed to prepare them to teach at the undergraduate level. A traditional, independent, quantitative or qualitative PhD dissertation is required. The PhD program takes five years to complete, with the 5th year being spent in a full-time internship.

### Professional Training and Internship

The clinical programs emphasize the integration of academic coursework with clinical, research and teaching practice. In order to integrate appropriate skills with material learned in the classroom, students

participate in a professional training placement experience beginning in the second year. The professional training placement experiences completed prior to the full-time predoctoral internship are known as practicum experiences. Both the practica and internship comprise the professional training component of the clinical programs.

The settings where students complete their clinical practica include community mental health centers, clinics, inpatient mental health facilities, medical settings, specialized service centers, rehabilitation programs, residential/day care programs, forensic/correctional facilities and educational programs. Students are required to train in a different setting each year and will gain experience in inpatient and outpatient settings, as well as with child and adult populations. Students are placed in a clinical practicum in their second year after successfully completing Basic Foundations of Clinical Practice, Intellectual Assessment, and Introduction to Ethics.

Clinical PhD students begin their 2-year research practicum in their first year. At this time, all research practica are completed under the direct mentorship of faculty members.

Clinical PhD students enter teaching practica in their fourth year of their program. All of these practica involve teaching psychology to undergraduate students either at the university or at local community colleges.

Assignments to the practica are accomplished with guidance from the Director of Professional Training and the Professional Training Department. Each practicum agency is screened prior to being presented to the student for placement. The student and the Professional Training Liaison make the final placement decisions jointly.

Fifth year students are responsible for obtaining an appropriate APA, APPIC or CAPIC full year internship (2080 hours) and are assisted in this process by the Field Placement Officer under the direction of the Director of Professional Training and the

Professional Training Department staff. During the time that students are completing their internship requirements, payment of the full internship fee is required. (See 2007-2008 Tuition and Fee Schedule). For many students, in the fifth year the internship stipend covers the costs of tuition and living expenses.

Students who intern at the Golden State Psychological Internship Association (GSPIA), which is CSPP-supported and includes APA and/or APPIC accredited members, generally receive internship stipends of \$15,000 or more. GSPIA makes every effort to ensure that internships for clinical doctorate students meet the licensing standards of the California Boards of Psychology and nationally.

International students should discuss regulations and issues related to stipends well in advance with the Director of Professional Training.

### Doctoral Respecialization Program

The Doctoral Respecialization Program (DRP) is designed for students who have already earned a doctorate in another area of psychology and wish to respecialize in clinical psychology, usually with a goal of becoming a licensed psychologist. A specialized curriculum is individually designed, based upon the student's prior background, that includes both academic work and clinical training experiences. Most students complete the program in two years, but in some cases prior academic work adaptable to our curriculum in clinical psychology is sparse and thus students require three years.

DRP students seeking licensure in California are responsible for:

1. Determining with the Board of Psychology that their prior doctoral degree meets the requirements for licensure.
2. Registering with the Board of Psychology before beginning clinical training hours through CSPP to ensure the hours will be counted toward the postdoctoral training requirement for licensure.

**Credit for Previous Graduate Work**

Students applying to the Fresno Clinical PhD Program may be eligible to receive credit for previous graduate work. All applicants must meet the graduate level requirements for preparation in psychology. While an applicant may not have completed the graduate level requirements at the time of application to CSPP, 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 Clinical PhD Program 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 sometimes possible for a student to reduce a five-year program to four years.
3. Graduate level transfer credits meeting our requirements are allowed even if the master's degree has not been awarded.
4. Regardless of the number of transfer units allowed, a student must complete any and all requirements remaining in both the core and emphasis areas for which transfer credit was not allowed.
5. Listed below are courses that are NOT eligible for transfer credit. Please note that transfer units are credit units and do not require replacement.

PSY 6507 Basic Foundations of Clinical Practice: 1A (3 units)\*

PSY 6508 Basic Foundations of Clinical Practice: 1B (3 units)\*

PSY XXXX Any required ethics course

PSY XXXX Any clinical practicum\*\*

PSY XXXX Any assessment course(s)\*\*\*

Any course over five years old

\* To apply for a waiver of Basic Foundations of Clinical Practice, students should submit 1) syllabi of graduate level coursework in psychopathology/diagnosis, basic counseling

skills, and theories of psychotherapy and 2) a brief videotaped role play or actual therapy session so the student's basic counseling skills can be assessed. This material should be submitted to the Program Director no later than mid-August. The materials will be submitted to the instructor of Basic Foundations of Clinical Practice for review and for a decision. The student must sign up for the course during registration and if the waiver is granted the course may be dropped. If not approved for waiver, the student remains in the course. A decision will be made prior to the Add/Drop deadline. If the course is waived, the units must be replaced with elective units. If sufficient elective units have been transferred into the program, an additional course may not have to be completed. As this is a year-long class, students will receive a waiver for the entire year, if granted, rather than just one semester.

\*\*In order to waive this requirement, the Director of Field Placement reviews the information submitted by the student as to the nature and content of the practicum the number of hours and the site of the experience. The Director of Field Placement will make a decision and the student will be notified as to whether or not the practicum may be waived. This decision must be made as soon as possible, preferably by the Add/Drop deadline. If the practicum is waived, the units must be replaced and the hours of the waived practicum will be added on to the next required practicum.

\*\*\* In order to waive this requirement, the student must contact the Program Director who will refer them to a faculty member designated to determine waiver requirements.

**Coursework**

The PhD Program requires a minimum of 120 academic units and 30 internship units. Requirements for advancement to candidacy for Fresno students include, in the following order 1) successful completion of 60 units of graduate study at the Fresno location; 2) successful defense of their dissertation proposal at the Preliminary Oral Examination; 3) and passing the Comprehensive

Examination. The examination will be given once each semester. Students may take the exam as many times as necessary during the ten years allowable for the completion of the doctoral degree. Students may not apply for internship until they have passed the exam.

**First Year**

PSY 6051 Data Analysis & Research Design (3 units)

PSY 6052 Data Analysis & Program Evaluation (3 units)

PSY 6507 Basic Foundations of Clinical Practice 1A (3 units)

PSY 6508 Basic Foundations of Clinical Practice 1B (3 units)

PSY 6501 Intellectual Assessment (3 units)

PSY 6505 Personality Assessment: Methods (3 units)

PSY 6506 Personality Assessment: Integration (2 units)

PSY 6112 Social Bases of Behavior (3 units)

PSY 6530 Introduction to Ethical Practice and Law (1 unit)

PSY 6123 Cultural Diversity Training (0 units)

PSY 6034 First Year Research Practicum (2 units)

**Second Year**

PSY 7510 Teaching Methods (3 units)

PSY 6140 Life Span Developmental Psychology (3 units)

PSY 7106 Biological Foundations of Clinical Practice (3 units)

PSY XXXX 1 Required Intervention Course\* (3 units)

PSY XXXX 1 Required Research Methods Course\*\* (2 units)

PSY 8123a Cultural Diversity Training (0 units)

PSY 6035 Second Year Research Practicum I (2 units)

PSY 6036 Second Year Research Practicum I (2 units)

PSY 7571 Second Year Clinical Practicum I (2 units)

PSY 7572 Second Year Clinical Practicum II (2 units)

## Third Year

PSY 6101	Cognitive and Affective Bases of Behavior (3 units)
PSY 7112	History and Systems of Psychology (2 units)
PSY XXXX	1 Required Intervention Course* (3 units)
PSY XXXX	1 Required Research Methods Course** (2 units)
PSY XXXX	1 Required Teaching Course*** (2 units)
PSY 7566	Ethical Foundations of Clinical Practice (2 units)
PSY 8123b	Cultural Diversity Training (0 units)
PSY 6037	Third Year Research Practicum I (2 units)
PSY 8571	Third Year Clinical Practicum I (3 units)
PSY 8572	Third Year Clinical Practicum II (3 units)
PSY 7529	Cognitive Behavioral Approaches to Interventions (3 units)
PSY 7537	Psychodynamic Approaches to Interventions (3 units)
PSY 7543	Systems Approaches to Interventions (3 units)
PSY 7604	Group Psychotherapy (3 units)
PSY 6066	Ethnography (2 units)
PSY 6067	Phenomenology (2 units)
PSY 6068	Multivariate Statistics (2 units)
PSY 6069	Structural Equation Modeling
PSY XXXX	Evidence Based Practice (2 units)
ELM XXXX	Educational Leadership
PSY XXXX	Distance Education Methods

\*Interventions Courses

\*\*Research Methods Courses

\*\*\*Teaching Courses

## Fourth Year

PSY 9925	Doctoral Dissertation (10, 10 units)
PSY XXXX	Fourth Year Teaching Practicum I (2 units)
PSY XXXX	Fourth Year Teaching Practicum II (2 units)

## Fifth Year

PSY 9531	Full-Time Pre-Doctoral Internship (15 units)
PSY 9532	Full-Time Pre-Doctoral Internship (15 units)

## Emphasis Areas

In order to obtain an emphasis in any one of the following areas, students must complete 12 units of coursework as designated by the emphasis area, complete the requirements for clinical training as defined by the emphasis area and complete a dissertation with a topic that focuses on that emphasis area. It is possible to complete more than one emphasis area because of the overlap between the areas.

In addition to formal emphasis areas, students may create a program of study that emphasizes their own area(s) of interest. For example, a student might create a program emphasizing "Family Advocacy" by combining topics such as family therapy, play therapy, juvenile justice, education law as it applies to the rights of emotionally disturbed children, pediatric psychology, child custody evaluation, divorce mediation and so forth. The ecosystemic focus of the PhD program lends itself particularly well to the creation of such individualized programs of study.

## 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 that is usually able to offer all the coursework required by APT to become a Registered Play Therapist (RPT).

All students must take Ecosystemic Clinical Child Theory and Treatment Planning (2 units). Elective course offerings may consist of some of the following: Pediatric Neuropsychology, Cross-Cultural Families, Family Therapy, Play Therapy I: Treatment Planning, Play Therapy II: Interventions, Play Diagnosis, Attachment Play Therapy, Teaching Parents Parenting Skills, Custody Evaluations, Life Span Development, California Licensing Laws, and Interventions in the Schools and any of the Infant-Preschooler Mental Health courses.

All students must complete 1000 hours of clinical training with children, adolescents and families and a dissertation on a topic with a child or adolescent focus.

## Health Psychology Emphasis

Health Psychology is a rapidly expanding field with many specialty areas. Students who complete the emphasis will be prepared to function in health care environments including hospices, hospitals and clinics and to handle the psychological aspects of medical issues that arise in a general practice setting.

All students will take Introduction to Health Psychology in Multiple Settings (2 units) and Interventions in Health Psychology (2 units) as well as 8 additional elective units to be selected from the following courses: Consultation and Liaison in Behavioral Medicine, Psychology of Women's Health, Hypnotherapy, Pediatric Psychology, Pediatric Neuropsychology, Eating Disorders, Alternative Approaches to Health, HIV-AIDS, Medicine and Psychology, Clinical Seminar in Health, Clinical Case Conference in Health, Family Therapy, and Group Psychotherapy.

Students must complete a practicum (500 hours) in a health psychology setting; a full pre-doctoral internship in a health psychology setting is strongly recommended as well. Dissertations must be completed in a health psychology related area.

### Infant-Preschooler Mental Health Certificates

The first five years of a child's life are critical for future functioning, but too often the needs of at-risk children go unmet because mental health professionals are not trained to work with these young children and families. CSPP at Alliant is offering two certificates that provide an in-depth, systematic and integrated curriculum in infant and preschooler mental health. The Fundamentals in Infant-Preschooler Mental Health Certificate includes four courses that provide the fundamental bases of infant and preschooler mental health from an ecosystemic theoretical perspective. These courses are Fundamentals of Infant Mental Health, Fundamentals of Preschooler Mental Health, Diagnostic Systems in Infant-Preschooler Mental Health, and Parent-Child Relationship Assessment.

Three additional courses are required to complete the Certification in Infant-Preschooler Mental Health which satisfies the Birth to Five coursework standards proposed by the California Infant Mental Health Work Group (K. M. Finello & M. K. Poulsen (2005). Developing standards for training in infant and preschool mental health. In *The Handbook of Training and Practice in Infant and Preschool Mental Health.*) These courses are Biopsychosocial Factors in Infant-Preschooler Mental Health, Risk and Resiliency, and Advanced Infant-Preschooler Mental Health.

The courses are offered as electives on the Fresno, Sacramento and San Diego campuses and can be taken individually or as part of the Certificates. All courses can be applied toward completion of the Ecosystemic Child Emphasis.

These courses are also offered as Continuing Education courses for mental health practitioners not enrolled as students. The combination of both clinical students and mental health practitioners creates an interesting and valuable mix of experience, perspective and knowledge.

In addition to the primary emphases, the Fresno and Sacramento PsyD faculties are committed to offering a broad array of elective courses reflecting theory, assessment and intervention across a variety of systems. Two systems that receive particular attention are the individual and cultural systems. Work with individuals is emphasized in the analytic courses that examine the relationship between conscious and unconscious processes. Using the work of C.G. Jung as the overarching theoretical structure, these courses help students understand clinical situations from a psychoanalytic, object-relations, and ego psychological perspective. The importance of the cultural system is emphasized throughout students' academic and clinical training. In addition to regular coursework in this area, many of the faculty members have extensive experience teaching and working outside the United States. Countries where our faculty have lived, taught or worked include: Canada, Chile, England, Israel, Italy, Japan, Korea, Kuwait, Mexico, the Netherlands, Scotland, Singapore and South Africa among others. This experience enriches every course they teach. The focus on cultural issues ensures students will be prepared for professional practice in a pluralistic society.

### Clinical PhD Program Faculty: Fresno

Core faculty for the Fresno PhD Program are listed below:

**Sue Ammen, PhD**, Professor

**Manuel Figueroa-Unda, PhD**, Professor

**Paul Lebby, PhD**, Associate Professor

**Kevin O'Connor, PhD**, Program Director and Professor

**Siobhan O'Toole, PhD**, Assistant Program Director and Assistant Professor

For a detailed description of program faculty background, research and practice interest, please see the alphabetical listing of faculty for the California School of Professional Psychology at the end of the catalog.

### APA Education and Training Outcomes

The CSPP Fresno Clinical Psychology PhD program is accredited by the American Psychological Association (APA) (202-336-5979) and publishes the following outcome data as required by APA:

- Time to Completion
- Program Costs
- Internship Placement Rates
- Attrition

Please visit the "About CSPP Programs" section of our website ([www.alliant.edu/cspp](http://www.alliant.edu/cspp)) to view this data.

## Clinical Psychology: PsyD Program, Los Angeles

### A Practitioner Program

The PsyD Program in Clinical Psychology addresses the societal need for professionals who deliver or facilitate the delivery of psychological services to diverse populations and to underserved or poorly-served populations. This societal need is for practitioners and programs that are culturally aware, culturally sensitive, and responsive to human problems of developmental deprivation, dysfunction, trauma and oppression.

The PsyD Program has full accreditation from the Committee on Accreditation of the American Psychological Association (202-336-5979).

The goals of the PsyD Program are to develop practitioners who:

1. Acquire knowledge of theory and research in the scientific foundations of professional psychology, including biological, individual, and social aspects of human functioning, as well as knowledge of basic statistics and research methodology;
2. Identify, clarify, and evolve professional attitudes pertaining to professional ethics, self-awareness, openness and responsiveness to critical feedback, lifelong

professional learning, and to the evidence-based practice of psychology;

3. Acquire skills in ethical reasoning, in critically evaluating and synthesizing both theories and professional research, and in identifying the social-political context and issues in theory, research and service delivery; and
4. Achieve competence in relationship skills and applying skills in service delivery, in clinical supervision, and in other activities chosen by the student, such as teaching, consultation, or the management of mental health organizations.

An overview of the program is as follows. Students take scientific foundations courses in the first two years. In the first year, students begin a progression of increasingly more advanced courses in assessment and intervention: from Clinical Interviewing and Psychodiagnostic Assessment, to Intervention theory and skills courses, to Practice Seminars, to the final level of Advanced Clinical Elective and clinical supervision within the Professional Roles course. A written examination on psychodiagnostic assessment via testing is given at the end of the first year. At the end of the second year a Research Comprehensive Exam is given covering the curriculum's Statistics course and Research & Test Design courses content. At the end of the third year, an oral examination is given in the areas of clinical assessment, case conceptualization, clinical intervention, multicultural competence, and case-specific ethics and laws. Professional training in field placements comprises Assessment Clerkship (optional) in the first year, Clinical Practicum in the second year, half-time Internship in the third year, and a half-time Internship in the fourth year or a full-time APA internship in the fourth year for students who entered the PsyD Program with a master's degree in clinical or counseling psychology or clinical social work. (See the section below on Professional Training.) Students not eligible for the former option may seek a 5th year full-time APA internship.

Research training is begun in the second year with courses in statistics and research and test design. The PsyD Program trains practitioners to be critical reviewers and consumers of research. As mentioned above, a written comprehensive examination in research is taken at the end of the second year. A Doctoral Project is conducted in the third year. These projects typically are a comprehensive literature review, a selective literature review plus the presentation of a talk to a professional audience, a selective literature review plus the design of a brochure for a professional target group, a selective literature review plus the design of an empirical research project, or a selective literature review plus a grant proposal. These projects involve mentoring by a project supervisor and an academic consultant and involve interaction with three field consultant-practitioners who are experts on the project topic.

The PsyD Program includes three emphasis areas: Clinical Health Psychology (CH); Family and Couple Clinical Psychology (FACE); and Multicultural Community-Clinical Psychology (MCCP). Students may choose the General Clinical Psychology Program option of selecting no Emphasis Area. Applicants to the PsyD Program must specify one of the above, to which the applicant seeks admission. Finally, 45 hours of individual psychotherapy with a psychologist licensed in California are required prior to graduation. (45 hours of therapy received in the last three years prior to matriculation may satisfy this requirement.)

### Multicultural Competence Training

The PsyD Program includes multicultural training to address issues of diversity in regard to race, ethnicity, gender, sexual orientation, disability, age, social class, inherent-psychometric-intelligence variances, and religion. This is reflected in the required course, Intercultural Processes and Human Diversity, as well as through the integration of multicultural perspectives in several core and elective courses.

Special features of the Los Angeles campus include a national reputation for excellence in multiculturally relevant education and training, a wealth of diverse clinical placements available in the Los Angeles region, and a mentoring model firmly integrated with the academic experience.

The diversity of the campus community provides students with the opportunity to interact with faculty, staff, administrators and other students from many different cultural backgrounds. The primary goals of the two-semester course, Intercultural Processes and Human Diversity, are to increase self-awareness relevant to multicultural issues, to increase awareness of multicultural dynamics in the larger society, and to thoughtfully examine multicultural issues in service delivery.

Students are asked to look at their own multicultural identities, as well as at their values, stereotypes, prejudices, and potential "blind spots."

In addition, Intercultural Processes and Human Diversity focuses on increasing multicultural knowledge by gaining familiarity with theory, research and clinical applications relevant to diverse populations. Finally, elective courses and the availability of field training sites that provide experience with diverse groups offer opportunities to develop skills that enhance work with culturally diverse clients.

### Professional Training

The development of appropriate professional knowledge, skills and attitudes is a process that begins with the student's doctoral program and continues through the individual's professional career via practice, consultation with colleagues and formal continuing education. At the predoctoral stage, students' professional development occurs within the context of both formal coursework and clinical training experiences supervised by faculty and professionals in the field. Students develop and acquire clinical skills through professional training experiences in a variety of mental health

service settings in the community. Such supervised professional training experiences are called “clerkship” and “practicum” at the premaster’s level and “internship” at the predoctoral level.

Each student is assigned a professional field training advisor who meets regularly with the student to develop and implement an individualized training plan designed to assure (1) that the student receives a broad base of clinical experiences with a variety of clientele and professional role models and (2) that professional training experiences are well-matched to the student’s level of skill and longer-term professional goals.

In the first year of the PsyD program, students may take an optional clerkship. The emphasis is on assessment via interviewing and testing. Clerkships include experience at a field site.

PsyD students in the second year are required to have a 15-hour per week practicum experience 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.

**Plan 1 for students who did not receive a clinical master’s degree before entering the PsyD Program:** Students without a previous clinical master’s degree take a half-time internship in the third year and a half-time internship in the fourth year. Students typically finish the PsyD Program in four years. As an alternative, some students pursue a full-time APA internship. For students without a clinical master’s degree before entering CSPP, the only avenue for a full-time APA internship is to do that in the fifth year.

Students who did earn a clinical master’s degree (clinical or counseling psychology, or clinical social work) before coming to CSPP can choose Plan 1 or Plan 2.

**Plan 2 for students who earned a clinical master’s degree (clinical or counseling psychology, or clinical social work) before coming to CSPP:** Eligible students can choose Plan 2, which is a Modified Program that allows the student to participate in a full-time APA internship in the fourth year.

Students should be aware that various postdoctoral training positions and some employers (e.g., the Veterans Administration) require that successful applicants have APA-accredited internships. Students have extensive opportunities to discuss with their assigned clinical field training advisors the various internship options available and the development of a training plan which assures students’ needs and goals are met.

The predoctoral internship involves a systematic and intensive program which includes assessment, intervention, supervision and training under the auspices of clinical faculty and administrative staff of the Division of Professional Field Training and the Director of Field Training at the Los Angeles campus. During the internship, the student has a considerable degree of the responsibility for providing a variety of psychological services under the direct supervision of licensed clinical psychologists and in contexts that offer a variety of additional training opportunities, for example, case conferences, in-service training, quality assurance reviews and individual and group supervision.

At both the practicum and internship levels, the Los Angeles campus students are placed for professional training in agencies which are formally affiliated with the school. All professional training programs are carefully reviewed and continually monitored by the Los Angeles campus clinical faculty to assure consistent and high quality training. The Los Angeles campus clinical faculty members are also responsible for evaluating students’ training performance. The types of settings in which students might train include: university and college counseling centers; inpatient psychiatric hospitals; public and private community mental health agencies; medical hospitals or outpatient clinics; physical rehabilitation programs; day treatment

programs; substance abuse programs; and residential treatment centers. With over 100 agencies in its training network, the Los Angeles campus offers students exceptional professional training opportunities reflecting the wide range of interests and training needs of the students.

The majority of affiliated professional training sites exist within a 40-mile radius of the campus. Students can generally anticipate driving some distance in at least one of their professional training years. Students who wish to pursue full-time internships are encouraged to make applications throughout the country. Currently, some students receive a stipend from their professional training agency. The majority of half-time internships and virtually all clerkships and practica do not offer stipends and students should not count on training stipends as a means of financing their education.

The predoctoral training requirements in the clinical programs at Los Angeles sufficiently qualify a graduate of the clinical programs to pursue licensure in the State of California after acquiring an additional 1500 hours of post-doctoral experience. Students who may be considering licensure in other states should check the requirements for licensure in those states carefully, since considerable variation exists among states in regard to necessary qualifications. State licensing requirements can be obtained from: Association of State and Provincial Psychology Boards, 555 South Perry Street, Suite 112, PO Box 4389, Montgomery, Alabama 36103.

### **Credit for Previous Graduate Work**

Students may submit requests for transfer credit for previous graduate work. The maximum allowed for transfer credit is 30 semester units of graduate level courses. Transfer credit is only allowed for master’s level courses with a B or better grade from accredited institutions. Contact the program director for a list of courses that are eligible for transfer credit.



# California School of Professional Psychology

## Coursework

### Plan 1

#### First Year

- PSY 6529 Clinical Interviewing (3 units)
- PSY 6533 Clinical Interviewing (3 units)
- PSY 6531 Ethics and Professional Development (1 unit)
- PSY 6532 Ethics and Professional Development (1 unit)
- PSY 7515 Psychodiagnostic Assessment (3 units)
- PSY 7516 Psychodiagnostic Assessment (3 units)
- PSY 6119 Intercultural Processes/Human Diversity (3 units)
- PSY 6120 Intercultural Processes/Human Diversity (3 units)
- PSY 6101 Cognitive and Affective Bases of Behavior (2 units)

#### Emphasis area requirements:

- PSY 6523 Psychopathology (CH, S-I CP, MCCP emphasis) (3, 3 units)
- PSY 7627 Psychology of Health and Illness (CH emphasis) (3 units)
- PSY 6607 Systems Theory and Assessment (FACE emphasis) (3 units)
- PSY 6608 Community Clinical Issues (MCCP emphasis) (3 units)

#### Second Year

- PSY 7553 Field-based Practicum (5 units)
- PSY 7554 Field-based Practicum (5 units)
- PSY 6112 Social Bases of Behavior (2 units)
- PSY 6041 Statistics (3 units)
- PSY 6042 Research & Test Design (3 units)
- PSY 6105 Biological Bases of Behavior (3 units)
- PSY 7537 Intro to Intervention: Psychodynamic\* (3 units)
- PSY 7529 Intro to Intervention: Cognitive Behavioral\* (3 units)
- PSY 7543 Intro to Intervention: System Approaches\* (3 units)
- PSY 6109 Human Development (2 units)
- PSY 7905 Doctoral Project Proseminar (1 unit)

\*Students take two out of three of these courses.

#### Third Year

- PSY 8573 Internship (7.5 units)
- PSY 8574 Internship (7.5 units)
- PSY 8901 Doctoral Project (2 units)
- PSY 8902 Doctoral Project (2 units)
- PSY 7605 Clinical Elective – Practice Seminars (3 units)
- PSY 7112 History & Systems (2 units)
- PSY 7113 Evidence-Based Practice of Psychology (2 units)

#### Emphasis area requirements:

- PSY 6604 Health Education and Promotion (CH emphasis) (3 units)
- PSY 7605 Loss, Grief and Bereavement (CH emphasis) (3 units)
- PSY 7605 Clinical Elective – Practice Seminars (FACE emphasis) (3, 3 units)
- PSY 7605 Clinical Elective – Practice Seminars (MCCP emphasis) (3, 3 units)

Each track requires that students take specific Practice Seminars (PSY 7605) or choose from a specified list of Practice Seminars.

#### Fourth Year

- PSY 9581 Internship (7.5 units)
- PSY 9582 Internship (7.5 units)
- PSY 9556 Professional Roles and Ethics (3, 3 units)
- PSY 9500 Advanced Clinical Elective (3, 3 units)

### Plan 2

#### First Year

- PSY 6119 Intercultural Processes/Human Diversity (3 units)
- PSY 6120 Intercultural Processes/Human Diversity (3 units)
- PSY 6531 Ethics and Professional Development (1 unit)
- PSY 6532 Ethics and Professional Development (1 unit)
- PSY 7515 Psychodiagnostic Assessment (3 units)
- PSY 7516 Psychodiagnostic Assessment (3 units)
- PSY 6101 Cognitive and Affective Bases of Behavior (2 units)

- PSY 6105 Biological Aspects of Behavior (3 units)
- PSY 6112 Social Bases of Behavior (2 units)
- PSY 7112 History and Systems (2 units)
- PSY 6109 Human Development (2 units)
- PSY 7905 Doctoral Project Proseminar (1 unit)

#### Emphasis area requirements:

- PSY 6523 Psychopathology (CH, FACE, MCCP emphasis) (3, 3 units)
- PSY 7627 Psychology of Health and Illness (CH emphasis) (3 units)
- PSY 6607 Systems Theory and Assessment (FACE emphasis) (3 units)
- PSY 6608 Community Clinical Issues (MCCP emphasis) (3 units)

*Note: Because of transfer credit for some courses and because some of these courses must be taken in Summer Term, this schedule is feasible.*

#### Second Year

- PSY 7553 Field-based Practicum (5 units)
- PSY 7554 Field-based Practicum (5 units)
- PSY 6041 Statistics (3 units)
- PSY 6042 Research & Test Design (3 units)
- PSY 7537 Intro to Intervention: Psychodynamic\* (3 units)
- PSY 7529 Intro to Intervention: Cognitive-Behavioral\* (3 units)
- PSY 7543 Intro to Intervention: Systemic Approaches\* (3 units)

\* Students take 2 out of 3 of these courses.

- PSY 8901 Doctoral Project (2 units)
- PSY 8902 Doctoral Project (2 units)
- PSY 7113 Evidence-Based Practice (2 units)

#### Emphasis area requirements:

- PSY 6604 Health Education and Promotion (CH emphasis) (3 units)
- PSY 7605 Loss, Grief and Bereavement (CH emphasis) (3 units)
- PSY 7605 Clinical Elective – Practice Seminars\*\* (FACE emphasis) (3, 3 units)
- PSY 7605 Clinical Elective – Practice Seminars\*\* (MCCP emphasis) (3, 3 units)

*\*\*Some of these courses have a specified Intervention course as a prerequisite and must be taken in Spring or Summer Terms.*

### Third Year

PSY 8573	Internship (7.5 units)
PSY 8574	Internship (7.5 units)
PSY 9500	Advanced Clinical Elective (3, 3 units)
PSY 9556	Professional Roles and Ethics (3, 3 units)
PSY 7605	Clinical Elective – Practice Seminar (3 units)
PSY 7605	Clinical Elective – Practice Seminar (3 units)

### Fourth Year

PSY 9585	Full-time Internship (15 units)
PSY 9586	Full-time Internship (15 units)

### Emphasis Areas

Within the three-emphasis-area structure of the clinical doctoral program, students may elect the Family and Couple Clinical Psychology (FACE) emphasis, which provides the most broadly based clinical education, or they may elect a clinical emphasis that focuses in a particular area such as the Clinical Health or Multicultural Community-Clinical Psychology emphasis areas, or no emphasis area at all (the program's General Clinical Psychology option without an emphasis area). All students receive a general education in clinical psychology.

#### Clinical Health Psychology Emphasis

The World Health Organization (WHO) defines health "as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." The Clinical Health Psychology emphasis at in Los Angeles embraces WHO's comprehensive definition of health in identifying clinical health psychology as the application of psychological principles to achieve the goals of total "physical, mental, and social well-being." We encourage prospective students interested in any of the following areas to consider applying for the Clinical Health Psychology emphasis:

- Stress and Trauma from Human-Made and Natural Disasters
- Disaster Management and Critical Incident Debriefing
- Eating Disorders
- Sexual Health and Dysfunctions and Reproductive Health
- Addictions (Substance Abuse, Gambling, Internet, Cell Phone, Sexual, Food)
- HIV/AIDS
- Sport Psychology, Exercise Psychology, and Performance Enhancement
- Pain Management
- Mind-Body Medicine, Integrative Psychology and Unified Views of Mind and Body
- Sexual, Physical and Emotional Abuse, Rape, Victims of Violent Crimes
- Family Violence
- Grief, Loss and Bereavement
- Depression and Suicidality
- Primary Care Psychology
- Biofeedback
- Hypnosis and Guided Imagery
- Stress Management
- Chronic Illnesses and Terminal Illness
- Remarkable Recoveries from Chronic and Terminal Illnesses
- Wellness and Quality of Life Issues
- Psychology and Complementary and Alternative Medicine (Herbs, Homeopathy, Acupuncture, Ayurveda, Nutritional Medicine)
- Gender, Multicultural, Socioeconomic and Political Influences on Health Policy
- Depression and Suicidality
- Health Policy and System Reform
- Health Promotion and Education
- Spirituality and Psychological and Emotional Health
- Genetic Counseling and Roles for Psychologists in Genome Research

- Psychological and Physical Effects of Environmental Pollution and Toxicity
- World Views of Health and Illness
- Childhood and Teenage Psychological and Physical Health Issues
- Nutrition and Psychological Functioning
- Rehabilitation
- Corporate Wellness and Employee Assistance

The Clinical Health Psychology emphasis in Los Angeles offers cutting-edge education and training in the 21st century mind-body approach to health care while giving students the same thorough preparation for clinical and community practice as students in other emphasis areas. Students in the Clinical Health Psychology emphasis cultivate innovative knowledge and skills for service in a variety of clinical settings. They learn highly practical interventions that promote mental and physical health, prevent illness, and restore functioning.

Employment prospects for psychologists with advanced skills in behavioral medicine and health psychology are manifold and involve a range of possible settings. Some recent graduates emphasize private practice, while others serve as sport psychologists (for an NFL team), run corporate wellness programs, lead primary prevention research at a major university, serve as CEO of a health psychology corporation, administer community mental health centers and HIV/AIDS centers, work at medical centers and in outpatient practices, practice pain management, and work as psychologists in law enforcement agencies. Graduates take on various roles in psychological and medical group practices, hospitals, medical centers, universities, clinics, hospices, government agencies, rehabilitation centers, community-based organizations, school clinics, employee assistance programs, trauma centers, consulting firms, and public health agencies.

Students in the Clinical Health Psychology emphasis are prepared for a variety of opportunities in the rapidly evolving

psychological and physical health care systems. While some of our graduates practice traditional clinical psychology, others serve as valued members of teams of professionals dedicated to promoting the mind-body health of individuals, families and communities in our multicultural society.

### **Family and Couple Clinical Psychology Emphasis**

Our goal in the Family and Couple Clinical Psychology Emphasis (FACE) is to introduce graduate students to the theory, research and clinical practice of family and couple psychology. This is accomplished through coursework where students learn about families, couples, adults and children from diverse backgrounds. Students are taught to work with families, couples and individuals from a systemic perspective. Skills are developed in the assessment, diagnosis and treatment of relationship systems.

In the first two or three years of enrollment in the FACE emphasis, students learn how to conceptualize, assess and interview families and couples. FACE students take four family systems courses. The family systems theory and assessment course prepares students for an advanced FACE family systems intervention course taken exclusively by FACE students. The Family and Couple Clinical Psychology Emphasis is for students who are dedicated to learning family and couple psychology intervention.

The emphasis area provides also a choice of one of two sets of courses as follows:

**Family Therapy:** Students may take the following two courses: Clinical Interventions with Children and Families, and Interventions with Adolescents and Families. Other courses offered periodically are: Child Assessment, Family Violence and Sexual Abuse, Family of Origin Therapy, Advanced Family Therapy, Divorce Theory, Therapy with Alternative Families, and Group Psychotherapy.

**Couple Therapy:** Students examine relationship dynamics through either the year-long Integrated Approach to Sex, Intimacy and Relationship Problems course or the one-

semester Couple Therapy and Sex Therapy courses. Other courses offered periodically are: Family Violence and Sexual Abuse, Family of Origin Therapy, Advanced Family Therapy, Divorce Theory, and Group Psychotherapy.

Students meet with their FACE academic advisor to determine which other advanced clinical electives and seminars best fit into their plan of study so their career goals are met. Creating a niche entails taking courses as well as networking in the community.

### **Multicultural Community-Clinical Psychology Emphasis**

The Multicultural Community-Clinical Psychology (MCCP) emphasis area was established at the Los Angeles campus in 1990. A synthesis of the previous ethnic minority mental health and community clinical proficiencies, MCCP reflects the state-of-the-art in training philosophy, curriculum and applied experiences relevant to producing clinical psychologists with special competence in multicultural and community psychology. The year-long course required of clinical psychology students in all emphasis areas, Intercultural Processes and Human Diversity, provides basic competence in multicultural issues. The MCCP emphasis area provides the additional opportunity for students to develop: (1) more advanced conceptual and intervention skills relevant to psychotherapy with culturally-diverse populations; (2) competence beyond individual psychopathology that includes conceptualization and intervention with community-level distress and social problems; (3) an understanding of sociopolitical and sociocultural influences on psychological functioning and well-being; (4) skills to develop programs and activities focused on the prevention of psychopathology and social problems; and (5) knowledge of community psychology theory and practice.

The mission of the training is to nurture the development of clinical psychologists who will work to understand, prevent and reduce psychological and community distress, as well as enhance the psychological well-being of historically underserved, stigmatized and

oppressed groups. In doing this, special attention is paid to the cultural and sociopolitical context of the individuals, families and communities we serve. Faculty members in the emphasis area are committed to fostering a climate of inclusion, respect for differences and a sense of community both within and outside of CSPP. Ultimately, faculty members strive to empower individuals and communities and to facilitate personal and social healing.

Through coursework, field experiences and mentorship by our faculty, students learn theory, research and intervention strategies applicable to working with adults, adolescents, children, families, groups, and communities. Students share the core curriculum in clinical psychology with students from all emphasis areas. This includes basic coursework in lifespan development, clinical interviewing, psychodiagnostic assessment, and clinical interventions. However, MCCP students build upon this basic curriculum by learning alternative theories and strategies for intervention with communities, institutional systems and specific multicultural groups. Faculty focus on training clinical psychologists who are critical thinkers about the etiology of psychological distress and who can conceptualize multiple pathways to healing individuals, families, and communities.

Required courses unique to MCCP students:

- Seminar in Community-Clinical Psychology
- Psychopathology: Etiology and Diagnosis in Sociocultural Context

Examples of MCCP Advanced Clinical Electives:

- Advanced Psychodynamic Interventions with Multicultural Populations
- Alternative Intervention Strategies
- Belief Systems and Psychotherapy
- Clinical Interventions with Lesbians and Gay Men
- Community Consultation
- Interventions with Victims of Violence
- Multicultural Couple Therapy

- Multicultural Family Therapy
- Pediatric Neuropsychology and Culture
- School and Community-Based Interventions for Children and Adolescents
- Spirituality and Spiritual Development in Psychotherapy

(MCCP students also choose several advanced clinical electives available to all students such as Group Therapy, Dream Interpretation, Sex Therapy, Neuropsychological Assessment, Object Relations, Forensic Psychology.)

MCCP students participate in professional field training experiences that emphasize clinical services to multicultural and under- or inadequately-served populations. Settings can range from hospitals and mental health clinics to community-based agencies or university counseling centers. Students' PsyD doctoral projects must reflect an aspect of multicultural and/or community psychology.

### Clinical PsyD Program Faculty: Los Angeles

Core and Lecturer faculty for the Los Angeles PsyD Program are listed below:

- John Bakaly, PhD**, Associate Professor
- Leena Banerjee, PhD**, Professor
- Walter Brown, PhD**, Assistant Professor
- Elaine Burke, PsyD**, Associate Professor
- John Caffaro, PhD**, Professor
- William Chien, PsyD**, Assistant Professor
- Victor Cohen, PhD**, Associate Professor
- Judy Holloway, PhD**, Assistant Professor
- Denny Klos, PhD**, Distinguished Professor
- Richard Kopp, PhD**, Professor
- Glenn Masuda, PhD**, Associate Professor
- Randy Noblitt, PhD**, Program Director and Professor
- Kumea Shorter-Gooden, PhD**, Professor
- Jeffrey Tirengel, PsyD**, Associate Professor

Lecturers:

- Krystal Edmonds-Biglow, PsyD**, Lecturer
- Erica Holmes, PsyD**, Lecturer
- Joan Murray, PhD**, Lecturer
- Rumiko Okada, PhD**, Lecturer

For a detailed description of program faculty background, research and practice interest, please see the alphabetical listing of faculty for the California School of Professional Psychology at the end of the catalog.

### APA Education and Training Outcomes

The CSPP Los Angeles Clinical Psychology PsyD program is accredited by the American Psychological Association (APA) (202-336-5979) and publishes the following outcome data as required by APA:

- Time to Completion
- Program Costs
- Internship Placement Rates
- Attrition

Please visit the "About CSPP Programs" section of our website ([www.alliant.edu/cspp](http://www.alliant.edu/cspp)) to view this data.

## Clinical Psychology: PhD Program, Los Angeles

### A Scholar-Practitioner Program

The Los Angeles clinical PhD training program is based on a scholar-practitioner model where practice and scholarship receive equal emphasis. The PhD program has full accreditation from the Committee on Accreditation of the American Psychological Association. (202-336-5979).

The program is based on the principle that clinical psychologists have a responsibility to work to ameliorate psychological suffering and facilitate psychological well-being through both basic and applied research and interventions that evolve from scholarly work relevant to societal needs. An underlying philosophical assumption of the program is that there is a need for innovative scholarship that provides a foundation for the development of interventions to meet the needs of diverse and underserved populations. The program is also based on the philosophy that graduates will assume diverse roles over the course of a career lifetime. Therefore, students are exposed to a variety of role models and skill sets, including

clinical practice, research, teaching, supervision, professional advocacy and consultation.

The following guiding principles emerge from this philosophy:

1. The generation and application of knowledge must occur with an awareness of the sociocultural and sociopolitical contexts of mental health and mental illness.
2. Scholarship and practice must not only build upon existing literature, but must also maintain their relevance to the diverse elements in our society and assume the challenges of attending to the complex social issues associated with psychological functioning.
3. Methods of research and intervention must be appropriate to the culture in which they are conducted.

The scholar-practitioner model is an integrative one that builds upon the conviction that scholarship and practice must occur concurrently. Consistent with its guiding philosophy, the program seeks to inculcate in all its students awareness that the discipline of psychology best serves the needs of individuals, families and communities when research and intervention continuously inform each other.

The program's primary goal is to train clinical psychologists who will:

1. Possess a solid foundation in research methodology and statistics that prepares them to design, conduct and disseminate both basic and applied research, with particular attention to research in community and service delivery settings.
2. Manifest a scholarly attitude that emphasizes critical inquiry; an integrated "scholar-practitioner" identity; and an awareness of the necessary continuity between research and scholarship, practice and intervention, in all of their professional activities.

3. Seek and/or create opportunities to engage in research and evaluation as a part of their professional activities.
4. Be competent practitioners with skills in diagnosis, assessment and therapeutic interventions.
5. Reflect the consideration of relevant social and cultural contexts in their research and intervention activities.

The program is committed to providing curriculum, professional socialization and field training experiences that implement each of these goals and develop the full competencies expected of our graduates.

Students must pass written and oral comprehensive examinations as partial fulfillment of the requirements for admission to doctoral candidacy. They are also evaluated at other regular points in their matriculation, including an assessment of professional competencies prior to graduation.

Students receive advanced training in theoretical issues, techniques of psychological interventions, professional issues, consultation, and ethics and supervision. In addition, they receive advanced training in research applications and complete a dissertation by the end of their fifth year. PhD students are strongly encouraged to pursue a fifth-year, full-time APA-accredited internship. For those whose personal circumstances make this impossible, a two-year, half-time internship training model in the fourth and fifth years will be acceptable. 45 hours of individual psychotherapy with a psychologist licensed in the state of California are required prior to graduation. (45 hours of therapy received in the last three years prior to matriculation may satisfy this requirement.)

The clinical program is composed of three emphasis areas: Clinical Health Psychology (CH), Family and Couple Clinical Psychology Emphasis (FACE) and Multicultural Community-Clinical Psychology (MCCP), as well as a General Clinical Psychology option (GCP) in which affiliation with a specific emphasis area is not required. Both emphasis affiliated and non-emphasis affiliated students must complete 150 units.

### Professional Training

The development of appropriate professional knowledge, skills and attitudes is a process that begins with the student's doctoral program and continues through the individual's professional career via practice, consultation with colleagues and formal continuing education. At the predoctoral stage, students' professional development occurs within the context of both formal coursework and clinical training experiences supervised by faculty and professionals in the field. Students develop and acquire clinical skills through professional training experiences in a variety of mental health service settings in the community. Such supervised professional training experiences are called "clerkship" and "practicum" at the premaster's level and "internship" at the predoctoral level.

Each student is assigned a professional field training advisor who meets regularly with the student to develop and implement an individualized training plan designed to assure (1) that the student receives a broad base of clinical experiences with a variety of clientele and professional role models and (2) that professional training experiences are well-matched to the student's level of skill and longer-term professional goals.

In the second year of the PhD program, students may take a clerkship. The emphasis is on assessment via interviewing and testing. Clerkships include experience at a field site. Clerkship is optional at this time.

PhD students in the third year are required to have a minimum 15-hour per week practicum experience at a mental health setting. Students begin to assume clinical responsibility for assessment and intervention while closely supervised at a level appropriate to the student's training and abilities. This clinical professional training experience will vary with respect to the nature of clients served and the mental health setting the student serves in, as well as upon individual students' skill levels, professional interests and training needs.

PhD students will 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); or they will complete a half-time internship in the fourth and fifth years (Option B). The **total** number of required **internship** hours is 2000.

Students should be aware that various postdoctoral training positions and some employers (e.g., the Veterans Administration) require that successful applicants have APA-accredited internships. Students have extensive opportunities to discuss with the director and their assigned 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 in agencies that are under the auspices of clinical faculty and administrative staff of the Division of Professional Field Training and the Director of Field Training at the Los Angeles campus. During the internship, the student has responsibility for providing a variety of psychological services under the direct supervision of licensed clinical psychologists and in contexts that offer a variety of additional training opportunities, for example, case conferences, in-service training, quality assurance reviews and individual and group supervision.

At both the practicum and half-time internship levels, the Los Angeles campus students are placed for professional training in agencies which are formally affiliated with the school. All professional training programs are carefully reviewed and continually monitored by the Los Angeles campus clinical faculty to assure consistent and high quality training. The Los Angeles campus clinical faculty members are also responsible for evaluating students' training performance. The types of settings in which students might train include: university and college counseling centers; inpatient psychiatric hospitals; public and private community mental health agencies; medical hospitals or

outpatient clinics; physical rehabilitation programs; day treatment programs; substance abuse programs; and residential treatment centers. With over 100 agencies in its training network, the Los Angeles campus offers students exceptional professional training opportunities reflecting the wide range of interests and training needs of the students.

The majority of affiliated professional training sites exist within a 40-mile radius of the campus. Students can generally anticipate driving some distance in at least one of their professional training years. Students who wish to pursue full-time internships are encouraged to make applications throughout the country. Currently, some students receive a stipend from their professional training agency. The majority of half-time internships and virtually all clerkships and practica do not offer stipends and students should not count on training stipends as a means of financing their education.

The predoctoral training requirements in the clinical programs at Los Angeles sufficiently qualify a graduate of the clinical programs to pursue licensure in the State of California after acquiring an additional 1500 hours of post-doctoral experience. Students who may be considering licensure in other states should check the requirements for licensure in those states carefully, since considerable variation exists among states in regard to necessary qualifications. State licensing requirements can be obtained from: Association of State and Provincial Psychology Boards, 555 South Perry Street, Suite 112, PO Box 4389, Montgomery, Alabama 36103.

### **Multicultural Competence Training**

Clinical programs at Los Angeles have developed multicultural training to embrace consideration of diversity regarding issues of race, ethnicity, gender, sexual orientation, disability, age, social class and religion. This is reflected in the required course for clinical students across all emphasis areas (Intercultural Processes and Human Diversity), as well as through the integration of multicultural perspectives in several core and elective courses.

Special features of the Los Angeles campus include a national reputation for excellence in multiculturally relevant education and training, the wealth of diverse clinical placements available in the Los Angeles region, a mentoring model firmly integrated with the academic experience and, for the PhD program, the established network of high-quality, cutting-edge, applied research training opportunities.

The diversity of the campus community provides students with the opportunity to interact with faculty, staff, administrators and other students from many different cultural backgrounds. The year-long Intercultural Processes and Human Diversity course focuses on increasing multicultural awareness. Increasing self-awareness relevant to multicultural issues, increasing awareness of multicultural dynamics in larger society and examining their implications for psychotherapy are the primary goals of the course. Students are asked to look at their own multicultural identities, as well as at their values, stereotypes, prejudices and potential "blind spots."

In addition, Intercultural Processes and Human Diversity focus on increasing multicultural knowledge by gaining familiarity with theory, research and clinical applications relevant to diverse populations. Finally, elective courses and the availability of field training sites that provide experience with diverse groups offer opportunities to develop skills that enhance work with culturally diverse clients.

### **Research Training**

During the course of their graduate training the students gain proficiency in applied research methods. The PhD program emphasizes training psychologists to be producers of scientific research and PhD students begin their research training right from the beginning of the program.

In addition to formal coursework, which provides a basic understanding of research methodology and statistics, within the first two and a half years, PhD students complete

three semesters of research practicum which emphasizes the planning and conduct of experimental designs. In the third year, students enroll in Research in Applied Settings and focus on the development of research and consultation skills investigating problems in practical situations.

Fourth year students enter into formal dissertation work with a faculty mentor to produce a scholarly and methodologically sound dissertation proposal which is to be completed by the end of the fifth year. The mentor becomes the student's dissertation chair when preliminary orals have been successfully completed.

Students must pass preliminary orals by the end of their fourth year.

The PhD program faculty oversees the dissertation process and approves dissertation proposals and final oral performance. The program director is responsible for advising students who have difficulties in finding an appropriate dissertation topic or dissertation chair.

### **Credit for Previous Graduate Work**

Students may submit requests for transfer credit for previous graduate work. The maximum allowed for transfer credit is 30 semester units of graduate level courses. Transfer credit is only allowed for master's level courses.

### **Coursework**

The following curriculum for the Clinical PhD Program at the Los Angeles campus reflects two choices for students. "Option A" is the preferred curriculum, incorporating a fifth-year, full-time internship. Opportunities for the full-time internship may be outside of Southern California. "Option B" takes into account some students' personal circumstances and involves two half-time local internship rotations in the fourth and fifth years.

# California School of Professional Psychology

## **Option A**

### **First Year**

- PSY 6001 Orientation to Research (0 units)
- PSY 6023 Principles of Research Design (3 units)
- PSY 6043 Statistics (PhD) (3 units)
- PSY 6044 Statistics Lab (PhD) (1 units)
- PSY 6068 Research Methods: Multivariate Statistics (3 units)
- PSY 6044 Multivariate Statistics Lab (1 unit)
- PSY 6101 Cognitive and Affective Bases of Behavior (3 units)
- PSY 6119 Intercultural Processes/Human Diversity (3 units)
- PSY 6120 Intercultural Processes/Human Diversity (3 units)
- PSY 6523 Psychopathology (3 units)
- PSY 6530 Intro to Ethical Practice and Law (2 units)
- PSY 6002 GCP Emphasis Area Course (3 units)
- PSY 7627 CH Emphasis Area Course (3 units)
- PSY 6608 Emphasis Area Course (3 units)
- PSY 6035 Research Practicum (a) (3 units)

### **Second Year**

- PSY 6036 Research Practicum b (2 units)
- PSY 6512 Social Bases of Behavior (2 units)
- PSY 6105 Biological Aspects of Behavior (3 units)
- PSY 6529 Clinical Interviewing (3 units)
- PSY 7112 History and Systems of Psychology (3 units)
- PSY 7515 Psychodiagnostic Assessment (3 units)
- PSY 7516 Psychodiagnostic Assessment (3 units)
- PSY 7517 Assessment Lab (0 units)
- PSY 7518 Assessment Lab (0 units)
- PSY 7570 Prep for Doctoral Candidacy (0 units)
- PSY 7605 Clinical Elective (3 units) (summer)

### **Third Year**

- PSY 6037 Research Practicum (c) 3 units
- PSY 7529\* Cognitive-Behavioral Approaches to Interventions (3 units)
- PSY 7530 Cognitive-Behavioral Approaches to Interventions (3 units)

- PSY 7537\* Psychodynamic Approaches to Interventions (3 units)
- PSY 7538 Psychodynamic Approaches to Interventions (3 units)
- PSY 7543\* Systems Approaches to Interventions (3 units)
- PSY 7544 Systems Approaches to Interventions (3 units)
- PSY 7553 Field-Based Practicum (5 units)
- PSY 7554 Field-Based Practicum (5 units)
- PSY 7605 Clinical Elective (3 units) (Summer)
- PSY 8905 Research in Applied Settings (3 units)
- PSY 8906 Research in Applied Settings (3 units)
- PSY 8907 Dissertation Development (4.5 units)
- PSY 8908 Dissertation Development (4.5 units)
- PSY XXXX Dissertation Lab (.5 units)

*\*Students choose two of these three approaches to interventions.*

### **Fourth Year**

- PSY 7605 3 Clinical Electives (9 units)
- PSY 9556 Professional Roles (3.3 units)
- PSY 8573 Half-Time Internship (7.5 units)
- PSY 8574 Half-Time Internship (7.5 units)
- PSY 9925 PhD Doctoral Dissertation (5.5 units)
- PSY 9926 PhD Doctoral Dissertation (5.5 units)

### **Fifth Year**

- PSY 9585 Full-time Internship (7.5 units)
- PSY 9586 Full-time Internship (7.5 units)

## **Option B**

### **First Year**

- PSY 6001 Orientation to Research (0 units)
- PSY 6023 Principles of Research Design (3 units)
- PSY 6035 Research Practicum (3 units)
- PSY 6043 Statistics (PhD) (3 units)
- PSY 6044 Statistics Lab (0 units)
- PSY 6068 Research Methods: Multivariate Statistics (3 units)
- PSY 6101 Cognitive-Affective Bases of Behavior (3 units)
- PSY 6119 Intercultural Processes/Human Diversity (3 units)

- PSY 6120 Intercultural Processes/Human Diversity (3 units)
- PSY 6523 Psychopathology (3 units)
- PSY 6530 Intro to Ethical Practice and Law (2 units)
- PSY 6002 GCP Emphasis Area Course (3 units)
- PSY 7627 CH Emphasis Area Course (3 units)
- PSY 6608 MCCP Emphasis Area Course (3 units)
- PSY 6036 Research Practicum (a) (3 units)
- PSY 6023 Research Design (3 units)
- PSY 6044 Multivariate Statistics Lab (1 unit)

### **Second Year**

- PSY 6037 Research Practicum b (2 units)
- PSY 6038 Research Practicum c (3 units)
- PSY 6112 Social Bases of Behavior (2 units)
- PSY 6105 Biological Aspects of Behavior (3 units)
- PSY 6529 Clinical Interviewing (3 units)
- PSY 6530 Clinical Interviewing (3 units)
- PSY 7112 History and Systems of Psychology (3 units)
- PSY 7515 Psychodiagnostic Assessment (3 units)
- PSY 7516 Psychodiagnostic Assessment (3 units)
- PSY 7517 Assessment Lab (0 units)
- PSY 7518 Assessment Lab (0 units)
- PSY 7570 Prep for Doctoral Candidacy (0 units)

### **Third Year**

- PSY 7529\* Cognitive-Behavioral Approaches to Interventions (3 units)
- PSY 7530 Cognitive-Behavioral Approaches to Interventions (3 units)
- PSY 7537\* Psychodynamic Approaches to Interventions (3 units)
- PSY 7538 Psychodynamic Approaches to Interventions (3 units)
- PSY 7543\* Systems Approaches to Interventions (3 units)
- PSY 7544 Systems Approaches to Interventions (3 units)
- PSY 7553 Field-Based Practicum (5 units)
- PSY 7554 Field-Based Practicum (5 units)
- PSY 8905 Research in Applied Settings (3 units)

- PSY 8906 Research in Applied Settings (3 units)  
 PSY 7570 Preparation for Doctoral Candidacy (0 units)

*\*Students choose two of these three approaches to interventions.*

**Fourth Year**

- PSY 7605 2 Clinical Electives (6 units)  
 PSY 9581 Half-Time Internship (7.5 units)  
 PSY 9582 Half-Time Internship (7.5 units)  
 PSY 8907 Dissertation Development (4.5 units)  
 PSY 8908 Dissertation Development (4.5 units)

**Fifth Year**

- PSY 9581 Half-Time Internship (7.5 units)  
 PSY 9582 Half-Time Internship (7.5 units)  
 PSY 9556 Professional Roles (3,3 units)  
 PSY 9925 PhD Doctoral Dissertation (5 units)  
 PSY 9926 PhD Doctoral Dissertation (5 units)

**Emphasis Areas**

**Clinical Health Psychology Emphasis**

The World Health Organization (WHO) defines health “as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” The Clinical Health Psychology emphasis in Los Angeles embraces WHO’s comprehensive definition of health in identifying clinical health psychology as the application of psychological principles to achieve the goals of total “physical, mental, and social well-being.” We encourage prospective students interested in any of the following areas to consider applying for the Clinical Health Psychology emphasis:

- Stress and Trauma from Human-Made and Natural Disasters
- Disaster Management and Critical Incident Debriefing
- Eating Disorders
- Sexual Health and Dysfunctions and Reproductive Health
- Addictions (Substance Abuse, Gambling, Internet, Cell Phone, Sexual, Food)

- HIV/AIDS
- Sport Psychology, Exercise Psychology and Performance Enhancement
- Pain Management
- Mind-Body Medicine, Integrative Psychology and Unified Views of Mind and Body
- Sexual, Physical and Emotional Abuse, Rape, Victims of Violent Crimes
- Family Violence
- Grief, Loss and Bereavement
- Depression and Suicidality
- Primary Care Psychology
- Biofeedback
- Hypnosis and Guided Imagery
- Stress Management
- Chronic Illnesses and Terminal Illness
- Remarkable Recoveries from Chronic and Terminal Illnesses
- Wellness and Quality of Life Issues
- Psychology and Complementary and Alternative Medicine (Herbs, Homeopathy, Acupuncture, Ayurveda, Nutritional Medicine)
- Gender, Multicultural, Socioeconomic and Political Influences on Health Policy
- Depression and Suicidality
- Health Policy and System Reform
- Health Promotion and Education
- Spirituality and Psychological and Emotional Health
- Genetic Counseling and Roles for Psychologists in Genome Research
- Psychological and Physical Effects of Environmental Pollution and Toxicity
- World Views of Health and Illness
- Childhood and Teenage Psychological and Physical Health Issues
- Nutrition and Psychological Functioning
- Rehabilitation
- Corporate Wellness and Employee Assistance

The Clinical Health Psychology emphasis in Los Angeles offers cutting-edge education and training in the 21st century mind-body approach to health care while giving students the same thorough preparation for clinical and community practice as students in other emphasis areas. Students in the Clinical Health Psychology emphasis cultivate innovative knowledge and skills for service in a variety of clinical settings. They learn highly practical interventions that promote mental and physical health, prevent illness and restore functioning.

Employment prospects for psychologists with advanced skills in behavioral medicine and health psychology are manifold and involve a range of possible settings. Some recent graduates emphasize private practice, while others serve as sport psychologists (for an NFL team), run corporate wellness programs, lead primary prevention research at a major university, serve as CEO of a health psychology corporation, administer community mental health centers and HIV/AIDS centers, work at medical centers and in outpatient practices, practice pain management, and work as psychologists in law enforcement agencies. Graduates take on various roles in psychological and medical group practices, hospitals, medical centers, universities, clinics, hospices, government agencies, rehabilitation centers, community-based organizations, school clinics, employee assistance programs, trauma centers, consulting firms, and public health agencies.

Students in the Clinical Health Psychology Emphasis are prepared for a variety of opportunities in the rapidly evolving psychological and physical health care systems. While some of our graduates practice traditional clinical psychology, others serve as valued members of teams of professionals dedicated to promoting the mind-body health of individuals, families and communities in our multicultural society.



### **Family and Couple Clinical Psychology Emphasis**

Our goal in the Family and Couple Clinical Psychology Emphasis (FACE) is to introduce graduate students to the theory, research and clinical practice of family and couple psychology. This is accomplished through coursework where students learn about families, couples, adults and children from diverse backgrounds. Students are taught to work with families, couples and individuals from a systemic perspective. Skills are developed in the assessment, diagnosis and treatment of relationship systems.

In the first two or three years of enrollment in the FACE emphasis, students learn how to conceptualize, assess and interview families and couples. FACE students take four family systems courses. The family systems theory and assessment course prepares students for an advanced FACE family systems intervention course taken exclusively by FACE students. The Family and Couple Clinical Psychology Emphasis Area is for students who are dedicated to learning family and couple psychology intervention.

The emphasis area provides also a choice of one of two sets of courses as follows:

**Family Therapy:** Students may take the following two courses: Clinical Interventions with Children and Families, and Interventions with Adolescents and Families. Other courses offered periodically are: Child Assessment, Family Violence and Sexual Abuse, Family of Origin Therapy, Advanced Family Therapy, Divorce Theory, Therapy with Alternative Families, and Group Psychotherapy.

**Couple Therapy:** Students examine relationship dynamics through either the year-long Integrated Approach to Sex, Intimacy and Relationship Problems or the one-semester Couple Therapy and Sex Therapy courses. Other courses offered periodically are: Family Violence and Sexual Abuse, Family of Origin Therapy, Advanced Family Therapy, Divorce Theory, and Group Psychotherapy.

Students meet with their FACE academic advisor to determine which other advanced

clinical electives and seminars best fit into their plan of study so their career goals are met. Creating a niche entails taking courses as well as networking in the community.

### **Multicultural Community-Clinical Psychology Emphasis**

The Multicultural Community-Clinical Psychology (MCCP) emphasis area was established at the Los Angeles campus in 1990. A synthesis of the previous ethnic minority mental health and community clinical proficiencies, MCCP reflects the state-of-the-art in training philosophy, curriculum and applied experiences relevant to producing clinical psychologists with special competence in multicultural and community psychology. The year-long course required of clinical psychology students in all emphasis areas, Intercultural Processes and Human Diversity, provides basic competence in multicultural issues. The MCCP emphasis area provides the additional opportunity for students to develop: (1) more advanced conceptual and intervention skills relevant to psychotherapy with culturally-diverse populations; (2) competence beyond individual psychopathology that includes conceptualization and intervention with community-level distress and social problems; (3) an understanding of sociopolitical and sociocultural influences on psychological functioning and well-being; (4) skills to develop programs and activities focused on the prevention of psychopathology and social problems; and (5) knowledge of community psychology theory and practice.

The mission of the training is to nurture the development of clinical psychologists who will work to understand, prevent and reduce psychological and community distress, as well as enhance the psychological well-being of historically underserved, stigmatized and oppressed groups. In doing this, special attention is paid to the cultural and sociopolitical context of the individuals, families and communities we serve. Faculty members in the emphasis area are committed to fostering a climate of inclusion, respect for differences and a sense of community both within and outside of CSPP. The faculty strives to

empower individuals and communities and to facilitate personal and social healing.

Through coursework, field experiences and mentorship by our faculty, students learn theory, research and intervention strategies applicable to working with adults, adolescents, children, families, groups and communities. Students share the core curriculum in clinical psychology with students from all emphasis areas. This includes basic coursework in lifespan development, clinical interviewing, psychodiagnostic assessment and clinical interventions. MCCP students build upon this basic curriculum by learning alternative theories and strategies for intervention with communities, institutional systems and specific multicultural groups. Faculty focus on training clinical psychologists who are critical thinkers about the etiology of psychological distress and who can conceptualize multiple pathways to healing individuals, families and communities.

Courses unique to MCCP students:

- Seminar in Community-Clinical Psychology
- Psychopathology: Etiology and Diagnosis in Sociocultural Context

Examples of MCCP Advanced Clinical Electives:

- Advanced Psychodynamic Interventions with Multicultural Populations
- Alternative Intervention Strategies
- Belief Systems and Psychotherapy
- Clinical Interventions with Lesbians and Gay Men
- Community Consultation
- Interventions with Victims of Violence
- Multicultural Couple Therapy
- Multicultural Family Therapy
- Pediatric Neuropsychology and Culture
- School and Community-Based Interventions for Children and Adolescents
- Spirituality and Spiritual Development in Psychotherapy

(MCCP students also choose several advanced clinical electives available to all students such

as Group Therapy, Dream Interpretation, Sex Therapy, Neuropsychological Assessment, Object Relations, Forensic Psychology.)

MCCP students participate in professional field training experiences that emphasize clinical services to multicultural and under- or inadequately-served populations. Settings can range from hospitals and mental health clinics to community-based agencies or university counseling centers. Students' PhD dissertations must reflect an aspect of multicultural and/or community psychology.

### Clinical PhD Program Faculty: Los Angeles

Core faculty for the Los Angeles PhD Program are listed below:

**Linda Beckman, PhD**, Professor

**Ellin L. Bloch, PhD**, Program Director and Professor

**Ron Duran, PhD**, Associate Professor

**Tracy Heller, PhD**, Associate Professor

**Paula Johnson, PhD**, Professor

**Richard Mendoza, PhD**, Professor

**Nicholas Noviello, PhD**, Associate Professor

**Susan Regas, PhD**, Professor

**Kathryn White, PhD**, Professor

Lecturer:

**Terece S. Bell, PhD**, Principal Lecturer

For a detailed description of program faculty background, research and practice interest please see the alphabetical listing of faculty for the California School of Professional Psychology at the end of the catalog.

### APA Education and Training Outcomes

The CSPP Los Angeles Clinical Psychology PhD program is accredited by the American Psychological Association (APA) (202-336-5979) and publishes the following outcome data as required by APA:

- Time to Completion
- Program Costs
- Internship Placement Rates
- Attrition

Please visit the "About CSPP Programs" section of our website ([www.alliant.edu/cspp](http://www.alliant.edu/cspp)) to view this data.

## Clinical Psychology: PsyD Program, San Diego

### A Practitioner Program

The PsyD program has full accreditation from the Committee on Accreditation of the American Psychological Association (202-336-5979). It is a Practitioner model program that provides a strong, generalist foundation in clinical psychology, emphasizing the applications of theory and research to clinical practice. The program develops competent professional clinical psychologists who have been broadly educated and who have acquired the skills necessary to deliver a variety of clinical services to people from diverse backgrounds within many types of settings and institutions. The distinctive component in the PsyD program is the emphasis on clinical expertise and clinical scholarship. Courses are selected to complement this dual emphasis. Students complete courses in scientific foundations of psychology, theories of personality, psychotherapy, psychopathology, assessment, statistics, cultural psychology, integrative psychology, and practicum-internship.

Courses in integrative psychology are required which often focus on cultural and social contexts of psychological practice. Students must pass written comprehensive examinations as partial fulfillment of the requirements for admission to doctoral candidacy and take a Clinical Proficiency Examination (CPE), as an assessment of clinical competence, at the end of their third year in the program.

PsyD students also participate in the Clinical Dissertation Group. These are intensive seminars that integrate practice and directed reading in small group formats and prepare students for the clinical dissertation – an applied scholarly work in the chosen area of advanced competency. The student defends

the dissertation plan to a faculty committee at the Proposal Meeting.

Additionally, 40 hours of individual psychotherapy with a psychologist licensed in California (for a minimum of three years) are required prior to graduation. Students who progress successfully should expect to complete the PsyD program in four to five years (unless they enter the program with substantial credit for previous graduate work). 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 and/or final internship in the fifth year.

### Clinical PsyD Program Objectives

- I. Objective: To develop broad theoretical and scientific knowledge in substantive areas that provide a basis for the practice of clinical psychology.
  - A. Biological Bases of Behavior
  - B. Social, Environmental, and Familial Bases of Behavior
  - C. Cognitive and Affective Bases of Behavior
  - D. Individual Differences – Personality Theories, Developmental Psychology
  - E. Cultural/Ethnic Factors
- II. Objective: To develop research skills and knowledge, and the ability to review, synthesize, and evaluate empirical research.
  - A. Literature Review
  - B. Research Design
  - C. Hypothesis Testing
  - D. Data Collection/Management
  - E. Statistical Analysis
  - F. Computer Applications
  - G. Report Writing
- III. Objective: Integrate research findings and processes with clinical practice.
  - A. Apply research findings on psychopathology to clinical diagnosis and case formulation.

- B. Apply treatment outcome research to treatment selection and evaluation.
- C. Evaluate treatment effectiveness through ongoing assessment of patient psychological functioning.
- D. Able to modify treatment intervention based on an evaluation of patient psychological functioning.
- IV. Objective: To develop an understanding of psychopathology, psychological assessment, and psychological intervention, and to apply such knowledge in a variety of settings with diverse populations.
- A. Able to identify, and distinguish between, different forms of psychopathology using DSM-IV criteria.
- B. Demonstrate proficiency in applying methods of psychological assessment, including tests of intelligence, and objective and projective measures of personality.
- C. Interpret and synthesize finding from psychological tests in the evaluation of psychological functioning.
- D. Able to apply psychological interventions and evaluate their effectiveness in clinical practice.
- E. Demonstrate cultural knowledge and competence in conducting psychological assessment and implementing psychological interventions for culturally diverse populations.
- V. Objective: To develop an understanding of the legal, ethical, and professional principles of clinical psychology, and how to apply these principles in research and practice.
- A. Demonstrate knowledge of, and adoption of, values and ethical principles of research and practice as outlined in the APA Code of Ethics.
- B. Demonstrate knowledge of, and conformity to, other legal and state regulations pertaining to psychological research and practice.
- VI. Objective: To develop skills as an independent researcher and the ability to contribute scientific knowledge to the field and/or profession of psychology.
- A. Demonstrate ability to implement all phases of the research process, including proposal development, formulation of research hypotheses, experimental design, data collection and analysis, and report writing.
- B. Able to conduct independently an empirical investigation in an area of psychology and to summarize the finding of this research in written form under faculty supervision.
- C. Able to present and defend independent research findings before the faculty and other professional audiences.

### Professional Training

Students receive four years of practicum and internship experiences. There are placements available in more than 75 agencies. Most of these facilities are within a 25-mile radius of the campus, but some are as far as 80 miles away for the benefit of students who live in Orange County. These agencies have over 350 professional training positions. The internship agencies currently meet the requirements for licensure as set by the California Board of Psychology. However, as requirements do change over time, ultimate responsibility for satisfying Board of Psychology requirements rests with the student.

Assignment to placements results from an application process conducted by year level, with third, fourth and fifth year students receiving priority for licensable placements. Entering students are placed at an agency for 10 hours/week during the school year. The 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.

Special features of the San Diego program include a particular emphasis on evidence-based practice, a rich set of opportunities for gaining research and clinical skills in multicultural, child/family and integrative psychology, and the integration of clinical practice with coursework.

### Credit for Previous Graduate Work

Applicants for credit for previous graduate work must document a background in psychology preparing them for graduate-level entrance (Bachelor's in psychology or appropriate GRE score or coursework). Applicants admitted will be able to receive credit for graduate coursework taken prior to entry that is comparable to the curriculum for the doctoral programs at the San Diego campus. Applicants may be granted credit for up to 30 units of graduate coursework.

Applicants may submit coursework with a grade of "B" or better; this coursework must be accompanied by a course syllabus or a detailed letter from the instructor. Applicants wishing to make course comparisons on a preliminary basis may consult the program requirements and course descriptions in this catalog.

### Coursework

Doctoral degree requirements total 120 units (135 if doing a full time APA placement). Curriculum requirements are subject to change.

A master's degree is available upon written request after the second year of the program and after all required courses in the first and second years (and a total of 60 units) have been completed. Therapy electives must be selected from among the following: PSY 7501, PSY 7503, PSY 7602, and PSY 7604.

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 and second year curricula are the same for Plan 1 and Plan 2 students. Family track students should obtain the track-specific curriculum plan from the track coordinator.

*Fall Semester*

- PSY 6003 History & Systems/PsyD Program Meeting (0 units)
- PSY 6129 Multi-Cultural Competency Development (3 units)
- PSY 6140 Life Span development (3 units)
- PSY 6511 Supervision Experience (0 units)
- PSY 6520 Intro to Psychotherapy (2 units)
- PSY 6521 Introduction to Psychotherapy Practicum (1 unit)
- PSY 6523 Psychopathology (3 units)
- PSY 6524\* Theories of Personality, Pathology and Psychotherapy: Psychoanalytic (3 units)
- or
- PSY 6525\* Theories of Personality, Pathology and Psychotherapy: Behavioral/Social (3 units)
- or
- PSY 6526\* Theories of Personality, Pathology and Psychotherapy: Existential (3 units)
- PSY 6571 First Year Practicum (1 unit)

*\*Students choose from 2 of 3 Theories courses in the first year. Integrative Emphasis Area students take PSY 6526. All other students take 2 of 3 among: PSY 6524, PSY 6525, and PSY 6526.*

*Spring Semester*

- PSY 6115 Addictive Disorders (2 units)
- PSY 6501 Intellectual Assessment (3 units)
- PSY 6502 Practicum in Intelligence Testing (1 unit)
- PSY 6524\* Theories of Personality, Pathology and Psychotherapy: Psychoanalytic (3 units)
- or
- PSY 6525\* Theories of Personality, Pathology and Psychotherapy: Behavioral/Social (3 units)
- or
- PSY 6526\* Theories of Personality, Pathology and Psychotherapy: Existential (3 units)
- PSY 6571 First Year Practicum (1 unit)

- PSY 6605 Intro to Integrative Psychology (2 units)
- PSY 6720 Advanced Psychotherapeutic Skills (2 units)
- PSY 6721 Advanced Psychotherapeutic Skills Lab (1 unit)

*\*Students choose from 2 of 3 Theories courses in the first year. Integrative Emphasis Area students take PSY 6526. All other students take 2 of 3 among: PSY 6524, PSY 6525, and PSY 6526.*

**Second Year**

*Fall Semester*

- PSY 6030 Scientific Foundations: Statistics (3 units)
- PSY 6111 Proseminar: Social (2 units)
- PSY 6503 Foundations of Assessment: Personality I (Objective) (3 units)
- PSY 7550 Practicum in Professional Psychology (5 units)
- PSY 7551 Practicum Consultation/Ethics (1.5 units)

*Spring Semester*

- PSY 6014 Qualitative Methods of Research (3 units)
- PSY 6031 Scientific Foundations: Research Evaluation (3 units)
- PSY 6504 Foundations of Assessment: Personality II (Projective) (3 units)
- PSY 6513 Personality Assessment II Practicum (1 unit)
- PSY 7550 Practicum in Professional Psychology (5 units)
- PSY 7551 Practicum Consultation/Ethics (1.5 units)

**Third Year**

*Fall Semester*

- PSY 7565 Advanced Ethics and Professional Issues (2 units)
- PSY 7911 PsyD Proposal Development (2 units)
- PSY 9581 First Half-time Internship in Professional Psychology (6 units)
- PSY 8551 Clinical Consultation Group/First Year (1.5 units)

*Spring Semester*

- PSY 7650 Integrative Psychology Elective (2 units)

- PSY 7912 PsyD Proposal Development (2 units)
- PSY 9581 First Half-time Internship in Professional Psychology (6 units)
- PSY 8551 Clinical Consultation Group/First Year (1.5 units)

Other courses required during the third year: one Multicultural Clinical Elective (PSY 7611) and one Advanced Therapy Elective (Students choose from Advanced Individual Therapy (PSY 7501), Family Therapy (PSY 7503), Child Therapy (PSY 7602), or Group Therapy (PSY 7604). (Total of 6 units)

**Fourth Year: Plan 1**

*Fall Semester*

- PSY 75XX Therapy Elective (3 units)
- PSY 76XX Therapy Elective (3 units)
- PSY XXXX General/Emphasis Elective (2 units)
- PSY 8980 PsyD Clinical Dissertation Group (1 unit)

*Spring Semester*

- PSY XXXX General/Emphasis Elective (3 units)
- PSY 7156 Psychopharmacology (2 units)
- PSY 8980 PsyD Clinical Dissertation Group (1 unit)

Other courses required during the fourth year:

- PSY 8512 Supervision Seminar (1 unit) (Fall or Spring semester)
- PSY 8513 Supervision Lab (1 unit) (Fall or Spring semester, with 8512)

**Fourth Year: Plan 2**

*Fall Semester*

- PSY XXXX General/Emphasis Elective (3 units)
- PSY XXXX General/Emphasis Elective (2 units)
- PSY 8980 PsyD Clinical Dissertation Group (1 unit)

- PSY 9582 Second Half-time Internship in Professional Psychology (6 units)
- PSY 8552 Clinical Consultation Group/Second Year (1.5 units)

*Spring Semester*

- PSY XXXX General/Emphasis Elective (3 units)
- PSY 8980 PsyD Clinical Dissertation Group (1 unit)
- PSY 9582 Second Half-time Internship in Professional Psychology (6 units)

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PSY 8552 Clinical Consultation Group/Second Year (1.5 units)

PSY 7156 Psychopharmacology (2 units)

Other courses required during the fourth year:

PSY 8512 Supervision Seminar (1 unit) (Fall or Spring semester)

PSY 8513 Supervision Lab (1 unit) (Fall or Spring semester, with 8512)

### Fifth Year: Plan 1 only

#### Fall Semester

PSY 9585 Full-time Internship in Professional Psychology (7.5 units)

#### Spring Semester

PSY 9585 Full-time Internship in Professional Psychology (7.5 units)

### Tracks and Elective Emphasis Areas

The curricula for the PsyD clinical program is designed to provide advanced doctoral students with the opportunity to complete coursework in an area of interest or to take electives to enhance the required course offerings. This study option is offered and 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 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 track 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 one elective. In addition, students enroll in special sections of four of the general clinical core courses: Introduction to Psychotherapy, Family Therapy with Ethnic Families and Foundations of Assessment: Personality I & II. These sections focus more specifically on families and children as well as individuals.

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 dissertation on a topic related to children or families.

#### Family/Child Psychology Emphasis

The family/child psychology emphasis is designed for students who are interested in developing proficiency in evaluation, treatment and research with children and families. Courses cover the entire life span, from infancy through old age and are presented from various theoretical viewpoints including family-systems, psychodynamic, cognitive-behavioral and lifespan development. Emphasis students take the same core and elective courses as Family Track students, but are not in the Track sections of required courses.

The program supports the study of ethnic and cultural issues as they affect the individual and the family. Faculty research interests include family violence, child abuse and neglect, adolescent development, childhood social competence and peer relationships, early childhood psychopathology, aging, child resiliency, divorce, child custody, step families, and process and outcomes of family interventions.

It is suggested that students take at least one year of professional training placement in settings that emphasize interactions with children and families. Dissertations addressing family/child issues are common at the San Diego campus.

Required courses include Theory and Practice of Psychotherapy-Child, Family Psychotherapy,

Developmental Psychology, Family Systems Theory, and Developmental Psychopathology. Students are expected to take one PSY 8551 Clinical Consultation course in a group emphasizing family or child issues. One additional course is required. The following are typical elective selections:

PSY 7311 Couples Therapy

PSY 7509 Psychoeducational Assessment of Children and Adolescents

PSY 7514 Advanced Assessment Elective: Clinical Inference - Children

PSY 8542 Advanced Family Therapy

PSY 8543 Family Violence: Dynamics, Prevention and Treatment

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.

#### Forensic Psychology Emphasis

The forensic psychology emphasis focuses on the relationship and interdependency of law, social science and clinical practice. It provides the basic foundation for post-graduate training for a career in forensic clinical psychology. The emphasis requires the completion of an introductory course in forensics, which acquaints the student with the nature of the legal system and the varied roles of psychologists within it. This introduction also includes training in the basics of testimony – the preparation of a defensible report; the appropriate presentation of one's qualifications; the persuasive presentation of psychological science to a judge, jury, or within an amicus brief; and the increased ability to withstand cross-examination. Additional courses address psychological assessment, violence, antisocial behavior and other clinical topics. Students also have the option of taking an organizational psychology advanced seminar addressing conflict management or dispute resolution. Students are expected to address an issue in forensic psychology in their dissertation. They are also encouraged, but

not required, to procure forensic training in their practicum or internship. Students are expected to take one PSY 8551 Clinical Consultation course focusing on forensic issues.

Four courses are required to complete the emphasis area, two of which are mandatory:

- PSY 6631 Introduction to Clinical Forensics
- PSY 7514 Advanced Assessment Elective: Clinical Inference/Forensic

The student will select two of the following offerings to complete the emphasis:

- ORG 8800 Advanced Seminar in Organizational Studies: Dispute Resolution/Conflict Management/Labor Relations-Employment Law (only one of these may count toward the emphasis)
- PSY 8543 Family Violence: Child Abuse
- PSY 8544 Interpartner and Spousal Abuse
- PSY 8805 Advanced Seminar in Theoretical Issues: Forensic Family/Child Psychology
- PSY 8805 Conduct Disorders and Antisocial Behavior

It is expected that PsyD dissertations will focus on a topic related to forensic psychology.

### Integrative Psychology Emphasis

This emphasis area exposes students to the basic principles of Integrative Psychology. An integrative, systems approach to health and healing brings multiple ways of knowing into psychological practice, encouraging practitioners to attend not only to 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 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 are now implementing integrative medicine need researchers and clinicians who are qualified to assess and apply multidisciplinary and alternative healing practices.

Candidates are expected to develop dissertation topics in the area. Recent topics have included Existential Psychotherapy; Grieving Strategies; Comparative Systems of Healing; Native American Spirituality and Resilience; Mythopoetics in Men's Movements; Social Evolution and Media; Psychology of Religions; Effects of Journaling and Narrative Psychology; Alternative Therapies for HIV Clients; Cultural Identity; Working with Survivors of Torture; Nature Rituals and Healing; and Meditative, Somatic and Expressive Therapies.

To complete the emphasis area the following two courses are required:

- PSY 6605 Introduction to Integrative Psychology
- PSY 6526 Theories of Personality, Psychopathology and Psychotherapy (Existential)

Candidates in the emphasis are required to take three additional Integrative Psychology electives. The following list is subject to change as the program develops.

- PSY 6643 Cross Cultural Topics (East-West Psychologies, Holocaust, Ritual and Healing, Psychology of Religions)
- PSY 6644 Ecology/Psychology
- PSY 6646 Transpersonal Psychology
- PSY 6654 Psychology of Ethnic Diversity (Asian, African, Latino and Native American)
- PSY 7612 Women and Gender: Historical Perspectives
- PSY 7639 Expressive Arts Therapies
- PSY 8800 Advanced Seminar (Hypnotherapy, Humanistic Psychology, Integrative Psychology)
- PSY 7650\* Intro to Jung and Shadow Archetype
- PSY 7650\* Life Story, Journaling, and Narrative Psychology
- PSY 7650\* Mindfulness-Based Therapies
- PSY 7650\* Spirituality and Psychology
- PSY 7650\* The Psychology of Terrorism

\*This elective falls under the course number PSY 7650 as an Integrative Psychology Elective.

### Multicultural and International Emphasis Area

The Alliant approach to multiculturalism is inclusive: It incorporates diversity in many respects including race, ethnicity, gender, sexual orientation, geographical and international, age, social class, religion and disability. Central to traditional clinical psychology is the examination of factors known to be relevant to mental health/mental illness as western society defines them. The goal of this emphasis area is to go beyond the traditional western, majority cultural viewpoint so that students might have the basic preparation to focus on cultural and international encounters in professional psychology. Whereas traditional psychology focuses primarily on individual psychological activity, cultural psychology is based on the view that cultural and societal level influences on the individual can be best understood by incorporating societal systemic variables and cultural contexts. The emphasis provides students with opportunities to prepare for clinical licensure, research, teaching, and consulting in the area of cultural diversity.

Students in this emphasis take coursework in these broadly defined multicultural and international areas and complete a dissertation relevant to some aspect of cultural or international psychology. They must also arrange for at least one of their practicum/ internship professional training placements in a setting serving a culturally diverse population. The large majority of our training sites serve such populations. Students are expected to take one of the PSY 8551 Clinical Consultation courses in a section emphasizing diversity issues.

In addition to the cultural psychology courses required of all students, a total of twelve units in the multicultural or international psychology are required. They may include:

ORG 7330	Cultural Diversity in Organizations
PSY 6014	Qualitative Research Methods
PSY 6624	Cultural Aspects of Health Psychology
PSY 6643	Cross-Cultural Topics (East-West Psychologies, Holocaust, Psychology and Spirituality, Mexican History, Ritual and Healing)
PSY 6644	Ecology/Psychology
PSY 6654	Psychology of Ethnic Diversity (Asian, African, Latino and Native American)
PSY 7311	Couples Therapy: Lesbian and Gay Couples
PSY 7610	Cultural Seminar: Psychology of Women
PSY 7612	Women and Gender: Historical Perspective
PSY 7614	Human Sexuality
PSY 8540	Family Therapy with Ethnic Families
PSY 8800	Advanced Seminar: Theory and Practice in Cultural Psychology

Relevant courses required of all clinical doctoral students:

PSY 6129	Multi-Cultural Competency Development
PSY 7161	Cultural Psychology: Delivery of Services

Students should note that this emphasis area is under active development and as such, continues to undergo revision. We are developing the international component and

examining integrative psychology principles for possible inclusion.

### Psychodynamic Emphasis

The psychodynamic emphasis provides students with a coherent practical and theoretical framework to practice general psychology in a variety of settings with children and adults. The psychodynamic emphasis curriculum gives students exposure to coursework and supervision integrating object relations, self psychology, analytic psychology, existential psychology and cognitive, science-based approaches to unconscious processes. Coursework and supervision prepare students for further professional development and specialization beyond the doctorate.

Students in the psychodynamic emphasis area are required to complete at least four electives among the psychodynamic courses, complete at least a one year internship with psychodynamic supervision, complete a dissertation in an area pertinent to psychodynamic theory, research or application, and enroll in one PSY 8551 Clinical Consultation section incorporating a psychodynamic emphasis. Elective psychodynamic courses include:

PSY 7643	Transference and Counter-Transference (3 units)
PSY 8500	Clinical Elective: Advanced Psychodynamic Interventions (3 units)
PSY 8500	Clinical Elective: Psychoanalytic Psychotherapy with Adolescents (3 units)
PSY 8800	Advanced Seminar: Theoretical Psychodynamic Issues (3 units)
PSY 8800	Advanced Seminar: Object Relations (3 units)

### Clinical PsyD Program Faculty: San Diego

Core faculty for the San Diego PsyD Program are listed below:

<b>Anabel Bejarano, PhD</b> , Assistant Professor
<b>Steven F. Bucky, PhD</b> , Director of Professional Training and Professor
<b>Joanne Callan, PhD</b> , Professor

<b>David Diamond, PhD</b> , Assistant Professor
<b>Marina Dorian, PhD</b> , Assistant Professor
<b>Don Eulert, PhD</b> , Professor
<b>Veronica Gutierrez, PhD</b> , Assistant Professor
<b>Debra Kawahara, PhD</b> , Assistant Professor
<b>Mojgan Khademi, PsyD</b> , Assistant Professor
<b>Gary Lawson, PhD</b> , Professor
<b>James Madero, PhD</b> , Professor
<b>Neil Ribner, PhD</b> , Program Director and Professor
<b>Ronald Stolberg, PhD</b> , Assistant Professor
<b>Christina Zampitella, PsyD</b> , Visiting Lecturer

For a detailed description of program faculty background, research and practice interest, please see the alphabetical listing of faculty for the California School of Professional Psychology at the end of the catalog.

### APA Education and Training Outcomes

The CSPP San Diego Clinical Psychology PsyD program is accredited by the American Psychological Association (APA) (202-336-5979) and publishes the following outcome data as required by APA:

- Time to Completion
- Program Costs
- Internship Placement Rates
- Attrition

Please visit the "About CSPP Programs" section of our website ([www.alliant.edu/cspp](http://www.alliant.edu/cspp)) to view this data.

## Clinical Psychology: PhD Program, San Diego

### A Scholar-Practitioner Program

The PhD Program has full accreditation from the Committee on Accreditation of the American Psychological Association (202-336-5979). The PhD program offers an integrated model of training in which research and theory inform clinical practice.

The program follows a practitioner-scholar model and has two major goals: The first goal is to prepare students as effective professional

psychologists who are skilled at evaluating psychological functioning and providing efficacious interventions with diverse clients across a range of settings. The second goal is to prepare students to conduct applied research in clinical psychology, thereby contributing to the knowledge base in the field.

This model is further specified through seven objectives which, in turn, correspond to specific program requirements:

- I. Objective: To develop broad theoretical and scientific knowledge in substantive areas that provides the basis for the effective practice of clinical psychology.
- II. Objective: To develop research skills and knowledge, and the ability to review, evaluate, and synthesize empirical research.
- III. Objective: To integrate research findings and processes with clinical practice.
- IV. Objective: To develop an understanding of psychopathology and psychological assessment, and to apply such knowledge in the evaluation of psychological functioning in a variety of settings with diverse populations.
- V. Objective: To develop an understanding of the efficacy and models of application of psychological interventions in a variety of settings with diverse populations.
- VI. Objective: To develop an understanding of the legal, ethical and professional principles of clinical psychology, and how to apply these principles in research and practice.
- VII. Objective: To develop skills as an independent researcher and the ability to contribute scientific knowledge to the field of psychology.

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.

### Professional Training

Students learn applied professional skills through formal coursework and at clinical

training experiences supervised by faculty and professionals in the community. To help the student navigate this process, each student is assigned a professional training advisor. This person, as well as the student's core faculty advisor, helps the student to formulate an individualized training plan for practicum and internship training. The practicum is a second year introductory training experience. Practicum students also receive additional ethics and consultation training on campus.

The internship is the more extensive training experience for advanced students. San Diego clinical PhD students have two alternatives for internship training. The recommended plan (Plan A) involves a local half-time internship, followed by an APA-accredited full-time internship. The second option (Plan B) includes two year-long, half-time internships.

The practica and local internships are served at more than 75 agencies. The Professional Training Office coordinates these experiences. The internship agencies currently meet the requirements for licensure as set by the California Board of Psychology. However, as requirements do change over time, ultimate responsibility for satisfying Board of Psychology requirements rests with the student. Most of these facilities are within a 25-mile radius of the campus, but some are as far as 80 miles away for the benefit of advanced students who live in Orange County. These agencies have over 350 professional training positions.

Special features of the San Diego PhD program 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 coursework in related fields (e.g., Graduate School of Education, Marshall Goldsmith School of Management).

### Credit for Previous Graduate Work

Applicants for credit for previous graduate work must document a background in psychology preparing them for graduate-level entrance (Bachelor's in psychology or appropriate GRE score or coursework). Applicants admitted will be able to receive

credit for graduate coursework taken prior to entry that is comparable to the curriculum for the doctoral programs at the San Diego campus. Applicants may submit graduate coursework with a grade of "B" or better; a course syllabus or a detailed letter must accompany this coursework from the instructor. Applicants wishing to make course comparisons on a preliminary basis may consult the program requirements and course descriptions in this catalog.

### Doctoral Respecialization Program

The Doctoral Respecialization Program (DRP) is designed for students who have already earned a doctorate in another area of psychology and wish to respecialize in clinical psychology, usually with a goal of becoming a licensed psychologist. An individualized curriculum is designed, based upon the student's prior background, that includes both academic work and clinical training experiences. In most cases, students complete the program in two years, but in some cases three years is required.

Typical course requirements for a respecialization student include theory or personality, psychotherapy, assessment, ethics, cultural, and advanced clinical electives that complement their previous academic work. Respecialization students are typically required to complete a practicum and internship. The internship training experience can be applied to licensure requirements.

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.

### Coursework

Based on one's academic and professional background and differing needs or full-time or extended programs, the exact sequencing



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of the coursework and professional training experiences may vary. Also, summer courses are routinely offered for all year levels. It is expected that the least amount of time possible to complete the PhD program from graduate level entry will be five years. In addition, the program sequencing and requirements differ somewhat in the Health and Family Tracks. Students must pass competency and writing proficiency examinations as partial fulfillment of the requirements for admission to doctoral candidacy. A master's degree is available upon written request after the second year of the program and after all required courses in the first and second years (and a total of at least 60 units) have been completed. A minimum of 159 units is required for the PhD degree. Curriculum requirements are subject to change and vary to some extent. For example, the Health and Family Tracks require more units to cover the extra knowledge contained in the emphases.

Each student will be required to complete the following components of the clinical PhD program:

### First Year

- PSY 6140 Developmental Psychology (3 units)  
or  
PSY 6101 Cognitive and Affective Bases of Behavior (3 units)  
PSY 6524 Theories of Personality Pathology and Psychotherapy: Psychoanalytic (3 units)  
PSY 6525 Theories of Personality Pathology and Psychotherapy: Behavioral & Cognitive-Behavioral (3 units)  
PSY 6520 Introduction to Psychotherapy (2 units)  
PSY 6521 Introduction to Psychotherapy Practicum (1 unit)  
PSY 6523 Psychopathology (3 units)  
PSY 6129 Multicultural Competency Development (3 units)  
PSY 6501 Intellectual Assessment (3 units)  
PSY 6502 Practicum in Intelligence testing (1 unit)  
PSY 6021 Advanced Statistics I (3 units)  
PSY 6022 Advanced Statistics II (3 units)

- PSY 6034 Research Practicum (3 units)  
PSY6003 PhD Program Meeting (with History & Systems, 0, 0 units)

### Second Year

- PSY 6105 Biological Aspects of Behavior (3 units)  
PSY 6112 Social Bases of Behavior (3 units)  
PSY 6503 Foundations of Assessment: - Personality I (Objective) (3 units)  
PSY 6504 Foundations of Assessment: Personality II (Projective/Performance) (3 units)  
PSY 6513 Personality Assessment II: Practicum (1 unit)  
PSY 7550 Practicum I in Professional Psychology (5, 5 units)  
PSY 7551 Practicum in Consultation/Ethics (1.5, 1.5 units)  
PSY 6023 Principles of Research Design (3 units)  
PSY 7010 Foundations of Measurement (3 units)  
PSY 8990 PhD Doctoral Dissertation Research/Design/Seminar (1 unit)

### Advanced Training, Years 3 through 5, Dissertation and Internship.

After the second year, students take upper level courses, and focus on their dissertation research and internship clinical training. There are two plans, the recommended Plan A with a full-time APA internship and Plan B, which incorporates two, half-time local internships at a local agency, coordinate by the Professional Training Office. These year-level plans are listed below.

### 18 Units of Elective Requirements to be Completed in Years 3 through 5:

All students, following either Plan A or B are required to complete:

- 6 units of Therapy Electives. Eligible courses include PSY 7501, PSY 7503
- PSY 7602, or PSY 7604
- 12 units of General or Emphasis Area Electives. Any course offered by San Diego Alliant doctoral clinical programs that qualify. Doctoral courses from other departments or campuses can be submitted

for pre-approval to meet this requirement. Most students take these units in courses offered with emphasis areas and tracks

- 3 units of an Advanced Cultural Psychology Course

### Third Year - Plan A

**(Full-time Internship in 5th Year. Full-time APA internship, is the recommended clinical training option.)**

- PSY 8551 Clinical Consultation Group/First Year (1.5, 1.5 units)  
PSY 9581 First Half-Time Internship (6, 6 units)  
PSY 8990 PhD Doctoral Dissertation Research/Design/Seminar (5, 5 units)

### Fourth Year - Plan A

- PSY 8990 PhD Doctoral Dissertation Research/Design/Seminar (5, 5 units)  
PSY 7156 Psychopharmacology (2 units)  
PSY 7565 Advanced Ethics and Professional Issues (2 units)  
PSY 8510 Supervision Practicum (2 units; Required of all students entering in Fall 2006 or later)

### Fifth Year - Plan A

- PSY 8990 PhD Doctoral Dissertation Research/Design/Seminar (5, 5 units)  
PSY 9585 Full-Time Internship (7.5, 7.5 units)

### Third Year - Plan B

**(Half-time Internships in 4th and 5th Years)**

- PSY 7161 Cultural Psychology - Delivery of Psychological Services (3 units)  
PSY 8990 PhD Doctoral Dissertation Research/Design/Seminar (5, 5 units)

### Fourth Year - Plan B

- PSY 7565 Advanced Ethics and Professional Issues (2 units)  
PSY 8990 PhD Doctoral Dissertation Research/Design/Seminar (5, 5 units)  
PSY 9581 First Half-Time Internship (6, 6 units)  
PSY 8551 Clinical Consultation Group/First Year (1.5, 1.5 units)  
PSY 8510 Supervision practicum (2 units; Required of all students entering in Fall 2006 or later)

**Fifth Year - Plan B**

- PSY 8552 Clinical Consultation Group/Second Year (1.5, 1.5 units)
- PSY 8990 PhD Doctoral Dissertation Research/Design/Seminar (5, 5 units)
- PSY 9582 Second Half-Time Internship (6, 6 units)

**Tracks and Elective Emphasis Areas**

The PhD clinical programs are designed to provide advanced doctoral students with the opportunity to complete an additional expertise in an area of interest or to take electives to enhance the required course offerings. This Track and Elective Emphasis area option prepares one to pursue further specialization at the postdoctoral level. Elective courses are routinely offered at least once a year for all tracks and emphasis areas.

**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 track 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 one elective. In addition, students enroll in special sections of four of the general clinical core courses: Introduction to Psychotherapy, Family Therapy with Ethnic Families and Foundations of Assessment: Personality I & II. 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 dissertation on a topic related to families or children.

**Health Track**

The Health Track's focus is on preparing psychologists for professional activities in medical settings with primarily non-mental health populations. Courses in the Health Track emphasize clinical consulting, health psychology interventions, applied psychophysiology and biofeedback treatments, and cognitive/behavioral management of medical problems such as pain.

Courses in the Health Track include: Psychophysiology/Biofeedback, Cultural Aspects in Health Psychology, Clinical Medicine, Physiological Psychology, Psychopharmacology, Neuropsychological Assessment and several health psychology related sections of courses. Health Track students fulfill all the basic requirements of the Clinical PhD Program. A few advanced courses, which are required for non-Health Track students, are not mandatory for Health Track students.

**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, and cognitive-behavioral. Emphasis students take the same core and elective courses as Family Track students, but are not in the track sections of required courses.

The program supports the study of ethnic and cultural issues as they affect the individual and the family. Faculty research interests include family violence, child abuse and neglect, adolescent development, childhood social competence and peer relationships,

early childhood psychopathology, aging, child resiliency, divorce, child custody, step families, and process and outcomes of family interventions.

It is suggested that students take at least one year of professional training placement in settings that emphasize interactions with children and families. PhD dissertations addressing family/child issues are common at the San Diego campus.

Required courses include Theory and Practice of Psychotherapy-Child, Family Psychotherapy, Developmental Psychology, Family Systems Theory, and Developmental Psychopathology. Students are expected to take one PSY 8551 Clinical Consultation course in a group emphasizing family or child issues. One additional course is required. The following are typical elective selections:

- PSY 7311 Couples Therapy
- PSY 7509 Psychoeducational Assessment of Children and Adolescents
- PSY 7514 Advanced Assessment Elective: Clinical Inference-Children
- PSY 8542 Advanced Family Therapy
- PSY 8543 Family Violence: Dynamics, Prevention and Treatment

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.

**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, and antisocial behavior and other clinical topics. Students also have the option of taking an organizational psychology advanced seminar addressing conflict management or dispute resolution. Students are expected to address an issue in forensic psychology in their dissertation. They are also encouraged, but not required, to procure forensic training in their practicum or internship. Students are expected to take one PSY 8551 Clinical Consultation course focusing on forensic issues.

Four courses are required to complete the emphasis area, two of which are mandatory:

- PSY 6631 Introduction to Clinical Forensics
- PSY 7514 Advanced Assessment Elective: Clinical Inference/Forensic

The student will select two of the following offerings to complete the emphasis:

- ORG 8800 Advanced Seminar in Organizational Studies: Dispute Resolution/Conflict Management/Labor Relations-Employment Law (Only one of these may count toward the emphasis)
- PSY 8543 Family Violence: Child Abuse
- PSY 8544 Interpartner and Spousal Abuse
- PSY 8805 Advanced Seminar in Theoretical Issues: Forensic Family/Child Psychology
- PSY 8805 Conduct Disorders and Antisocial Behavior

It is expected that PhD dissertations will focus on a topic related to forensic psychology.

### **Multicultural and International Emphasis Area**

The Alliant approach to multiculturalism is inclusive: It incorporates diversity in many respects including race, ethnicity, gender, sexual orientation, geographical and international, age, social class, religion, and disability. Central to traditional clinical

psychology is the examination of factors known to be relevant to mental health/mental illness as western society defines them. The goal of this emphasis area is to go beyond the traditional western, majority cultural viewpoint so that students might have the basic preparation to focus on cultural and international encounters in professional psychology. Whereas traditional psychology focuses primarily on individual psychological activity, cultural psychology is based on the view that cultural and societal level influences on the individual can be best understood by incorporating societal systemic variables and cultural contexts. The international component of this emphasis area has recently been added and is under development. The emphasis will provide students with opportunities to prepare for clinical licensure, research, teaching, and consulting in the area of cultural diversity.

Students in this emphasis take coursework in these broadly defined multicultural and international areas and complete a dissertation relevant to some aspect of cultural or international psychology. They must also arrange for at least one of their practicum/internship professional training placements in a setting serving a culturally diverse population. The large majority of our training sites serve such populations. Students are expected to take one of the PSY 8551 Clinical Consultation courses in a section emphasizing diversity issues.

In addition to the cultural psychology courses required of all students, a total of twelve units in the multicultural or international psychology are required. They may include:

- ORG 7330 Cultural Diversity in Organizations
- PSY 6014 Qualitative Research Methods
- PSY 6624 Cultural Aspects of Health Psychology
- PSY 6643 Cross-Cultural Topics (East-West Psychologies, Holocaust, Psychology and Spirituality, Mexican History, Ritual and Healing)
- PSY 6644 Ecology/Psychology
- PSY 6654 Psychology of Ethnic Diversity (Asian, African, Latino and Native American)

- PSY 7311 Couples Therapy: Lesbian and Gay Couples
- PSY 7514 Advanced Assessment Elective: Clinical Inference-Cultural
- PSY 7610 Cultural Seminar: Psychology of Women
- PSY 7612 Women and Gender: Historical Perspective
- PSY 7614 Human Sexuality
- PSY 8540 Family Therapy with Ethnic Families
- PSY 8800 Advanced Seminar: Theory and Practice in Cultural Psychology

Relevant courses required of all clinical doctoral students:

- PSY 6129 Multi-Cultural Competency Development
- PSY 7161 Cultural Psychology: Delivery of Services

Students should note that this emphasis area is under active development and as such, continues to undergo revision. For example, we are developing the international component and examining integrative psychology principles for possible inclusion.

### **Psychodynamic Emphasis**

The psychodynamic emphasis provides students with a coherent practical and theoretical framework to practice general psychology in a variety of settings with children and adults. 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, complete a dissertation in an area pertinent to psychodynamic theory, research or application and enroll in one PSY 8551 Clinical Consultation section incorporating a

psychodynamic emphasis. Elective psychodynamic courses include:

- PSY 7643 Transference and Counter-Transference (3 units)
- PSY 8500 Clinical Elective: Advanced Psychodynamic Interventions (3 units)
- PSY 8500 Clinical Elective: Psychoanalytic Psychotherapy with Adolescents (3 units)
- PSY 8800 Advanced Seminar: Theoretical Psychodynamic Issues (3 units)
- PSY 8800 Advanced Seminar: Object Relations (3 units)
- PSY 8800 Advanced Seminar: Research and Empirical Foundations of Psychoanalysis (3 units)

**Clinical PhD Program Faculty: San Diego**

Core faculty for the San Diego PhD Program are listed below:

- Kristi Alexander, PhD**, Associate Professor
- Milton Brown, PhD**, Assistant Professor
- Joanne Callan, PhD**, Professor
- Constance Dalenberg, PhD**, Professor
- Sharon Foster, PhD**, Distinguished Professor
- Richard Gervitz, PhD**, Distinguished Professor
- Melanie Greenberg, PhD**, Professor
- Alan Lincoln, PhD**, Professor
- Fernando Ortiz, PhD**, Assistant Professor
- Adele Rabin, PhD**, Program Director and Professor
- Irwin Rosenfarb, PhD**, Professor
- Erika Swift, PhD**, Assistant Professor
- Donald Viglione, PhD**, Professor

For a detailed description of program faculty background, research and practice interest please see the alphabetical listing of faculty for the California School of Professional Psychology at the end of the catalog.

**APA Education and Training Outcomes**

The CSPP San Diego Clinical Psychology PhD program is accredited by the American Psychological Association (APA) (202-336-5979) and publishes the following outcome data as required by APA:

- Time to Completion
- Program Costs
- Internship Placement Rates
- Attrition

Please visit the “About CSPP Programs” section of our website ([www.alliant.edu/cspp](http://www.alliant.edu/cspp)) to view this data.

**Dual Clinical/Industrial-Organizational Psychology: PhD Program, San Diego**

The San Diego campus offers a PhD in Dual Clinical/Industrial-Organizational Psychology. The program is jointly administered by the Marshall Goldsmith School of Management (MGSM) and by the California School of Professional Psychology (CSPP). Students enrolled in this program fulfill the program requirements of both specialties. The clinical portion of the program is part of CSPP’s APA-accredited program in clinical psychology. It is expected that the PhD in Dual Clinical/Industrial-Organizational Psychology will take a minimum of five years of full-time study plus additional semesters to complete the dissertation.

**Degree Requirements**

**First Year**

- ORG 6005 Introduction to Professional Practice in Organizational Psychology (1 unit)
- ORG 6320 Organizational Behavior (3 units)
- PSY 6021 Advanced Statistics I (3 units)
- PSY 6700 Workshop: Data Management in SPSS (1 unit)
- PSY 7700 Workshop: Principles of Probability Theory and Statistical Theory (2 units)
- PSY 6520 Introduction of Psychotherapy (2 units)
- PSY 6521 Introduction to Psychotherapy Practicum (1 unit)
- PSY 6523 Advanced Psychopathology (3 units)
- PSY 6003 History & Systems/Clinical PhD Program Meeting (0 units, both semesters)

- PSY 6524 or PSY 6525 Theories of Personality, Pathology, and Psychotherapy (3 units)
- ORG 7330 Cultural Diversity in Organizations (3 units)
- ORG 6016, or PSY 6023 Principles of Research Design (3 units)
- PSY 6022 Advanced Statistics II (3 units)
- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- PSY 6501 Intellectual Assessment (3 units)
- PSY 6502 Practicum in Intelligence Testing (1 unit)
- PSY 6105 Biological Aspects of Behavior (3 units)

**Second Year**

- ORG 8122 Personnel and Work Psychology (3 units)
- ORG 7440 Business Principles (3 units)
- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units, both semesters)
- ORG 7020 Psychological Measurement (4 units)
- PSY 8412 Social Psychology of Organizations or PSY 6112 Social Bases of Behavior (3 units)
- PSY 6140 Developmental Psychology or PSY 6101 Cognitive Affective Basis of Behavior (3 units, one of these two required)
- PSY 7423 Individual Differences in Organizations (3 units)
- ORG 6330 Work Motivation and Productivity (3 units)
- ORG 7350 Organization Theory (3 units)
- ORG 8220 Human Resource Management (3 units)
- PSY XXXX Clinical Psychology Elective (3 units)
- PSY 6524 or PSY 6525 Theories of Personality, Pathology, and Psychotherapy (3 units, both courses required)

**Third Year**

- ORG 7525 Organizational Change and Development (3 units)
- ORG 7863 & ORG 7864 I-O Psychology Research Project I & II (3 units, both semesters)

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units, both semesters)
- PSY 7501, 7604, 7602, or 7503 Therapy Requirement: Select one: (3 units)
- PSY 7550 Practicum in Professional Psychology (3 units, both semesters)
- PSY 7551 Practicum Consultation/Ethics (1.5 units, both semesters)
- PSY 6503 Foundations of Assessment: Personality I (3 units)
- PSY 6504 Foundations of Assessment: Personality II (3 units)
- PSY6513 Practicum in Projective Testing (1 unit)
- PSY 7156 Psychopharmacology (2 units)
- ORG 7682 Survey-Guided Feedback (3 units)

**Fourth Year**

- ORG 8990 Research Seminar I & II, or PSY 8990 PhD Doctoral Dissertation Research Design and Research Seminar (3 units, both semesters)
- ORG 9410 Field Placement in Organizational Studies (4 units, both semesters)
- PSY 7565 Advanced Ethics and Professional Issues (2 units)
- ORG 8800 Advanced Seminar in Organizational Studies (3 units)
- PSY 7501, 7602, or 7604, 7503 Therapy Requirement: Select one: (3 units)
- ORG 7503 Leadership and Management Behavior (3 units)
- ORG 8140 Performance Measurement, Appraisal and Feedback (3 units)
- PSY 6412 Group Dynamics in Organizations (3 units)

**Fifth Year**

- ORG XXX Organizational Psychology Elective (3 units)
- ORG 8991 Research Seminar III & IV, or PSY 8990 PhD Doctoral Dissertation Research Design and Research Seminar (3 units, both semesters)
- PSY 8510 Supervision Seminar & Lab (2 units)
- PSY 8551 Clinical Consultation Group (1.5 units, both semesters)
- PSY 9581 & PSY 9582 Half-time Internship (6 units, both semesters) PSY 9585 or Full-Time Internship (units vary, both semesters, sometimes in a 6th year)

- PSY 7417 Adult and Career Development (3 units)
- ORG 8800 Advanced Seminar in Organizational Studies (3 units)

**Internship Requirements**

The PhD in Dual Clinical/Industrial-Organizational Psychology degree also requires the completion of a Clinical Internship and a Field Placement in Organizational Studies. The Field Placement in Organizational Studies totals 700 supervised hours. The Clinical Internship requires a minimum of 1500 supervised hours. Students planning to serve the recommended APA-approved full-time internship, should consider completing it during a sixth year.

**Marital and Family Therapy: Master of Arts Program, Irvine, Sacramento and San Diego**

The Master of Arts in Marital and Family Therapy program is offered in Irvine, Sacramento and San Diego and provides training for a career as a professional marriage and family therapist. Students are trained to treat relational mental health issues with individuals, couples and families from a systemic perspective. Skills are developed in the mental health assessment, diagnosis and treatment of individuals and relationship systems. The program provides an integrative approach to the major systemic theories and interventions. It fulfills all academic requirements for application to the State of California's examination for a marriage and family therapist license (Section 4980.40 and 4980.41 of Business and Professions Code). Licensed marriage and family therapists work in a variety of settings including hospitals, clinics, social service agencies, churches, educational institutions and private practice. The MFT master's program offers concentrations in chemical dependency, gerontology, biofeedback and Latin American Family Therapy. Each of these concentrations requires additional coursework.

All requirements for the master's in Marital and Family Therapy at Alliant are also a part of the PsyD in MFT program. Students who complete the master's in MFT and apply in a timely manner and are accepted into the doctoral program may apply all MFT master's requirements toward the completion of the MFT doctoral program.

The Marital and Family Therapy Master's Program at Alliant International University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT), 1133 Fifteenth Street, N.W., Suite 300, Washington, DC 20005-2710, Phone: (202) 452-0109.

**General Requirements**

The MFT Practicum Program includes 500 hours of direct client contact, 250 with couples or families; students receive at least 100 hours of individual and group supervision, at least 50 hours of which are based on direct observation or videotape. During the program, the student must supplement his or her academic and clinical work with 50 hours of professional development activities. These include approved workshops, colloquia and seminars. Twenty-five of these hours may involve personal counseling or psychotherapy with a licensed person who is not full-time faculty at Alliant. The program requires completion of a minimum of 50 units.

**Degree Requirements 50 units**

*Courses are three semester units unless otherwise indicated.*

- PSY 6303 Group Therapy (2 units)
- PSY 6308 Interviewing Techniques (2 units)
- PSY 6309 Interviewing Techniques Lab (.5 unit)
- PSY 6310 MFT Law and Ethics
- PSY 6311 Introduction to Psychopathology
- PSY 6312 MFT Theories (4 units)
- PSY 6313 MFT Techniques
- PSY 6317 Parent-Child Therapy
- PSY 6323 MFT Techniques Lab (1 unit)

- PSY 6326 Diversity and the Family (2.5 units)
- PSY 6328 Individual and Family Life Cycle
- PSY 7156 Psychopharmacology (2 units)
- PSY 7302 MFT Research Methods
- PSY 7311 Couples Therapy
- PSY 7312 Sex Therapy (1 unit)
- PSY 7314 MFT Assessment
- PSY 7330 Chemical Dependency and the Family (2 units)
- PSY 7360 MFT Practicum (Repeated 3 times for a total of 9 units)

## MFT Mexico City Satellite Program

Latinos are the fastest growing subgroup in the United States and already comprise more than 12 percent of the total U.S. population and one third of the population in California. The Latino population often struggles to connect with competent mental health providers who possess a sound knowledge of and sensitivity to the unique needs of their community. Unfortunately, the mental health fields have not kept pace with these demographic changes. Given these realities, a significant national need exists to train clinicians to work with this population.

CSPP's MFT Mexico Satellite program is designed to train culturally competent clinicians. This program allows MFT students from the three U.S.-based Marital and Family Therapy locations (Irvine, Sacramento and San Diego) to complete two semesters at the Mexico City site. First year MFT masters students can study in Mexico through the MFT Mexico Satellite program during the Fall and/or Spring Semester. Students then return to their home campuses to continue their second year of coursework and to complete their practicum experience. Students admitted for the Fall semester may also choose to get a jumpstart by participating in the CSPP Mexico Summer Immersion program.

### First Year MFT Coursework

#### Fall

- PSY 6308 Interviewing Technique (2 units)
- PSY 6309 Interviewing Technique Lab (.5 units)

- PSY 6326 Diversity and the Family (2.5 units)
- PSY 6312 MFT Theories (4 units)
- PSY 6317 Parent-Child Therapy (3 units)

#### Spring

- PSY 6310 Law and Ethics (3 units)
- PSY 6313 MFT Tech (3 units)
- PSY 6323 MFT Tech Lab (1 unit)
- PSY 6328 Individual and Family Life Cycle (3 units)

### What is included in the MFT Satellite Program?

#### Basic Components

- Airport pickup on specified program arrival dates
- Seventeen weeks of accommodations in a private home with some meals included
- One 4-day trip to culturally vibrant locations
- Three local day trips w/ lunches to museums and sites around Mexico City
- Orientation and materials
- A welcome dinner and farewell dinner
- A minimum of four guest lectures
- 90 hours of Spanish coursework
- Twice monthly round-table discussions with Program Director
- Observe up to ten hours of live therapy in local agencies
- For more detailed information, visit the MFT Mexico Satellite webpage

#### Costs

- \$4000 program fee per semester in Mexico (an average of \$250 a week). This fee includes the cost of the basic components listed above.
- Standard U.S. tuition rates for each class taken.

#### To participate in this program

Apply to one of the MFT locations in the U.S. and contact the Director of the MFT Mexico Satellite Program, Dr. Jason J Platt at [jplatt@alliant.edu](mailto:jplatt@alliant.edu) expressing your interest in this program.

### Final Thoughts

In the Chronicle of Higher Education, pollster and social commentator Daniel Yankelovich (2005) asks, "What will higher education look like 10 years from now if it is highly responsive to the demands of society?" He predicts a growing "...need to understand other cultures and languages," and suggests that "{if} colleges are responsive, we will see many more area-study courses by 2015." The California School of Professional Psychology's Marital and Family Therapy program isn't waiting another decade to prepare students to work in our already globalized and interconnected world. Come join us in this important, cutting edge program!

## Marital and Family Therapy: PsyD Program, Irvine and San Diego

### A Scholar-Practitioner Program

The Doctor of Psychology in Marital and Family Therapy program is offered in Irvine and San Diego and is based on the scholar-practitioner model. Students are trained to work with individuals, couples and families from a systemic perspective. As such, attention is directed to relationships and interaction patterns. Skills are developed in the assessment, diagnosis and treatment of individuals and relationship systems. The program provides an integrative approach to the major systemic theories and interventions. The program provides the academic training for licensure either as an MFT or psychologist. Students may include concentrations in chemical dependency, biofeedback and gerontology. Each of these concentrations requires additional coursework.

The Marital and Family Therapy Doctoral Program at Alliant International University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT), 1133 Fifteenth Street, N.W., Suite 300, Washington, DC 20005-2710, Phone: (202) 452-0109.

## General Requirements

The MFT Practicum Program requirements are described in the Master of Arts in Marital and Family Therapy program description and in the Marital and Family Therapy Clinical Training Manual. The doctoral program requires that students are continuously involved in the practice of marital and family therapy. The predoctoral internship consists of 1500 hours. The supervisor for at least 500 client contact hours (250 with couples and families) must be an AAMFT-approved supervisor. Students must supplement their program with 100 hours of professional development activities; 25 of these hours may involve personal counseling or psychotherapy with a licensed person who is not full-time faculty at Alliant. The program requires completion of a minimum of 116 units.

## Degree Requirements 116 units

*Courses are three semester units unless otherwise indicated.*

### Inquiry Core 15 units

- PSY 6021 Advanced Statistics I
- PSY 6022 Advanced Statistics II
- PSY 7302 MFT Research Methods
- PSY 9324 Advanced MFT Research I
- PSY 9325 Advanced MFT Research II

### Foundation Core 24.5 units

- PSY 6105 Biological Aspects of Behavior
- PSY 6110 Personality and Affect
- PSY 6112 Social Bases of Behavior
- PSY 6311 Introduction to Psychopathology
- PSY 6326 Diversity and the Family (2.5 units)
- PSY 6328 Individual and Family Life Cycle
- PSY 7112 History and Systems of Psychology
- PSY 7156 Psychopharmacology (2 units)
- PSY 7330 Chemical Dependency and the Family (2 units)

### Specialization Courses 37.5 units

- PSY 6303 Group Therapy & Lab (2 units)
- PSY 6308 Interviewing Techniques (2 units)
- PSY 6309 Interviewing Techniques Lab (.5 unit)
- PSY 6310 MFT Law and Ethics
- PSY 6312 MFT Theories (4 units)

- PSY 6313 MFT Techniques
- PSY 6317 Parent-Child Therapy
- PSY 6323 MFT Techniques Lab (1 unit)
- PSY 7311 Couples Therapy
- PSY 7312 Sex Therapy (1 unit)
- PSY 7314 MFT Assessment
- PSY 8311 Advanced Couples Therapy
- PSY 8314 Advanced Brief Models
- PSY 8315 Advanced Intergenerational Therapy
- PSY 9320 Supervision in MFT I

### Electives 18 units

Select from among the three certificate/concentration programs or from other classes in the Clinical Psychology, Industrial/Organizational Psychology and Marital and Family Therapy programs.

### Practicum/Internship Training 18 units

- PSY 7360 MFT Practicum (9 units)
- PSY 9360 MFT Advanced Practicum (6)
- PSY 9388 MFT Internship (1500 hours, 3 units)

### Dissertation 3 units

- PSY 9901 Doctoral Project/Dissertation (3, 5, or 8 units)

## Master's Degree Options in Doctoral MFT Programs

Students in the MFT PsyD program can receive a licensable marital and family therapy master's degree as part of their doctoral studies upon completion of the requirements for that degree.

### Marriage and Family Therapy Faculty:

Core faculty for the MFT Programs are listed below:

**Steve Brown, PhD**, Associate Professor, Irvine

**Robin Bullette, PsyD**, Assistant Professor, Irvine

**Benjamin Caldwell, PsyD**, Assistant Professor and Assistant Program Director, Sacramento

**Janice Cone, PhD**, Associate Professor and Associate Program Director, Irvine

**Sean Davis, PhD**, Assistant Professor, Sacramento

**Janice Ewing, PhD**, Assistant Professor, San Diego

**Darryl Freeland, PhD**, Associate Professor, Irvine

**Ann Lawson, PhD**, Professor, San Diego

**Marianne Miller, PhD**, Assistant Professor, San Diego

**Rajeswari Natrajan, PhD**, Assistant Professor, Irvine

**Jason Platt, PhD**, Assistant Professor, Mexico City

**Narumi Taniguchi, PhD**, Assistant Professor, San Diego

**Luis Vargas, PhD**, Assistant Professor, San Diego

**Linna Wang, PhD**, Associate Professor, San Diego

**Scott R. Woolley, PhD**, Professor, System-wide MFT Program Director, San Diego

For a detailed description of program faculty background, research and practice interest, please see the alphabetical listing of faculty for the California School of Professional Psychology at the end of the catalog.

## Graduate Certificate Programs

These graduate-level programs provide comprehensive training for individuals seeking enhanced skills either for advancement in their current professions or entry into a new career path. Students currently enrolled in graduate programs who take the courses as part of their degree studies may apply for the certificate. Organizations wishing to have certificate programs on site should contact the School office.

### Specialization/Certificate in Biofeedback

This specialization/certificate program is offered in San Diego during the day and 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 people 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.

Graduates 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.

**Requirements 12 units**

This specialization/certificate consists of the four courses listed below. It may be added to the master's and doctoral programs.

- PSY 6622 Clinical Psychophysiology/ Biofeedback I (3 units)
- PSY 6626 Clinical Psychophysiology/ Biofeedback II (3 units)
- PSY 7625 Introduction to Clinical Medicine I (3 units)
- PSY 7626 Introduction to Clinical Medicine II (3 units)

**Specialization/Certificate in Chemical Dependency**

This specialization/certificate consists of the six courses listed below. It may be added to the master's and doctoral programs. The field placement requirement can be accomplished within the practicum requirements for the Marital and Family Therapy programs.

**Requirements 16 units**

- PSY 6116 Issues of Chemical Dependency (2 units)
- PSY 6242 Applied Psychotherapeutic Techniques in Chemical Dependency (2 units)
- PSY 6245 Substance Abuse in Diverse Populations (2 units)
- PSY 6255 Field Placement in Chemical Dependency (2 units)
- PSY 7156 Psychopharmacology (2 units)
- PSY 7330 Treatment with the Chemically Dependent Family (2 units)

**Certificate in Latin American Family Therapy**

The Certificate in Latin American Family Therapy is designed to address the growing need for clinicians to develop competencies in working with Latin American populations. The program focuses on assisting clinicians to develop general multicultural competencies, increase an understanding of the historical and cultural influences impacting Latin American clients, and the ability to identify best practice procedures for assessing and addressing issues in Latin American mental health.

**Course Requirements:**

- PSY 6326 Diversity and the Family (3 units)
- PSY 6643 Cross Cultural Topics: Critical Issues in Latin America (Taught in Mexico City, Summer Semester) (3 units)
- PSY 6654 Psychology of Ethnic Diversity: Latin American & Liberation Psychologies (3 units) (Distance Learning Course-Spring Semester)

**Additional Coursework for Non MFT Students**

- PSY 6312 MFT Theories
- PSY 6313 MFT Techniques

**Additional Requirements**

- Completion of the MFT summer program at the Mexico City Campus
- 100 hours of documented client contact within the Latin American Population

Contact Dr. Jason Platt for more information at [jplatt@alliant.edu](mailto:jplatt@alliant.edu)

**Infant-Preschooler Mental Health Certificates**

CSPP at Alliant is offering two certificates that provide an in-depth, systematic and integrated curriculum in infant and preschooler mental health. The Fundamentals in Infant-Preschooler Mental Health Certificate includes four courses that provide the fundamental bases of infant and preschooler mental health from an ecosystemic theoretical perspective. These courses are Fundamentals of Infant Mental Health, Fundamentals of Preschooler Mental Health, Diagnostic

Systems in Infant-Preschooler Mental Health, and Parent-Child Relationship Assessment.

Three additional courses are required to complete the Certification in Infant-Preschooler Mental Health which satisfies the Birth to Five coursework standards proposed by the California Infant Mental Health Work Group (K. M. Finello & M. K. Poulsen (2005). Developing standards for training in infant and preschool mental health. In *The Handbook of Training and Practice in Infant and Preschool Mental Health*.) These courses are Biopsychosocial Factors in Infant-Preschooler Mental Health, Risk and Resiliency, and Advanced Infant-Preschooler Mental Health.

The courses are offered as electives on the Fresno, Sacramento and San Diego campuses and can be taken individually or as part of the Certificates. These courses are also offered as Continuing Education courses for mental health practitioners not enrolled as students.



## Clinical Psychology: PsyD Program, San Francisco

### A Practitioner Program

The PsyD program has full accreditation from the Committee on Accreditation of the American Psychological Association (202-336-5979). It is a practitioner program and was initiated at the San Francisco campus in the fall of 1991. The goal of the program is to educate professional clinical psychologists who bring critical thinking and active problem solving skills to bear on human problems. Students are educated and trained to be able to intervene effectively using multiple methods of assessment and intervention, working with diverse populations, across many settings, and in changing and evolving contexts.

Beginning in the first year, professional training placements are required to integrate classroom learning with practical experience. In the second year, PsyD students begin work on their clinical dissertations. Passing all preliminary examination subtests is required for advancement to doctoral candidacy. While continuing to integrate the skills and knowledge acquired in the first two years, students in the third year begin to focus more intensively on professional skills and more advanced professional training experiences. Also, work on the PsyD clinical dissertation proceeds. The PsyD dissertation is meant to demonstrate the student's ability to think critically about clinical and social issues and to make appropriate use of scientific knowledge and psychological research in professional practice. The dissertation may be an interpretive study involving a synthesis and analysis of existing literature relevant to a clinical problem and requiring the development of the student's own ideas as to how the existing knowledge can be used to enhance clinical work. Other types of clinical dissertations include case studies, surveys, program evaluations, educational or clinical interventions, quantitative studies and correlational studies on clinical variables. The program is designed to allow students to work toward completion of the dissertation in

the third year prior to beginning the fourth year internship.

The standard PsyD curriculum is four years, but students may extend their time to take additional courses, complete research work, or spread their internship over two years. Approximately 35% complete the program in four years, while 65% elect to extend their education and training to five or more years.

### Professional Training

The selection of professional training (practicum) placements for each student is guided by:

- CSPP's requirement for a broad range of diverse and rigorous professional training experiences;
- CSPP's commitment to education and training in multicultural competence;
- The rules and regulations of the California Board of Psychology, the body charged with the licensing of psychologists in the State of California; and
- The American Psychological Association's criteria for practicum and internship training.

A hallmark of the professional training program is the strong relationship maintained between CSPP and a host of agencies offering practicum and internship training. The primary criteria used in selection and approval of placements are the quality and rigor of the training experience and the supervision provided for the student. Special features offered by the clinical program include:

- Supervisors experienced in a range of ethnically and culturally diverse populations;
- Supervisors utilizing a range of theory and techniques (including psychodynamic insight-oriented, cognitive-behavioral, and family systems theory and practice);
- Child-family forensic practice and settings;
- Placements that provide excellent opportunities for clinical research using psychology in medical settings.

An important feature of the program is the process used to match students with professional training field placements that enable students to acquire and develop professional skills in their desired area(s) of interest. Students and professional training agencies engage in a carefully organized selection process in order to facilitate the most appropriate training opportunities while also providing each community agency with valuable and appropriate service. Faculty members maintain ongoing relationships with the professional training agencies, while students participate in clinical and ethical issues seminars that parallel their practica experiences. PsyD students engage in supervised practica experiences in the first, second and third years of their program. At the same time students participate in a professional development seminar in the first year, in a Clinical and Ethical issues class in the second year, and an Advanced Clinical Seminar in the third. Students gain strong professional practice skills prior to graduation by the integration of professional training in the classroom with competent supervised professional experience in field placements.

Because of CSPP's large network of affiliated agencies, the school can offer professional training placements in community mental health clinics, hospitals and neuropsychiatric institutions, child guidance clinics, college counseling centers, residential treatment centers, forensic settings, pediatric psychology programs, school-based child treatment settings, and a host of other settings as well. The San Francisco campus places students in agencies throughout Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara and Solano counties. Additional placements are located in some counties outside the immediate Bay Area, including Napa, Sacramento, Santa Cruz, Sonoma, San Benito, and Yolo counties. Students should not count on stipends to finance their studies because they are modest and relatively scarce, particularly at the practica level.

Students typically begin the required internship in their fourth year. Full-time internship options include APA-accredited or

APPIC-member training programs, pursued through the national selection process, or local internship programs approved by CSPP faculty and the California Psychology Internship Council (CAPIC). Students have the option of completing the internship requirement in two years of sequenced half-time internship rotations in local internship programs approved by CSPP faculty and the California Psychology Internship Council (CAPIC).

### Credit for Previous Graduate Work

Entering students may be eligible to receive credit for previous graduate work up to a maximum of 30 units. To qualify, the applicant must:

1. Either have completed a master's degree in psychology or a closely related field or be currently enrolled in an APA-accredited doctoral program. (Examples of closely related fields include counseling, social work, school psychology, educational psychology, social psychology, developmental psychology or experimental psychology).
2. Have completed and be able to verify 300 hours of supervised practicum or professional experience of a psychological nature.
3. Have received grades of "B" or better and the coursework must have been within five years prior to entry. Coursework will be evaluated carefully to determine applicability toward waiver of certain first and second year requirements. Both content and number of units will be considered, and a course can be used only once for purposes of course waiver. For some courses, additional information, such as syllabi, copies of papers written for the course, and test batteries are required to determine equivalency. To provide necessary information for timely evaluation, applicants must provide copies of graduate course syllabi and other supporting materials if available at the time of application or when coming to campus for an admissions interview.

When admitted with credit for previous work, the student must complete a minimum of 30-55 units (including specific core requirements) in residence prior to advancing to doctoral candidacy. Students entering with credit for previous work (CPW) will generally take two years to complete these requirements, particularly with a moderated course load. CPW students have the option of taking some third-year requirements or electives during the first two years in the doctoral program. At the end of this period, students take preliminary examinations and are evaluated for advancement to doctoral candidacy. Students who have successfully advanced to doctoral candidacy will follow the PsyD curriculum beginning with the third year. A student entering with a master's degree and credit for previous graduate work is not eligible for another master's degree from the San Francisco campus.

### Doctoral Respecialization Program

The Doctoral Respecialization Program (DRP) is designed for students who have already earned a doctorate in another area of psychology and wish to respecialize in clinical psychology, usually with a goal of becoming a licensed psychologist. A specialized curriculum is individually designed, based upon the student's prior background that includes both academic work and clinical training experiences. Most students complete the program in two years, but in some cases prior academic work adaptable to our curriculum in clinical psychology is sparse and thus students require three years.

Typical course requirements for a respecialization student include Clinical and Ethical Issues, Theory and Technique of Clinical Practice, Intellectual Assessment, Psychodiagnostic Assessment, Advanced Clinical Seminar, and Advanced Clinical Skills courses. Depending upon the individual's background, additional courses such as Advanced Psychopathology, Observation and Interviewing, Psychopharmacology, Sociocultural Diversity, and Supervision/ Consultation/Management may be required. A major focus of the DRP program is the

required two years of supervised professional experience (in qualified practicum or internship agencies) of approximately 20 hours per week. Courses covering California licensure requirements (e.g., child abuse, human sexuality, chemical dependency, domestic violence, and aging and long term care) are also required in the DRP curriculum. This training experience can be applied to licensure requirements (see note below). DRP students must also pass the Clinical Proficiency Progress Review (an examination based on a clinical case presentation) and complete 45 hours of personal psychotherapy.

DRP students seeking licensure in California are responsible for:

1. Determining with the Board of Psychology that their prior doctoral degree meets the requirements for licensure.
2. Registering with the Board of Psychology before beginning clinical training hours through CSPP to ensure that the hours will be counted towards the postdoctoral training requirement for licensure.

### Coursework

The PsyD program requires a minimum of 90 academic units (92 for the Forensic Family/Child Track) and 30 internship units. A minimum of 60 academic units is required pre-candidacy (first/second years) and a minimum of 30 academic units and 30 internship units is required postcandidacy (third/fourth years).

### First Year

- |          |  |
|----------|--|
| PSY 6011 | PsyD Psychometrics, Statistics and Research Design (3 units) |
| PSY 6012 | PsyD Psychometrics, Statistics and Research Design (3 units) |
| PSY 6121 | Intercultural Awareness Development (1.5 units)              |
| PSY 6122 | Intercultural Awareness Development (1.5 units)              |
| PSY 6501 | Intellectual Assessment (2 units)                            |
| PSY 6523 | Advanced Psychopathology (3 units)                           |
| PSY 6528 | Observation and Interviewing (3 units)                       |

## California School of Professional Psychology

PSY 6541	PsyD Practicum I (8 hrs/wk, concurrent enrollment with PSY 6543/6544) (1 unit)
PSY 6542	PsyD Practicum I (8 hrs/wk, concurrent enrollment with PSY 6543/6544) (1 unit)
PSY 6543	Introduction to Professional Psychology (concurrent enrollment with PSY 6541/6542) (0 units)
PSY 6544	Introduction to Professional Psychology (concurrent enrollment with PSY 6541/6542) (0 units)
PSY 7112	History and Systems of Psychology (3 units)
PSY 7504	Theory and Technique of Clinical Practice (3 units)

### Second Year

PSY 7003	PsyD Research Proposal Design (3 units)
PSY 7004	PsyD Research Proposal Design (3 units)
PSY 7502	Sociocultural Diversity (3 units)
PSY 7504	Theory and Technique of Clinical Practice (3 units)
PSY 7515	Psychodiagnostic Assessment (3 units)
PSY 7516	Psychodiagnostic Assessment (3 units)
PSY 7505	Clinical and Ethical Issues (2 units)
PSY 7506	Clinical and Ethical Issues (2 units)
PSY 7527	PsyD Practicum II (3 units)
PSY 7528	PsyD Practicum II (3 units)

### Third Year

PSY 8531	Advanced Clinical Seminar (3 units)
PSY 8532	Advanced Clinical Seminar (3 units)
PSY 8537	PsyD Practicum III (3 units)
PSY 8538	PsyD Practicum III (3 units)
PSY 8552	Advanced Clinical Skills (6 units)
PSY 8561	Supervision/Consultation/Management/ Teaching (4 units)
PSY 8566	Supervision/Consultation/Management/ Teaching (4 units)
PSY 8913	PsyD Clinical Dissertation (3 units)
PSY 8914	PsyD Clinical Dissertation (3 units)

### Fourth Year

PSY 9509	PsyD Internship (Full-time, 15 units)
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PSY 9510	PsyD Internship (Full-time, 15 units) or
PSY 9525	APA Accredited Internship (15 units)
PSY 9526	APA Accredited Internship (15 units)

*Note: Students have the option of completing the internship requirement in two years of sequential, half-time internship rotations in local agencies.*

### Other Requirements

PSY 6514	Writing Workshop (2 units)
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Students who fail the writing placement exam must complete a semester-long writing workshop.

PSY 6109	Human Development (2 units)
PSY 6105	Biological Aspects of Behavior (3 units, may substitute online course)
PSY 6101	Cognitive and Affective Bases of Behavior (2 units, may substitute online course)
PSY 6112	Social Bases of Behavior (2 units)

Preliminary Examinations – 2 subtests taken at end of second year, required for advancement to candidacy.

Clinical Proficiency Progress Review, taken at the end of the third year, must be passed before graduation.

45 hours of personal psychotherapy with a doctoral level licensed clinician is required before graduation.

The Clinical Dissertation must be completed before graduation.

See section below for modifications of the requirements shown above for students in Child and Family Track and Forensic Family/Child Track.

### Tracks

The PsyD program requires a solid foundation in the theory and practice of clinical psychology for all students. Therefore, the initial phases of the curriculum address the basic areas of clinical psychology consistent with the guidelines of the American

Psychological Association. Building upon this strong foundation, students may select coursework from Tracks or Emphasis Areas to begin preparation for their future professional roles. Tracks and Emphasis Areas focus on one or more of the following variables: special populations, specific problems, identified theories and techniques, and special settings. As described below, Tracks involve a greater commitment and more specialized training than do Emphasis Areas.

The San Francisco campus offers two Tracks within the Clinical PsyD program:

- Child and Family Psychology Track
- Forensic Family/Child Psychology Track

The Child and Family Track is designed for PsyD students who specifically intend to dedicate their careers to working primarily or exclusively with children, adolescents and their families. In the Child and Family Track, about 50 percent of the student's coursework and field training focuses on child and family issues, with the remainder focusing on adult-clinical and general psychology.

Applicants interested in being considered for the PsyD Child and Family Track will indicate their interest at the time of application. Those unable to be accommodated in the track due to space limitations will be considered for the Family/Child Emphasis Area in the general PsyD program. Students start in the track during the first semester and commit to being in the track for their entire graduate program. If students' career goals change, they must formally petition to transfer out of the track.

Students in this track have the same graduation requirements as those for the Clinical PsyD program with the following modifications. In the first year, track students take designated sections with an enhanced focus on child and adolescent issues in Observation and Interviewing, Intellectual Assessment, Advanced Psychopathology and a course focused on child development in the family life cycle (to meet the human development requirement). Also, they must complete the first-year Practicum in a

Child/Family setting. In the second year, track students take designated sections of Clinical and Ethical Issues and Psychodiagnostic Assessment. To meet the first and second year Theory and Technique of Clinical Practice requirement, track students take a child therapy course in year one and a family therapy course in year two.

In the third year, track students take specified sections of the Advanced Clinical Seminar and complete at least three units of the Advanced Clinical Skills requirement and at least two of the four units of the Supervision/Consultation/Management requirement from Child/Family selections. Either the second or third year practicum must be in a Child/Family setting involving families, children, or adolescents. The internship for Child/Family Track students must be in a setting where at 50 percent of clients served are children, adolescents or families. Also, the student's clinical dissertation must focus on a Child/Family topic.

### Forensic Family/Child Track

The Forensic Family/Child Track is designed for PsyD students whose career goals are to specialize in forensic and clinical work with children, adolescents and their families. A substantial portion of the students' training will focus on psychological services to families and children and on the legal contexts in which these clients are involved, with the remainder focusing on adult-clinical and general psychology.

Applicants must indicate their interest in the PsyD Forensic Family/Child Track at the time of application. Space is limited, but those unable to be accommodated will be considered for the Family/Child Emphasis and can pursue forensic work through electives. The track begins in the first semester and students are committed to remain in it until completion of the program. If students' career goals change, they must formally petition to transfer out of the track.

Students in this track have the same graduation requirements as other Clinical PsyD students, with the following

modifications. In the first two years, track students take designated sections in Observation and Interviewing, Intellectual Assessment, Advanced Psychopathology, Clinical and Ethical Issues, and 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. Track students must take a child therapy course in the first year and a family therapy course in the second year to meet the Theory and Technique of Clinical Intervention requirements. A course focused on children's development in the family life cycle must be taken in the first year to fulfill the human development requirement. Track students also take a two-unit course entitled "Clinical Psychology and Law."

In the third year, track students take designated sections of Advanced Clinical Seminar. They complete the advanced clinical skills and the supervision/management/consultation requirements through the following specific courses: Court Consultation and Expert Witnessing; Disability, Law and Families; Legal Competencies; Families and Violence; and Child Custody Evaluation and Mediation. Either the second or third year practicum must be in a forensic setting involving families, children or adolescents. The fourth year internship for Forensic Family/Child Track students must be in a setting where at least 25 percent of the work is in a forensic context with families, children, or adolescents. The student's clinical dissertation must focus on a forensic family/child topic.

### Emphasis Areas

The San Francisco campus offers five Emphasis Areas within the Clinical PsyD:

- Family/Child Psychology
- Gender Studies (Psychology of Women, Men, Gender Roles and Sexual Orientation)
- Health Psychology
- Multicultural and Community Psychology

- Adult Psychotherapy

Students may affiliate with one or more emphasis areas, but are not required to do so. Approximately one-fifth of the students pursue a general program with no emphasis area affiliation. Students may also take electives from the organizational psychology program on a space-available basis.

Completion of an emphasis area includes an introductory class and specified sections of certain required courses in the first two years of the program, choices of emphasis area electives and electives in the later years of the program, a portion of the professional training experience (practicum/internship), and choice of dissertation topic. Students have the option of extending their doctoral program beyond the standard years to pursue additional emphasis area electives, clinical training, or research opportunities.

### Family/Child Psychology Emphasis Area

The Family/Child Emphasis Area is designed for PsyD students who have significant career interests in working with families, couples, children and adolescents, but who do not intend to specialize primarily or exclusively in working with child or adolescent populations. In the emphasis area, about 20 percent of the student's coursework and field training typically focuses on family/child issues.

Students in the Family/Child Emphasis Area learn to provide a wide range of services including family therapy, child/adolescent therapy, child and family assessment, couples therapy and community consultation. Special offerings include training in child custody evaluation, treatment of family violence and treatment of diverse populations of couples and families. The general orientation of the faculty integrates family systems and life-span individual development in the multicultural context.

Some major interests of the faculty include: family interaction and child psychopathology; healthy/competent families; gender and interaction in couples and families; couples' transition to parenthood; family and couples

therapy process and outcome; Asian families; marital violence; child abuse; divorced and remarried families; family/law interface; interracial adoption; physical disability and family relations; lesbian/gay family issues; attachment throughout the life cycle; play therapy; narrative and solution-focused therapy; family and couples assessment; adults' caregiving of elderly parents; and families and health.

### **Gender Studies Emphasis Area (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. San Francisco provides unique opportunities for clinical and research projects on these topics.

### **Health Psychology Emphasis Area**

Health psychology is concerned with psychological factors related to health, illness, the health care system, health care policy, and health care providers. Students in the Health Psychology Emphasis are introduced to this emerging field which deals with the important psychological, behavioral and social concomitants of physical symptoms, chronic and life threatening illness and rehabilitation. Faculty have interests in behavioral medicine, family systems medicine, consultation-liaison psychology, psychology's role in primary care, psycho-neuroendocrinology, psychopharmacology and the role of psychology in prevention and treatment of specific illnesses (cardiac disease, AIDS, cancer), health care policy, rehabilitation and disability.

Students combine relevant core or elective coursework, professional training placements and research which develop knowledge, attitudes and skills in preparation for advanced specialized education and training in postdoctoral programs and/or entry level positions in health psychology. Examples of health psychology courses include Introduction to Health Psychology, Clinical Medicine, Medical Family Therapy, Cognitive-Behavioral Approaches in Health Psychology, Consultation in Health Settings, Neuropsychology, Psychopharmacology, Managed Care, Gerontology, Psychosocial Oncology, Pediatric Psychology, Biofeedback, and Hypnosis.

### **Multicultural and Community Emphasis Area**

The Multicultural and Community Emphasis provides course offerings that integrate knowledge, research and intervention skills necessary for working with multicultural groups. Classes include core, elective and independent study combined with multicultural professional training placements and internship training sites, as well as relevant research activities. Course offerings and areas of focus complement existing emphasis areas so that students can combine the multicultural and community emphasis with another emphasis area (e.g., ethnic minority families, substance abuse among ethnic minority adolescents, or health and mental health services utilization among Chinese Americans). Enrollment in research proposal design seminars and collaboration on dissertation research is encouraged. Students are also urged to develop skills in working with one or more multicultural groups, including the capability to use languages other than English, thereby enhancing the provision of psychological services and information.

### **Adult Psychotherapy Emphasis Area**

Our special strength in the Adult Psychotherapy emphasis area is our respect for and dialogue about the major orientations in the field today: psychodynamic, family systems, and cognitive behavioral. Faculty are conversant in these three orientations, as reflected in their research, practice and teaching. In addition, many core and most adjunct faculty maintain a current psychotherapy practice and are able to bring immediacy to their teaching about psychotherapy.

Students choose this emphasis area because they want adult psychotherapy to be the major area of their professional identity and practice. The curriculum includes basic and advanced courses in assessment, formulation and treatment planning. Later in their program, students can take more specialized courses in one theoretical orientation, which includes the opportunity to present and

discuss their current clinical work. Field placements include opportunities for a wide variety of populations, problems and settings in which adult psychotherapy is practiced.

### **Clinical PsyD Program Faculty: San Francisco**

Core faculty for the San Francisco PsyD Program are listed below:

**Diane Adams, PhD**, Associate Professor

**Stephen Blum, PhD**, Professor

**Ed Bourg, PhD**, Professor

**Tai Chang, PhD**, Assistant Professor

**Eddie Yu-Wai Chiu, PhD**, Assistant Professor

**Harriet Curtis-Boles, PhD**, Associate Professor

**Sam Gerson, PhD**, Professor

**Frederick Heide, PhD**, Associate Professor

**Valata Jenkins-Monroe, PhD**, Professor

**Gerald Michaels, PhD**, Associate Professor

**Valory Mitchell, PhD**, Professor

**Rhoda Olkin, PhD**, Distinguished Professor

**Alan Swope, PhD**, Professor

**Daniel Taube, PhD**, Professor and Program Director

**Christopher Tori, PhD**, Professor Emeritus

**Diane Zelman, PhD**, Professor

For a detailed description of program faculty background, research and practice interest, please see the alphabetical listing of faculty for the California School of Professional Psychology at the end of the catalog.

### **APA Education and Training Outcomes**

The CSPP San Francisco Clinical Psychology PsyD program is accredited by the American Psychological Association (APA) (202-336-5979) and publishes the following outcome data as required by APA:

- Time to Completion
- Program Costs
- Internship Placement Rates
- Attrition

Please visit the "About CSPP Programs" section of our website ([www.alliant.edu/cspp](http://www.alliant.edu/cspp)) to view this data.

## **Clinical Psychology: PhD Program, San Francisco**

### **A Scholar Practitioner Program**

The PhD program has full accreditation from the Committee on Accreditation of the American Psychological Association (202-336-5979). It is a scholar practitioner program that gives students the knowledge, skills and professional attitudes necessary to evaluate psychological functioning and provide effective interventions with diverse clients across a range of settings. Equally important, we educate students to conduct clinically-relevant research and to contribute actively to the knowledge base in psychology.

Our program subscribes to the belief that effective professional psychologists must be aware of and responsive to the broader social context in which they function. Thus, students must attain proficiency in providing services to individuals of diverse cultural and socioeconomic backgrounds. To achieve this goal, we infuse diversity throughout our entire curriculum, offer courses focusing on diverse populations, and provide clinical training experiences that offer exposure to a range of populations.

The program as a whole is designed to address all five levels of the biopsychosocial model of human functioning: biological, psychological, familial, community and sociocultural. With regard to theoretical orientations to treatment, we encourage students to develop a personal integration of contemporary psychodynamic, cognitive-behavioral, family systems, and multicultural approaches. Because of the extensive clinical course offerings at CSPP-San Francisco, students can develop in-depth expertise in one or more of these orientations by selecting sections of required courses, elective courses, field placements (practica), and supervisors that emphasize a specific theoretical orientation in therapy.

The cornerstone of the PhD program's research training is a series of PhD Research Seminars: small groups that include a member of the program faculty and students at

various levels in the program working on topics within the faculty member's areas of research interest and expertise. All students enroll in a research seminar as soon as they enter the program and continue in the seminar for at least four years or until they complete a dissertation proposal. In these seminars, students work initially on a First Research Project and subsequently on a PhD Dissertation.

The First Research Project provides entering students with experience working on an independent research project from start to finish. It culminates at the end of the students' second year with a paper that they submit to their seminar instructor and a poster that they present at the annual campus research conference. More advanced students use the seminar as a framework for designing and getting feedback on their dissertation proposal and working toward completing their research.

Consent of the instructor is required to enter a research seminar, and matching of new students to research seminars is done at the end of the second week of the fall semester. Students have an opportunity to meet research seminar faculty during orientation and may visit seminars and have individual appointments with instructors during the first two weeks of classes. Assignments are made on the basis of students' interests and preferences and their match with faculty preferences and expertise. In past years, a majority of students have been placed into their first choice seminar, but we cannot guarantee that this will be the case for all students.

The standard PhD curriculum is five years and is designed to give students the opportunity to complete the dissertation before beginning a full-time internship in the fifth year. However, students may extend their time to take additional courses, complete research work, or spread their internship over two years (usually, the fifth and sixth years). Students must complete a minimum of 60 units including all the first and second year courses, finish their First Research Project, and

pass all preliminary examination subtests before advancing to doctoral candidacy.

The program faculty believe that for many clinical students, personal psychotherapy can be an extremely valuable tool through which to better understand oneself, become comfortable with asking for and receiving psychological help, learning about one's emotional vulnerabilities and "triggers," and understanding the impact of one's behavior and affect in the clinical encounter. As a general suggestion, we recommend that PhD clinical students consider seeking personal psychotherapy (individual, group, couple, family, or a combination) on a weekly basis at some point in their graduate training.

However, such psychotherapy is entirely voluntary and not required to complete the program. Students who follow this recommendation arrange and pay for their own therapy, which ideally would be provided by a licensed doctoral-level therapist (psychologist, psychiatrist, doctorate-holding LCSW or LMFT). Upon request, the PhD Clinical Program can provide a list of moderate fee psychotherapists in the community. Students who experience emotional difficulties that interfere with performance in the program may be required to receive psychotherapy (at their own expense) as a way to address these problems.

### Clinical PhD Program Goals and Objectives

The PhD program has adopted a series of goals and objectives designed to implement its philosophy. The objectives include attitudes, knowledge and skills that students are expected to achieve by the time they graduate from the program and feelings and professional achievements alumni are expected to report. The objectives are met operationally through various academic and training activities that include courses, practicum and internship placements, and supervised research experiences. Multiple data sources are used to assess outcomes relative to these objectives.

**Goal 1.** To prepare students to be effective professional psychologists who are skilled at

evaluating psychological functioning and providing effective interventions with diverse clients across a range of settings

**Objective 1:** We expect students to develop broad theoretical and scientific knowledge in foundational areas that provide the basis for the effective practice of clinical psychology.

**Objective 2:** We expect students to learn to integrate research finding and clinical literature with clinical practice.

**Objective 3:** We expect students to develop an understanding of psychopathology and psychological assessment and to apply such knowledge in the evaluation of psychological functioning in a variety of settings with diverse populations.

**Objective 4:** We expect students to develop an understanding of the efficacy and modes of application of psychological interventions in a variety of settings with diverse populations.

**Goal 2.** To educate students to conduct applied research and to contribute to the knowledge base of psychology

**Objective 5:** We expect students to develop research skills and knowledge and the ability to review, synthesize and evaluate empirical research.

**Objective 6:** We expect students to develop skills as an independent researcher and the ability to contribute new knowledge to the field of psychology.

**Goal 3.** To prepare students to be ethical and responsible professional psychologists who are committed to life long learning and productivity

**Objective 7:** We expect students to develop an understanding of the legal, ethical and professional principles of clinical psychology and how to apply these principles in research and practice.

**Objective 8:** We expect students to develop attitudes and skills essential for life long learning and productivity.

### Professional Training (Practicum and Internship)

The selection of professional training (practicum) placements for each student is guided by:

- CSPP's requirement for diverse and rigorous professional training experiences,
- The rules and regulations of the California Board of Psychology, the body charged with the licensing of psychologists in the State of California, and
- The American Psychological Association's criteria for practicum and internship training.

The primary criteria used in selection and approval of placements are the quality of the training experience and the supervision provided for the student.

An important feature of the program is the process used to match students with a professional training agency that will enable students to acquire and develop professional skills in their desired area of specialization. Students and professional training agencies engage in a carefully organized selection process in order to facilitate the most appropriate training opportunities while also providing each community agency with valuable and appropriate service. Faculty members maintain ongoing relationships with professional training agencies, while students participate in clinical and ethical issues seminars that parallel their practicum experiences. This approach helps facilitate thoughtful supervision and integrates field placement clinical experience and on-campus classroom learning so that students gain strong professional practice skills prior to graduation.

Because of CSPP's large network of affiliated agencies, the school can offer professional training placements in community mental health clinics, adult outpatient services, hospitals, neuropsychiatric institutions, infant-parent programs, child and adolescent guidance clinics, college counseling centers, family service agencies, residential treatment centers, forensic settings, pediatric psychology programs, school-based settings, substance

abuse treatment centers, and programs serving predominantly African American, Asian American, and Latino populations. The San Francisco campus places students in agencies throughout Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara and Solano counties. Additional placements are located in some counties outside the immediate Bay Area, including Napa, Sacramento, Santa Cruz, Sonoma, San Benito, and Yolo counties. Because stipends are modest and relatively scarce, particularly at the practicum level, students should not count on them to finance their studies.

Students typically begin the required internship in the fifth year. Full-time internship options include APA-accredited or APPLIC-member training programs, pursued through the national selection process, or California-based internship programs approved by CSPP faculty and the California Psychology Internship Council (CAPIC). Students also have the option of completing the internship requirement for the PhD program by completing two half-time internships over a two-year period in local agencies approved by CSPP and CAPIC.

### Credit for Previous Graduate Work

Entering students may be eligible to receive credit for previous graduate work up to a maximum of 30 units.

1. To be considered for credit in our program, graduate work must have been taken from a regionally accredited master's or doctoral program.
2. The graduate level coursework must have been completed prior to the student's entry to our doctoral degree program.
3. The student's graduate coursework must have resulted in grades of "B" or better and have been completed within the last seven years.
4. Students' graduate coursework will be compared and evaluated on a course by course basis against courses in our PhD program curriculum to establish that the courses previously taken are equivalent to the courses we offer. To provide necessary

information for timely evaluation, applicants must provide copies of graduate course syllabi and other supporting materials, if available, at the time of application or when coming to campus for an admissions interview.

5. The following graduate level courses offered at CSPP-SF will be considered for credit for previous work: Social Bases of Behavior; Cognitive and Affective Aspects of Behavior; Biological Bases of Behavior and Psychopharmacology; Human Development; History and Systems; Advanced Psychopathology; Observation and Interviewing; Principles of Psychotherapy; and Intellectual Assessment.
6. Students who have completed an empirical master's thesis in psychology may be able to get credit for the first year of the Research Seminar and waive the First Research Project. To do so, they must submit a copy of their thesis (in English) to the Program Director so that it can be evaluated by program faculty. All students must enroll in a research seminar beginning their first semester in the program.

### Doctoral Respecialization Program

The Doctoral Respecialization Program (DRP) is designed for students who already have earned a doctorate in another area of psychology and wish to respecialize in clinical psychology, usually with the goal of becoming a license-eligible psychologist capable of conducting clinical practice. In addition to coursework, each respecialization student completes 16-24 hours per week of supervised clinical training in a field placement. These hours of supervised clinical work can be applied toward the 3,000 hours of such experience required for psychology licensure in California and in most other states. Students usually complete the Doctoral Respecialization program in two to three years.

The DRP program provides postdoctoral students with the specific clinical training that was lacking in their previous doctoral program. Thus, some applicants may already have had relevant training in various clinical areas (e.g., a course in Advanced

Psychopathology equivalent to our course), but they would need coursework in other areas of clinical psychology such as intellectual assessment or therapeutic theory and techniques. Within the general context of a two to three year training period, candidates' DRP programs are uniquely designed to provide whatever coursework and clinical experiences would make their training equivalent to that of our PhD Clinical Psychology graduates.

In addition to a practicum and an internship, typical course requirements for a respecialization student might include Intellectual Assessment, Principles of Psychotherapy, Advanced Psychopathology, Observation and Interviewing, Psychopharmacology, Cognitive-Behavioral Therapy, Family Systems Therapy, Psychodynamic Adult or Child Therapy, Psychodiagnostic Assessment, Clinical and Ethical Issues, Advanced Clinical Seminar, learning to do clinical supervision, and courses covering California licensure requirements (e.g., child abuse, human sexuality, chemical dependency, domestic violence, and treatment of the elderly). Ideally, DRP students should receive personal psychotherapy (individual, group, couple, family, or a combination) on a weekly basis at some point in their graduate training or during their DRP program.

DRP students seeking licensure in California or other states are responsible for:

1. Determining with the state's licensing board whether their prior doctoral degree meets the requirements for licensure in that particular state.
2. Registering as a psychological assistant with the California Board of Psychology before beginning clinical training hours (practicum level or internship) through CSPP to ensure that those hours will be counted towards the 3,000 hours of postdoctoral supervised experience required for licensure.



## Coursework

The PhD program requires a minimum of 120 academic units and 30 internship units. A minimum of 60 academic units are required pre-candidacy (first/second years) and a minimum of 60 academic units and 30 internship units are required post-candidacy (third/fourth/fifth years). Core requirements are listed below for each year. In addition, taking courses listed under "other requirements" and completing electives are necessary for a student to meet the minimum overall units for graduation.

### First Year

- PSY 6009 PhD Psychometrics, Statistics and Research Design (3 units)
- PSY 6010 Psychometrics, Statistics and Research Design (3 units)
- PSY 6015 PhD Research Seminar I (3 units)
- PSY 6016 PhD Research Seminar I (3 units)
- PSY 6121 Intercultural Awareness Development (1.5 units)
- PSY 6122 Intercultural Awareness Development (1.5 units)
- PSY 6501 Intellectual Assessment (2 units)
- PSY 6518 Principles of Psychotherapy (3 units)
- PSY 6523 Advanced Psychopathology (3 units)
- PSY 6528 Observation and Interviewing (3 units)
- PSY 6109 Human Development (3 units)

### Second Year

- PSY 7013 PhD Research Seminar II (3 units)
- PSY 7014 PhD Research Seminar II (3 units)
- PSY 7504 Theory and Technique of Clinical Practice (two 3-unit courses with different theoretical orientations such as cognitive-behavioral, family systems or psychodynamic)
- PSY 7505 Clinical and Ethical Issues (2 units)
- PSY 7506 Clinical and Ethical Issues (2 units)
- PSY 7515 Psychodiagnostic Assessment (3 units)
- PSY 7516 Psychodiagnostic Assessment (3 units)
- PSY 7525 PhD Practicum I (2 units)
- PSY 7526 PhD Practicum I (2 units)
- PSY 6112 Social Bases of Behavior (3 units)

### Third Year

- PSY 8005 PhD Research Seminar III (3 units)
- PSY 8006 PhD Research Seminar III (3 units)
- PSY 8531 Advanced Clinical Seminar (3 units)
- PSY 8532 Advanced Clinical Seminar (3 units)
- PSY 8535 PhD Practicum II (3 units)
- PSY 8536 PhD Practicum II (3 units)
- PSY 8007 Advanced Research Methodology (3 units)
- PSY 7502 Sociocultural Diversity (3 units)
- PSY 7112 History and Systems of Psychology (3 units)

### Fourth Year

- PSY 9927 PhD Research Seminar IV (3 units)
- PSY 9928 PhD Research Seminar IV (3 units)
- PSY 9925 Doctoral Dissertation (7 units)
- PSY 9926 Doctoral Dissertation (7 units)

### Fifth Year

- PSY 9519 PhD Internship (Full-time) (30 units for the year)
  - PSY 9520 PhD Internship (Full-time) (30 units for the year)
- or
- PSY 9525 APA-Accredited Internship (30 units for the year)
  - PSY 9526 APA-Accredited Internship (30 units for the year)

Fifth year students take a one-year full-time internship or begin two years of half-time internship rotations.

### Other Requirements

- PSY 6101 Cognitive and Affective Bases of Behavior (2 units)
- PSY 6105 Biological Aspects of Behavior and Psychopharmacology (3 units)
- PSY 6514 Writing Workshop (2 units) or passage of Diagnostic Writing Exam (required for advancement to candidacy)
- PSY 8561 Consultation (1 unit to be taken in the third or fourth year)
- PSY 8564 Supervision (1 unit, to be taken in third or fourth year)

8 units of electives (PSY 6514 Writing Workshop cannot be counted toward elective units but taking a third section of PSY 7504

Theory & Technique of Clinical Practice can be counted toward 3 elective units).

Preliminary Examinations, taken at end of first and second years (must be passed before advancement to candidacy)

First Research Project (must be completed before advancement to candidacy).

Clinical Proficiency Progress Review (CPPR) taken during the third year (must be passed before graduation).

Doctoral dissertation

### Other Recommendation

Personal psychotherapy (individual, group, couple, family, or a combination) on a weekly basis at some point in graduate training.

### Our Special Strengths within the Larger Field of Clinical Psychology

All of our PhD clinical students receive generalist training in the foundational areas of psychology and clinical psychology in accordance with the accreditation guidelines of the American Psychological Association. Also, each of our course offerings is infused with multicultural content, and awareness of diversity issues is central to our philosophy of clinical and research training.

In addition, our program has special strengths (3 or more core faculty with high levels of expertise) in each of the following more specialized areas of clinical psychology:

- Family/Child/Adolescent Psychology
- Health Psychology
- Program Evaluation, Organizational Assessment, and Consultation
- Multicultural and Community Psychology
- Gender Studies (Psychology of Women, Men, and Gay/Lesbian/Bisexual/Transgender Issues)

Each of these areas of special strength is described below in terms of educational offerings for students.

### **Family/Child/Adolescent Psychology**

Although all of our students receive extensive preparation for clinical work with adult populations, about 35% to 40% of our incoming students each year identify strong interests in family/child/adolescent (FCA) psychology. These students typically choose our program because we provide a wider range of such courses and practica than many other clinical psychology programs. For treating FCA problems, we emphasize the acquisition of both traditional child-clinical skills (assessment, individual therapy) and family intervention skills (family therapy, couple therapy, child custody evaluation).

For students interested in pursuing FCA internships and careers after graduation, we recommend that they take advantage of specific offerings in our program. The core of these learning experiences includes: (1) basic coursework (child psychopathology, child assessment, child psychotherapy, family therapy); (2) a one-year practicum (field placement) in an FCA setting; (3) PhD Research Seminar (four years) with a focus on FCA research; (4) dissertation research on an FCA topic; and (5) an internship focusing on FCA populations. We also offer varying electives in areas such as child custody evaluation, pediatric health psychology, couple therapy, narrative family therapy, consultation with child/family agencies, supervision of child/family therapy, treatment of family violence, lesbian/gay couple and family issues, infant assessment, and adolescents in therapy. Six of the clinical PhD Research Seminars are led by faculty members with expertise in various FCA psychology topics (Professors Casey-Cannon, Green, Ja, Morales, Porter, Samuelson and Werner). Students have the option to take as few or as many of these extensive FCA offerings as fit their personal career goals.

### **Health Psychology**

Health psychology is concerned with the interrelationships among psychological factors, health and illness. It deals with psychologists' roles in primary care; psychological aspects of prevention and

treatment for specific illnesses (such as cancer, HIV and cardiovascular disease); psychopharmacology; families and health; psychological aspects of immune and endocrine system functioning; recovery and rehabilitation following illness or physical trauma; psychosocial aspects of disability; and neuropsychology. A number of students choose our program because San Francisco has a wide range of research and field placement opportunities for students interested in health psychology. Faculty members in the PhD clinical program are involved in local public health efforts including education, advocacy, program evaluation and prevention programs.

For understanding and treating individuals in medical settings, we recommend that students take sections of required courses (Clinical & Ethical Issues; Advanced Clinical Seminar) that emphasize skills in cognitive-behavioral therapy and family systems therapy. We also recommend that students take electives in Neuropsychological Assessment, Psychopharmacology, Consultation in Primary Care Settings, and Pediatric Consultation and sections of Advanced Clinical Skills that relate to psychology and medicine. To gain clinical experience in medical settings, it is recommended that students take a one year practicum (field placement) in a health psychology setting (such as the San Francisco Veterans Administration Hospital, Children's Hospital and Research Center in Oakland, or other medical settings affiliated with CSPP's field placement office of professional training).

Some PhD faculty members have a strong background in health psychology research and are able to connect our students with opportunities in medical research institutions for the First Research Project and the Dissertation. A focus on health psychology research is actualized through signing up for a PhD Research Seminar with one of five faculty members who has expertise in an area of health psychology research (Professors Ducker, Ja, Morales or Samuelson).

Students who complete these recommended courses, as well as a clinical practicum and research projects in health psychology, will be well prepared to pursue internships and postdoctoral work in the field of clinical health psychology.

### **Program Evaluation, Organizational Assessment, and Consultation**

Several of our program faculty have expertise in the areas of program evaluation, organizational assessment, and consultation in mental health, community settings, and other business settings. In addition, students in the PhD clinical program are able to take courses in organizational studies at Alliant International University's Marshall Goldsmith School of Management, which also offers doctoral degrees on the San Francisco campus. These might include courses in organization consultation or organizational intervention. Relevant to this focus, all clinical PhD students do coursework in Social Bases of Behavior, which includes an introduction to the underpinnings of organizational psychology. They also are able to take advanced clinical courses in Grant Writing and in Program Evaluation. In addition, a background in systems theory (as taught in the Theory and Technique: Family Systems course) is often beneficial to organizational consultants.

Most importantly, in this area of clinical psychology, five of the PhD Research Seminars in the clinical PhD program are led by faculty members with special expertise in program evaluation, organizational assessment or consultation (Professors Ducker, Ja, Morales and Werner). In combination with the extensive course offerings of the of the Marshall Goldsmith School of Management, this set of training experiences helps prepare students for postdoctoral positions in mental health services administration and related roles as consultants and program evaluators for organizations.

### Multicultural and Community Psychology

Besides infusing multiculturalism throughout our entire curriculum, the clinical PhD program provides specialized courses that integrate knowledge, research and intervention skills necessary for working with multicultural groups. These include Intercultural Awareness (a first year course) and multiple sections of a course called Sociocultural Diversity, each of which focuses on a different racial/ethnic minority group (e.g., Asian American, African American and Latino).

In addition, San Francisco has a wealth of multicultural field placements (practicum) and internships, as well as relevant research opportunities that enable students to gain special expertise in working with specific racial/ethnic groups (e.g., Chinatown Child Development Center or La Familia).

Faculty areas of research expertise include substance abuse among Asian American and Latino adolescents; health and mental health services utilization among Chinese Americans; Latino identity development; HIV prevention programs for African American and Latino gay/bisexual men; career aspirations of ethnic minority female adolescents and young adults; and African American, Asian American, and Latino family functioning. Most significantly, four of the PhD Research Seminars are led by instructors with research expertise in multicultural topics (Professors Ja, Morales, Green, and Casey-Cannon).

### Gender Studies

#### (Psychology of Women, Men, Gender Roles, and Gay, Lesbian, Bisexual and Transgender Issues)

The field of Gender Studies as defined here includes the study of gender role socialization processes and norms for males and females across the lifespan, as well as the topics of gay, lesbian, bisexual, transgender (GLBT) identity development and relationships. Faculty and students who work in this area are particularly interested in the behavioral and mental health consequences of gender-related socialization experiences (for example, in areas such as eating disorders, depression,

substance abuse, domestic violence, health-related behaviors, and aspects of emotional intelligence). Research interests of faculty include social construction of gender; women's lifespan development; role strain for working women; mental health effects of norms for masculinity in different racial, ethnic, and social class groups; utilization of birth control; identity development of gay/bisexual men of color; HIV prevention in gay/bisexual populations; and GLBT couple, family of origin, and parenting issues.

In conjunction with the PsyD program on our campus, courses are offered on topics such as Women's Lifespan Development, Men in Therapy, Domestic Violence, Feminist Approaches to Supervision, and GLBT Couples and Families. Also, San Francisco provides unique opportunities for clinical and research projects on these topics.

Students may select a practicum specifically focusing on GLBT issues (e.g., New Leaf Services in San Francisco or the Pacific Center in Berkeley). Six of our PhD Research Seminars are led by faculty members whose areas of research expertise include gender studies (Professors Casey-Cannon, Ducker, Green, Porter, Morales, and Werner).

### Clinical PhD Program Faculty: San Francisco

Core faculty for the PhD Program are listed below:

**Shannon Casey-Cannon, PhD**, Assistant Professor

**Dalia Ducker, PhD**, Program Director and Professor

**Robert Jay Green, PhD**, Distinguished Professor

**Davis Ying Ja, PhD**, Professor

**Eduardo Morales, PhD**, Professor

**Natalie Porter, PhD**, Professor

**Kristin Samuelson, PhD**, Assistant Professor

**Paul Werner, PhD**, Professor

For a detailed description of program faculty background, research and practice interest please see the alphabetical listing of faculty for the California School of Professional Psychology at the end of the catalog.

### APA Education and Training Outcomes

The CSPP San Francisco Clinical Psychology PhD program is accredited by the American Psychological Association (APA) (202-336-5979) and publishes the following outcome data as required by APA:

- Time to Completion
- Program Costs
- Internship Placement Rates
- Attrition

Please visit the "About CSPP Programs" section of our website ([www.alliant.edu/cspp](http://www.alliant.edu/cspp)) to view this data.

## Clinical Psychology: PsyD Program, Hong Kong

### A Scholar Practitioner Program

The CSPP Clinical Psychology PsyD program in Hong Kong, offered in association with the School of Continuing and Professional Education (SCOPE), City University of Hong Kong, is designed to train doctoral level psychologists to provide psychotherapy and other applications of clinical psychology to individuals seeking such services in Hong Kong.

The program aims to provide a truly international and culturally competent approach to education drawing on the worldwide work being done in psychology, interpreting that work to benefit psychological service provision in Hong Kong and its region. The program curriculum integrates Western and Asian psychological theory, research and application pertaining to clinical psychology, assessment and psychological intervention with adults, children and families. The program also provides a model of education and training for psychologists in Hong Kong that emphasizes practice, and the successful integration of research to practice in order to prepare individuals to work within the Hong Kong mental health delivery system. The curriculum provides the scientific foundations of psychology and the hands-on skills a practitioner needs. The PsyD dissertation is

meant to demonstrate the student's ability to think critically about clinical and social issues and to make appropriate use of scientific knowledge and psychological research in professional practice.

The program is designed to be completed in four years, with a mixture of regular classes, intensive short courses, online courses, and supervised field work. Schedules are designed to accommodate working professionals. The normal study period is four years with the maximum period to be extended to six years. Teaching staff are drawn from both CSPP and the professional psychological community in Hong Kong.

### Program Aims and Objectives

The Hong Kong PsyD program aims to:

- Integrate Western and Asian psychological theory, research and application pertaining to clinical psychology, assessment, and psychological intervention with adults, children and families;
- Provide a model of education and training for psychologists in Hong Kong that emphasizes practice, and the successful integration of research to practice to prepare individuals to work within the Hong Kong mental health delivery system;
- Provide a truly international and culturally competent approach to education drawing on the worldwide work being done in psychology, interpreting that work to benefit psychological service provision in Hong Kong and its region; and
- Provide education that will address gaps in mental health service delivery in Hong Kong and the region, particularly those pertaining to the treatment of marital problems, childrearing, substance abuse, domestic violence, and child abuse.

Students in the clinical PsyD program must demonstrate a mastery of knowledge-based, research-based, and practice-based competencies in clinical psychology. They are expected to develop competency – knowledge and skills – in the following areas in the context of the psychological needs of

the Hong Kong population and the mental health service delivery system in that area:

- Interpersonal/relationship
- General assessment, appraisal and ascertainment
- Multifaceted multimodal intervention
- Research and evaluation
- Consultation/teaching
- Management/supervision
- Diversity of clients and populations

### Structure of the Degree

The Clinical PsyD program consists of 120 units, including a dissertation and an internship of at least 1500 hours. Those entering with a Master's degree in a related field would normally receive 9-12 credits towards the Clinical PsyD.

### Live Classroom Courses

Each course normally consists of 3 credits. Each credit normally consists of 15 hours of contact time plus a further 60 hours of associated study time including written assignments and other projects submitted for evaluation. The courses are presented in several different formats. Some, taught by adjunct faculty based in Hong Kong, will be delivered on weekday evenings at the City University of Hong Kong. Others, taught by US-based faculty, will be delivered on an intensive basis over two successive weekends (Friday evening, Saturday and Sunday), with some prior preparation required. Still other courses will be delivered online.

### Practica and Internships

**Practicum:** Students must have at least 950 practicum hours. Practica placements will be spread over a period of 20 weeks. Students will work 12 practicum hours per week.

**Internship:** Students must have 1500 internship hours. These hours can be completed in 2 years with students working 20 hours per week and thus undertaking a half-time internship. This time frame is expected to enable students to continue to work while they obtain internship hours.

Direct service must be 25% of total internship hours.

During the practicum and internship, there should be an on-site supervisor or an external clinical supervisor providing individual supervision. There will be a group supervisor providing group supervision every two weeks and an American licensed PhD psychologist providing group supervision via video-conferencing every other week.

### Dissertation

The dissertation may be an interpretive study involving a synthesis and analysis of existing literature relevant to a clinical problem and requiring the development of the student's own ideas as to how the existing knowledge can be used to enhance clinical work. Other types of clinical dissertations include case studies, surveys, program evaluations, educational or clinical interventions, quantitative studies, and correlational studies on clinical variables. The program is designed to allow students to complete the dissertation in the third year prior to the beginning of the fourth year internship.

### Library and Learning Resources

Library services will be provided locally by City University of Hong Kong, and there is a dedicated PsyD book collection for the exclusive use of PsyD participants in SCOPE.

Participants also have access to the Alliant International University collection of electronic journals and resources via the Internet.

### Course Descriptions

#### Year 1 Courses

- |                |  |
|----------------|--|
| PSY 6011       | Psychometrics, Statistics and Research Design I (3 units)  |
| PSY 6012       | Psychometrics, Statistics and Research Design II (3 units) |
| PSY 6523       | Advanced Psychopathology (3 units)                         |
| PSY 6121, 6122 | Intercultural Awareness Development (6 units)              |
| PSY 6528       | Observation and Interviewing (3 units)                     |
| PSY 7515       | Psychodiagnostic Assessment I (3 units)                    |

PSY 7516 Psychodiagnostic Assessment II (3 units)

PSY 6140 Lifespan Development (3 units)

### Year 2 Courses

TBD Issues in Chinese Psychology (3 units)

PSY 7112 History and Systems of Psychology (3 units)

FOR 8230 Cognitive and Affective Bases of Behavior (3 units)

PSY 7504 Theory and Technique of Clinical Practice: Psychodynamic (3 units)

PSY 7504 Theory and Technique of Clinical Practice: Family Systems (3 units)

PSY 7504 Theory and Technique of Clinical Practice: Cognitive/ Behavioral (3 units)

PSY 7003, 7004, 7005, 7006 PsyD Research Proposal Design I (3 units)

PSY 7003, 7004, 7005, 7006 PsyD Research Proposal Design II (3 units)

PSY 6541, 6542 PsyD Practicum 1a (3 units)

PSY 6541, 6542 PsyD Practicum 1b (3 units)

### Year 3 Courses

FOR 7220 Biological Bases of Behavior (3 units)

TBD Theory and Technique of Chinese Clinical Practice (3 units)

PSY 6220 Professional Ethics and the Law (3 units)

PSY 8552 Advanced Clinical Skills (Theory and practice of analytical psychology) (3 units)

PSY 8552 Advanced Clinical Skills (Neuropsychology and psychopharmacology) (3 units)

PSY 8552 Advanced Clinical Skills (Consultation, management and supervision) (3 units)

PSY 8901 PsyD Project I (3 units)

PSY 8902 PsyD Project II (3 units)

PSY 7527, 7528 PsyD Practicum 1c (3 units)

PSY 7527, 7528 PsyD Practicum 1d (3 units)

### Year 4 Courses

PSY 9505, 9506 PsyD Pre-doctoral Internship I (15 units)

PSY 9507, 9508 PsyD Pre-doctoral Internship II (15 units)

PSY 8531 Advanced Clinical Seminar I (3 units)

PSY 8532 Advanced Clinical Seminar II (3 units)

## Postdoctoral Master of Science in Clinical Psychopharmacology

The California School of Professional Psychology at Alliant International University developed the nation's first Postdoctoral Master of Science Program in Clinical Psychopharmacology. Since its inception in 1998, our students and graduates, as well as state and national professional organizations, look to us as leaders in the field. More than 400 psychologists in 23 states have graduated or are currently enrolled in our program.

Most students participate in classes by attending in person at one of our videoconference sites. A limited number of students who do not live within 100 miles of one of our classroom sites receive class material electronically, and then participate in the lectures via a telephone conference. In addition to our classroom sites in California and in Baton Rouge, Louisiana, we also have class sites in Portland, Oregon and Salt Lake City, Utah. Several other states are currently meeting with us to discuss our providing training to psychologists in their states.

At the 2004 convention of the American Psychological Association, two Alliant faculty members were given awards by APA Division 55 (American Society for the Advancement of Pharmacotherapy) in recognition of their roles as "pioneers" in postdoctoral psychopharmacology education.

In 2004, Louisiana became the second state to grant prescription authority to psychologists. The first 50 Louisiana psychologists to qualify for prescription authority in Louisiana all graduated from our program, and on February 18, 2005, one of our graduates (and current faculty member), John Bolter, PhD, became the first civilian psychologist to write a prescription. As of May 2007, our graduates in Louisiana have safely written over 30,000 prescriptions.

Also in 2004, Alliant International University was selected by APA Division 18 (Psychologists in Public Service) to partner with them on a nationwide project to train 100 public service psychologists to prescribe psychotropic medications. We were honored to be selected for this program, and are excited to be working with Division 18 on this historic project. Currently 22 psychologists from Division 18 are students in our program, and we hope to have the additional 78 students enrolled in the program in the near future.

In addressing the need for extensive postdoctoral training in psychopharmacology, the faculty considered several developments affecting the delivery of mental health services:

- The rapid expansion in knowledge of biological substrates of many mental disorders, and the need to integrate pharmacological and psychological treatments.
- The practices of managed care resulting in the majority of psychotropic medications being prescribed by primary care physicians who have neither specialized training in mental health, nor sufficient time to evaluate mental health needs.
- State legislation in California encouraging psychologists at both the doctoral and postdoctoral levels to obtain additional training in the areas of biological psychology, medical psychology, and behavioral neuroscience in order to collaborate more effectively with primary care physicians in treating patients with mental disorders.
- Statistics showing that fewer psychiatrists are being trained by U.S. medical schools, with almost 50% of psychiatric residencies filled by graduates of medical schools outside the U.S.
- The documented shortage of mental health professionals trained to meet the psychopharmacological needs of rural and underserved populations.

The overall goal of the Postdoctoral Master of Science Program in Clinical

Psychopharmacology is to educate practicing psychologists to work collaboratively with other health care professionals who prescribe medication, and to integrate medication and its management in the holistic biopsychosocial treatment of mental disorders. The program conforms to the recommended curriculum of the American Psychological Association, including courses in Clinical Biochemistry, Neuroscience, Pathophysiology/Clinical Medicine, Pharmacology, Psychopharmacology, Special Populations (including gender and ethnic issues, child, geriatric, chemical dependency, chronic pain and chronic medical conditions), Pharmacotherapeutics, and Physical Assessment/Laboratory Examinations. The program curriculum requires 459 hours, including an 18-hour Home Study Review Course for the PEP (Psychopharmacology Examination for Psychologists). The curriculum is designed with the rigor and breadth necessary to train professionals in psychopharmacology. At the same time, it focuses on issues central to the clinical demands and interests of practicing psychologists. The program is committed to incorporate additional guidelines of the American Psychological Association as they develop.

Currently, admission to the program is available to licensed psychologists who hold a doctoral degree. Graduates holding a doctorate from an APA-accredited program in clinical psychology, who are in the process of meeting their postdoctoral licensure requirements, may be admitted, subject to a review by the Program Director.

The program offers:

- In-depth, systematic training in the scientific foundations and clinical applications of psychopharmacology
- The Postdoctoral Master of Science degree in Clinical Psychopharmacology
- Continuing Education credit for most courses

### Program Objectives

On completion of this program, students will have a basic understanding of

- 1) The scientific foundations of psychopharmacology, including (but not limited to)
  - Biochemical foundations of psychopharmacology
  - Normal human anatomy and physiology, specifically the neurological, endocrine, gastrointestinal, metabolic, cardiovascular, immune, respiratory, renal, and reproductive systems
  - The relationship of medical disease to psychiatric syndromes and symptoms
- 2) The clinical applications of psychopharmacology, including
  - Basic classes of prescription medications, over-the-counter medications, and herbal and nutritional products, and how these interact with psychopharmacological products
  - The major classes of medications related to mental illness, specifically indications, side effects, toxic effects and discontinuation syndromes, as well as drug-drug interactions
  - Use of psychoactive medications with specific populations, including different age and ethnic groups, gender, and co-morbid conditions such as chronic medical disease, chronic pain, chemical dependency, etc.
- 3) Research and legal/ethical issues related to the practice of psychopharmacology

Students considering applying to CSPP predoctoral clinical psychology programs should note that courses in neuroanatomy, neurophysiology and neurochemistry, which may have been taken as part of the predoctoral curriculum or previous coursework, can be considered for transfer credit for similar courses in the Postdoctoral Master of Science Program, thus reducing the course load of the program.

### Coursework: Psychopharmacology

- PPH 6901 Independent Study in Psychopharmacology (1.6 units)
- PPH 6905 Clinical Biochemistry (1.6 units)
- PPH 6911 Clinical Medicine/Pathophysiology (4 units)
- PPH 6915 Neuroscience: Neurophysiology (1.6 units)
- PPH 6921 Neuroscience: Neuroanatomy/Neuropathology (2.4 units)
- PPH 6925 Neuroscience: Neurochemistry (1.6 units)
- PPH 6930 Pharmacology (2 units)
- PPH 7905 Clinical Pharmacology (2 units)
- PPH 7910 Psychopharmacology (3.2 units)
- PPH 7900 Special Populations I (2.4 units)
- PPH 7901 Special Populations II (1.6 units)
- PPH 7915 Chemical Dependence (0.8 units)
- PPH 7920 Pharmacotherapeutics (Research; Ethics and Legal Issues; Integration of Psychotherapy and Pharmacotherapy) (2.4 units)
- PPH 7925 Physical Assessment (1.6 units)

### Postdoctoral Master of Science in Clinical Psychopharmacology Faculty:

**Steven R. Tulkin, PhD**, Program Director

**Claire Advokat, PhD**

**John Bolter, PhD**

**Thomas Brady, MD**

**Joseph Comaty, PhD**

**Mary Gutierrez, PharmD**

**Rita Hargrave, MD**

**Elaine Orabona Mantel, PhD**

**David Presti, PhD**

**John D. Preston, PsyD**

**John L. Reeves, II, PhD**

**Morgan T. Sammons, PhD**

**Randall Tackett, PharmD**

**Alice Van Alstine, MD**

For a detailed description of program faculty background, research and practice interest, please see the alphabetical listing of faculty for the California School of Professional Psychology at the end of the catalog.

## Clinical Psychology: MA Program, Japan

### Master's Level Practitioners

The goal of the Japan Clinical Psychology Master of Arts program is to develop masters-level practitioners who are capable of applying psychological knowledge to their work in a wide variety of settings serving children and families in Japan. These settings may include private practice, mental health clinics, community mental health centers, inpatient mental health facilities, medical settings, educational settings and workplace settings, among others.

Learning objectives of this program are to train students who have successful psychotherapeutic intervention skills with a special focus on children and their families; who are able to conduct appropriate and accurate assessments; and who are able to integrate and adapt western psychological interventions to appropriate Japanese cultural contexts.

This program is an innovative training program that uses both traditional face-to-face teaching methods, as well as online educational approaches and, with a few exceptions, is taught primarily in Japanese. Admission requirements are: written and oral fluency in Japanese; possession of a bachelor's degree; written recommendations; a personal essay; a brief essay on topics chosen by the Program; and an interview with the admissions committee. Classes are provided in Tokyo, in the U.S., and online by psychological professionals from both Japan and the United States. The program requires 48 semester credit units, which includes practicum experience as well as completion of a master's thesis. The program administration is headquartered at the San Francisco campus with a satellite campus in Tokyo.

### Coursework

There are a total of 48 semester units required for the degree of Master of Arts for this Clinical Psychology program. Curriculum requirements are subject to change. More information about specific course

requirements can be obtained by visiting the Japanese program website at <http://www.cspjapan.com/>

### First Year

- PSY 6115 Developmental Psychology (3 units)
- PSY 6527 Personality Theories (3 units)
- PSY 6203 Psychopathology (3 units)
- PSY 6204 Psychopathology (3 units)
- PSY 6141 Clinical Psychology (4 units)
- PSY 6142 Clinical Psychology (4 units)
- PSY 6557 Professional Development & Group (First Year) (1 unit)
- PSY 6558 Professional Development & Group Approaches (First Year) (1 unit)
- PSY 7539 Family & Couples Psychotherapy (3 units)

### Second Year

- PSY 6221 Professional Ethics (2 units)
- PSY 6005 Research Methodologies & Statistics (3 units)
- PSY 6535 Sociopathology (3 units)
- PSY 6536 Sociopathology (3 units)
- PSY 6214 Clinical Interviewing (4 units)
- PSY 6213 Clinical Interviewing (4 units)
- PSY 6516 Psychotherapy Techniques - Child Emphasis (3 units)
- PSY 7557 Professional Development & Group Approaches (Second Year) (1 unit)
- PSY 7558 Professional Development & Group Approaches (Second Year) (1 unit)

### Third Year

- PSY 6991 Master's Paper in Clinical Psychology (2 units)
- PSY 6992 Master's Paper in Clinical Psychology (2 units)
- PSY 6581 Clinical Assessment (4 units)
- PSY 6582 Clinical Assessment (4 units)
- PSY 7531 Basic Practicum (2 units)
- PSY 7532 Basic Practicum (2 units)
- PSY 7573 Advanced Practicum (4 units)
- PSY 7574 Advanced Practicum (4 units)
- PSY 7520 Community Psychology (3 units)

### Clinical MA Program Faculty: Japan

**Akira Enatsu, MA**

**Mikang Hong, PsyD**

**Miwako Y. McDonough Ishii, MS**, Assistant Program Director

**Tomoko Ishii, PhD**

**Angelica Junko Isomura, PhD**

**Yoshiyuki Kogo, MA**

**Shinya Maruya, PsyD.**

**Kazumi Nishio, PhD**

**Nahoko Nishizawa, PsyD**

**Akiko Jun Ohnogi, PsyD**

**Satoru Saito, MD**

**Yoko Kay Tanaka, PhD**, Associate Director

**Reiko Homma-True, PhD**, Program Director

**Sayuri Wada, MA**

**Toshiko Watanabe, PsyD**

## Masters of Arts in Counseling Psychology with Emphasis on Family and Communities, Mexico City

### Master's Level Practitioners

The Counseling Psychology program is operated by the California School of Professional Psychology at Alliant International University and provides an opportunity to earn a United States issued Masters Degree at Alliant's Mexico City site. The primary aim of the program is to train students to be competent clinicians prepared to work in our increasing globalized and interconnected world. The program holds a liberatory education philosophy, espoused by the Brazilian educator Paulo Freire, which emphasizes the importance of dialogue in learning. Students are taught liberation psychology concepts that have evolved from the ideas of Ignacio Martin-Baro. The program emphasizes a systems approach in its clinical training for working with individuals, couples and families. After completing the program, students will be able to:

- Assess and treat a broad spectrum of individual and relationship problems, including issues such as substance abuse, couple conflict, sexual dysfunction, anger, depression and parenting.
- Have an awareness of indigenous psychologies and various applications of these approaches in clinical practice.
- Training also assists students in understanding and addressing contextual factors such as oppression, injustice, poverty and other social realities that impact the lives of clients.

### Coursework

This program is an innovative training program that uses traditional face-to-face teaching methods, week long intensives, as well as occasional online distance learning technology.

The program requires 48 semester credit units taught in cohorts of students on site at the Alliant site in Mexico City, Mexico. All instruction occurs in English. Classes are typically taught in the evening with occasional weeklong intensives in the more applied areas of counseling and through online instruction. Additionally, masters students are required to complete a minimum of 50 professional development hours (such as workshops, in-service trainings, professional conferences and individual, family, or group therapy experiences). 25 of the 50 hours are required to be some form of a personal therapy experience.

During the second year students complete a clinical practicum in appropriate and established agencies throughout Mexico City. Students must gain 500 hours of face to face clinical experience under the supervision of qualified supervisors. The practicum process culminates with the completion of Final Practicum Case Presentation (FPCP) in which the student writes a document about their theory of counseling and gives an oral presentation.

The unique location and nature of the program allows us to attract internationally known experts and published authors with established knowledge in the specific course content areas taught in the program. Students have the added enriching opportunity of taking classes with international immersion program participants from around the world and with students in the Marriage and Family Therapy Mexico Satellite program. Although it not a program requirement, non-Spanish speaking students are strongly encouraged to take advantage of Spanish language coursework that has been specifically designed for future mental health workers that is available at the Mexico City site. In addition to earning the Masters degree in Counseling Psychology, the program hopes to help address the language barrier that often creates barriers for Latino clients seeking competent mental health services. More information about the program can be obtained by visiting the program website: <http://csppmexico.alliant.edu> or emailing the Program Director, Dr. Jason J. Platt at [jplatt@alliant.edu](mailto:jplatt@alliant.edu).

### First Year Courses

- PSY 6308 Interviewing Tech. (2 units)
- PSY 6309 Interviewing Tech. Lab (.5 units)
- PSY 6326 Diversity and the Family (2.5 units)
- PSY 6312 MFT Theories (4 units)
- PSY 6310 MFT Law and Ethics (3 units)
- PSY 6313 MFT Techniques (3 units)
- PSY 6323 MFT Techniques Lab (1 unit)
- PSY 6328 Individual and Family Life Cycle (3 units)
- PSY 6643 Cross Cultural Topics: Critical Issues in Latin America (3 units)
- PSY 6311 Intro to Psychopathology (3 units)
- PSY 6654 Psychology of Ethnic Diversity: Latin American and Liberation Psychologies (3 units)
- PSY 7360 Practicum (3 units)

### Second Year Courses

- PSY 7543: Intro to intervention: Systems Approaches (3 Units)

- PSY 6051 Data analysis/resDesign/ProgEval Statistics (3 units)
- PSY 6317 Parent-Child Therapy (3 units)
- PSY 7360 Practicum (3 units)
- PSY 7330 Family CD (2 units)
- PSY 7311 Couples Therapy (3 units)

### Masters of Arts in Counseling Psychology (MA) Teaching Faculty

**Steve Brown, PhD**

**Laura Patricia Betancourt Arriaga, PhD,**  
Clinical Training Coordinator

**Darryl Freeland, PhD**

**Ann Lawson, PhD**

**Gary Lawson, PhD**

**Jason Platt, PhD,** Program Director

**Luis Vargas, PhD**

**Scott Woolley, PhD**



# G raduate School of Education

## GRADUATE SCHOOL OF EDUCATION (GSOE)

The Graduate School of Education at Alliant International University offers a full spectrum of credential, master's and doctoral degree programs geared toward preparing leaders who can meet the educational needs of the 21st Century. The Graduate School of Education draws on its close connection to the California School of Professional Psychology by integrating important psychological concepts into all teacher education programs and providing a special focus on what is successful in education, especially in the areas of classroom climate management, inclusive pedagogy, performance assessment and the application of neuropsychology to effective teaching, learning, assessment and mentoring of diverse learner populations.

The Graduate School of Education is proud of its teacher education programs. These are CCTC-approved credential programs for Preliminary Multiple Subject; the Preliminary Multiple Subject with BCLAD Spanish or Hmong Emphasis; and the Preliminary and Clear Single Subject. In addition, the Graduate School of Education offers master's and doctoral programs in Educational Leadership and Management, Higher Education, School Psychology, Teaching English to Speakers of Other Languages and Teaching. The Master of Arts in Education program in Teaching (with NBTS preparation) is online.

Systemwide Dean: Dr. Karen Webb  
Phone: (415) 955-2065  
E-mail: kwebb@alliant.edu

The Graduate School of Education offers programs in the following areas:

### Master's Degree Programs

- Educational Administration with Preliminary Credential (MAEd)
- Educational Administration: Higher Education (MAEd)
- School Psychology with PPS Credential (MAEd)
- Teaching (MAEd) (On site and online) With Preliminary Teaching Credential
- Teaching (MAEd)(Online)
- Teaching English to Speakers of Other Languages (TESOL) (MAEd)

### Doctoral Degree Programs

- Educational Leadership and Management (EdD)
  - K-12 Administration
  - Higher Education (Community College and University Administration)
- Educational Psychology (PsyD)
- Teaching English to Speakers of Other Languages (EdD)

### Teacher Credential Programs

- Preliminary Multiple Subject
- Preliminary Single Subject
- BCLAD in Hmong and Spanish

### SERC

The GSOE SERC (Student Evaluation Review Committee) may be called by the campus program director when there is concern that

a GSOE student or program Candidate may not successfully complete the program's coursework or comprehensive examination and move into Candidacy, may not successfully complete Candidacy, or may not be recommended for a credential. The SERC consists of the site program director, the systemwide program director, and a faculty member in the Program. The SERC meets with the student to discuss concerns, reasons for referral, reasons for dismissal from the Graduate School of Education, plans for resolution, and SERC recommendations. Please refer to the Alliant International University Student Handbook for additional information regarding the "Student Code of Conduct" and "Problem Solving and Informal Dispute Resolution Guidelines."

### School Psychology Programs in Los Angeles, Irvine, San Diego and San Francisco

There are currently 5.5 million school-age children attending 8,000 schools in California. The need for school psychologists was formally mandated in the 1970s with the passage of Public Law 94-142, requiring that all children with special needs be evaluated, provided with the appropriate support and placed in the least restrictive learning environments possible.

The Los Angeles, San Diego, and San Francisco Campuses and the Orange County Center in Irvine offer a five year program leading to a PsyD in Educational Psychology: School Psychology Emphasis, with a master's degree and PPS credential awarded after the second and third year in School Psychology. Qualifying students who already have a PPS Credential in School Psychology can enter the

five-year program starting with the third year. A separate, two-year program in School Psychology is also offered, which leads to a master's degree (43 semester units). An additional 17 units (7 units of coursework and practicum, and 10 units of a 1200 hour internship), 60 total semester units, will lead to a PPS School Psychology Credential. The program is accredited by the California Commission on Teacher Credentialing (CCTC).

### School Psychology Areas of Study

#### *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 developmental psychopathology, cultural influences and human diversity issues in school and child psychology, as well as psychopharmacology, and interdisciplinary group facilitation.

Students also complete coursework in six focus areas: adolescent interventions, infant and preschool mental health (including assessment and intervention) and pediatric psychology; child neuropsychological, multicultural counseling and provision of services for children and adolescents in alternative placements.

### Master's Degree/PPS in School Psychology

With increasing frequency, schools must find ways to help students learn while coping with a broad array of challenges that include language and cultural barriers; exposure to violence, victimization, or substance abuse; and attention deficit and other neurological and behavioral disorders.

The master's degree program in school psychology prepares students to gain the PPS (Pupil Personnel Services) credential that allows them to practice in California's schools.

During the two-year master's degree program, students will take evening classes and engage in fieldwork. Upon completion of 43 semester units (including 450 practicum hours), candidates will qualify for the master's degree in School Psychology. For students seeking the PPS Credential in School Psychology, most complete an addition 17 units (7 units of coursework and practicum, plus 10 units of a 1200 hour internship). Paid internships are dependent on the budgets and policies of individual school districts. While working as interns in the third year, qualified students will be able to enroll concurrently in the PsyD program, classes meeting in the evenings to accommodate working professionals. Thus, students who enroll in the PsyD program while completing internships will be completing the last year of the credential program simultaneously with the first year of the PsyD program. This reduces the time-to-degree from six to five years.

The master's degree and credential programs in school psychology will be of interest to recent college graduates with bachelor's

degrees, current teachers, school personnel and people in other related fields. The program can be completed by those who work at other jobs during the week as long as students allow for approximately six to eight "school-time hours" (K-12) per week to complete course/practicum assignments. To complete the credential in the third year, students will need to complete 1200 hours of a paid internship **or** 1200 hours of an unpaid field-placement (or combination of both) at a public school district.

Applicants for admission to the master's degree program in school psychology will need to have a grade point average of 3.0 on a 4.0 scale in their undergraduate work.

Participants will also need to pass the CBEST exam prior to starting an internship.

Those students who finish the master's degree (43 semester units) program, and the additional 17 semester units for the PPS School Psychology Credential and want to pursue the doctorate (PsyD) will then enter the Advanced Standing PsyD degree program; which is currently enrolling students and is described below.

### Doctor of Psychology Degree in Educational Psychology

#### School Psychology Emphasis

The Doctor of Psychology in Educational Psychology program is open to applicants who already hold (or are in the process of completing) a master's degree in school psychology and who either hold a PPS School Psychology Credential or are in the process of completing it. School psychology interns are also eligible. Credentialed school psychologists who currently practice with a master's level degree and wish to obtain a doctoral degree will find this three-year program and study format ideally suited to their goals. The program takes three years to complete.

The PsyD in Educational Psychology program is offered in an "executive format" for working professionals, with classes meeting

## Graduate School of Education

on evenings and weekends. It involves coursework, completion of a PsyD project and additional research/applied work.

During the first two years of the three year program, students take advanced theory and assessment skills courses as well as advanced school-based research design, program development and evaluation, psychopharmacology, and developmental psychopathology courses. In addition, during each of the six semesters, students will take a course in a special interest area. These special focus areas will help students decide on a topic for their PsyD projects. At the end of the second year, students will begin to formulate concepts for their PsyD projects, which they will complete by the end of the third year. In addition to working on doctoral projects, the third year includes an optional doctoral level internship, a professional roles course, and two special focus area courses.

### Special Focus Areas

School psychologists work with children who have a wide range of special needs, in a constantly changing, complex society. Appropriate/relevant special topics are continually researched and developed. Students will complete six special focus area courses, selected from list of many topics, which differ from campus to campus.

Some current topics include:

1. Adolescent Interventions
2. Multicultural Counseling
3. Pediatric psychology
4. Infant and preschool mental health, including assessment and intervention
5. Child neuropsychology
6. Provision of services for children and adolescents in alternate placements

## Five-Year PsyD Program Requirements MA/PPS Program

### Year 1

**Field Placement - 6 to 8 hours per week  
38 weeks per year (228 - 304 hours)**

### Semester 1

- PPS 6001 Practicum (1 unit)
- PPS 6007 Orientation to the Profession of School Psychology (1 unit)
- PPS 6009 Child through Adolescent Development: Biological, Behavioral, Cognitive (2 units)
- PPS 6030 School Programs and Community Services (1 unit)
- PPS 6025 Methodology of Educational Research (2 units)
- PPS 6011 History of Psychological Services in Schools (2 units)

### Intersession I

- PPS 6028 Legal and Ethical Issues in School Psychology (1 unit)
- PPS 6012 California and National Special Education Laws (1 units)

### Semester 2

- PPS 6002 Practicum (1 unit)
- PPS 6013 School Counseling: History, Philosophy and Trends (2 units)
- PPS 6026 The Social Psychology in Educational Settings (2 units)
- PPS 6010 Multicultural Children, Adolescents & Their Families (2 units)
- PPS 6008 Principles of Curriculum Construction (2 units)

### Semester 3

- PPS 6003 Practicum (1 unit)
- PPS 6040 Case Study Development 1: Introduction to Psycho-Educational Assessment (2 units)
- PPS 6022 School Safety, Violence Prevention, Crisis Intervention (2 units)

### Year 2

**Field Placement - 6 to 8 hours per week  
38 weeks per year (228 - 304 hours)**

### Semester 4

- PPS 6004 Practicum (1 unit)
- PPS 6032 Cultural Family Intervention/ Collaboration in School Settings (2 units)

- PPS 6041 Case Study Development 2: Individual Child Assessment (2 units)
- PPS 6042 Assessment of Learning Problems and Intervention Strategies (2 units)

- PPS 6019 Program Development and Evaluation (2 units)

### Intersession II

- PPS 6021 Collaborative Consultation /Data Driven Instruction (2 units)

### Semester 5

- PPS 6005 Practicum (1 unit)
- PPS 6015 Behavior Management in the Classroom (2 units)
- PPS 6043 Alternative/Eligibility Assessment (2 units)
- PPS 6044 Advanced Psychological Assessment Applied to Atypical Populations (2 units)
- PPS 6018 Academic Intervention: Accommodation and Modification (credential program) (2 units)

**Award Master's Degree Total 43 units**

### Semester 6

*(Continuing Credential Students)*

- PPS 6006 Practicum (1 unit)
- PPS 6017 Advanced Behavior Analysis and Interpretation (2 units)
- PPS 6027 Professional Roles: Comprehensive Examination (2 units)

### Year 3

- PPS 7001, Internship 1,200 hours (5, 5 units)  
7002

Apply for PPS Credential after completion of MA (43 units) and additional 17 units of coursework, Practicum and Internship

**PPS Credential in School Psychology Total 60 units**

**Advance to Advanced Standing Courses**

Note: during the third year of the MA/PPS program, candidates are simultaneously completing their PPS credential internship and continuing courses in the Advanced Standing PsyD Program.

All Advanced Standing courses are offered in "executive format" and there is no sequence to the classes (except for EDP 8001/8002 and

EDP 9901/9902/9903). Therefore, candidates may join the program at any time during the year, whenever a new course is offered. If candidates complete the seven units offered each Fall and Spring semester, and the four units offered during the first and second summer semesters, they can complete the required 50 units within three years. However, because in Year 3 and 4, PsyD courses are offered every other year, candidates who choose to take fewer units each semester will consult with their advisor to ensure completing all courses within the five year limit. The additional 10 unit doctoral level internship is currently optional.

### Three-Year Advanced Standing Program

#### Years 3 and 4

- EDP 8051 Special Focus Area 1, Family: Multicultural Counseling (3 units)
- EDP 8028 Advanced Alternative Psycho-Educational Assessment (2 units)
- EDP 8010 Organizational Psychology and Management in Systems: Consultation (2 units)
- EDP 8052 Special Focus Area 2, Adolescent Development/Intervention (3 units)
- EDP 8018 Inter-disciplinary Group Facilitation (2 units)
- EDP 8023 Behavior Interventions and Crisis Management in the Classroom (2 units)
- EDP 8016 Current Trends/Legal Issues in School and Child Psychology (2 units)
- EDP 8025 Psychopharmacology (2 units)
- EDP 8053 Special Focus Area 3, Pediatrics Psychology (3 units)
- EDP 8001 Psychological Intervention with Children and Adolescents 1 (2 units)
- EDP 9001 Internship - Doctoral Level (optional) (2.5 units)
- EDP 8054 Special Focus Area 4, Infant/Preschool Assessment (3 units)

- EDP 8030 Human Diversity: Sociocultural Influences on the Developing Child (2 units)
- EDP 8002 Interventions with Children and Adolescents 2 (2 units)
- EDP9002 Internship - Doctoral Level (optional) (2.5 units)
- EDP 9901 PsyD Project: Beginning Development (2 units)
- EDP 8050 Advance School-based Research Design, Program Development and Evaluation (2 units)

#### Year 5

##### Semester 1

- EDP 8055 Special Focus Area Level 5, Child Neuropsychology (3 units)
- EDP 9903 Internship - Doctoral Level (optional) (2.5 units)
- EDP 9902 PsyD Project: Intermediate Phase (2 units)
- EDP 9931 Professional Roles (2 units)
- EDP 8056 Special Focus Area Level 6, Provision of Services for Children and Adolescents in Alternative Placements (3 units)
- EDP 9004 Internship - Doctoral Level (optional) (2.5 units)
- EDP 9903 PsyD Project: Final Phase (2 units)
- EDP 9932 Professional Roles (2 units)

**Units required for PsyD degree 50 units**  
(10 unit pre-doc internship - optional)

### Teacher Credential Programs – TeachersCHOICE

The Graduate School of Education at Alliant International University has developed a set of reality-based teacher education programs – TeachersCHOICE – with the understanding that students bring many different skills, experiences and capacities to the teacher preparation program. Our Programs focus on pragmatic skills development and professional practice. TeachersCHOICE programs include the following routes for the preliminary teaching credential:

- Student Teaching
- Standard Intern Teaching
- *Early Completion Option* Intern Teaching

The GSOE offers credential programs embedded in a master’s program that lead to the following California teaching credentials:

- Preliminary Multiple Subject
- Preliminary Multiple Subject Bilingual
- Cross-Cultural Language Acquisition and Development (B-CLAD) Emphasis
- Preliminary Single Subject

#### Teacher Education Curriculum Focus

The teacher education curriculum is relevant to real people’s lives and real people’s needs. It covers all state-mandated elements and augments these in five important areas:

- Developing expertise in instructional technology
- Ensuring multicultural competencies
- Understanding the application of neuroscience to the learning and teaching of diverse learner populations
- School climate management and violence prevention
- Teaching English learners

#### 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 continues to be at the core of Alliant International University programs.

### The Neuropsychology of Learning and of Diverse Learning Styles

Research into human learning, development and motivation has been very fruitful during the past decade. Advances in our understanding of thinking, memory, cognition and motivational processes are fundamental to Alliant International University teacher preparation programs.

Alliant International University-trained teachers receive a thorough grounding in the neuropsychology of learning. Teachers learn how to use individual differences and diversity to enrich learning and to produce results. They understand that complex subject matter is learned most effectively through an intentional process of constructing meaning from information and experience. They know how to support and guide different kinds of students in creating meaningful, coherent representations of knowledge. They understand the motivational and affective factors, developmental influences and individual differences that make up human diversity.

### Anger Management and Violence Prevention

As the series of violent incidents at schools over the past several years has illustrated, none of our school districts is immune to violence. But America's students cannot be expected to learn or meet high standards in

schools where they are threatened by violence.

Data show that early intervention can powerfully redirect children's angry or violent impulses. Caring teachers who know how to make an early positive impact on the growth and development of children and adolescents, as well as how to involve parents and the larger community in their efforts, can make a significant difference in preventing violence.

The teacher preparation programs at Alliant International University draw curricular elements from successful violence suppression efforts and other interventions, providing teachers with the training they need to spot violent tendencies and to intervene constructively when they see signs of incipient violence. Graduates will have learned techniques for pro-social mediation and dispute resolution and for teaching young people how to express their negative emotions—fears, doubts, feelings of loss or alienation—in nonviolent, nondestructive ways. These curricular elements are continuously evaluated and studied to substantiate their effectiveness through scientific research.

### Teaching English Learners

With the changing demographics in the state of California and other parts of the United States, teachers need to be skilled in teaching the increasing number of English language learners. The Alliant teacher education programs focus on training prospective teachers to use strategies to promote English language development while making the content area matter accessible to English learners. Additionally, the programs recognize the strong role students' backgrounds, culture and prior knowledge play in learning a new language and stress the importance of working with parents and community to support English language learners.

### Program Length and Schedule

Alliant International University teacher preparation programs are available on a full-time or part-time basis. The full-time option allows the program to be completed in two

semesters with a fall start; the part-time option takes two years. Students who opt for full-time study will attend classes for a semester, followed by a semester of student teaching. The Intern Credential Program is a two semester, full-time program. 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 meet during evenings and/or weekends to accommodate work schedules.

### Supporting Alliant Graduates

Research shows that the first two years of a new teacher's career are an extremely important and pivotal time in which key competencies-and confidence-are solidified. The quality of the first two years of teaching will often set the tone for an entire career thereafter.

A unique feature of the teacher training programs at Alliant International University is a two-year follow-up program that supports graduates as they enter their teaching careers. A combination of group support, structured mentoring and access to experienced master teachers are offered to all program graduates as they solidify their skills and gain essential experience in the classroom.

### Program Locations

TeachersCHOICE Teaching Credential programs are offered in Los Angeles, Sacramento, Fresno, San Diego and the San Francisco Bay Area. The BCLAD Spanish and Hmong language is offered at select locations.

To find out when programs begin in your area, please contact the admissions office at (866) U-ALLIANT.

### Tier I: Admissions Criteria for GSOE

To be admitted to the Preliminary Multiple Subject or Single Subject Credential Programs, applicants must:

- Possess a baccalaureate degree from a regionally accredited institution of higher education.

- Have an overall grade point average of at least 2.5 on a 4.0 scale, or a GPA of at least 3.0 in your undergraduate major, or a GPA of 3.0 for any graduate work completed.
- Participate in an interview with program director and/or GSOE Admissions Panel and receive a favorable review.
- Pass the California Subject Examination for Teachers (CSET) (For the Preliminary Multiple Subject Credential) prior to beginning student teaching / intern teaching.
- Pass the California Examination for Teachers (CSET) or obtain a Single Subject matter equivalency letter from an approved University in their appropriate subject area (For the Preliminary Single Subject Credential) prior to beginning student/intern teaching.
- All Intern Program applicants are required to verify successful completion of a collegiate-level course or examinations covering the principle and provisions of the United States Constitution. If you are a California State University (CSU) graduate, you have automatically fulfilled this requirement. A grade of “C” or better must be earned.
- All Early Completion Option applicants are required to verify passage of the appropriate Teaching Foundations Examination (TFE).
- BCLAD candidates must demonstrate language proficiency in the target language prior to entry.
- 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 International University Admissions Office.
- Possess a CCTC Certificate of Clearance prior to beginning any coursework.

### 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. Any question about personal qualifications must be resolved prior to beginning the credential program (Please see Alliant Credentials Analyst). Applicants are encouraged to contact the California Commission on Teacher Credentialing for more information:

Website: <http://www.ctc.ca.gov>  
 Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)

### Tier II: Admissions Criteria and Student Teaching

Student teaching assignments will only be made after the candidate has gained Tier II standing. In order to gain Tier II standing for student intern teaching, candidates will:

- Be fully admitted to Alliant.
- Maintain a GPA of 3.0 or better at Alliant in teacher education coursework with no D or F grade.
- Must pass the CSET (California Subject Examination for Teachers) prior to beginning student teaching (for Multiple Subject candidates). Take and pass the RICA exam before exiting the program.
- Must pass the CSET or obtain a Single Subject matter equivalency letter from an approved University in their appropriate subject area (For the Preliminary Single Subject Credential) prior to beginning student/intern teaching.
- Have a Statement of Release on file in the Credentials Office.
- Have a Certificate of Clearance on file with the Credentials Office.
- Have completed at least 14 units of teacher education coursework, at least 8 units of which must have been completed in residence at Alliant (including school site practicum, student teaching only).

- Have all official transcripts on file with the Credentials Office.
- Complete a student teaching placement form.
- Multiple Subject Candidates: Under Public Law 107-110, the No Child Left Behind Act (NCLB) requires that all teachers “new to the profession” must demonstrate subject matter competency by examination. The CSET multiple subjects exam is required.
- Program director will make final recommendation to admit student to student/intern teaching.

### State of California Student Teaching Requirements

1. Student teaching shall be for one full semester (at least 18 weeks) of successful full-time experience at designated school sites.
2. Candidates are required to participate in all of the activities normally expected of a classroom teacher.
3. Student teaching shall provide for a full day experience.
4. Student teaching shall provide for teaching experience in at least two grade levels.
5. Student teaching shall provide for a candidate to have full teaching responsibility of the total class, all day, for a period of at least two full weeks during the student teaching field experience.
6. Student teaching shall provide for a cross-cultural experience in a classroom where a number of the students are of an ethnic, cultural and/or socioeconomic background different from that of the candidate.
7. Students are required to attend seminars as designated while actively engaged in student teaching.
8. Students receive grades of “credit” or “no credit”

### Recommendation for the California Preliminary Teaching Credential

To make recommendations for credentials to the California Commission on Teacher

## Graduate School of Education

Credentialing (CCTC), the Credentials Office must submit all of the following for each candidate:

- Evidence of successful completion of the 26-28 semester-unit teacher credential education program component with a minimum GPA of 3.0 (No D's or F's) or successful completion of the 14 semester-unit Early Completion Option teacher credential education program.
- A verification card indicating the candidate has passed the CBEST.
- An application for the credential in the Credentials Office of the Graduate School of Education.
- All credential applicants are required to verify successful completion of a collegiate-level course or examinations covering the principle and provisions of the United States Constitution. If you are a California State University (CSU) graduate, you have automatically fulfilled this requirement. A grade of "C" or better must be earned.
- Demonstration of successful completion of the competencies required by the CCTC, inclusive of the Teaching Performance Assessments, and the successful passing of an exit interview with the director of the Teacher Education program.
- Evidence of successful completion of RICA (For Multiple Subject Candidates only).

### Procedures for Appeal

Applicants who are not accepted into the program, recommended for advancement to student teaching, or recommended for the credential may submit a written request to the Systemwide Program Director of Teacher Education appealing the decision. In such cases the applicant may elect to bring up to two peers (for observation and as resource persons) to make a presentation before the faculty or chair. The faculty will have up to two persons present for observation and as resource persons at the hearing. The faculty will, upon hearing the student's appeal and all other evidence, write its recommendation to the systemwide program director who

makes the final decision for the University. In cases where the Graduate School of Education Department declines to recommend a student for a teaching credential, the student may apply directly to the Commission on Teacher Credentialing.

### Transfer of Credit

All credits must have been earned within seven years prior to the request for transfer. All transfer credit must be completed from an approved state program and regionally accredited university. Requests are reviewed by the Director of Teacher Education. A maximum of six units will be accepted for transfer with the grade of B or better. Once enrolled at Alliant, all courses must be taken in residence. (Student/Intern teaching must be taken in residence at Alliant.)

## TeachersCHOICE Education Program Curriculum: Preliminary Multiple Subjects Credential Programs (Student Teaching and Standard Intern Teaching)

### Preliminary Multiple Subject Programs

The following curriculum is to be completed by all preliminary credential program students who have not completed a teacher preparation program. The schedule shown applies to full-time students and can be completed in one academic year. Part-time students take the same courses, but courses can be completed over two years. The Alliant International University teacher credential programs are accredited by the California Commission on Teacher Credentialing.

### Requirements **28 units**

#### *Semester 1*

#### **Educational Psychology and Pedagogy Cluster **14 units****

- EDU 6000 Educational Foundations (1 unit)
- EDU 6001 Psycho-educational Development of Diverse Learners and Classroom Application (2 units)
- EDU 6012 Applied Linguistics Seminar; Teaching Literacy (3 units)

- EDU 6022 Curriculum and Instruction in Diverse Classrooms; Language Arts (1 unit)
- EDU 6032 Curriculum and Instruction in Diverse Classrooms; Mathematics (1 unit)
- EDU 6042 Curriculum and Instruction in Diverse Classrooms: Science (1 unit)
- EDU 6052 Curriculum and Instruction in Diverse Classrooms: Social Studies (1 unit)
- EDU 6062 Principles, Practices and Socio-cultural Issues of Teaching English Language Learners (2 units)
- EDU 6080 School Site Practicum: Multiple Subject (student teaching track only) (2 units)
- EDU 6095 Intern Teaching and Seminar (6 units)

#### *Semester 2*

#### **Quality Performance Cluster **14 units****

- EDU 6072 Instructional Technology Application (2 units)
- EDU 6091 Student Teaching and Seminar; Multiple Subject (12 units)
- or
- EDU 6096 Intern Teaching and Seminar (6 units)

Emergency and pre-intern credentialed teachers with contracts in classrooms may petition to have the 12 units of student teaching and seminar, EDU 6091, fulfilled through being critiqued by an evaluation team whose members are the university supervisor, a certified mentor teacher from the school site and a school administrator. However they must enroll in EDU 6091 and meet the Level II admissions requirements.

## Preliminary Bilingual Cross-cultural Language and Academic Development (BCLAD)

### 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.

**Spanish Language Requirements**

BCLAD candidates must fulfill the 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)

**Preliminary Multiple Subject B-CLAD Spanish Credential Courses**

**Requirements 28 units**

*Semester 1*

**Educational Psychology and Pedagogy Cluster 14 units**

and Pedagogy Cluster 14 units

EDU 6000 Educational Foundations Section 06 Spanish/English (1 unit)

EDU 6001 Psycho-educational Development of Diverse Learners and Classroom Application Section 06 Spanish/English (2 units)

EDU 6012 Applied Linguistics Seminar; Teaching Literacy Section 06 Spanish/English (3 units)

EDU 6022 Curriculum and Instruction in Diverse Classrooms; Language Arts Section 06 Spanish/English (1 unit)

EDU 6032 Curriculum and Instruction in Diverse Classrooms; Mathematics Section 06 Spanish/English (1 unit)

EDU 6042 Curriculum and Instruction in Diverse Classrooms: Science Section 06 Spanish/English (1 unit)

EDU 6052 Curriculum and Instruction in Diverse Classrooms: Social Studies Section 06 Spanish/English (1 unit)

EDU 6062 Principles, Practices and Socio-cultural Issues of Teaching English Language Learners Section 06 Spanish/English (2 units)

EDU 6080 School Site Practicum: Multiple Subject Section 06

Spanish/English (2 units)

*Semester 2*

**Quality Performance Cluster 14 units**

EDU 6072 Instructional Technology Application Section 06 Spanish/English Quality Performance Cluster (2 units)

EDU 6091 Student Teaching and Seminar; Multiple Subject Section 06 Spanish/English (12 units)

or

EDU 6095 Intern Teaching Section 06

EDU 6096 Spanish/English (6, 6 units)

Emergency credentialed teachers with contracts in BCLAD classrooms may petition to have the 12 units of student teaching and seminar, EDU 6091, fulfilled through being critiqued by an evaluation team whose members are the university supervisor, a BCLAD certified mentor teacher from the school site and a school administrator. However they must enroll in EDU 6091, and meet the Level II admissions requirements.

**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.

**Hmong Language Requirement**

BCLAD candidates must fulfill the Hmong Language Emphasis Requirement.\*

\*Completion Options:

Passed FSI at Level 2 (Program Entry Criteria)

Passed FSI at Level 3 (Program Exit Criteria)

**Preliminary Multiple Subject B-CLAD Hmong Credential Courses**

**Requirements 28 units**

*Semester 1*

**Educational Psychology and Pedagogy Cluster 14 units**

EDU 6000 Educational Foundations Section 07 Hmong/English (1 unit)

EDU 6001 Psycho-educational Development of Diverse Learners and Classroom

Application Section 07 Hmong/English (2 units)

EDU 6012 Applied Linguistics Seminar; Teaching Literacy Section 07 Hmong/English (3 units)

EDU 6022 Curriculum and Instruction in Diverse Classrooms; Language Arts Section 07 Hmong/English (1 unit)

EDU 6032 Curriculum and Instruction in Diverse Classrooms; Mathematics Section 07 Hmong/English (1 unit)

EDU 6042 Curriculum and Instruction in Diverse Classrooms: Science Section 07 Hmong/English (1 unit)

EDU 6052 Curriculum and Instruction in Diverse Classrooms: Social Studies Section 07 Hmong/English (1 unit)

EDU 6062 Principles, Practices and Socio-cultural Issues of Teaching English Language Learners Section 07 Hmong/English (2 units)

EDU 6080 School Site Practicum: Multiple Subject Section 07 Hmong/English (2 units)

*Semester 2*

**Quality Performance Cluster 14 units**

EDU 6072 Instructional Technology Application Section 07 Hmong/English Quality Performance Cluster (2 units)

EDU 6091 Student Teaching and Seminar; Multiple Subject Section 07 Hmong/English (12 units)

or

EDU 6095 Intern Teaching Section 07 Hmong/English

Emergency and pre-intern credentialed teachers with contracts in BCLAD classrooms may petition to have the 12 units of student teaching and seminar, EDU 6091, fulfilled through being critiqued by an evaluation team whose members are the university supervisor, a BCLAD certified mentor teacher from the school site, and a school administrator. However they must enroll in EDU 6091, and meet the Level II admissions requirements.



## TeachersCHOICE Education Program Curriculum: Preliminary Single Subjects Credential Programs (Student Teaching and Standard Intern Teaching)

### Requirements **28 units**

*Note: Coursework in Intern Teaching Program may be delivered in a varied sequence.*

#### Semester 1

#### Educational Psychology and Pedagogy Cluster **14 units**

- EDU 6000 Educational Foundation (1 unit)
- EDU 6001 Psycho-educational Development of Diverse Learners Classroom Application (2 units)
- EDU 6112 Applied Linguistics Seminar: Content-Area Reading (3 units)

Choose one:

- EDU 6122 State Standards, Frameworks and Planning for Diverse Classrooms: English (1 unit)
- EDU 6123 State Standards, Frameworks and Planning for Diverse Classrooms: Mathematics (1 unit)
- EDU 6124 State Standards, Frameworks and Planning for Diverse Classrooms: Science (1 unit)
- EDU 6125 State Standards, Frameworks and Planning for Diverse Classrooms: Social Science (1 unit)
- EDU 6126 State Standards, Frameworks and Planning for Diverse Classrooms: Foreign Languages (1 unit)

Choose one:

- EDU 6132 Lesson Development and Instructional Strategies for Diverse Learners: English (1 unit)
- EDU 6133 Lesson Development and Instructional Strategies for Diverse Learners: Mathematics (1 unit)
- EDU 6134 Lesson Development and Instructional Strategies for Diverse Learners: Science (1 unit)
- EDU 6135 Lesson Development and Instructional Strategies for Diverse Learners: Social Science (1 unit)

- EDU 6136 Lesson Development and Instructional Strategies for Diverse Learners: Foreign Languages (1 unit)

Choose one:

- EDU 6142 Resource and Technology Integration in the Diverse Secondary Classroom: English (1 unit)
- EDU 6143 Resource and Technology Integration in the Diverse Secondary Classroom: Mathematics (1 unit)
- EDU 6144 Resource and Technology Integration in the Diverse Secondary Classroom: Science (1 unit)
- EDU 6145 Resource and Technology Integration in the Diverse Secondary Classroom: Social Science (1 unit)
- EDU 6146 Resource and Technology Integration in the Diverse Secondary Classroom: Foreign Languages (1 unit)

Choose one:

- EDU 6152 Assessment of Student Progress of Diverse Learners: English (1 unit)
- EDU 6153 Assessment of Student Progress of Diverse Learners: Mathematics (1 unit)
- EDU 6154 Assessment of Student Progress of Diverse Learners: Science (1 unit)
- EDU 6155 Assessment of Student Progress of Diverse Learners: Social Science (1 unit)
- EDU 6156 Assessment of Student Progress of Diverse Learners: Foreign Languages (1 unit)

and

- EDU 6062 Principles, Practices & Socio-cultural Issues of Teaching English Language Learners (2 units)

- EDU 6180 School Site Practicum: Secondary (Student Teaching Track only) (Language Arts, Mathematics, Science, Social Studies or Foreign Languages) (2 units)

- EDU 6195 Intern Teaching and Seminar (6 units)

### Supervised Field Experience

#### Semester 2

#### Quality Performance Cluster **14 units**

- EDU 6072 Instructional Technology Application (2 units)

- EDU 6191 Student Teaching and Seminar: Secondary (12 units)

or

- EDU 6196 Intern Teaching and Seminar (6 units)

Emergency and pre-intern credentialed teachers with contracts in classrooms may petition to have the 12 units of student teaching and seminar, EDU6191, fulfilled through being critiqued by an evaluation team whose members are the university supervisor, a certified mentor teacher from the school site and a school administrator. However, they must enroll in EDU 6191 and must also meet Level II admissions requirements.

### TeachersCHOICE Education Program Curriculum: Early Completion Option (ECO) Intern Teaching Program

The ECO Intern Teaching Program is a two semester teacher preparation program which includes technology coursework plus an intense, advanced 12-unit component which combines high-level seminars addressing advanced pedagogical methodology as well as a rigorous, consistent observation program which couples the Intern with a field master teacher in a coaching relationship for Intern advancement. The ECO Program is designed for the Candidate with experience in the classroom, the career-changer, and the advanced Candidate. Upon completion of the ECO Program, Candidates may elect to continue in the MAEd – Teaching program, transferring their ECO units into the masters programs.

### Requirements **14 units**

#### Semester 1

- EDU 6097 Intern Teaching and Seminar: Multiple Subject - Early Completion Option (6 units)

or

- EDU 6197 Intern Teaching and Seminar: Single Subject - Early Completion Option (6 units)

#### Semester 2

- EDU 6098 Intern Teaching and Seminar: Multiple Subject - Early Completion Option (6 units)

or

EDU 6198 Intern Teaching and Seminar: Single Subject - Early Completion Option (6 units)

*Semester 1 or 2*

EDU 6072 Instructional Technology Application (2 units)

## Master of Arts in Education with Credential

Students enrolled in the Alliant Post Baccalaureate Teacher Education Program since Fall 2000 and subsequently who have been recommended for the California Preliminary Teaching Credential may apply up to 12 semester units with a minimum grade of B towards requirements for the Master of Arts in Education with a concentration in Teaching or 3 semester units towards the Master of Arts in Education with a concentration in TESOL.

Note: Candidates seeking a Preliminary Teaching Credential may waive Level I technology coursework requirements through successful passage of an AIU-administered technology competency examination. No academic credit is awarded for waived coursework.

The current Teacher Credential Program is embedded within the Graduate School of Education's Master of Arts in Education Program. The preliminary credential and master's degree are obtained concurrently.

In addition to the course requirements discussed in the Student Teaching and Standard Intern tracks in the Teacher Credential Programs section, the following courses are required:

- TCH 7621 Critical Thinking for Teaching and Learning
- TCH 7685 Research Seminar
- TCH 7690 Practicum/Project in Teaching

In addition to the course requirements discussed in the *Early Completion Option* Intern Teaching Programs section, the

following courses are required for the Master of Arts in Education:

- TES 7040 Developing Cross-Cultural Competencies (3 units-online)
- TCH 7621 Critical Thinking for Teaching and Learning (3 units-online)
- TCH 7640 New Models of Instruction and Learning (3 units-online)
- TCH 7660 Methods of Assessment (3 units-online)
- TCH 7685 Research Seminar (3 units-online and on ground)
- TCH 7690 Practicum/Curriculum Project (3 units-online and on ground)

## Master of Arts in Education

### Degree Requirements

30 semester units for concentrations in Educational Administration, Teaching, and Teaching English to Speakers of Other Languages

60 semester units for School Psychology with PPS Credential

*Courses are three units unless otherwise indicated.*

The Master of Arts in Education degree programs are designed to provide a rich sequence of learning experiences in which graduates gain the requisite knowledge and skills to serve effectively as educational leaders and practitioners. The following program concentrations are available:

- **Educational Administration**
- **School Psychology**
- **Teaching**  
(Student already has credential)
- **Teaching English to Speakers of Other Languages**

### Learning Outcomes

Coursework for the Alliant International University Graduate School of Education Master's Programs assures Candidate knowledge and leadership in the following areas:

- Neuroscience research as applied to the learning schema, learner development and behavior in educational settings
- Cross-cultural competencies and their application in educational environments
- Critical thinking skills as applied to issues of educational assessment, program design, and evaluation
- Strategies for inclusive leadership and management in kindergarten through post-secondary settings.

The following is the Common Core Curriculum for the Master's (MA) in Educational Administration, Teaching, and Teaching English to Speakers of Other Languages:

### Psychosocial Competencies

- ELM 7850 School, Family, and Community Relations

or

- TES 7450 Introduction to Psycholinguistics and Sociolinguistics

and

### Technology Competencies

- TEL 7001 Digital Literacy

or

- TES 7480 Technology and Teaching English Learners

or

- TEL 7170 Technology in the Curriculum

and

### Cross-Cultural Studies Competencies

- TES 7040 Development of Cross-Cultural Competencies

or

- CCS 6210 Foundations in Multicultural and Global Education.

### Graduation Requirements

The MA program requires 30 graduate semester units for graduation.

### Admissions Requirements

Applicants must satisfy the requirements stipulated in the "Application Procedures" section of this catalog as well as meet the following:

- **Degrees:** Candidates must possess at least a bachelor's degree or higher from an institution of higher education that is regionally accredited in the U.S. or its international equivalent. Applicants for the online master's program must also possess a valid elementary or secondary teaching credential or its equivalent.
- **GPA:** Student must have a minimum GPA of 2.5.
- **Tests:** International students applying for the TESOL concentration are required to have a 575 score (233 computer-based) on the Test of English as a Foreign Language (TOEFL) and a Test of Written English (TWE) score of 5. A score of 550 is required for other concentrations.
- **Recommendations:** Each candidate must provide two written confidential recommendations from those who can attest to the applicant's abilities, interests and proven accomplishments in education.
- **Transcripts:** Official transcripts must be submitted from all accredited institutions of higher education attended by the candidate. When official transcripts are not immediately available, candidates may supply unofficial documents and be admitted on a conditional basis.
- **Personal essay:** A two-page personal essay describing the following is required: a) the professional organizations to which you belong; b) honors, activities and other creative accomplishments; and c) a brief autobiographical statement including future professional plans.
- **Interview with GSOE Master's Admissions Committee.**

Upon receipt and review of all documentation, the candidate will be considered for final admission. Final admissions decision will be made by the program director and GSOE Master's Admissions Committee.

### Transfer of Credit and Course Waivers

Transfer of credit may be awarded on the following basis.

1. All credits used to substitute for required courses must have been completed at B or higher levels from a regionally accredited institution of higher education.
2. All courses used to substitute for required credit must be at master's degree level or higher.
3. The decision to accept credit to be transferred shall be the responsibility of the program director.
4. All credits must have been earned within seven years prior to the request for transfer. Requests for transfer credit, including waivers and exceptions, are reviewed by the program directors and designated faculty.
5. Coursework being considered for transfer must be equivalent to Alliant coursework for which it is being applied. Students are required to submit transcripts, course descriptions and other documentation to assist faculty review.
6. A maximum of 6 semester units may be transferred into the master's degree program.
7. Extension or continuing education courses are not, in standard cases, acceptable for graduate transfer. However, courses completed at high levels through an accredited university or local district program may be considered by the program director and approved by the Dean of the Graduate School of Education for partial credit transfer.
8. The Dean of the Graduate School of Education must give final approval for course waivers.

### Program Concentrations

The Graduate School of Education offers the Master's Degree with concentrations in:

- **Educational Administration**
- **School Psychology**  
(See program on page 128)

- **Teaching**

- **Teaching English to Speakers of other Languages (TESOL)**

### Educational Administration

This concentration is designed to prepare practicing educators for a career in preK-12 school administration. Practical situations in school settings are thematically integrated with theory in all aspects of the curriculum. Coursework emphasizes the development of knowledge, skills and dispositions characteristic of effective and innovative administrative leaders. These include development of effective skills for problem solving, conflict resolution, working with diverse individuals and communities and current leadership strategies. The program focuses on:

- The changing demographic and environmental context for schooling
- The systems approach to planning and solving problems
- The importance of human relations, including the ability of leaders to make accurate self-assessments

A Preliminary Administrative Services Credential may be obtained concurrently with the Master of Arts in Education with a concentration in Educational Administration. Applicants must hold a valid teaching or PPS credential and have a total of three years full-time teaching experience prior to being recommended for the Preliminary Administrative Services Credential. Interested candidates should see the Graduate School of Education credential analyst for additional admission and credential requirements.

Candidates seeking the Preliminary Administrative Services Credential without the MA are not required to take the three unit option course in the core (EDU 7050 or TCH 7660) or the three unit research seminar (ELM 7885).

### Preliminary Administrative Services Credential

The Administrative Services Credential Program at Alliant is CCTC accredited and has

been designed to provide the practicing professional with an appropriate course of study that will culminate in an Alliant recommendation for a credential. The Master of Arts in Education with a concentration in Educational Administration may be obtained by taking two additional courses beyond the Preliminary Administrative Services Credential.

### Admissions Requirements

Applicants must satisfy the requirements stipulated in the "Application Procedures" section of this catalog as well as meet the following.

- **CBEST:** All candidates must have successfully completed the California Basic Educational Skills Test (CBEST) prior to being fully accepted into this program.
- **Credential:** Candidates must submit a valid California Teaching or Services Credential and a minimum GPA of 2.5 for their undergraduate studies.
- **Degrees:** Candidates must possess a bachelor's degree or higher from a regionally accredited institution of higher education.
- **Interview:** Candidates will be interviewed by a faculty committee or program director to determine the candidate's appropriateness for the program.
- **Recommendations:** Each candidate must provide two written recommendations from individuals who can attest to the applicant's abilities, interests and proven accomplishments in education.
- **Transcripts:** Official transcripts must be submitted from all accredited institutions of higher education attended by the candidate.

### GPA Requirement

Once admitted to the program, applicants must maintain a minimum GPA of 3.0 or higher in all coursework. Students failing to maintain a cumulative grade point average of 3.0 at the end of any term will be placed on academic warning and must correct the deficiency by the following semester or be

subject to academic dismissal from the program.

### Preliminary Administrative Services Credential or Certificate of Eligibility

To obtain a recommendation to the California Commission on Teacher Credentialing (CCTC) for the Preliminary Administrative Services Credential or the Certificate of Eligibility a student must submit to the Credential Office:

- Proof of completed coursework, fieldwork and other requirements.
- Formal recommendation from the faculty coordinator.
- All official transcripts (incl. Alliant) on file.
- Official transcripts of CBEST.
- Mainstreaming requirements.
- Completed CCTC application.
- A letter verifying three years of experience, from the school district in which you worked and/or an offer of employment in an administrative position.
- A copy of valid California Teaching or Service Credential.

### Required Courses 31 units

These units reflect a semester term system.

*Courses are three units unless otherwise indicated.*

- TEL 7001 Digital Literacy Learning
  - TES 7040 Developing Cross-Cultural Competencies
  - ELM 7810 Administrative Leadership
  - ELM 7820 School Law and Finance
  - ELM 7830 Personnel Administration
  - TCH 7640 New Models of Instruction and Learning
  - ELM 7850 School, Family and Community Relations
  - ELM 7990 Field Experience (4 units)
  - ELM 7885\* Research Seminar
- Choose one:
- TES 7050\* Academic Instruction Designed for Culturally and Linguistically Diverse Students

or

TCH 7660\* Methods of Assessment

*\*These course may be omitted from the Administrative Services Tier I Credential. Required coursework for those not seeking the master's degree.*

### Teaching

The Master of Arts in Education with an emphasis in Teaching is offered as a 100% online option. The program is specifically designed for classroom teachers who wish to advance their teaching skills and abilities. Instructors are closely tied to the field, are highly qualified and share a passionate interest in teaching and learning at all levels. The Teaching Concentration provides advanced preparation in accomplished teaching assessment, reflective practice and applications of technology. The goal is to enhance the analytical, theoretical and professional foundations that equip graduates with the skills necessary to become leaders among teachers.

### Required Courses 30 units

*Courses are three units unless otherwise indicated.*

- TCH 7621 Critical Thinking for Teaching and Learning
- TCH 7640 New Models of Instruction and Learning
- TCH 7660 Methods of Assessment
- TCH 7670 Preparation for National Board Certification
- TCH 7680 Current Issues in the School Environment
- TCH 7685 Research Seminar
- TCH 7690 Practicum/Curriculum Project
- TES 7040 Development of Cross-Cultural Competencies
- ELM 7850 School, Family and Community Relations

Select appropriate course:

- TEL 7001 Digital Literacy
- TEL 7170 Technology in the Curriculum (on-line only)

## Teaching English to Speakers of Other Languages (TESOL)

### Offered as an On-campus Program and as an Online + three-course Residency Program

This concentration includes courses in TESOL theory and methodology, linguistics and professional education. The TESOL concentration is designed for both prospective and experienced English as a Second Language (ESL) and English as a Foreign Language (EFL) educators. Specified courses meet the coursework requirements for the Cross-Cultural Language and Academic Development\* (CLAD) Certificate and the TESOL Graduate Certificate.

\*See *Graduate School of Education credentials analyst for specified courses.*

### Required Courses 30 units

*Courses are three units unless otherwise indicated.*

TES 7040	Development of Cross-Cultural Competencies
TES 7410	Theory and Method of Second Language Teaching
TES 7420	Principles of Linguistics
TES 7485	Research Methods and Seminar
TES 7490	TESOL Practicum/Project

Choose five courses:

TES 7050	Academic Instruction Designed for Culturally and Linguistically Diverse Students
TES 7430	Techniques of Teaching Reading and Writing to Second Language Learners
TES 7440	Techniques of Teaching Listening and Speaking to Second Language Learners
TES 7450	Introduction to Psycholinguistics and Sociolinguistics
TES 7460	English Grammar for ESL and EFL Teaching
TES 7470	Teaching English as a Foreign Language
TES 7475	Topics in TESOL Research and Pedagogy
TES 7480	Technology and Teaching English Learners

## DOCTORAL PROGRAMS

The doctoral programs are aimed at preparing educational practitioners to be effective and creative educational leaders in their respective fields, providing them with a strong repertoire of knowledge and skills and professional dispositions. In addition, candidates will have developed a multidisciplinary approach to problem solving and will be skillful in applying practical and theoretical knowledge.

The Graduate School of Education offers a Doctor of Psychology (PsyD) degree, which has been previously described and a Doctor of Education (EdD) degree in the following areas:

- **Educational Leadership and Management**
- **Teaching English to Speakers of Other Languages (TESOL)**
- **Higher Education**

All doctoral degree unit requirements are post master's degree.

### Learning Outcomes

Coursework for Alliant International University Graduate School of Education Doctoral Programs assure candidate knowledge and leadership in the following competency areas:

- Ability to be a competent, confident, and conscientious education specialist who engenders personal growth, educational excellence, and professional empowerment;
- Ability to provide leadership in the critical assessment, through research, practice, theoretical models, strategies, and technologies, of those factors that impact the facilitation of learning;
- Ability to provide leadership in the critical assessment, through research, practice, theoretical models, strategies, and technologies, of those factors that impact the facilitation of learning;
- Ability to apply lessons of history in relation to the planning and implementation of future educational reform and innovative change;

- Ability to assess, develop and integrate theory with practice for quality assurance ion educational environments; and
- Ability to improve the quality of an educational organization as a practitioner or as a member of the higher education academy.

The following is the Common Core Curriculum for the Doctor of Education (EdD) degree programs in Educational leadership and Management K-12, Higher Education, and Teaching English to Speakers of Other Languages:

### Psychosocial Competencies

- ELM 8810 Psychology of Schooling
- or
- TES 8470 Psycholinguistics and Second Language Teaching
- and

### Research Competencies

- GSE 8030 Research Design
- and

### Cross-Cultural Studies Competencies

- TES 8470 Cultural, Social, and Political Issues of Second Language Teaching
- or
- CCS 8210 Foundations of Multicultural and Global Education

### Admissions Requirements

Applicants must satisfy the requirements stipulated in the "Application Procedures" section of this catalog as well as meet the following:

- Degrees: Applicants must possess at least a master's degree from a regionally accredited institution of higher education or the international equivalent and have demonstrated superior academic performance in the completion of their master's degree.
- Resume: Each applicant must submit a resume or biographical statement demonstrating disposition to education and selected major area of study.

- **Leadership:** Applicants must have demonstrated superior academic performance in the completion of their master’s degrees and possess outstanding leadership qualities.
- **Recommendations:** Each applicant must provide three written confidential recommendations from persons who can attest to the applicant’s academic and professional abilities and proven accomplishments in education.
- **Tests:** Doctoral applicants may submit scores on the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE). (These tests are optional.)
- **Transcripts:** Official transcripts must be submitted from all accredited institutions of higher education attended by the candidate.
- **Goal statement Essay:** Applicants must submit an academic and professional goal statement essay.
- **Writing Test:** Applicants may be required to submit a prescribed writing sample (ELM/Higher Ed Applicants). **Writing and Critical Analysis Test:** Applicants will be required to read and write a critical analysis of a journal article (TESOL Applicants).
- **International students** are also required to have a 575 score (233 computer-based) on the Test of English as a Foreign Language (TOEFL) and a Test of Written English (TWE) score of 5.
- **Interview:** Applicants will be interviewed by a GSOE faculty admissions committee from the program for which the candidate is applying.

Upon receipt and review of all documentation, the candidate will be considered for final admissions. Final admissions decisions will be made by the program director and the GSOE Doctoral Admissions Committee.

### Prerequisites

The program directors and designated faculty members of the Graduate School of Education will examine each candidate’s academic background and work experience to

determine any prerequisites needed. (See prerequisites for TESOL doctoral program.)

### Transfer of Credit

Transfer of credit may be awarded on the following basis.

1. A maximum of 24 semester units beyond the master’s degree may be transferred from a regionally accredited institution. All such coursework must have been earned in addition to the master’s degree required coursework.
2. The request to accept credit to be transferred must be approved by the program director.
3. Credit that has been used to complete a second master’s degree may be considered for transfer.
4. Credits must have been earned within seven years prior to the request for transfer. Waivers of this requirement may be considered by program faculty on a case by case basis. All waivers must be approved by the dean.
5. Extension courses or continuing education courses are not, in standard cases, acceptable for graduate transfer. However, courses completed at high levels through an accredited university or local district program may be considered by the program director and approved by the Dean of the Graduate School of Education for partial credit transfer.
6. Coursework being considered for transfer must be equivalent to Alliant coursework for which it is being applied. Students are required to submit transcripts, catalog course descriptions and other documentation.
7. All coursework must be completed successfully at Credit or B levels or higher.

### Comprehensive Examination

Students must complete all coursework with the exception of dissertation classes before writing the comprehensive examination paper. The examination may be taken concurrently with the last semester of coursework. This exam is administered each

semester: fall, spring, and summer and is evaluated by the Graduate School of Education Comprehensive Exam Committee. All EdD candidates must successfully complete the comprehensive examination prior to enrolling in the dissertation sequence. The exam or any section may be taken a maximum of two times.

### Graduation Requirements

A minimum of 60 semester units (varies according to program) with a GPA of 3.0 or higher must be completed in order to obtain a doctoral degree. A doctoral dissertation is also required for completion of the degree.

## Doctor of Education in Educational Leadership and Management

This program prepares candidate for leadership in a variety of institutions including the K-12 public schools as well as other private and public organizations.

### Degree Requirements **61 units minimum**

*Courses are three units unless otherwise indicated.*

#### Foundation Core **9 units**

- ELM 8810 Psychology of Schooling
- ELM 8812 Educational Philosophy  
or
- CCS 8210 Foundations in Multicultural and Global Education
- ELM 8830 Leadership & Learning Organizations

#### Educational Leadership Core **9 units**

- ELM 8832 Law, Ethics, and Equity
- ELM 8834 Policy Making and Politics
- ELM 8836 Complex Organizations as Learning

#### Research Methods and Applied Research Skills **10 units minimum**

- GSE 8030 Research Design
- GSE 8033 Quantitative Research Methods
- ELM 8822 Statistics Laboratory (1-3 units)
- GSE 8036 Qualitative Research Methods

#### Emphasis Area **12 units**

## Graduate School of Education

Candidates will take four thematically linked courses (12 units) in any of the following Emphasis Areas. Selection of courses to fulfill this requirement will be determined in consultation with the faculty advisor.

- Cross-Cultural Studies
- Technology and Learning
- Individualized Emphasis Area

(See the faculty advisor for guidance in completing this requirement.)

### Designing Learning Environments 12 units

Candidate proposed/faculty advisor approved:

4 elective doctoral-level courses

### Dissertation Research 9 units minimum

- GSE 9901 Dissertation Plan (3 units)  
May be repeated twice.
- GSE 9910 Dissertation Development (3 units)  
May be repeated once.
- GSE 9911 Dissertation Proposal (2 units)  
May be repeated once.
- GSE 9920 Dissertation Completion (3 units)  
May not be repeated.
- GSE/EDP 9950 Dissertation/Project Extension (5 units) May be repeated with Dissertation/Project Chair's approval.

## Doctor of Education in Higher Education

The Doctor of Education Program in Higher Education is designed to prepare professional executive leaders in institutions of higher education. Courses are taught in an executive format which gives working professionals the opportunity to take one course at intensive intervals. Students have the benefit of collaborating in small group settings within the graduate studies learning communities. Four areas of concentration are offered:

Cross-Cultural Studies is designed within the Cross-Cultural Studies Institute which offers a curriculum combining the fields of multicultural and global education, as well as other diversity paradigms in order 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 higher education, international affairs and human development.

The University Administration program is aimed at preparing educational practitioners to be effective and creative educational leaders in university administration, providing them with a strong repertoire of knowledge, skills and professional disposition. The Candidate is prepared for leadership within the university setting that is characterized by a diverse student body population and diverse programming. Candidates will have developed a multidisciplinary approach to problem-solving and will be skilled in applying practical and theoretical knowledge.?

The Community College Administration program is aimed at preparing educational practitioners to be effective and creative educational leaders in community college administration, providing them with a strong repertoire of knowledge, skills and professional disposition. The Candidate is prepared for leadership within the community college setting that is characterized by a diverse student body population. Candidates will have developed a multidisciplinary approach to problem-solving and will be skilled in applying practical and theoretical knowledge.

The Technology and Learning Program focuses on both cognitive and practical approaches to utilizing technology to facilitate learning. The program provides an opportunity for Candidates to not only build a theoretical background in the use of technology in the teaching/learning process, but also to develop skills for planning, designing, implementing, and evaluating technology based educational experiences and environments.

### Degree Requirements 62 units minimum

*Courses are three units unless otherwise indicated.*

#### Foundation Core 9 units

- ELM 8810 Psychology of Schooling  
ELM 8812 Educational Philosophy  
or

CCS 8210 Foundations in Multicultural and Global Education

ELM 8830 Leadership & Learning Organizations

#### Executive Leadership Core 16 units

ELM 8832 Law, Ethics, and Equity

ELM 8834 Policy Making and Politics

ELM 8836 Complex Organizations as Learning

ELM 8838 Contemporary Issues and Trends in Higher Education

ELM 8878 Student and Personnel Services in Higher Education (4 units)

#### Research Methods and Applied Research Skills 10 units minimum

GSE 8030 Research Design or

GSE 8035 Research Design and Dissertation Process

GSE 8033 Quantitative Research Methods

ELM 8822 Statistics Laboratory (1-3 units)

GSE 8036 Qualitative Research Methods

#### Emphasis Area 18 units

Select one emphasis:

##### *Cross-Cultural Studies*

CCS 8300 Cross-Cultural Curriculum Theory, Practice and Research

CCS 8820 Educational Psychology: Cross-Cultural Identity Explorations

CCS 8500 Cross-Cultural Competency Assessment Exit Exam and Position Paper

CCS 8550 Introduction to Cross-Cultural Applied Research Methods

CCS 8999 Special Topics in Cross-Cultural Studies

Elective

##### *Higher Education: Community College Administration and University Administration*

ELM 8854 Legal Issues in Higher Education

ELM 8870 Contemporary Issues in Higher Education

ELM 8872 Financial and Business Management

ELM 8874 Enrollment and Human Resources Management

ELM 8876 Program Assessment and Evaluation

TEL 8175 Integrative Technology Systems in Higher Education

*Technology and Learning*

- TEL 8125 Contemporary Topics in Technology and Learning?
- TEL 8130 Computer as a Thinking Tool
- TEL 8175 Integrative Technology Systems in Higher Education
- TEL 8160 Practicum: Applied Technology
- TEL 8170 Planning and Management of Technology
- TEL 8999 Special Topics in Technology and Learning

**Dissertation Research 9 units minimum**

- GSE 9901 Dissertation Plan (3 units)  
May be repeated twice.
- GSE 9910 Dissertation Development (3 units)  
May be repeated once.
- GSE 9911 Dissertation Proposal (2 units)  
May be repeated once.
- GSE 9920 Dissertation Completion (3 units)  
May not be repeated.
- GSE/EDP 9950 Dissertation/Project Extension (5 units) May be repeated with Dissertation/Project Chair's approval

**Doctor of Education in Teaching English to Speakers of Other Languages (TESOL)**

This program is designed to meet the global demand for specialists in teaching English to speakers of other languages and to prepare graduates for leadership roles in schools and universities in the U.S. and abroad. The program focuses on the design, evaluation and implementation of second language programs; applied linguistics research; social, psychological and cultural factors of second language acquisition; the integration of technology in second language teaching; and teacher training.

**Program Courses**

Prerequisites: Students entering the TESOL concentration are expected to have had master's level courses in TESOL methodology and theory and linguistics. Students lacking in this background will be required to take prerequisite MA courses.

**Degree requirements 60 units minimum**

These units reflect a semester term system.

*Courses are three units unless otherwise indicated.*

**Required TESOL Courses 30 units**

- TES 8410 Issues in TESOL Theory and Methodology
- TES 8420 Research in Second Language Acquisition and Applied Linguistics
- TES 8430 Technology and Second Language Teaching
- TES 8441 Design, Development and Evaluation of Programs for Second Language Learners
- TES 8445 TESOL Field Project
- TES 8451 Cultural, Social and Political Issues of Second Language Teaching
- TES 8460 Sociolinguistics
- TES 8470 Psycholinguistics and Second Language Training
- TES 8480 Seminar: Current Topics in TESOL
- TES 8490 Advanced Linguistics for TESOL??

**Research Core Courses 9 units**

- GSE 8030 Research Design
- GSE 8033 Quantitative Research Methods
- GSE 8036 Qualitative Research Methods

**Electives or Emphasis Areas: 12 units**

Choose four courses from one emphasis area below or select 4 electives.

- Technology & Learning
- Cross-Cultural Studies
- Educational Leadership and Management
- Higher Education

**Dissertation Series 9 units minimum**

- GSE 9901 Dissertation Plan (3 units)  
May be repeated twice.
- GSE 9910 Dissertation Development (3 units)  
May be repeated once.
- GSE 9911 Dissertation Proposal (2 units)  
May be repeated once.
- GSE 9920 Dissertation Completion (3 units)  
May not be repeated.

GSE/EDP 9950 Dissertation/Project Extension (5 units) May be repeated with Dissertation/Project Chair's approval

**CERTIFICATE AND SPECIAL AUTHORIZATION PROGRAMS**

**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 a Graduate School of Education credentials analyst for credential requirements. Students must meet the admissions requirements for the master's degree. These units reflect a semester term system.

*Courses are three units unless otherwise indicated.*

**Requirements 15 units**

- TES 7040 Development of Cross-Cultural Competencies
- TES 7050 Academic Instruction Designed for Culturally and Linguistically Diverse Students
- TES 7410 Theory and Method of Second Language Teaching
- TES 7420 Principles of Linguistics
- TES 7430 Techniques of Teaching Reading and Writing to Second Language Learners

**Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate**

This certificate program provides students the knowledge and skills needed to effectively teach English in a variety of English as a second language (ESL) and English as a foreign language (EFL) settings. It consists of five 3-unit courses that may also be applied toward the Master of Arts degree with a concentration in TESOL or in Teaching.



## Graduate School of Education

Students must meet the admissions requirements for the master's degree.

These units reflect a semester term system.

*Courses are three units unless otherwise indicated.*

### Requirements 15 units

TES 7410 Theory and Method of Second Language Teaching

Choose four:

TES 7040 Development of Cross-Cultural Competencies

TES 7420 Principles of Linguistics

TES 7430 Techniques of Teaching Reading and Writing to Second Language Learners

TES 7440 Techniques of Teaching Listening and Speaking to Second Language Learners

TES 7460 English Grammar for ESL and EFL Teachers

TES 7470 Teaching English as a Foreign Language

TES 7480 Technological and Teaching English Learners

## Cross-Cultural Studies Certificate

(Domestic or International)

*Courses are three units unless otherwise indicated.*

### Requirements 18 Units

CCS 8210 Foundations in Multicultural and Global Education

CCS 8820 Educational Psychology: Cross-Cultural Identity Explorations

CCS 8500 Cross-Cultural Competency Assessment Practicum: Field Project

Select 3 courses from the following:

CCS 8550 Introduction to Cross-Cultural Applied Research Methods

CCS 8999 Special Topics in Cross-Cultural Studies: U.S., the Philippines, or Mexico

CCS 6310 Womenist Theory Perspective

CCS 6180 Ethnicity and Learning within the Context of Peace Education

ELM 7850 School Family and Community Relations

TES 7040 Development of Cross-Cultural Competency (Communication)

TEL 7170 Technology in the Curriculum

## Supplementary Authorization in Computer Concepts and Applications

The University offers the coursework necessary for a Supplementary Authorization in Computer Concepts and Applications.

These units reflect a semester term system.

*Courses are three units unless otherwise indicated.*

### Requirements 12 units

TEL 7001 Digital Literacy

TEL 7180 Development of Web-based Educational Environments

TEL 7120 Digital Media in Education

TEL 7170 Technology in the Curriculum

## Online Certificate in Technology

Technology prepares students in the use of technology in education, business and training. Students are provided with skills in the use of technology in educational settings for business and military employers, digital media design and web site design.

*Courses are three units unless otherwise indicated.*

### Requirements 12 units

TEL 7001 Digital Literacy

TEL 7180 Development of Web-based Educational Environments

TEL 7120 Digital Media in Education

TEL 7165 Future Trends in Technology

## School Based Mental Health

The School Based Mental Health certificate is designed to enhance the skill set of School Psychologists and other school based mental

health professionals in the areas of counseling and family services.

### Year 1

#### Fall First Session

Course Number/Title	Cohort	Year
PPS 6007/	Orientation to the	2 1
PPS 6030	Profession of School Psychology & Schools Programs and Community Services	
PPS 6011	History of Psychological Services in Schools	1 2
PPS 6001	Practicum	1 1
GSE 6999	Speical Topic: Introduction to Counseling Theory	1 2

#### Fall Second Session

Course Number/Title	Cohort	Year
PPS 6009	Child through Adolescent Development: Biological, Behavioral, Cognitive	1 2
PPS 6025	Methodology of Educational Research	1 2
GSE 6999	Special Topic: Cultrual Considerations in the Counseling Process	1 2

#### Winter Intersession

Course Number/Title	Cohort	Year
PPS 6028/	Legal and Ethical Issues	2 1
PPS 6012	in School School Psychology & California and National Special Education Laws	

#### Spring First Session

Course Number/Title	Cohort	Year
PPS 6013	School Counseling: History, Philosophy and Trends	1 2
PPS 6026	The Social Psychology in, Educational Settings	1 2
PPS 6002	Practicum	1 1
GSE 6999	Special Topic: Child and Adolescent Psychopathology	1 2

#### Spring Second Session

Course Number/Title	Cohort	Year
PPS 6008	Principles of Curriculum Construction	1 2
PPS 6010	Multicultural Children, Adolescents & Their Families	1 2
GSE 6999	Special Topic: Crisis Counseling in School Settings	1 2

**Summer Session**

Course Number/Title	Cohort	Year
PPS 6003 Practicum	1	1
PPS 6040 Case Study Development 1: Intro PsychoEducational Assessment	1	2
PPS 6022 School Safety, Violence Prevention, Crisis Intervention	1	2
GSE 6999 Special Topic: Psychopharmacology:Children and Adolescents	1	2

**Year 2**

**Fall First Session**

Course Number/Title	Cohort	Year
PPS 6041 Case Study Development 2: Individual Child Assessment	2	2
PPS6004 Practicum	2	2
PPS 6019 Program Development and Evaluation	2	2

**Fall Second Session**

Course Number/Title	Cohort	Year
PPS 6032 Cultural Family Intervention/Collaboration in School Settings	2	2
PPS 6042 Assessment of Learning Problems and Intervention Strategies	2	2
GSE 6999 Counseling with Families with Educational Concerns	2	3

**Winter Intersession**

Course Number/Title	Cohort	Year
PPS 6021 Collaborative Consultation/ Data Driven Instruction	2	2

**Spring First Session**

Course Number/Title	Cohort	Year
PPS 6015 Behavior Management in the Classroom	2	2
PPS 6043 Alternative/Eligibility Assessment	2	2
PPS 6004 Practicum	2	1
GSE 6999 Special Topic: Group Counseling in School Settings	2	3

**Spring Second Session**

Course Number/Title	Cohort	Year
PPS 6018 Academic Intervention: Accommodation and Modification	2	2

PPS 6044 Advance Psychological Assessment Applied to Atypical Populations	2	2
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**Summer Session**

Course Number/Title	Cohort	Year
PPS 6006 Practicum	2	1
PPS 6017 Advanced Behavior Analysis and Intervention	2	2
PPS 6027 Professional Roles: Comprehensive Examination	2	2
GSE 6999 Counseling the Young Child and Adolescent	2	2

**Year 3**

**Fall : Self-paced**

Course Number/Title	Cohort	Year
PPS 7001 Internship	3	5
PPS 7002 Internship	3	5

**Certificate Units 18**

**TOTAL UNITS with Certificate 79**

**Fall Second Session**

Course Number/Title	Cohort	Year
PPS 6032 Cultural Family Intervention/Collaboration in School Settings	2	2
PPS 6042 Assessment of Learning Problems and Intervention Strategies	2	2
GSE 6999 Counseling with Families with Educational Concerns	2	3

**Winter Intersession**

Course Number/Title	Cohort	Year
PPS 6021 Collaborative Consultation/ Data Driven Instruction	2	2

**Spring First Session**

Course Number/Title	Cohort	Year
PPS 6015 Behavior Management in the Classroom	2	2
PPS 6043 Alternative/Eligibility Assessment	2	2
PPS 6004 Practicum	2	1
GSE 6999 Special Topic: Group Counseling in School Settings	2	3

**Spring Second Session**

Course Number/Title	Cohort	Year
PPS 6018 Academic Intervention: Accomodation and Modification	2	2
PPS 6044 Advance Psychological Assessment Applied to Atypical Populations	2	2

**Summer Session**

Course Number/Title	Cohort	Year
PPS 6006 Practicum	2	1
PPS 6017 Advanced Behavior Analysis and Intervention	2	2
PPS 6027 Professional Roles: Comprehensive Examination	2	2
GSE 6999 Counseling the Young Child and Adolescent	2	2

# E nglish for Speakers of other Languages

The English for Speakers of Other Language (ESOL) Program at Alliant offers a complete curriculum of English language courses for speakers of other languages. The ultimate objective of the program is to help students attain a mastery of English necessary for professional purposes or the successful completion of university undergraduate and graduate degrees. Courses in the program have been designed to develop skills in reading, writing, listening and speaking at five levels. The length of study varies according to entrance level, with students typically completing the English program within one year. A challenge system is in place whereby students who develop skills more quickly and who wish to accelerate their progress through the program, may test out of courses by demonstrating 80 percent mastery on the final examination.

Each competency level requires one semester of intensive study. Successful completion of a competency level requires a 75 percent overall mastery of coursework and the final examination.

Undergraduate students who come to Alliant from countries where English is not the first

language are exempt from ESOL courses if they have a score of 550 or higher (213 computerbased) on the Test of English as a Foreign Language (TOEFL). TESOL master's and all doctoral students must have a TOEFL score of 575 (233 computer based) and a 5 or higher on the Test of Written English (TWE) in order to be exempt from ESOL. Students who have lower TOEFL scores or who have not taken the TOEFL are given the Alliant English Proficiency Examination.

The English Proficiency Examination is an admissions requirement for all international students who do not meet the TOEFL requirement listed above. The exam is taken only once prior to first-time registration and is offered on the San Diego campus. Check with the Academic Success Center for specific dates.

Based on test results, students are either assigned to one or more ESOL courses or allowed to begin their degree program immediately. On the English Proficiency Examination, reading, grammatical structure, writing, listening and speaking skills are evaluated separately so that students may place at different levels in different skills.

All ESOL courses are 3 units. A full-time ESOL course load is four classes per semester. A student who has less than a full ESOL course load may take a combination of ESOL and academic classes as follows:

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

## International Language Education Center

English for speakers of other languages is offered through the International Language Education Center. In addition to ESOL, Mandarin Chinese, Japanese, Arabic, Spanish, and other selected foreign languages will be taught.

ESOL Program  
10455 Pomerado Road, (M-11)  
San Diego, CA 92131, USA  
Phone: (858) 635-4872  
Fax: (858) 635-4690  
E-mail: [esl@alliant.edu](mailto:esl@alliant.edu)

# Marshall Goldsmith School of Management

## **MARSHALL GOLDSMITH SCHOOL OF MANAGEMENT (MGSM)**

The Marshall Goldsmith School of Management (MGSM), is one of three schools within Alliant International University. MGSM combines the richness and diversity of three major fields of study-Industrial-Organizational (I-O) Psychology, Business and Management, and International Studies – to prepare business, non-profit and government leaders, organizational psychologists, and consultants for career success. Our graduates help organizations identify and resolve the problems presented by the 21st century's global economy. Students benefit from close interaction with a faculty characterized by wide-ranging expertise and experience. They participate in classes that emphasize an applied approach to professional preparation. Our students are routinely favored in hiring because they are better prepared for jobs in their chosen profession.

Through its three component divisions, the Organizational Psychology Division, the Business and Management Division and the International Studies Division, MGSM offers highly-regarded bachelor's, master's, and doctoral programs in Industrial-Organizational Psychology, Organizational Psychology, Consulting Psychology, Business Administration, International Business Administration, Organizational Behavior and Organization Development, and International Relations. Innovative degree programs permit qualified students to obtain joint degrees, combining I-O Psychology or Consulting Psychology with a Master of Business Administration.

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Systemwide Associate Dean  
Organizational Psychology Division  
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## **BUSINESS AND MANAGEMENT DIVISION (BMD)**

The mission of the Business and Management Division (BMD) 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 not-for-profit organizations in a changing transnational environment.

All programs are:

- Transnational – to provide the understanding and skills that are required for success in a multicultural global environment
- Holistic – to provide an overall perspective of the organization as a system
- Multidisciplinary – to provide a view of the organization that includes all relevant variables from all disciplines

- Environment-driven – to provide the understanding and analytic skills that are necessary to evaluate and respond appropriately to an organization's changing economic, social, political, cultural and technological environments
- Change-oriented – to provide the attitude, understanding and skills necessary to achieve success in turbulent organizational environments
- Experiential – to provide practical experience working with multicultural teams on practical problems in organizations. BMD programs provide the following outcomes for traditional and non-traditional, domestic, and international students.
- Master's programs provide advanced skills in selected business and management disciplines, including practical experience in the application of those skills in the context of the overall dynamics of organizations; change manager and change agent skills; skill in working as a member of a multicultural team; and an ability to collect, analyze and critically evaluate data as well as other information to arrive at reasoned conclusions. They also provide an ability to evaluate the environments of organizations and develop responsive strategies for organizations and advanced competence in interpersonal, oral, written, quantitative and technology management skills. The master's programs prepare students for positions in management or consulting, or entry into doctoral programs.
- Doctoral programs emphasize discovery of new knowledge that can be applied to enhance successful management of discontinuous change in business firms, government organizations and other not-for-profit organizations. The doctoral

programs prepare students for advanced positions in management or consulting, or entry into teaching and research.

- Management development programs provide advanced knowledge and skills for working managers. Programs may be open, for managers from a variety of organizations, or tailored to the needs of a single organization. The management development programs enable managers to acquire new proficiencies to respond to changing organizational environments.

The BMD 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
- A mutually supportive faculty-student community

## Degree Programs

Business and Management Division programs offered differ by location and include:

### Bachelor's Degrees

- Business Administration
- Hotel and Restaurant Management
- Information Systems and Technology Management
- International Business Administration
- Management
- Tourism Management

### Concentrations

- Accounting
- Entrepreneurship
- Finance
- Information Systems
- Management
- Marketing

The MGSM-Business and Management Division offers these undergraduate majors through the Center for Undergraduate Education. (For details, see Center for Undergraduate Education on page 181)

### Master's Degrees

- Master of Business Administration (MBA)
- Master of International Business Administration (MIBA)
- Master of Arts in International Relations (MAIR)

### Concentrations

- Finance
- Marketing
- Sustainable Business
- Information and Technology Management
- Strategic Management
- Sustainable Management  
*Available only at San Francisco*

### Doctoral Degrees

- Doctor of Business Administration (DBA)
- PhD in Leadership (*Pending Approval*)

### Concentrations

- International Business with specialization in Finance
- International Business with specialization in Marketing
- Strategic Management

### Igor Ansoff

#### Strategic Management Programs

- Master of Business Administration (MBA) with a concentration in strategic management
- Master of International Business Administration (MIBA) with a concentration in strategic management
- Doctor of Business Administration (DBA) with a concentration in strategic management

#### Joint/Dual Programs

Students enrolled in the PhD programs in I-O or Consulting Psychology or the MA in I-O Psychology programs may also complete an MBA degree as part of their training. Please contact the program director at Alliant International University-Organizational Psychology Division at the San Diego campus for further information.

- Dual MBA/MA in Industrial-Organizational Psychology
- Joint MBA/PhD in Industrial-Organizational Psychology
- Joint MBA/PhD in Consulting Psychology

#### Certificate Program

University of California, San Diego (UCSD) and Alliant Graduate Certificate Program in Strategic Management

## MASTER'S PROGRAMS

### Admission Criteria for Master's Programs

While applicants are selected for entrance to Alliant's graduate programs on the basis of their composite applications, the following items are 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 Associate Dean of the BMD.
- All international applicants, in addition, must present a minimum score of 550 (213

computer-based) on the Test of English as a Foreign Language (TOEFL) or pass Alliant’s English Proficiency Test.

Please refer to the Admissions & Registration section of this catalog for general policies and enrollment limitations regarding conditional status, transfer credits and GPA maintenance standards.

### Transfer Credit

Applicants who have completed equivalent master’s courses at other regionally accredited universities with a grade of B or higher may, with the approval of the dean, have up to 9 semester units transferred into their programs. Applicants who have completed identical upper division business courses with a grade of B or higher, may obtain credit for up to three master’s courses. The maximum number of credits obtained/transferred is 9 units. Students desiring to receive credit for any prior coursework will need to make a formal request which includes:

- A list of the Alliant courses for which the student is interested in getting credit
- Official transcript(s) indicating courses that may be equivalent
- Descriptions and syllabi/outlines for the course(s)

It is the student’s responsibility to begin the process by first becoming familiar with the required courses for the Alliant program as described in the current catalog.

These materials are submitted to the Business and Management Department for review. Final approval will rest with the Associate Dean of the BMD.

### Prerequisites for the Master’s Degrees

A student’s academic transcripts will be evaluated and, if any prerequisites are lacking, appropriate survey courses must be taken. All survey courses are one unit each.

The survey courses are:

- BUS 5010 Survey of Accounting
- BUS 5020 Survey of Finance
- BUS 5030 Survey of Marketing

- BUS 5050 Survey of Economics
- BUS 5060 Survey of the Legal Environment of Business
- BUS 5070 Survey of Management Practice
- BUS 5090 Survey of Business Statistics

The survey courses may be waived if completed at the undergraduate level with a grade of B or higher. Also those courses may be waived based on extensive work experience.

## Master of Business Administration (MBA)

**Degree Requirements 39 units**

*Courses are three units unless otherwise indicated.*

- ACT 6010 Managerial Accounting
- BUS 6020 Strategic Management
- BUS 6900 Capstone
- BUS 6030 Leadership and Management of Change
- or
- BUS 6040 Business Values, Ethics and Societal Strategy
- BUS 7000 e-Business
- FIN 6000 Managerial Finance
- IST 6010 Technology and Systems Trends
- MKT 6000 Managerial Marketing
- Internship or Elective
- Elective
- Concentration (See listing below.)

## Master of International Business Administration (MIBA)

**Degree Requirements 39 units**

*Courses are three units unless otherwise indicated.*

- ACT 6010 Managerial Accounting
- BUS 6020 Strategic Management
- BUS 6060 Cross-Cultural Management
- BUS 6900 Capstone

- BUS 7000 e-Business
- FIN 6000 Managerial Finance
- IBA 6010 Legal Environment of International Business
- IBA 6030 International Economics and Trade
- MKT 6000 Managerial Marketing
- IBA Elective
- Internship or Elective
- Concentration (See listing below.)

## Concentrations

The following concentrations are available to students who are seeking a master’s degree in the Business and Management Division of MGSM. Students who do not wish to have a concentration will select nine units in consultation with their academic advisor.

*Courses are three units unless otherwise indicated.*

### Finance

Choose 3 courses:

- BUS 6210 Business Statistics
- FIN 6010 Investments
- FIN 6020 International Managerial Finance
- FIN 6030 International Financial Markets
- FIN 6040 Information Systems Applications in Finance

### Information & Technology Management

Choose 3 courses:

- IST 6020 Data and Information Services Management
- IST 6025 International Systems for Managerial Decision Making
- IST 6030 Telecom and Network Applications
- IST 6070 Data Warehousing and Mining

### Marketing

- MKT 6010 Marketing Communications Strategy
- MKT 6020 Marketing Research
- MKT 6040 Global Marketing Strategy

### Sustainable Business

- SUB 6500 Sustainable Management

## Marshall Goldsmith School of Management – BMD

SUB 6510 Environmental Management Reporting

SUB 6520 Sustainable Marketing

### Igor Ansoff Strategic Management MBA and MIBA Program

Distinguished Professor Dr. Igor Ansoff, known worldwide as the “Father of Strategic Management,” was the founder of the strategic management program at Alliant International University in San Diego, California where he taught for 17 years.

#### Master of Business Administration Degree Requirements 39 units

*Courses are three units unless otherwise indicated.*

##### Core Courses

BUS 6020 Strategic Management

BUS 6900 Capstone

BUS 7000 e-Business

BUS 6030 Leadership and Management of Change

or

BUS 6040 Business Values, Ethics and Societal Strategy

FIN 6000 Managerial Finance

IST 6010 Technology and Systems Trends

MKT 6000 Managerial Marketing

Internship or Elective

Elective

#### Master of International Business Administration Degree Requirements 39 units

*Courses are three units unless otherwise indicated.*

##### Core Courses

ACT 6010 Managerial Accounting

BUS 6020 Strategic Management

BUS 6060 Cross-Cultural Management

BUS 6900 Capstone

BUS 7000 e-Business

FIN 6000 Managerial Finance

IBA 6010 Legal Environment of International Business

IBA 6030 International Economics and Trade

MKT 6000 Managerial Marketing

Internship or Elective

IBA Elective

##### Strategic Management Concentration

Choose 3 courses:

IBA 6020 Transnational Strategic Management

BUS 6120 Strategic Response in Turbulent Environment

BUS 6130 Management Design & Management of Organizational Transformation

BUS 6150 Contributions to Strategic Management

### MBA in Sustainable Management

Alliant International University has entered into an affiliation with Presidio School of Management of San Francisco to offer an MBA with a concentration in Sustainable Management. The program integrates ethical, environmental and socially-responsible values into every course. Since 2003, the program has succeeded as a collaborative learning community committed to human, natural, and financial sustainability. Students learn to define their calling as well as obtain the training and skills they need to implement it through sustainable initiatives in a business or organizational setting.

For information and admission to this program please contact Presidio School of Management directly at (415) 561-6590 or visit the website at [www.presidiomba.org](http://www.presidiomba.org).

#### Degree Requirements 60 units

*Courses are four units unless otherwise indicated.*

##### Semester 1

SUS 6000 Managerial Accounting (4 units)

SUS 6010 Principles of Sustainable Management (4 units)

SUS 6020 Managerial Economics (4 units)

SUS 6195 Effective Management, Communication & Action (3 units)

##### Semester 2

SUS 6015 Business, Government and Civil Society (3 units)

SUS 6110 Operations and Production (4 units)

SUS 6210 Evolutionary Leadership, Collaboration & Systems Thinking

US 6200 Ecological Economics & Macroeconomics (4 units)

##### Semester 3

SUS 6040 Managerial Finance (4 units)

SUS 6050 Strategic Management (4 units)

SUS 6060 Managerial Marketing (4 units)

SUS 6090 Sustainable Products and Services (3 units)

##### Semester 4

SUS 6105 Culture, Values and Ethics (3 units)

SUS 6135 Implementation of Sustainable Business Practices (4 units)

SUS 6145 Integrative Capstone Venture Plan (4 units)

SUS 6175 Economics, Capital Markets and Law (4 units)

### Dual MBA/MA in Industrial-Organizational Psychology

The San Diego campus offers the option to pursue a Dual Master of Business Administration (MBA) and Master of Arts in Industrial-Organizational Psychology (MA) to those students admitted to the I-O Psychology MA Program. This program is jointly administered by the San Diego Organizational Psychology Division (OPD) and the Business and Management Division (BMD). See OPD San Diego Programs for more details.

### Joint MBA/PhD in Industrial-Organizational Psychology

The San Diego campus offers the option to pursue a Joint Master of Business Administration (MBA) and a Doctor of Philosophy in Industrial-Organizational Psychology (PhD) to those students admitted

to the I-O Psychology PhD Program. This program is jointly administered by the San Diego Organizational Psychology Division (OPD) and the Business and Management Division (BMD). See OPD San Diego Programs for more details.

## Joint MBA/PhD in Consulting Psychology

The San Diego campus offers the option to pursue a Joint Master of Business Administration (MBA) and a Doctor of Philosophy in Consulting Psychology (PhD) to those students admitted to the Consulting Psychology PhD Program. This program is jointly administered by the San Diego Organizational Psychology Division (OPD) and the Business and Management Division (BMD). See OPD San Diego Programs for more

## DOCTORAL PROGRAM

### Admission Criteria for Doctoral Programs

Candidates wishing to have their applications considered for the doctoral degree programs must meet the following criteria:

- A master's degree in business, management, or related field from an educational institution with established and recognized programs in business and management
- A graduate GPA of at least 3.0
- A minimum index of 1050 (calculated by multiplying the master's GPA times 200 and adding the score obtained on the Graduate Management Admission Test "GMAT" in addition to an acceptable score on the writing section of the test (Meeting the minimum score does not guarantee admission to the Doctoral Program.)
- Three letters of recommendation from previous professors or employers commenting on applicant's ability to do doctoral research work
- International students must submit a TOEFL score of at least 550 (213 computer-based).

### Transfer Credit

Applicants who have completed equivalent master and doctoral courses at other regionally accredited universities with a grade of B or higher may, with the approval of the dean, have any identical courses transferred into their programs. Students desiring to transfer credit for coursework completed at another college/university will need to make a formal request which includes:

- A list of the Alliant courses for which the student is interested in getting credit
- Official transcript(s) indicating courses that may be equivalent
- Descriptions and syllabi/outlines for the course(s)

These materials are submitted to the BMD for review. Final approval will rest with the Associate Dean of the BMD.

MGSM's policy concerning the maximum allowable number of transfer credits may be changing. Contact the MGSM office for current information.

It is the student's responsibility to begin the process by first becoming familiar with the required courses for the Alliant program as described in the current catalog.

### General Requirements

1. Maintain a minimum GPA of 3.0 in all coursework. Students failing to maintain a cumulative grade point average of 3.0 at the end of any semester will be placed on academic warning and must correct the deficiency by the following semester or be subject to academic dismissal from the doctoral program.
2. Students who have completed their formal coursework must pass the Field Specialization Examination (comprehensive) in which candidates demonstrate a comprehensive understanding and knowledge of their respective areas. The field examination must be passed prior to enrollment in the 9950-9970 series dissertation courses. Students who fail the exam may repeat it once at the next time it is offered. Students who fail the

examination for the second time are automatically dismissed from the program.

### Doctoral (DBA) Degree Requirements

The Doctor of Business Administration programs are designed to provide a multidisciplinary and global perspective for managers and to emphasize the use of both practical and theoretical abilities. The programs encourage the assimilation of ideas from business administration, the humanities and the behavioral sciences. The programs also emphasize discovery of new knowledge that can be applied to enhance successful management of change in business firms, government organizations and not-for-profit organizations.

The curriculum for the doctoral degree in business consists of the following: core courses (shared with the master's programs); concentration courses (some of which are shared with the master's programs); interdepartmental electives (doctoral level); doctoral research courses; and dissertation courses. As in the master's program, a student will have to complete appropriate prerequisite (survey) courses if a student's previous academic preparation is deemed to be lacking.

### Prerequisites for the Doctoral Degree

A student's academic transcripts will be evaluated and, if any prerequisites are lacking, appropriate survey courses must be taken. All survey courses are 1 unit each.

The survey courses are:

- BUS 5010 Survey of Accounting
- BUS 5020 Survey of Finance
- BUS 5030 Survey of Marketing
- BUS 5050 Survey of Economics
- BUS 5060 Survey of the Legal Environment of Business
- BUS 5070 Survey of Management Practice
- BUS 5090 Survey of Business Statistics

The survey courses may be waived if completed at the undergraduate level with a grade of B or higher. Also those courses may be waived based on extensive work experience.



**Graduate Level Prerequisites**

In addition to the survey courses, the following courses are required:

- ACT 6010 Managerial Accounting
- FIN 6000 Managerial Finance
- MKT 6000 Managerial Marketing
- BUS 6210 Business Statistics

Applicants who completed equivalent graduate courses with a grade of B or higher may have these courses transferred into the doctoral program, subject to the maximum transfer credit limit.

**Doctor of Business Administration (DBA)**

**Degree Requirements 60 units**

*Courses are three units unless otherwise indicated.*

**Core Courses 18 units**

- BUS 6020 Strategic Management
- BUS 6040 Business Values, Ethics and Societal Strategy
- or
- BUS 6060 Cross Cultural Management
- BUS 6090 Quantitative Approaches to Management
- or
- BUS 7000 e-Business
- MGT 7010 Triple Bottom Line: People, Profits and the Planet
- ORG 6320 Organizational Behavior
- ORG 7525 Organizational Change and Development

**Concentration Courses 27 units**

Concentration courses are in International Business (with a further specialization choice of either Finance or Marketing).

- INTERNATIONAL BUSINESS (Specialization in Finance)
- FIN 6020 International Managerial Finance
- FIN 6030 International Financial Markets
- FIN 8810 Research in International Finance
- FIN 8820 Research in International Finance

- FIN 8830 Advanced Seminar in International Finance
- IBA 6010 Legal Environment of International Business
- IBA 6020 Transnational Strategic Management
- IBA 6030 International Economics and Trade
- IBA 8010 Seminar in International Business

**INTERNATIONAL BUSINESS (Specialization in Marketing)**

- BUS 7000 e-Business
- IBA 6010 Legal Environment of International Business
- IBA 6020 Transnational Strategic Management
- IBA 6030 International Economics and Trade
- IBA 8010 Seminar in International Business
- MKT 6040 Global Marketing Strategy
- MKT 8810 Research in International Marketing
- MKT 8820 Research in International Marketing
- MKT 8830 Advanced Seminar in International Marketing

**Elective Courses 6 units**

It is intended that these courses will aid students in their future career and/or research objectives. It is anticipated, for example, that students who intend to become university professors will take some courses offered by the Graduate School of Education related to teaching methodology and curriculum development. Students may request the dean’s approval to take 6000 level courses if these courses are related to their topic of doctoral research.

**Doctoral Research Courses 9 units**

The doctoral research courses are intended to direct the students to a dissertation topic and a dissertation chairperson early in their doctoral studies. The courses are:

- BUS 8910 Dissertation Process
- BUS 8930 Research Methods and Design
- BUS 8940 Advanced Measurement and Statistics

**Dissertation Extension 5 units**

- BUS 9990 Dissertation Extension

**Igor Ansoff Strategic Management Doctoral Program (DBA)**

Distinguished Professor Dr. Igor Ansoff, known worldwide as the “Father of Strategic Management,” was the founder of the strategic management program at Alliant International University in San Diego, Calif. where he taught for 17 years.

**Doctor of Business Administration with a Concentration in Strategic Management**

The curriculum for the doctoral degree is outlined below. Courses are three units unless otherwise indicated.

**Degree Requirements 60 units**

**Core Courses 18 units**

- ACT 6010 Managerial Accounting
- BUS 6020 Strategic Management
- BUS 6040 Business Values, Ethics and Societal Strategy
- or
- BUS 6060 Cross Cultural Management
- BUS 6090 Quantitative Approaches to Management
- or
- BUS 7000 e-Business
- ORG 6320 Organizational Behavior
- ORG 7525 Organizational Change and Development

**Strategic Management Concentration 27 units**

- BUS 6120 Strategic Response in Turbulent Environment
- BUS 6130 Management Design & Management of Organizational Transformation
- BUS 6140 Management of Technological Creativity and Innovation
- BUS 6150 Contributors to Strategic Management
- BUS 6900 Capstone
- BUS 8010 Theory of Strategic Behavior
- BUS 8020 Strategic Information
- BUS 8040 Strategic Management in Not-for-Profit Organizations
- IBA 6020 Transnational Strategic Management

**Doctoral Elective Courses 6 units**

It is intended that these courses will aid students in their future career and/or research objectives. It is anticipated, for example, that students who intend to become university professors will take some courses offered by the Graduate School of Education related to teaching methodology and curriculum development. Students may request the dean’s approval to take 6000 level courses if these courses are related to their topic of doctoral research.

**Doctoral Research Courses 9 units**

The doctoral research courses are intended to direct the students to a dissertation topic and a dissertation chairperson early in their doctoral studies. The courses are:

- BUS 8910 Dissertation Process
- BUS 8930 Research Methods and Design
- BUS 8940 Advanced Measurement and Statistics

**Dissertation Extension 5 units**

- BUS 9990 Dissertation Extension

**University of California, San Diego (UCSD) and Alliant Graduate Certificate Program in Strategic Management**

*Offered only in San Diego*

The University of California, San Diego (UCSD) Extension and Alliant International University Graduate Certificate Program in Strategic Management is designed to give professionals the knowledge and tools to examine their organization from a strategic perspective. Students in the program learn to assess and evaluate the opportunities and the dangers presented in their business environments and to plan and execute appropriate actions to respond to the situations. The processes presented in the curriculum may be applied not only at a corporate level, but just as importantly, in the day-to-day decisions made at every functional level of an organization. By combining in-depth study of the strategic management discipline with specialization in

one of four key functional fields and a faculty supervised individual project, graduates of the program become equipped to assist their organization in becoming a more competitive enterprise.

One of the unique features of this program is the special collaboration between the University of California, San Diego Extension and the Alliant International University San Diego campus. The Marshall Goldsmith School of Management at Alliant features one of the premier graduate degree programs in strategic management offered today. Students who pursue this certificate program take four graduate courses in the Alliant graduate program. Upon completion of all certificate coursework, students will receive a Graduate Certificate from UCSD. In addition, students have the option to continue their study of strategic management by applying to Alliant and, if accepted, transferring their graduate coursework toward the MBA degree in Strategic Management.

To apply and enroll in this program students should contact:

University of California, San Diego  
 Extended Studies and Public Programs  
 9500 Gilman Drive, 0176-W  
 La Jolla, CA 92093-0176

Phone: (858) 534-3434  
 Fax: (858) 534-7385  
 strategicmgmt@ucsd.edu  
 www.extension.ucsd.edu

**INTERNATIONAL STUDIES DIVISION (ISD)**

The International Studies Division (ISD) is now a part of the Marshall Goldsmith School of Management. ISD offers both BA and MA degrees in International Relations. The mission of the Division is to produce broadly-trained global professionals who possess a keen awareness of the critical issues that impact world affairs and the global economy. The Division’s BA and MA programs are based at both the San Diego and Mexico City campuses. The Division encourages study-

abroad experiences both at Alliant-Mexico City and in conjunction with other universities. It also actively supports internships abroad so that students may gain valuable international experience.

Program Coordinator  
 Dr. David Felsen  
 Telephone: (858) 635-4467  
 Email: dfelsen@alliant.edu

**Master of Arts in International Studies (MAIS)**

**Degree Requirements 39 credits**

**First Year (18 credits)**

- IRL 6000 Research Methods
- IRL 6002 Foundations of International Politics
- IRL 6005 Advanced International Relations Theory
- IRL 6200 International Organizations
- IRL 6280 Comparative Foreign Policy
- IRL 6230 Economic Foundations for International Studies

*Summer Course: (3 credits)*

- IRL 6900 Internship or Research Experience (Final paper or report required)

**Second Year (18 credits)**

- IRL 6890 Contemporary Issues In Perspective
- IRL 6030 Patterns of Development
- IRL 6310 Crisis Management and Decision-Making
- IRL 6055 Theory and Application of Development Policy
- IRL 6320 Management in Non-Governmental Organizations

**Electives**

- IBA 6060 Culture, Values and Ethics in a Global Society
- SUB 6550 Sustainable Development and Planning

(Other courses can be considered if student has pre-requisites.)

## Master of Arts in International Relations (MAIR)

At the Master's level, the International Relations program seeks to develop in students both an in-depth knowledge of world affairs and a thorough understanding of research methods and international relations theory. The courses offered provide students with a complex and challenging program. The international experience is enhanced by Alliant's diverse and international student body and by Alliant's global faculty. The M.A. program will prepare students for careers in non-governmental organizations at home and abroad, government service, and international business.

Candidates wishing to enter must possess a baccalaureate degree or equivalent from an accredited institution, demonstrate English proficiency, provide two confidential recommendations and provide official transcripts. In addition, candidates must satisfy university requirements stipulated in the section Admissions and Regulations of this catalog. It goes over Alliant's general policies, transfer credits and GPA requirements.

Once admitted to the Master of Arts program in International Relations, students must finish 30 units to complete the program. In addition, students must maintain a GPA of 3.0 in all of their courses. Those who fail to do so are placed on academic warning and must improve their GPA to 3.0 by the following semester or else be subject to academic dismissal from the program. All courses taken must be at the 6000 level or above. Students have the option of carrying out a research project or else pursuing one additional elective course.

### Degree Requirements 30 units

*Courses are three units unless otherwise indicated.*

#### Core Courses 18 units

IRL 6000 Research Methods in International Relations (3 units)

IRL 6002 Foundations of International Politics (3 units)  
 IRL 6005 Advanced International Relations Theory (3 units)  
 IRL 6200 International Organizations (3 units)  
 IRL 6890 Contemporary Issues in Perspective (3 units)  
 IRL 6900 Thesis (3 units)  
 or  
 One additional elective course

#### Elective Courses 12 units

Choose four courses from the following:

IRL 6010 Nature of Force, Peace and Nonviolence (3 units)  
 IRL 6020 Techniques of International Diplomacy (3 units)  
 IRL 6030 Patterns of Development, Cooperation and Conflict (3 units)  
 IRL 6055 Theory and Application of Development Foreign Policy (3 units)  
 IRL 6075 Principles and Mechanisms of Intercultural Communication (3 units)  
 IRL 6230 International Financial Mechanisms (3 units)  
 IRL 6250 Foundations of Foreign Policy (3 units)  
 IRL 6260 Foreign Policy Analysis (3 units)  
 IRL 6280 Comparative Foreign Policy (3 units)

## Bachelor of Arts in International Relations (BAIR)

Alliant offers an undergraduate completion program which leads to a B.A. in International Relations through its Center for Undergraduate Education (CUE). The program is ideal for individuals who previously have attended either junior college or community college and wish to complete their undergraduate degree. The specialized courses offered at Alliant complements and builds upon introductory political science or international relations coursework (for a full program description, please see Center for Undergraduate Education).

\*The Mexico City Campus also offers a Bachelor of Arts in Latin American Studies.

## ORGANIZATIONAL PSYCHOLOGY DIVISION (OPD)

Employment opportunities are extensive for doctoral and master's degree graduates who can blend training in psychology and social sciences with business and organizational needs. Businesses and other organizations are turning increasingly to people with professional training in this field for designing, supervising, and evaluating programs in organizational development, human resources management, or for other consulting needs.

## Center for Innovation and Change (CIC)

Professionals in every occupation complain that they never learned practical skills in grad school. Not at Alliant. In Los Angeles, MGSM sponsors the Center for Innovation and Change (CIC) so that MGSM students graduate with practical experience that puts them head and shoulders above graduates of other programs. The CIC is a pro-bono and low-cost consulting center that provides consulting services to respected non-profit organizations in the L.A. area, including the City of Hope National Medical Center, Goodwill Industries, and the City of Pasadena. CIC project teams are staffed and led by students and faculty. The CIC allows students to begin honing their consulting skills at a very early stage of their graduate careers. Participation in CIC projects is not required, but is recommended for those students not having previous professional experience. More information on the CIC can be found on the University's website or by contacting Dr. Jonathan Troper, the director, at [jtroper@alliant.edu](mailto:jtroper@alliant.edu).

## Organizational Consulting Center (OCC)

The Organizational Psychology Division operates an Organizational Consulting Center (OCC) that provides consulting services to individuals, groups and organizations. It uses the expertise of Alliant International University faculty, students and affiliates to enhance the effectiveness of business, government and nonprofit organizations and those who work within them. Teams of OCC consultants are available to provide professional services and consultations, design organizational systems and participate in collaborative interventions. Programs available vary from year to year and by campus. More information on the OCC can be found on the University's website or by contacting Dr. John Renner, the director, at [jjrenner@alliant.edu](mailto:jjrenner@alliant.edu).

## Admission to OPD

Entrance into Organizational Psychology graduate programs requires:

- A bachelor's degree with a GPA of 3.0 or better
- Grade of B or better in Introductory Statistics for the Social Sciences (required for admission to doctorate programs and recommended for MA programs)
- Grade of B or better in two undergraduate or graduate courses in the behavioral sciences or human resources
- Excellent references
- A strong interest in some aspect of our field (organizational change, job satisfaction, organization development, human resources, training and development, organizational communications, personnel assessment and selection, or leadership development)
- An interview with a faculty member, preferably in person, but telephone interviews can be arranged if necessary
- (Note: We do not require GRE scores for admission because research shows that they add little predictive validity to the aforementioned admissions requirements.)

The MAOB degree requires a bachelor's degree, and three years of work experience. Any waivers of these requirements are at the discretion of the program director at the campus where application is made. Final decisions regarding equivalency are made by each campus based on course content rather than course title.

## Degree Programs

The doctoral and master's degree programs differ in emphasis across locations, but all stress the importance of combining organizational and social science training, especially directed to the human side of organizations. The Organizational Psychology Division programs offered differ by location and include:

### Master's Degrees

- Master of Organizational Psychology (MAOP)
- Master of Industrial-Organizational Psychology (MAIO)
- Master of Organizational Behavior (MAOB)
- Master of Organization Development (MAOD)

These master's (MA) programs require about two years of full-time or part-time study.

### Doctoral Degrees

- Doctor of Organizational Psychology
- Doctor of Industrial-Organizational Psychology (PhD I-O)
- Doctor of Consulting Psychology
- Doctor of Leadership (when approved)

These full-time doctoral (PhD) programs take four years of coursework to complete, although the majority of students need additional time for completion of their dissertations. The part-time, post-master's doctoral (PsyD) program in Organization Development takes about three years.

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

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

### Joint/Dual Programs

Students enrolled in the PhD programs in I-O or Consulting Psychology or the MA in I-O Psychology programs may also complete an MBA as a part of their training. Please contact the program director at Alliant International University – Organizational Psychology Division at the San Diego campus for further information.

### Course Workload

All programs are semester-based and students generally take 9-18 units per semester; the typical course load is 16 units. In addition, in the later phases of their programs they devote 8-40 hours each week to field placement assignments including practica or internships.

The curricula of all Organizational Psychology programs consist of both required and elective coursework. Detailed program descriptions are given in the campus sections that follow. The content of each course is listed by course number in the Course Description section of this catalog.

### Transfer Credits for Veterans

The University will evaluate previous education and training for all veterans and eligible persons, grant appropriate credit, shorten the training period proportionately and notify the VA and student accordingly.

The Alliant International University VA number is 31802102.

## Areas of Study and Training Concepts and Theories

In all OPD programs, students learn about organizational and individual behavior, group dynamics, human resources, motivation and training supplements, organizational change, development theories, and gain an understanding of the principles of work design.

### Applied Research Skills

Applied research courses provide students with a basic understanding of statistics and research methods, enabling them to contribute to the profession through applied research and creative program planning. Other courses address both particular content areas and various methods of investigation. Please see the program descriptions that follow in this section of the catalog for detailed information about the applied research activities offered at each location.

For doctoral program students, research training occurs through formal courses in research methodology and design, as well as through the process of designing and completing a supervised dissertation in the PhD programs or a doctoral project in the PsyD program. PhD students choose a dissertation topic and create original research studies under faculty supervision.

### Professional Skills

Both coursework and field experiences focus on the skills of professional psychology applied to business, government and nonprofit organizations. These courses socialize new students to the profession by introducing its history and the models, characteristics, settings, activities, and standards of present practice.

Through coursework and team projects, students learn consulting and intervention techniques appropriate to organizations. Advanced courses and seminars allow students to investigate special interest areas, as well as to develop professional attitudes and an awareness and concern for professional ethics and issues.

Field experiences constitute an important part of most programs. Students in the doctoral programs participate in field placements in business, nonprofit and other organizational settings during one or more years of the program.

### Personal Growth

Some programs require personal growth experiences as part of the graduate training.

### Program Faculty

Students in the OPD programs enjoy the educational benefits of a specialized faculty who have expertise in organizational issues. Courses in theory, research, skill building, personnel management, global organizational issues and development are taught by faculty who are experts in each area and have extensive research and consulting expertise. Advising and academic mentoring are available for all students.

Additional courses (e.g., advanced seminars) are provided by well-known faculty and members of local business, governmental and educational communities who participate as speakers.

### Master's Degree Programs

The Organizational Psychology Division at Alliant International University offers several types of full-time and part-time master's degrees in the organizational area. Part-time organizational master's programs for working professionals are available on most campuses. Classes in the part-time programs are offered evenings and, on some campuses, weekends. Completion of these programs typically will take from one and a half to three years, depending on the program and the student's schedule.

### Doctoral Programs

The Organizational Psychology Division 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 focus on the theoretical and methodological foundations of the discipline. At this level students also receive training in the specific skills of their field, such as consultation, leadership, human resource management, or psychological/organizational assessment and development.

In the third and fourth years, students typically take advanced coursework and seminars in organizational studies; motivation; professional, legal and ethical issues; personnel and human resources development; and other topics. This training is combined with field placements in organizational settings. Some programs offer half-time placements averaging 15-22 hours per week; others require a one-year full-time placement in the fourth year. Internships may be paid or unpaid, and may, from the employer's perspective, be considered a regular job. Placements expose participants to the day-to-day issues encountered by psychologists practicing in an organizational setting. Usually in their third year, PhD program students develop their dissertation topic and PsyD students develop an applied doctoral project.

Students in doctoral programs are required to pass comprehensive and/or competency exams and demonstrate mastery of research skills (see the Graduate Student Handbook for details).

### Doctoral Requirements

The doctorate is awarded to students who have completed an OPD doctoral program, upon satisfactory evaluation by the faculty of the following requirements:

1. Completion and successful defense of a PhD dissertation or PsyD dissertation/project.
2. The equivalent of not less than four academic years of full-time attendance at Alliant International University following admission at the graduate entry level or, at the Fresno, San Diego, and San Francisco Bay campuses, three to five academic years following admission with credit for previous graduate work.
3. Completion of campus-specific and program-specific course and unit requirements as specified in each location section.

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

maintains the traditional academic prerogative to grant degrees based, among other criteria, on their judgment regarding the candidate's ability to function effectively as a professional psychologist at the doctoral level.

### **Professional Training**

All students in the OPD doctoral programs gain practical experience through field placements or internships 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 approval of the appropriate campus-based OPD Program Director.

Organizational placements during the third and/or fourth years provide students with hands-on training in organizational systems; diagnosis of organizational problems; and the design, implementation and evaluation of intervention strategies. Faculty and/or on-site professionals provide field placement supervision. Students' field placement experiences are thoroughly integrated with academic coursework.

While many students participate in two years of half-time (15-22 hours per week) placements, in some programs students obtain one-year full-time or half-time internships that take place throughout the United States or sometimes abroad. Internships may be paid or unpaid.

### **PhD Dissertations**

Candidates for the PhD degree from the Organizational Psychology Division at Alliant International University are required to complete a dissertation, which is an original research project conceived and executed under the close supervision of faculty. Completion of this requirement demonstrates that the student has learned investigative techniques, has made a contribution to knowledge and has developed skills that will prove useful in assuming a professional role.

A dissertation committee, composed of a chairperson and two or more other members, helps each student to develop the dissertation

proposal, reads and passes on the credibility of the final dissertation and administers and evaluates the student's oral examination at the end of the process. Specific instructions regarding the dissertation requirements are available at each campus location.

Each doctoral student is responsible for enlisting an OPD core or research faculty member to serve as the dissertation committee chairperson. Students seeking a dissertation chairperson should be prepared with a research question and familiarity with previous research directly related to that topic. Other members of the committee consist of core faculty, or as approved at the program/campus level, adjunct faculty or other doctoral level professionals with special expertise in the dissertation area. All members of the dissertation committee must hold earned doctorates in Industrial-Organizational Psychology, Organizational Psychology, Organizational Behavior, or closely related fields. Use of non-core faculty members in PhD dissertation or PsyD project committee roles requires approval 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 may be granted to students demonstrating sufficient need and continued progress toward completion of the dissertation. The maximum time limit for the doctoral degree is 10 years. During each term of an extension, students are required to register for campus-specified doctoral extension units and pay the appropriate tuition. Detailed guidelines concerning dissertation extensions are available from each campus.

### **PsyD Doctoral Projects**

Students in the Organizational Psychology Division PsyD programs complete a PsyD doctoral project. The PsyD project is a major applied undertaking that involves integrating theory and practice and culminates in a written dissertation. In contrast to the PhD dissertation, which is characterized by a focus on research and adding new knowledge to

the field, the PsyD dissertation project is intended to evaluate effective practice in organizational consultation or other applied research areas.

### **Doctoral Respecialization Program**

Psychologists who are trained in another area of psychology may apply to respecialize in one of the Organizational Psychology doctoral granting areas at any campus that offers doctoral training. These programs are customized to the individual needs of the students, taking into account what has already been completed in the first area of doctoral specialization. Some candidates for respecialization choose to complete the degree requirements of one of our master's programs rather than a respecialization certificate. Persons interested in respecialization in Organizational Psychology should contact the campus-based OPD Program Director for the campus(es) at which admission consideration is desired to discuss the specific training needs and respecialization options.

## **OPD PROGRAMS AT THE FRESNO LOCATION**

### **PsyD in Organization Development – Fresno**

The Fresno campus offers a doctoral (PsyD) program in Organization Development (OD). This PsyD degree program, the only one of its kind in the United States, prepares people for careers as consultants, leaders/managers, or other organizational change agents. Graduates are also prepared to be faculty in local community college districts and other academic institutions in the area of organizational training and consultation, a high need-high growth field.

The program addresses the need for increasingly complex and multifaceted organizational and management skills that encompass several disciplines. The first year focuses on the individual as a scholar-practitioner (organizational skills and foundation); the second year focuses on

themes and cultures of organizations with professional training placements; the third year focuses on practice in the global community with orientation toward completion of the PsyD project and professional issues seminars.

This three-year, part-time post-master's program has been developed with the needs of the adult learner in mind and is accessible to adults with multiple responsibilities. The intensive weekend executive format course schedule (Friday evening, Saturday, and Sunday) makes it possible for students to attend from the greater San Joaquin Valley, Sacramento, and more distant communities. The curriculum offerings by Fresno-based faculty is augmented with video-conferenced courses developed through the Marshall Goldsmith School of Management utilizing resources from other Alliant International University locations.

Students in the program will:

- Acquire new knowledge and skills for managing change processes in complex organizations
- Examine and assess existing organizational instruments, processes, and designs
- Design interventions at the system, group and individual levels, addressing such areas as work strategies and structures, staffing issues and job design, performance appraisal and feedback, compensation and rewards, staff training and leadership development
- Gain knowledge of organizational theory and interventions and explore international and global business and management relationships
- Develop competencies for OD consultation and design and implementation of applied research projects
- Receive training in professional practice by participating in field placements supervised by faculty, organizational consultants, corporate executives and agency administrators

This 75-unit post-master's executive format program includes courses held one weekend a month and includes some video conferencing and online courses. Students may transfer in a maximum of 9 units from their master's degrees that are appropriate to the program, with approval from the program director.

### Degree Requirements

#### First Year

- ORG 7523 Introduction to Organization Development (2 units)
- ORG 8525 History and Systems of Organizational Studies (3 units)
- RG 7710 Organizational Ethics and Social Responsibility (3 units)
- ORG 8505 The Individual in Organizations (2 units)
- ORG 6016 Principles of Research Design (3 units)
- ORG 7525 Organizational Change and Development (3 units)
- ORG 8800 Advanced Seminar in Organizational Studies: Comprehensive Exams (2 units)

#### Second Year

- PSY 7417 Adult and Career Development (3 units)
- ORG 8515 International Organizational Development (3 units)
- ORG 8800 Advanced Seminar: Distinguished Visiting Faculty (2 units)
- ORG 6535 Paradigms of Inquiry in Organizational Studies (3 units)
- ORG 7408 Conflict Management (3 units)
- ORG 7330 Cultural Diversity in Organizations (3 units)
- ORG 8220 Human Resource Management (3 units)
- ORG 9921 Advanced PsyD Dissertation Project (3 units)
- ORG 9410 Field Placement in Organizational Studies (2 units)

#### Third Year

- ORG 8800 Advanced Seminar in Organizational Studies: Comprehensive Exams (2 units)

- PSY 6412 Group Dynamics in Organizations (3 units)
- ORG 7235 Process Consultation (2 units)
- ORG 7540 Managing Transitions: Individual and Organizational (2 units)
- ORG 7610 Organizational Consulting Skills Development (3 units)
- ORG 7670 Coaching and Self-Development (3 units)
- ORG 7503 Leadership and Management Behavior (3 units)
- ORG 9922 Advanced PsyD Dissertation Project (3 units)
- ORG 9410 Field Placement in Organizational Studies (2 units)

A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

## Master of Arts in Organizational Behavior (MAOB) – Fresno

The program is designed to meet the educational needs of managers, organizational consultants, human resource specialists, business owners, and other career-minded professionals by providing a practical curriculum related to management issues involving people and organizational processes. Students are trained in participatory management practices, leadership, team building, organizational change and development, employee motivation, and organizational consultation. The curriculum also addresses issues related to employee satisfaction, commitment, and productivity. Graduates are prepared to anticipate and manage change in a variety of organizations, including public, private, and volunteer organizations. OPD's faculty are working professionals who bring expertise and their applied work experiences into the classroom.

The graduate program in Organizational Behavior is a fifteen-month program. Courses are offered once a month in an intensive weekend format on Friday evening, Saturday and Sunday.

The MAOB is a scholar-practitioner degree, designed for the working professional, manager, human resources person, trainer, or organizational consultant who wants to acquire new skills and knowledge related to management and organizational behavior. A joint MAOB/clinical or forensic psychology doctorate is also available for students who are current clinical and forensic psychology students. For more information, please contact the campus admissions office.

The curriculum of the OPD-Fresno MAOB program acquaints students with the current literature and research on management and organizational behavior. The program is reflective of the issues and problems that business leaders face on a daily basis. MAOB students are not required to take statistics courses or write a research thesis.

## Degree Requirements

### First Year

- ORG 6320 Introduction to Organizational Behavior (2 units)
- ORG 7530 Organizational Theory (3 units)
- ORG 7507 Workplace Ethics (3 units)
- ORG 7506 Conflict Management (3 units)
- ORG 7509 Leadership Skills Development (2 units)
- ORG 8800 Advanced Seminar: Distinguished Visiting Faculty (2 units)
- ORG 6515 Models of Organizational Change and Development (3 units)
- ORG 6017 Research Methods (3 units)
- ORG 7425 Organizational Behavior in International Perspective (4 units)

### Second Year

- ORG 8548 Ethnocultural Issues in the Workplace (3 units)
- ORG 7512 Transitions in Organizations (2 units)
- RG 7730 Advanced Seminar: Capstone (2 units)
- RG 7825 MAOB Consultation Group (2 units)

**Total units : 34**

## Joint MAOB/Clinical or Forensic Psychology Doctoral Program

Students may concurrently pursue a Master's of Organizational Behavior (MAOB) degree in the Marshall Goldsmith School of Management with either a Clinical Psychology doctoral degree at the California School of Professional Psychology or with a Forensic Psychology doctoral degree in the Center for Forensic Studies.

The MAOB degree provides students in the Forensic or Clinical Psychology programs an opportunity to gain knowledge of organizations if they are interested in pursuing administrative positions or doing organizational work as part of their future career goals.

The MAOB 30-unit program consists of 24 units of core Organizational Psychology curriculum and 6 elective units which can be transferred from their Clinical or Forensic Psychology curriculums. Coursework is scheduled over a 16 month period and meets in an executive weekend format on Friday evening, Saturday and Sunday.

The MAOB degree can be completed in 12 to 15 months, after which students can matriculate into the PsyD in Organization Development program or other graduate studies. For more information, please contact the Fresno Admissions Office.

## OPD PROGRAMS AT THE LOS ANGELES LOCATION

The OPD programs at the Los Angeles campus include a doctoral (PhD) program in Industrial-Organizational Psychology and a master's degree program in Industrial-Organizational Psychology. These programs are described in greater detail below.

## Center for Innovation and Change (CIC)

Professionals in every occupation complain that they never learned practical skills in grad school. Not at Alliant. In Los Angeles, MGSM sponsors the Center for Innovation and Change (CIC) so that MGSM students graduate with practical experience that puts them head and shoulders above graduates of other programs. The CIC is a pro-bono and low-cost consulting center that provides consulting services to respected non-profit organizations in the L.A. area, including the City of Hope National Medical Center, Goodwill Industries, and the City of Pasadena. CIC project teams are staffed and led by students and faculty. The CIC allows students to begin honing their consulting skills at a very early stage of their graduate careers. Participation in CIC projects is not required, but is recommended for those students not having previous professional experience. More information on the CIC can be found on the University's website or by contacting Dr. Jonathan Troper, the director, at [jtroper@alliant.edu](mailto:jtroper@alliant.edu)

## PhD in Industrial-Organizational Psychology – Los Angeles

The doctoral (PhD) program in Industrial-Organizational Psychology 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 placement in major corporations, business organizations, or public sector agencies. The philosophy underlying this program is the belief that the foundations of effective organizational change are science-based, especially the science of human behavior in work settings. The program is designed to address both sides of the consultant/client relationship. This relationship is critical to the success of the



## Marshall Goldsmith School of Management – OPD

modern organization. Increasingly, companies use consultants, whether internal to the organization or external contractors, to advise and help line managers, HR managers and executives, to design and implement change projects.

Graduates are prepared for careers in a wide variety of practice areas including management consulting, organizational assessment and design, human resources development, organization development, diversity training and change management.

Students enter the PhD program in Industrial-Organizational Psychology with a bachelor's degree in psychology or a related field and take four to five years to complete the PhD. A limited number of positions are open for students who wish to enter on a part-time basis.

In a typical four-year program, the first two years provide substantive coursework in general and organizational psychology, statistics, research design, and measurement. Students are also involved in research and independent study projects.

At the beginning of their third year, students demonstrate mastery of the stated competencies through 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.

### Degree Requirements

#### First Year

##### *Fall Semester*

- ORG 6007 Pro-Seminar in Industrial-Organizational Psychology (2 units)
- ORG 6016 Principles of Research Design (3 units)
- ORG 6023 Computer Statistics Laboratory (1 unit)
- ORG 6320 Organizational Behavior (3 units)
- PSY 6021 Advanced Statistics I (3 units)

- PSY 8412 Social Psychology of Organizations (3 units)

##### *Spring Semester*

- ORG 7330 Cultural Diversity in Organizations (3 units)
- ORG 6016 Principles of Research Design (3 units)
- ORG7503 Leadership and Management Behavior (3 units)
- ORG 6150 Professional Communications Skills (3 units)
- ORG 7525 Organizational Change and Development (3 units)

#### Second Year

##### *Fall Semester*

- PSY 6022 Advanced Statistics II (3 units)
- ORG 6023 Computer Statistics Laboratory (1 unit)
- ORG 6330 Work Motivation and Productivity (3 units)
- ORG 8120 Personnel Selection and Staffing (3 units)
- ORG 7861 Second Year Research Project (1 unit)
- ORG 8800 Advanced Seminar in Industrial-Organizational Psychology (3 units)

##### *Spring Semester*

- ORG 7862 Second Year Research Project (3 units)
- ORG 7100 Consultation and Facilitation Skills (3 units)
- ORG 8220 Human Resource Management (3 units)
- ORG 7020 Psychological Measurement (3 units)

#### Third Year

##### *Fall Semester*

- ORG 6170 Qualitative Research and Survey Methodology (3 units)
- ORG 8800 Advanced Seminar in Industrial-Organizational Psychology (3 units)
- ORG 7440 Business Principles (3 units)
- ORG 8950 Preliminary Dissertation Development in Industrial-Organizational Psychology (6 units)

##### *Spring Semester*

- ORG 7215 Training and Development (3 units)

- ORG 8800 Advanced Seminar in Industrial-Organizational Psychology (3 units)

- ORG 8980 Dissertation Development in Industrial-Organizational Psychology (12 units)

#### Fourth Year

##### *Fall Semester*

- ORG 9410 Field Placement in Industrial-Organizational Psychology (12 units)
- ORG 9931 Doctoral Dissertation (3 units)

##### *Spring Semester*

- ORG 9410 Field Placement in Industrial-Organizational Psychology (12 units)
- ORG 9880 Professional Issues in Industrial-Organizational Psychology (2 units)

Doctoral degree course requirements total 118 units. A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

## Master of Arts in Industrial-Organizational Psychology – Los Angeles

This program is for psychology or other undergraduate majors who want an in-depth initial preparation in the Industrial-Organizational Psychology profession. Many students who enter this program may have limited work experience and seek a significant foundation for a career as an internal consultant in mid-to-large size organizations or entry-level positions in consulting firms. This program is also a good option for students who think they may want to continue on to the doctoral degree at Alliant International University in the future but are not yet ready for doctoral-length training.

This is a 60-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.

### Degree Requirements

**60 units**

**First Year**

*Fall Semester*

- ORG 6007 Pro-Seminar in Industrial-Organizational Psychology (2 units)
- ORG 7350 Organization Theory (3 units)
- ORG 6023 Computer Statistics Laboratory (1 unit)
- ORG 6320 Organizational Behavior (3 units)
- PSY 6021 Advanced Statistics I (3 units)
- ORG 8220 Human Resource Management (3 units)
- PSY 8412 Social Psychology of Organizations (3 units)

*Spring Semester*

- ORG 6150 Professional Communications Skills (3 units)
- ORG 7330 Cultural Diversity in Organizations (3 units)
- ORG 8220 Human Resource Management (3 units)
- ORG 7503 Leadership and Management Behavior (3 units)
- ORG 7525 Organizational Change and Development (3 units)

**Second Year**

*Fall Semester*

- ORG 6330 Work Motivation and Productivity (3 units)
- ORG 7440 Business Principles (3 units)
- ORG 6170 Qualitative Research & Survey Methods (3 units)
- ORG 8120 Personnel Selection and Staffing (3 units)
- ORG 8800 Advanced Seminar in Industrial-Organizational Psychology (3 units)

*Spring Semester*

- ORG 7200 Practicum in Industrial-Organizational Psychology (3 units)
- ORG 7100 Consultation and Facilitation Skills (3 units)
- ORG 8800 Advanced Seminar in Industrial-Organizational Psychology (3 units)
- ORG 7215 Training and Development (3 units)
- ORG 7020 Psychological Measurement (3 units)

A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

**OPD PROGRAMS AT THE SAN DIEGO LOCATION**

The San Diego Campus of the Marshall Goldsmith School of Management (OPD San Diego) offers several doctoral and master's degree programs in Industrial-Organizational Psychology and Consulting Psychology.

The doctoral degree programs include a PhD in Industrial-Organizational Psychology and a PhD in Consulting Psychology. OPD San Diego also offers a joint degree program leading to a Master of Business Administration (MBA) and a PhD in either Industrial-Organizational Psychology or Consulting Psychology.

In cooperation with the California School of Professional Psychology (CSPP), MGSM-OPD San Diego also offers a PhD in Dual Clinical and Industrial-Organizational Psychology. The master's degree programs is a Master of Arts (MA) in Industrial- Organizational Psychology. MGSM-OPD San Diego also offers a Dual Master of Business Administration (MBA) and Master of Arts (MA) in Industrial-Organizational Psychology.

**Field Placements**

A key feature of all doctoral and master's degree programs offered at OPD San Diego is the integration of courses, seminars, research, and professional training with the students' field experience. All doctoral students participate in two half-time internships/field placements in the last two years of their program. The students in the MA in Industrial-Organizational Psychology program complete a semester of field placement during the last year of their program.

**Credit for Previous Graduate Work and Individualized Studies**

The curricula for students entering OPD San Diego programs with accepted credit for previous graduate work will be modified

appropriately. Applicants must provide syllabi of the previous graduate courses for which they wish to transfer credit before they begin the program. Accepted courses must be judged to be the substantive equivalent of OPD courses.

All students enter the programs with their own individual academic and professional backgrounds and needs for full-time or extended (moderated) programs. Thus, the exact curriculum of the programs regarding content, sequence, and pace of study may vary.

Contact the OPD San Diego Program Director or your academic advisor for information specific to your own situation.

**Organizational Electives**

The curricula of all OPD San Diego programs consist of both required and elective coursework. With the approval of their advisor or the OPD San Diego Program Director, advanced students can choose the elective courses indicated in their program-specific degree requirements (see below) from a number of courses available to doctoral students, including Advanced Seminars in Organizational Studies (ASOS) and selected clinical courses.

**Comprehensive Exams in Doctoral Programs**

All doctoral students pursuing a PhD degree at OPD San Diego are required to pass the Graduate Record Examination (GRE) Psychology Subject Test, a Writing Proficiency Examination, and a Special Field Examination in the field of I/O Psychology. Students in the Dual PhD in Clinical and I/O Psychology must satisfy the requirements for doctoral competencies examinations set forth by the California School of Professional Psychology, in lieu of the GRE.

Preparation for the exams may be acquired through previous coursework, courses taken at Alliant International University or other institutions, or independent study and self-guided reading. The Writing Proficiency Examination is taken during the first year. It is

essential that all doctoral students take the required GRE or competencies examinations within the first two years of their study. Enrollment for students not passing these examinations by the end of their second year is limited to 10 units per semester until the examinations are passed. The Special Field Examination is given in the third year of studies.

## **PhD in Industrial-Organizational Psychology – San Diego**

The PhD in Industrial-Organizational Psychology degree gives a wide variety of professional opportunities. Graduates of this program are prepared to conduct empirical research, develop and evaluate theories relevant to industrial and organizational settings, and apply advanced knowledge and skills in organizations. They assist businesses and organizations in individual and organizational assessments, organizational change, and human resource (HR) management including personnel selection, training programs, and gender/diversity issues. The program closely follows the guidelines for doctoral level training prepared by the Society for Industrial and Organizational Psychology (SIOP), the Division 14 of the American Psychological Association (APA). Students will develop competence through formal training, field placement experience and research. Key features of the program are:

- Integration of academic training and field placement experience
- Opportunity to tailor the program by selecting appropriate electives or advanced seminars
- Introduction to research practices early in the program, facilitating the dissertation process

### **Degree Requirements**

#### **First Year**

##### *Fall Semester*

PSY 7112 History and Systems of Psychology (3 units)

PSY 6021 Advanced Statistics I (3 units)  
 PSY 6700 Workshop: Data Management in SPSS (1 unit)  
 PSY 7700 Workshop: Principles of Probability Theory and Statistical Theory (2 units)  
 ORG 8122 Personnel and Work Psychology (3 units)  
 ORG 6320 Organizational Behavior (3 units)  
 ORG 6005 Introduction to Professional Practice in Organizational Psychology (1 unit)

##### *Spring Semester*

ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)  
 PSY 6022 Advanced Statistics II (3 units)  
 ORG 6016 Principles of Research Design (3 units)  
 ORG 7350 Organization Theory (3 units)  
 ORG 8220 Human Resource Management (3 units)  
 ORG 7330 Cultural Diversity in Organizations (3 units)

#### **Second Year**

##### *Fall Semester*

ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)  
 ORG 7440 Business Principles (3 units)  
 PSY 8412 Social Psychology of Organizations (3 units)  
 ORG 7863 I-O Psychology Research Project I (3 units)  
 ORG 7020 Psychological Measurement (4 units)  
 ORG 7525 Organizational Change and Development (3 units)

##### *Spring Semester*

ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)  
 ORG 7864 I-O Psychology Research Project II (3 units)  
 ORG 6330 Work Motivation and Productivity (3 units)  
 ORG 7215 Training and Development (3 units)  
 PSY 7423 Individual Differences in Organizations (3 units)

ORG 7503 Leadership and Management Behavior (3 units)

Upon completion of all first-year and second year courses, students are eligible for the Master of Science (MS) in Industrial-Organizational Psychology degree.

#### **Third Year**

##### *Fall Semester*

ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)  
 ORG 9410 Field Placement in Organizational Studies (4 units)  
 ORG 8990 Research Seminar I (3 units)  
 ORG 8800 Advanced Seminar in Organizational Studies: Multivariate Statistics (3 units)  
 ORG 8130 Human Performance / Human Factors (3 units) Organizational Psychology Elective (3 units)

##### *Spring Semester*

ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)  
 ORG 9410 Field Placement in Organizational Studies (4 units)  
 ORG 8990 Research Seminar II (3 units)  
 PSY 6412 Group Dynamics in Organizations (3 units)  
 ORG 7682 Survey-Guided Feedback (3 units)  
 ORG 8140 Performance Measurement, Appraisal and Feedback (3 units)

#### **Fourth Year**

##### *Fall Semester*

ORG 9410 Field Placement in Organizational Studies (4 units)  
 ORG 8991 Research Seminar III (3 units)  
 PSY 7437 Ethical and Legal Issues in Organizational Studies (3 units)  
 Organizational Psychology Elective (3 units)

##### *Spring Semester*

ORG 9410 Field Placement in Organizational Studies (4 units)  
 ORG 8991 Research Seminar IV (3 units)  
 Organizational Psychology Elective (3 units)

PSY 7417 Adult and Career Development (3 units)

It is expected that the PhD in Industrial-Organizational Psychology will take a minimum of four years of full-time study plus additional semesters to complete the dissertation.

Doctoral degree course requirements total 120 units. A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

## Joint MBA and PhD in Industrial-Organizational Psychology – San Diego

The San Diego Campus offers the option to pursue a Joint Master of Business Administration (MBA) and PhD in Industrial-Organizational Psychology degree for those students admitted to the PhD in Industrial-Organizational Psychology program. This program is jointly administered by the Business and Management Division and the Organizational Psychology Division.

It is expected that the Joint Master of Business Administration (MBA) and PhD in Industrial-Organizational Psychology degree will take four and one-half years (nine semesters) of full-time study. If students wish to accelerate the completion of their program, they may opt for a moderated status and take courses over summer sessions or petition to overload during one or more semesters. Throughout the duration of the program, students will be required to meet with both their OPD advisor and their BMD advisor at the end of each semester to plan their study load for the following semester.

### Additional Course Requirements for the MBA Degree

In addition to fulfilling all requirements for the PhD in Industrial-Organizational Psychology, students must complete the following courses (27 units) from the MBA program. Prior to registration, students must

meet with their Business and Management advisor to determine whether they are eligible to waive any of the MBA prerequisite courses BUS 5010, BUS 5020, BUS 5030, BUS 5050, and BUS 5060 (5 units) based on an evaluation of the students' undergraduate record and previous work experience.

Coursework completed for the PhD in Industrial-Organizational Psychology will count towards the MBA concentration in Integrated Studies. If students wish to complete a different concentration for the MBA, they must complete four additional concentration courses (12 units) in the areas of Finance, Information and Technology Management, Marketing, Strategic Management, or Sustainable Business.

BUS 5050 Survey of Economics (1 unit)  
 BUS 5010 Survey of Accounting (1 unit)  
 BUS 5020 Survey of Finance (1 unit)  
 BUS 5030 Survey of Marketing (1 unit)  
 BUS 5060 Survey of the Legal Environment of Business (1 unit)  
 ACT 6010 Managerial Accounting (3 units)  
 FIN 6000 Managerial Finance (3 units)  
 ECO 6010 Managerial Economics (3 units)  
 BUS 6020 Strategic Management (3 units)  
 MKT 6000 Managerial Marketing (3 units)  
 BUS 6040 Business Values, Ethics, and Societal Strategy (3 units)  
 Elective BMD (3 units)  
 Elective BMD (3 units)  
 BUS 6900 Capstone (3 units)

The Joint MBA/PhD in Industrial-Organizational Psychology course requirements total 147 units. A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

## PhD in Consulting Psychology – San Diego

This is the program for those of you who want to study I/O Psychology with a specialization in one-on-one work. Are you

looking for a wonderfully rewarding career opportunity in business? Then imagine yourself as a psychologist with the skills to help both individuals and organizations be more effective. With this PhD from the Marshall Goldsmith School of Management, you will be making a positive difference in the lives of leaders and employees while working on the cultures, processes, values and competitiveness of organizations and groups.

In this program, you'll learn how to help an individual leader, manager, or employee achieve their individual or organizational goals. On the other hand, you might also focus on working with an entire team or an entire organization. Students and graduates from our program work as psychologists in the human resources or organizational effectiveness units in many different kinds of corporations, government departments and consulting firms. Their career opportunities are particularly good because of their flexibility.

Graduates of this program can not only do I/O projects--like employee selection, surveys, organizational development, team building, and organizational change--but they can also do one-on-one coaching, counseling, personality assessment, and conflict resolution. In addition, our graduates complete the specialized training and internships that will permit them to more easily seek licensure as a Psychologist after graduation than most other I/O programs. This is a winning combination. Why not become one of us?

The curriculum is designed to permit psychology licensure eligibility, and it is expected that graduates of the program will be licensable as psychologists when they complete their programs, post-graduate supervised experience and other licensing requirements.

The PhD in Consulting Psychology program meets the Guidelines for Defining Doctoral Degree in Psychology of the Association of State and Provincial Psychology Boards/National Register of Health Service Providers in Psychology. Therefore, graduates

of this designated program who decide to apply for licensing as a psychologist typically will meet the educational requirements for licensing. However, in each jurisdiction there may be additional requirements that must be satisfied. For exact information, please contact the state or provincial licensing board in the jurisdiction in which you plan to apply.

Once licensed, graduates are expected to be eligible to apply for credentialing as a Health Service Provider in Psychology. However, there are additional requirements that must be satisfied prior to being listed in the National Register of Health Service Providers in Psychology®. For further information, consult the National Register's web site: [www.nationalregister.org](http://www.nationalregister.org).

### Degree Requirements

#### First Year

##### Fall Semester

- PSY 6021 Advanced Statistics I (3 units)
- PSY 6433 Introduction to Professional Practice in Consulting Psychology (1 unit)
- ORG 6320 Organizational Behavior (3 units)
- ORG 7408 Conflict Management (3 units)
- PSY 6101 Cognitive and Affective Bases of Behavior (3 units)
- PSY 6700 Workshop: Data Management in SPSS (1 unit)
- PSY 7700 Workshop: Principles of Probability Theory and Statistical Theory (2 units)

##### Spring Semester

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- PSY 6413 Consulting Psychology Consultation Group (1 unit)
- PSY 6022 Advanced Statistics II (3 units)
- ORG 6016 Principles of Research Design (3 units)
- PSY 6105 Biological Aspects of Behavior (3 units)
- ORG 7330 Cultural Diversity in Organizations (3 units)
- ORG 7350 Organization Theory (3 units)

#### Second Year

##### Fall Semester

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- ORG 7525 Organizational Change and Development (3 units)
- ORG 7020 Psychological Measurement (4 units)
- ORG 7440 Business Principles (3 units)
- PSY 7465 Consulting Psychology Research Project I (3 units)
- PSY 6409 Pro-Seminar in Consulting Psychology (3 units)

##### Spring Semester

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- PSY 7466 Consulting Psychology Research Project II (3 units)
- ORG 8220 Human Resource Management (3 units)
- ORG 7503 Leadership and Management Behavior (3 units)
- PSY 7250 Counseling in an Organizational Setting (3 units)
- PSY 7435 Individual Assessment for Business and Career (4 units)

Upon completion of all first-year and second-year courses, students are eligible for the Master of Science (MS) in Consulting Psychology degree.

#### Third Year

##### Fall Semester

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- PSY 9421 Consulting Psychology Internship: Individual/Group (4 units)
- ORG 8990 Research Seminar I (3 units)
- PSY 7429 Individual and Executive Coaching (4 units)
- MGSM Elective (3 units)
- MGSM Elective (3 units)

##### Spring Semester

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)

- PSY 9421 Consulting Psychology Internship: Individual/Group (4 units)
- ORG 8990 Research Seminar II (3 units)
- PSY 6412 Group Dynamics in Organizations (3 units)
- ORG 7682 Survey-Guided Feedback (3 units)

#### Fourth Year

##### Fall Semester

- ORG 8800 Advanced Seminar in Organizational Studies (3 units)
- PSY 9422 Consulting Psychology Internship: Systemwide Interventions (4 units)
- ORG 8991 Research Seminar III (3 units)
- PSY 7437 Ethical and Legal Issues in Organizational Studies (3 units)
- MGSM Elective (3 units)

##### Spring Semester

- PSY 9422 Consulting Psychology Internship: Systemwide Interventions (4 units)
- ORG 8991 Research Seminar IV (3 units)
- PSY 7417 Adult and Career Development (3 units)

It is expected that the PhD in Consulting Psychology will take a minimum of four years of full-time study plus additional semesters to complete the dissertation.

Doctoral degree course requirements total 120 units. A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

### Joint MBA and PhD in Consulting Psychology – San Diego

The San Diego Campus offers the option to pursue a Joint Master of Business Administration (MBA) and PhD in Consulting Psychology degree for those students admitted to the PhD in Consulting Psychology program. This program is jointly administered by the Organizational Psychology Division (OPD) and the Business and Management Division (BMD).

It is expected that the Joint Master of Business Administration (MBA) and PhD in Consulting Psychology degree will take four and one-half years (nine semesters) of fulltime study. If students wish to accelerate the completion of their program, they may opt for a moderated status and take courses over summer sessions or petition to overload during one or more semesters. Throughout the duration of the program, students will be required to meet with both their OPD advisor and their BMD advisor at the end of each semester to plan their study load for the following semester.

### Additional Course Requirements for the MBA Degree

In addition to fulfilling all requirements for the PhD in Consulting Psychology, students must complete the following courses (27 units) from the MBA program. Prior to registration, students must meet with their BMD advisor to determine whether they are eligible to waive any of the MBA prerequisite courses BUS 5010, BUS 5020, BUS 5030, BUS 5050, and BUS 5060 (5 units) based on an evaluation of the students' undergraduate record and previous work experience.

Coursework completed for the PhD in Consulting Psychology will count towards the MBA concentration in Integrated Studies. If students wish to complete a different concentration for the MBA, they must complete four additional concentration courses (12 units) in the areas of Finance, Information and Technology Management, Marketing, Strategic Management, or Sustainable Business.

- BUS 5050 Survey of Economics (1 unit)
- BUS 5010 Survey of Accounting (1 unit)
- BUS 5020 Survey of Finance (1 unit)
- BUS 5030 Survey of Marketing (1 unit)
- BUS 5060 Survey of the Legal Environment of Business (1 unit)
- ACT 6010 Managerial Accounting (3 units)
- FIN 6000 Managerial Finance (3 units)
- ECO 6010 Managerial Economics (3 units)
- BUS 6020 Strategic Management (3 units)
- MKT 6000 Managerial Marketing (3 units)

- BUS 6040 Business Values, Ethics, and Societal Strategy (3 units)
- Elective BMD (3 units)
- Elective BMD (3 units)
- BUS 6900 Capstone (3 units)

Joint MBA/PhD in Consulting Psychology course requirements total 147 units. A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

## PhD in Dual Clinical/Industrial-Organizational Psychology – San Diego

The San Diego campus offers a PhD in Dual Clinical/Industrial-Organizational Psychology. The program is jointly administered by the Marshall Goldsmith School of Management (MGSM) and by the California School of Professional Psychology (CSPP). Students enrolled in this program fulfill the program requirements of both specialties. The clinical portion of the program is part of CSPP's APA-accredited program in clinical psychology. It is expected that the PhD in Dual Clinical/Industrial-Organizational Psychology will take a minimum of five years of full-time study plus additional semesters to complete the dissertation.

### Degree Requirements

#### First Year

- ORG 6005 Introduction to Professional Practice in Organizational Psychology (1 unit)
- ORG 6320 Organizational Behavior (3 units)
- PSY 6021 Advanced Statistics I (3 units)
- PSY 6700 Workshop: Data Management in SPSS (1 unit)
- PSY 7700 Workshop: Principles of Probability Theory and Statistical Theory (2 units)
- PSY 6520 Introduction of Psychotherapy (2 units)
- PSY 6521 Introduction to Psychotherapy Practicum (1 unit)
- PSY 6523 Advanced Psychopathology (3 units)

- PSY 6003 History & Systems/Clinical PhD Program Meeting (0 units, both semesters)
- PSY 6524 or PSY 6525 Theories of Personality, Pathology, and Psychotherapy (3 units)
- ORG 7330 Cultural Diversity in Organizations (3 units)
- ORG 6016 or PSY 6023 Principles of Research Design (3 units)
- PSY 6022 Advanced Statistics II (3 units)
- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- PSY 6501 Intellectual Assessment (3 units)
- PSY 6502 Practicum in Intelligence Testing (1 unit)
- PSY 6105 Biological Aspects of Behavior (3 units)

#### Second Year

- ORG 8122 Personnel and Work Psychology (3 units)
- ORG 7440 Business Principles (3 units)
- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units, both semesters)
- ORG 7020 Psychological Measurement (4 units)
- PSY 8412 Social Psychology of Organizations or
- PSY 6112 Social Bases of Behavior (3 units)
- PSY 6140 Developmental Psychology or
- PSY 6101 Cognitive Affective Basis of Behavior (3 units, one of these two required)
- PSY 7423 Individual Differences in Organizations (3 units)
- ORG 6330 Work Motivation and Productivity (3 units)
- ORG 7350 Organization Theory (3 units)
- ORG 8220 Human Resource Management (3 units)
- Clinical Psychology Elective (3 units)
- PSY 6524 or PSY 6525 Theories of Personality, Pathology, and Psychotherapy (3 units, both courses required)

#### Third Year

- ORG 7525 Organizational Change and Development (3 units)

- ORG 7863 & ORG 7864 I-O Psychology Research Project I & II (3 units, both semesters)
- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units, both semesters)
- PSY 7501, 7604, 7602, or 7503 Therapy Requirement: Select one: (3 units)
- PSY 7550 Practicum in Professional Psychology (3 units, both semesters)
- PSY 7551 Practicum Consultation/Ethics (1.5 units, both semesters)
- PSY 6503 Foundations of Assessment: Personality I (3 units)
- PSY 6504 Foundations of Assessment: Personality II (3 units)
- PSY6513 Practicum in Projective Testing (1 unit)
- PSY 7156 Psychopharmacology (2 units)
- ORG 7682 Survey-Guided Feedback (3 units)

**Fourth Year**

- ORG 8990 Research Seminar I & II, or
- PSY 8990 PhD Doctoral Dissertation Research Design and Research Seminar (3 units, both semesters)
- ORG 9410 Field Placement in Organizational Studies (4 units, both semesters)
- PSY 7565 Advanced Ethics and Professional Issues (2 units)
- ORG 8800 Advanced Seminar in Organizational Studies (3 units)
- PSY 7501, 7602, or 7604, 7503 Therapy Requirement:  
Select one: (3 units)
- ORG 7503 Leadership and Management Behavior (3 units)
- ORG 8140 Performance Measurement, Appraisal and Feedback (3 units)
- PSY 6412 Group Dynamics in Organizations (3 units)

**Fifth Year**

- Organizational Psychology Elective (3 units)
- ORG 8991 Research Seminar III & IV, or
- PSY 8990 PhD Doctoral Dissertation Research Design and Research Seminar (3 units, both semesters)
- PSY 8510 Supervision Seminar & Lab (2 units)  
PSY 8551 Clinical Consultation Group (1.5 units, both semesters)

- PSY 9581 & PSY 9582 Half-time Internship (6 units, both semesters)
- PSY 9585 or Full-Time Internship (units vary, both semesters, sometimes in a 6th year)
- PSY 7417 Adult and Career Development (3 units)
- ORG 8800 Advanced Seminar in Organizational Studies (3 units)

**Internship Requirements**

The PhD in Dual Clinical/Industrial-Organizational Psychology degree also requires the completion of a Clinical Internship and a Field Placement in Organizational Studies. The Field Placement in Organizational Studies (administered by OPDSD) totals 700 supervised hours. The Clinical Internship (administered by CSPP-SD) requires a minimum of 1500 supervised hours. Students planning to serve the recommended APA-approved full-time internship, should consider completing it during a sixth year.

Doctoral degree course requirements total 165 units. A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

**Master of Arts in Industrial and Organizational Psychology – San Diego**

This program is appropriate for those who have completed their undergraduate education and are interested in a master’s level career in human resources and organizational development. It is also appropriate for those employed in human resource management and organizational development who need graduate level education in order to reach their potential in the field.

**Degree Requirements**

**First Year**

*Fall Semester*

- ORG 6005 Introduction to Professional Practice in Organizational Psychology (1 unit)
- PSY 6021 Advanced Statistics I (3 units)
- ORG 8122 Personnel and Work Psychology (3 units)
- ORG 6320 Organizational Behavior (3 units)
- PSY 6700 Workshop: Data Management in SPSS (1 unit)
- PSY 7700 Workshop: Principles of Probability Theory and Statistical Theory (2 units)
- Organizational Psychology Elective (3 units)

*Spring Semester*

- PSY 6022 Advanced Statistics II (3 units)
- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- ORG 6016 Principles of Research Design (3 units)
- ORG 7350 Organization Theory (3 units)
- ORG 8220 Human Resource Management (3 units)
- ORG 7330 Cultural Diversity in Organizations (3 units)

**Second Year**

*Fall Semester*

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- ORG 7020 Psychological Measurement (4 units)
- ORG 7440 Business Principles (3 units)
- PSY 7437 Ethical and Legal Issues in Organizational Studies (3 units)
- ORG 7525 Organizational Change and Development (3 units)

*Spring Semester*

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- ORG 8140 Performance Measurement, Appraisal and Feedback (3 units)
- or
- ORG 7682 Survey-Guided Feedback (3 units)
- ORG 7503 Leadership and Management Behavior (3 units)
- ORG 7215 Training and Development (3 units)

ORG 6330 Work Motivation and Productivity (3 units)

ORG 7200 Practicum in Organizational Studies (3 units)

MA in Industrial-Organizational Psychology course requirements total 59 units. A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

## Dual MBA and MA in Industrial-Organizational Psychology – San Diego

The San Diego Campus offers the option to pursue a Dual Master of Business Administration (MBA) and Master of Arts in Industrial-Organizational Psychology degree to those students admitted to the MA in Industrial-Organizational Psychology program. This program is jointly administered by the Organizational Psychology Division (OPD) and the Business and Management Division (BMD).

It is expected that the dual program will take two and one-half years (five semesters) of full-time studies. If students wish to accelerate the completion of their program, they may opt for a moderated status and take courses over summer sessions or petition to overload during one or more semesters. Throughout the duration of the program, students will be required to meet with both their OPD advisor and their BMD advisor at the end of each semester to plan their study load for the following semester.

### Additional Course Requirements for the MBA Degree

In addition to fulfilling all requirements for the MA in Industrial-Organizational Psychology, students must complete the following courses (27 units) from the MBA program. Prior to registration, students must meet with their BMD advisor to determine whether they are eligible to waive any of the MBA prerequisite courses BUS 5010, BUS 5020, BUS 5030, BUS 5050, and BUS 5060 (5 units) based on an evaluation of the students'

undergraduate record and previous work experience.

Coursework completed for the MA in I-O Psychology will count towards the MBA concentration in Integrated Studies. If students wish to complete a different concentration for the MBA, they must complete four additional concentration courses (12 units) in the areas of Finance, Information and Technology Management, Marketing, Strategic Management, or Sustainable Business.

BUS 5050 Survey of Economics (1 unit)

BUS 5010 Survey of Accounting (1 unit)

BUS 5020 Survey of Finance (1 unit)

BUS 5030 Survey of Marketing (1 unit)

BUS 5060 Survey of the Legal Environment of Business (1 unit)

ACT 6010 Managerial Accounting (3 units)

FIN 6000 Managerial Finance (3 units)

ECO 6010 Managerial Economics (3 units)

BUS 6020 Strategic Management (3 units)

MKT 6000 Managerial Marketing (3 units)

BUS 6040 Business Values, Ethics, and Societal Strategy (3 units)

Elective BMD (3 units)

Elective BMD (3 units)

BUS 6900 Capstone (3 units)

Dual MBA/MA in Industrial-Organizational Psychology course requirements total 86 units. A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

## Bachelor of Arts in Psychology, Industrial-Organizational Psychology with a Seamless Master's in Industrial Organizational-Psychology Option

**Degree Requirements 120 units**

### Prerequisites for the Major

Up to six units may be taken concurrent with the first semester at Alliant (except for the first two courses listed).

- Introduction to Psychology
- Abnormal Psychology
- Physiological Psychology
- Introduction to Statistics

**Transfer Requirements 60 units**

Note: Fall 2007 students may enter Alliant with 36 units but will be required to take additional courses to those listed in the Degree Completion Requirements.

**Degree Completion Requirements 60 units**

*Courses are three units unless otherwise indicated.*

**General Education 6 units**

ENG 3303 Writing for the Professions  
General Education Elective (Upper Division)

### Junior Year

*Fall Semester*

PSY 3000 Introduction to Professional Practice and Applied Areas of Psychology

PSY 3003 Applied Statistics for the Behavioral Sciences

PSY 3108 Social Psychology, Community and Culture

ENG 3303 Writing for the Professions

*Spring Semester*

PSY 3005 Research Methods for Behavioral Sciences

PSY 3110 Theories of Personality

PSY 3142 Introduction to Industrial and Organizational Psychology

PSY 3920 Junior Internship

### Minor or Second Concentration

#### Senior Year

*Fall Semester*

PSY 4109 Tests and Measurements in the Behavioral Sciences

PSY 4920 Senior Internship



ORG 6320 Organizational Behavior  
ORG 8122 Personnel and Work Psychology  
Spring Semester  
PSY 4900 Senior Project  
Minor or Second Concentration  
Minor or Second Concentration  
Minor or Second Concentration  
ORG 8220 Human Resource Management

## **Seamless Master of Arts in Industrial-Organizational Psychology**

The seamless master's option offers qualified students automatic admissions into the program at the end of the junior year of the bachelor's completion program. Students who do wish to follow this option will be interviewed by the MGSM-OP San Diego program faculty before full admission is granted. The program also offers opportunities for taking additional courses at the master's level.

### **First Year**

#### *Fall Semester*

ORG 6005 Introduction to Professional Practice in Organizational Psychology (1 unit)  
PSY 6021 Advanced Statistics (3 units)  
ORG 6023 Computer Statistics Laboratory (1 unit)  
ORG 8122 Personnel and Work Psychology (3 units)-completed in BA. (Option to replace with elective.)  
ORG 6320 Organizational Behavior (3 units)-completed in BA. (Option to replace with elective.)  
ORG 7440 Business Principles (3 units)

#### *Spring Semester*

ORG 6003 Organizational Psychology Professional Practice Meeting (0 units, both semesters)  
PSY 6022 Advanced Statistics II (3 units)  
ORG 6023 Computer Statistics Laboratory (1 unit)  
ORG 6016 Principles of Research Design (3 units)  
ORG 7350 Organization Theory (3 units)

ORG 8220 Human Resource Management (3 units)-completed in BA. (Option to replace with elective.)  
ORG 7330 Cultural Diversity in Organizations (3 units)

### **Second Year**

#### *Fall Semester*

ORG 6003 Organizational Psychology Professional Practice Meeting (0 units, both semesters)  
ORG 7020 Psychological Measurement (4 units)  
ORG 6023 Computer Statistics Laboratory (1 unit)  
PSY 7437 Ethical and Legal Issues in Organizational Studies (3 units)  
RG 7525 Organizational Change in Organizational Studies (3 units)  
Elective in Organizational Psychology (3 units)

#### *Spring Semester*

ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)  
ORG 8140 Performance Measurement Appraisal and Feedback (3units)  
or  
ORG 7682 Survey-Guided Feedback (3 units)  
ORG 7503 Leadership and Management Behavior (3units)  
ORG 7215 Training and Development (3units)  
ORG 6330 Work Motivation and Productivity (3units)  
ORG 7200 Practicum in Organizational Studies (3units)

MA in Industrial-Organizational Psychology course requirements total 59 units. A description of each course is listed by course number in the Course Description section of the catalog.

Curriculum requirements are subject to change.

## **OPD PROGRAMS AT THE SAN FRANCISCO LOCATION**

The Organizational Psychology Division's programs at the San Francisco campus of the Marshall Goldsmith School of Management

include a doctoral (PhD) program in Organizational Psychology and master's degree programs in Organizational Psychology (MAOP) and Organization Development (MAOD). A Doctoral Re-specialization Certificate Program is also offered for those who have already earned a doctorate in other areas of psychology, sociology, education, or a related field. Students take courses in the scientific foundations of organizational psychology, theories of organizational behavior, conduct of organization development interventions, research methods, ethics, and the art and practice of consulting with diverse organizations. Students learn how to intervene and assist individuals, teams, and organizations to improve their overall effectiveness across a variety of settings including cross-cultural and international.

The academic philosophy underlying our graduate programs is the belief that effective practitioners need to have a strong foundation in theory and social science research to draw upon in their professional work. Our graduates are prepared for professional careers in organization/management consulting, organization development practice, human resources consulting, market research, and management and leadership positions in organizations in which they apply behavioral science knowledge and skills. In addition, some of our graduates pursue faculty positions at institutions of higher education and professional training. Program faculty are both scholars and practitioners who bring their diverse training and broad-based professional experience to classroom teaching and their individual mentoring of students. Our core faculty members come from diverse fields including organizational psychology, applied sociology, and management.

Classes are scheduled in the late afternoons, evenings, and weekends to accommodate student work schedules or other commitments. Students can also attend all programs on a full-time or part-time basis. While undergraduate degrees in psychology, other social sciences, or business are preferred, students are admitted to all

programs from a variety of different areas of undergraduate study.

## PhD in Organizational Psychology – San Francisco

Coursework in the PhD program covers three primary areas of training: theory, research, and professional practice. In addition, courses focus on multi-cultural and international applications of behavioral science and management related knowledge and skills. Students in the doctoral program first complete 60 units of required coursework and electives in such areas as organizational theory, scientific foundations of organizational psychology, group development, consultation skills, organization assessment, leading/facilitating organization change, as well as research design, and statistical methods. After passing the qualifying/comprehensive examination, students continue with advanced coursework that includes professional field work training and completion of their dissertation research. Students' field work training is completed under the direct supervision of field based professionals and/or faculty, while their design, conduct, and write-up of a research-based dissertation occurs under the guidance of a faculty advisor.

Within the structure of the doctoral curriculum, students have some opportunities to customize their education and training based on their professional career goals. Students work closely with faculty and the Program Director to determine areas of specific professional and academic focus. Some coursework is common to all students especially during the first two years (the first three to three and half years, for part-time students) of the program to help students develop the foundational competencies required for future professional careers. The elective courses offered provide students with the opportunity to pursue specific areas of professional interest in more depth. Elective courses may also be taken from other Alliant International University graduate programs such as clinical, education, and business.

Elective courses are offered each semester and during the summer session. The field work experiences and the dissertation research also allow students flexibility to develop expertise and experience in specific areas of professional interest.

Students attend the doctoral program either on a full-time or part-time basis. Full time students may complete the doctoral degree within 4-5 years. Part-time students commonly take 5-6 years to complete the Program although the pace of study for part-time students varies depending on their ability to manage the demands of other commitments on their time. The dissertation research is a creative task and, like all creative processes, the timing required will vary depending on the research approach and the nature and complexity of the research topic being investigated.

Our doctoral student graduates enter a variety of professional careers. Some pursue careers as organizational, management, or human resources development consultants with large or boutique consulting firms or internal to private and public sector companies. Some develop their own organization and management consulting practices, and still others provide professional training and teach in higher education settings.

### Qualifying/Comprehensive Exam

All students pursuing the PhD degree are required to pass the qualifying/comprehensive exam. This exam is taken after successfully completing 60 units of coursework (typically at the end of the 2nd year for full time students). This is an essay type exam that is comprised of three sub-tests: theory, research methods, and professional practice. The Capstone class offered towards the end of the completion of 60 units of coursework is designed as a comprehensive review of past coursework and serves as a means for helping students prepare for the exam. A student must pass all 3 sub-tests before being advanced to doctoral candidacy. Students who pass 2 of 3 sub-tests are permitted to proceed on in the post-qualifying exam curriculum pending their successful retake of

the failed subtest. The failed subtest must be retaken the next time the exam is scheduled. Exams are scheduled twice during the academic year in December and May. Students are allowed to retake exam sub-tests up to three times. If a student fails to pass the exam after three attempts, he/she may be dismissed from the doctoral program, but in most cases, will be awarded the Masters in Organizational Psychology.

### Credit for Previous Graduate Work

Students with previous graduate work in Organizational Psychology or a closely related field may be eligible for waiver or transfer credit for some required or elective courses. Evaluation of previous graduate work and course credit waiver decisions are made in consultation with the San Francisco OPD Program Director after the student enrolls in the Program. Students who enter the doctoral program with an earned master's degree in organizational psychology, organization development, or a related field may receive considerable more credit for prior coursework completed, but in most cases will still need to take some courses to help them prepare for the qualifying/comprehensive examination. Students seeking transfer credit for prior completed graduate-level coursework must provide full syllabi of the prior courses for which they wish to transfer credit together with evidence of satisfactory academic performance in the course (grade of B or higher or the program director's approval) from official transcripts. Transfer credits are approved when a course is evaluated to be substantively equivalent of a Marshall Goldsmith School of Management organizational psychology course offered in the doctoral program. Students who have completed a research based master's thesis may be able to receive credit for one or both 2nd year required Research Seminars. A copy of the thesis must be submitted to the Program Director so that it can be evaluated by the Program faculty.

### Dissertation Research

Doctoral students are required to complete a dissertation research project. This research

project is conceptualized and executed independently by the student under faculty supervision and is expected to contribute to the existing body of knowledge in the field. Successful completion of this requirement demonstrates that the student has learned and be able to apply research based investigative methods/techniques, developed in-depth expertise in a specific body of knowledge within the field, and has made a contribution to the that body of knowledge. Students begin developing their research ideas and design during the ORG 8990 Research Seminar sequence taken during the 2nd year of study for full time students. All students are required to present and defend their dissertation proposal within 3 semesters after passing the qualifying exam. If a student has already taken the 4 required units for ORG 8990 and has not passed the qualifying exam, or has taken the 10 required units of ORG 8991 Research Seminar: Dissertation Proposal and has not defended their proposal successfully, they need to register for ORG 8993 Dissertation Supplement for 2 units. Students are allowed to register for ORG 8993 for two semesters only. ORG 8993 units do not apply toward the 120 units required for doctoral program completion. Students who have completed the 120 units of coursework, but have not yet completed their dissertation, are required to register for Dissertation Extension course units until the dissertation is completed.

A dissertation committee comprised of a chairperson and two other faculty members assist the student in developing their dissertation research, guide the student's conduct of the research, provide critique and feedback to assist in the final write-up of the research, and evaluate the completed work at an oral examination. Doctoral students are responsible for engaging a faculty member to serve as their chair and work with their chair to enlist other dissertation committee members. In most cases, the faculty member who instructs the Research Seminar that a student has signed up for becomes their chairperson.

Many students choose to complete their dissertation proposal and in some cases their

research related data collection before initiating their internship & field work training requirement. A detailed Dissertation Manual describing the dissertation guidelines, process, and requirements is available on-line at the San Francisco OPD website.

### **Internship and Field Training**

Students develop professional practice related skills in organizational psychology through a variety of professional training experiences throughout the doctoral program including class projects, in-class simulations, and through the internship/field work placement and supervision experience that occurs after completing 60 credits of coursework and passing the qualifying examination. The internship/field work program is designed to provide students with in-depth supervised professional experiences. Students take 15 units for their internship/fieldwork. In addition, they register for a 2-unit seminar course linked to the internship/field work each semester. Supervised internship/field experiences may occur across a variety of settings including with consulting firms, major corporations, government agencies and not-for-profit community organizations. Students already working full-time may arrange a supervised field project(s) at their current work setting at the discretion of the OPD-SF Internship Faculty Coordinator and Program Director. In most cases, such field work projects will need to be substantively different than the students' regular work. Internship/field work placements provide students with hands-on training in applying what they have learned in prior coursework. These placements often provide students the opportunity to diagnose organizational problems, design and conduct various OD-type interventions. Thorough integration of students' professional training experiences with their academic work is assured by ongoing faculty supervision and participation in the internship/field work seminar.

### **Degree Requirements**

#### **First Year**

##### *Fall Semester*

- ORG 6211 Personal and Professional Development (1 unit)
- ORG 7350 Organization Theory (3 units)
- ORG 7607 Foundations of Organization Consulting & Development (3 units)
- PSY 6412 Group Dynamics in Organizations (3 units)
- PSY 6009 Psychometrics, Statistics and Research Design (3 units)

##### *Spring Semester*

- ORG 6212 Personal and Professional Development (1 unit)
- ORG 8412 Social Psychology of Organizations (3 units)
- ORG 7425 Organizational Behavior: Foundational & International Perspectives (3 units)
- ORG 6535 Paradigms of Inquiry in Organizational Studies (3 units)
- ORG 7516 Consulting Skills: Individual and Group Interventions (3 units)
- PSY 6010 Psychometrics, Statistics and Research Design (3 units)

#### **Second Year**

##### *Fall Semester*

- ORG 6031 Qualitative Research Methods (3 units)
  - ORG 7433 Organizational Assessment (3 units)
  - ORG 7527 Models of Organizational Culture and Change (3 units)
  - ORG 7710 Organizational Ethics and Social Responsibility (3 units)
  - ORG 8990 Research Seminar I-II (2 units)
- Electives\*

##### *Spring Semester*

- ORG 7330 Cultural Diversity in Organizations (3 units)
  - ORG 7528 Consulting Skills: System-wide Interventions (3 units)
  - ORG 7730 Capstone: Synthesizing Multiple Perspectives (3 units)
  - ORG 8990 Research Seminar I-II (2 units)
- Electives\*

#### **Third Year**

##### *Fall Semester*

- ORG 8991 Research Seminar: Dissertation Proposal Development (6 units)

- PSY 7437 Ethical and Legal Issues in Organizational Studies (3 units)
- ORG 9410 Internship/Field Placement in Organizational Studies (5 units)
- ORG 9490 Organizational Studies Fieldwork Supervision Seminar (2 units)

Electives\*

#### *Spring Semester*

- ORG 8991 Research Seminar: Dissertation Research Proposal Development (4 units)
- ORG 9410 Internship/Field Placement in Organizational Studies (5 units)
- ORG 9490 Organizational Studies Fieldwork Supervision Seminar (2 units)

### **Fourth Year**

#### *Fall Semester*

- ORG 8992 Research Seminar: Dissertation Research (8 units)
- ORG 9410 Internship/Field Placement in Organizational Studies (5 units)
- ORG 9490 Organizational Studies Fieldwork Supervision Seminar (2 units)

#### *Spring Semester*

- ORG 8992 Research Seminar: Dissertation Research (8 units)

A description of each course is listed by course number in the Course Description section of the catalog.

### **Other Requirements**

**Writing Evaluation:** All new students are required to take a diagnostic writing exam during the week of orientation to assess their current writing skills. Students whose skills are identified as requiring improvement are required to take a two-unit seminar in academic and professional writing during the first semester in the Program.

**Statistical Methods Evaluation:** All new PhD students' working knowledge of statistical methods will be evaluated by an exam also administered during orientation week prior to start of classes. Students whose skills need improvement are required to engage in a remedial course in this area during the first semester.

Students who have not taken and passed an undergraduate level social science statistics course are required to do so before final admission to the Program.

**Electives:** Students are required to complete 6 elective units during the first two years of study as part of the required 60 course units. Ten additional elective units are required post-qualifying exam for a total of 16 elective units.

A plan for elective courses should be made in consultation with the Program Director and/or other faculty to ensure that this special course of study meets a student's professional goals. Electives are offered during all academic sessions, but elective topics are subject to change periodically.

**Qualifying/comprehensive Examination:** This exam is taken by students at the end of the second year for full-time students or third year for part-time students. Sixty course units must be completed before sitting for this exam.

Students must pass the qualifying exam to be able to pursue the post-qualifying exam doctoral curriculum including dissertation research and internship/field work.

If a student fails to pass at least 2 of 3 subtests on the qualifying exam, they will not be permitted to pursue the post-qualifying exam curriculum.

Students who do not pass a minimum 2 of 3 subtests need to register for ORG 8993 Research Seminar Supplement for 2 units a semester up to a total of 4 units. ORG 8993 units do not apply toward the 120 units required for doctoral program completion.

**Practice Skills Evaluation:** Practice related competencies are evaluated during the internship/field work experience by multiple methods. Students receive evaluations from their field site and faculty supervisors based on their demonstration of identified competencies. In addition, students are required to present and discuss their work effectively to fellow students and faculty in a colloquium type format.

The complete doctoral curriculum is 120 units. Note that curriculum requirements are subject to change.

## **Organizational Psychology Doctoral Respecialization Program**

The Doctoral Respecialization Program in Organizational Psychology is designed for students who have already earned a doctorate degree from an accredited educational institution in another area of psychology, sociology, education, business or a related field, and who wish to respecialize their professional practice in organizational psychology. This Program focuses on providing the unique knowledge and skills required to transfer the application of already acquired advanced level behavioral science education/training to professional practice organizational settings.

This Program prepares professionals to:

- Make the transition to doing consulting with organizations
- Increase their own effectiveness as leaders or managers in organizations where they already work

The Respecialization Program requires completion of 24 course units. Most students complete this course requirement over three semesters. The curriculum is highly customized for the individual student based on prior education, experience, and professional goals. The customized curriculum is designed collaboratively between the student and the Program Director after admission to the Program.

The following is a representative curriculum plan for this Program.

- ORG 7350 Organization Theory (3 units)
- ORG 7607 Foundations of Organizational Consulting & Development (3 units)
- ORG 7516 Consulting Skills: Individual and Group Interventions (3 units)
- ORG 7527 Models of Organization Culture & Change (3 units)

- ORG 7433 Organization Assessment (3 units)
- ORG 7528 Consulting Skills: System-wide Interventions (3 units)
- ORG 7725 Field Work: Applied Experience (5 units)
- ORG 8800 Elective (1 unit)

*\* Electives may be taken from those offered by the MGMS Organizational Psychology Program and/or the Business School.*

## Master of Arts in Organization Development – San Francisco

The master's degree program in Organization Development is designed for students with professional work experience who want to develop further their knowledge and skills as consultants, managers/ leaders, and/or change agents. The Master's in Organization Development is a highly applied and professional practice oriented program that draws from students' experience working in organizational settings and integrates that experience with the academic and professional practice literatures. It is an excellent option for students who have already earned other graduate degrees in areas such as law, business, education, computer science, clinical or counseling psychology, social work, or engineering, who are considering a career change, or simply want to supplement their current professional work with competencies related to facilitating organization change and development.

The program is designed around nine core courses that provide a solid foundation for mastery of the basics of the OD field, plus a supervised field experience. To round out their learning, students select electives based on their specific career goals and professional interests in consultation with the Program Director. This program may be suitable for students who are uncertain whether they wish to pursue doctoral education at a later date. Acceptance to this Master's program does not guarantee admission to the doctoral program in organizational psychology at the

Marshall Goldsmith Management School at Alliant International University. If a student decides to pursue the Ph.D. in Organizational Psychology, he/she must apply specifically to that Program. If accepted into the doctoral program, all completed coursework from the MAOD program will be transferred for credit to the doctoral course requirements.

MAOD Program graduates often go on to careers as organization development practitioners with consulting firms, inside major corporations, with government or educational institutions, as project managers responsible for implementing organization change or innovation in organizations, a variety of different management positions in which they apply organization development competencies, or as other organization change agents.

This is a 40-unit program that can be completed in two years on a full time basis or three to three and half years on a part time basis. Courses in this program are scheduled evenings and weekends to accommodate the work schedules of students. The course plan outlined below is for full time students. Part-time students will follow a slightly modified course plan. A description of each course is listed by course number in the Course Description section of the catalog.

### Degree Requirements

**Required Core Courses: 31 units**

#### First Year

##### Fall Semester

- ORG 7607 Foundations of Organizational Consulting and Development (3 units)
- ORG 7350 Organizational Theory (3 units )  
or
- ORG 7425 Organization Behavior: Foundational & International Perspectives (3 units)
- ORG 6412 Group Dynamics (3 units)
- ORG 6211 Personal and Professional Development (1 unit)

##### Spring Semester

- ORG 7528 Consulting Skills: Individual and Group Interventions (3 units)

- ORG 6212 Personal and Professional Development (1 unit)

\*Electives

#### Second Year

##### Fall Semester

- ORG 7527 Models of Organizational Culture and Change (3 units)
- ORG 7433 Organization Assessment (3 units)
- ORG 7710 Organizational Ethics and Social Responsibility (3 units )

##### Spring Semester

- ORG 7516 Consulting Skills System-wide Interventions (3 units)
- ORG 7725 Applied Experience/Field Work Project (5 units)

*\*Electives: A minimum of 9 elective units are required (below):*

- ORG 7330 Cultural Diversity in Organizations (3 units)
- ORG 7235 Process Consultation with Groups/Teams (2 units)
- ORG 6031 Methods of Qualitative Analysis (3 units)
- ORG 7670 Executive/Management Coaching (1-2 units)
- ORG 7250 Survey Research Methods (1-2 units)
- ORG 7250 Building Your OD Tool-Kit (1-2 units)
- ORG 8800 Advanced Team Development: Optimizing Team Effectiveness (2 units)
- ORG 7440 Business Principles (3 units)
- ORG 7250 OD Consulting with Not-for-Profit Organizations (1-2 units)

Students are recommended to devise an electives curriculum plan that aligns with their future professional practice goals. Students should consult with the Program Director to develop a customized elective plan of study. Not all electives listed above are offered on a regular basis and new electives are added periodically.

#### Other Requirements

**Writing Evaluation:** All newly admitted students are required to take a diagnostic writing exam designed to assess their current writing skills. Students whose skills are evaluated as in need of improvement are

required to take a two-unit seminar in academic and professional writing during their first semester in the Program.

**Practice Competency Evaluation:** Students' practice related competencies are evaluated as part of the ORG 7725 Applied Experience/Field Work Project course during which they conduct an organization development client project under faculty supervision. As part of this course, students are also required to present and critically evaluate their work in an open forum of faculty and students.

Note that curriculum requirements are subject to change.

## Master of Arts in Organizational Psychology (MAOP) – San Francisco

The MAOP degree provides an in-depth education in organization psychology, organization behavior, and organization development for students who desire to combine professional practice with research. This Program is ideal for students who have somewhat limited work experience and seek a strong foundation for building a career in helping organizations manage people-related processes effectively. It is also a good option for students who anticipate they may want to pursue the doctoral degree in organizational psychology at Alliant International University at some time in the future, but are not yet ready to make the full commitment required for length of training that degree requires. Graduates from this Program may go on to professional careers as internally-based organizational consultants, in human resources, or entry-level positions with large consulting firms. .

This is a 60-unit program that can be completed in two years on a full-time basis, or three to three and half years on a part-time basis. The core curriculum is very similar to the first two years of the Organizational Psychology PhD program.

### Degree Requirements

#### First Year

##### Fall Semester

- PSY 6009 Psychometrics, Statistics and Research Design (3 units – Prerequisite: undergraduate course in social science statistics)
- ORG 7350 Organization Theory (3 units)
- PSY 6412 Group Dynamics in Organizations (3 units)
- ORG 7607 Foundations of Organization Consulting and Development (3 units)
- ORG 6211 Personal and Professional Development (1 unit) Spring Semester
- PSY 6010 Psychometrics, Statistics and Research Design (3 units)
- ORG 6535 Paradigms of Inquiry in Organizational Studies (3 units)
- ORG 8412 Social Psychology of Organizations (3 units)
- ORG 7425 Organizational Behavior: Foundational & International Perspectives (3 units)
- ORG 7516 Consulting Skills: Individual and Group Interventions (3 units)
- ORG 6212 Personal and Professional Development (1 unit)

#### Second Year

##### Fall Semester

- ORG 7527 Models of Organizational Culture and Change (3 units)
- ORG 6031 Qualitative Research Methods (3 units)
- ORG 7433 Organizational Assessment (3 units)
- ORG 7710 Organizational Ethics and Social Responsibility (3 units)

Elective\*

##### Spring Semester

- ORG 7528 Consulting Skills: Systemwide Interventions (3 units)
- ORG 7330 Cultural Diversity in Organizations (3 units)
- ORG 7725 Organizational Studies Applied Experience and Supervision (5 units)
- Elective\* (8 units)

A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

### Other Requirements

*\*Electives: A minimum of 10 elective units are required over the course of the program. Students develop an electives curriculum plan in consultation with the Program Director to ensure this course of study will align with their future professional practice interests. Not all electives listed below are offered on a regular basis and new electives are added periodically.*

- ORG 7250 Process Consultation with Groups/Teams (2 units)
- ORG 7250 Executive/Management Coaching (1-2 units)
- ORG 8800 Advanced Executive/Management Coaching (1-2 units)
- ORG 7250 Survey Research Methods (1-2 units)
- ORG 7250 Building Your OD Tool-Kit (1-2 units)
- ORG 8800 Advanced Team Development: Optimizing Team Effectiveness (2 units)
- ORG 7440 Business Principles (2-3 units)
- ORG 7250 OD Consulting with Not-for-Profit Organizations (1-2 units)

**Writing Evaluation:** New students are given diagnostic writing exam during the orientation week prior to start of first semester of classes. Students whose skills are evaluated as in need of improvement are required to take a two-unit seminar in academic and professional writing during their first semester in the Program.

**Statistics Evaluation:** All new MAOP students are required to take a statistics exam administered by the University prior to beginning classes. This exam is also offered during the week of orientation prior to the start of classes. If exam results indicate a student's skills need improvement in this area, he/she is required to take a brief remedial course during the first academic semester.

# Center for Forensic Studies

## **CENTER FOR FORENSIC STUDIES (CFS)**

**Director of Forensic Studies:**  
**Eric W. Hickey, PhD**  
**Phone: 559-253-2226**  
**E-mail: ehickey@alliant.edu**

The Center for Forensic Studies, one of six Schools and Centers within Alliant International University, specializes in training professionals to become well-rounded practitioners who possess broad-based knowledge of both the field of psychology and the law, and who are able to apply their skills in a wide variety of forensic settings.

These settings can include working in the criminal justice system providing direct services, such as in correctional facilities and agencies, or mental hospitals that house forensic clients. It also includes conducting court ordered evaluations, serving as an expert witness and assisting with jury selection.

The Center for Forensic Studies offers a series of degree choices. Three Doctoral degrees and two Master's degrees are available. The specific programs and degree requirements are described in detail below.

In addition to rigorous academic training, students in the forensic-clinical tracks are expected to acquire experience in treatment and assessment through field training in a variety of settings. Policy and Justice track students are expected to obtain experience in research and policy development through placement with agencies in the community. All students are expected to become acquainted with and stay abreast of the current research in their chosen field.

## **Forensic Psychology Programs in Fresno and Los Angeles**

The Center for Forensic Studies offers the opportunity for specialty study within areas of Forensic Psychology. Emphasis areas may vary by program location as a reflection of faculty expertise and interest.

The programs offered by the Center for Forensic Studies are year-round programs consisting of two full semesters (Fall and Spring) and two shorter terms (Winter and Summer).

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 cases, as well as family law and civil cases, has caused overwhelmed justice systems to seek experts who understand the legal questions at hand as well as the psychological issues involved. These experts are trained forensic psychologists.

### **Which Program is Right for You?**

The Center for Forensic Studies offers five degree options: the Forensic Clinical Master's of Arts Degree, the Criminal Justice Administration Master's of Science Degree, the Forensic Clinical PsyD, the Forensic Clinical PhD, and the Forensic Policy and Justice PhD Track.

## **Master's of Arts Forensic Clinical Psychology (Fresno)**

Students interested in the field of forensic clinical psychology have the ability to apply for a PhD, PsyD or Master's of Arts Degree in Forensic Psychology. The M.A. in Forensic Psychology is considered a transitional degree for students who want to continue their professional development, but are unsure whether or not they are interested in continuing their education beyond the Master's level. Students accepted into the M.A. in the Forensic Clinical track and who maintain a 3.0 g.p.a. throughout their program and successfully complete all requirements in the Forensic M.A. program may request automatic acceptance into the Forensic PsyD or PhD program.

## **Master's of Science Criminal Justice Administration (Fresno)**

Students interested in this program are typically professionals who desire additional education at the Master's level. This degree was developed specifically for professionals working with law enforcement agencies, in correctional institutions, the armed services, legal firms or other related agencies. This is considered a terminal degree.

Students interested in applying for the doctoral program upon completion of this degree will need to take additional courses before being eligible for admission into the doctoral program. In addition, students will need to maintain a 3.0 g.p.a. throughout their program, and successfully complete all requirements in the Forensic M.S. program before being considered for admission into the Forensic PsyD or PhD program.

## PsyD in Forensic Psychology (Fresno, Los Angeles and Irvine)

The Forensic PsyD emphasizes the application of forensic psychological theory and practice in varied settings. These settings may include prison systems, jails, juvenile halls, courts, private practice, hospitals and police departments. The distinction between the Forensic Psychology PhD and the Forensic Psychology PsyD is one of career emphasis. Its also a shorter—four year—program (full-time) due to a reduced emphasis on research and policy. The PsyD program prepares students to work as professional clinicians in forensic settings rather than as researchers or administrators. PsyD students will receive training and practical experience working with clients from a number of different venues including juvenile hall, jail, prison, California Youth Authority, probation, parole, group homes, offender groups, and other forensic settings. Additional course work focuses on mental health issues including police stress, addiction, sex offending, domestic violence, serial killing, juvenile delinquency, and stalking.

## PhD in Forensic Psychology, Clinical Track (Fresno)

The PhD Clinical track is a five year program with a research emphasis, but with an additional focus on obtaining clinical licensure. In the Forensic Clinical PhD program, students are trained as forensic clinicians, where the focus is on working with forensic populations. Coursework emphasizes an integration between forensic clinical psychology, forensic research, criminology and law. Courses include information on the justice system, legal research, and psychological problems relevant to forensic populations such as stalking, addiction, police stress, serial killing, sex offending, and domestic violence.

## PhD in Forensic Psychology, Policy and Justice Track (Fresno)

The PhD Social Justice track is a five year program that emphasizes psycho-legal research, training and theoretical applications of forensic psychology in academic, organizational and policy-making settings. It draws from a number of different fields of study including law, criminology, psychology, and sociology. The Policy and Justice PhD program in Forensic Psychology, offered at this time only in Fresno, prepare students for roles in administration and management in a variety of mental health agencies as well as in correctional and law enforcement agencies. In addition, students are prepared to conduct research in both academic and government institutions, examine policy initiatives, and provide advocacy, lobbying and mediation skills to special interest organizations, profit/nonprofit corporations and governmental agencies. Thus, students are trained to be effective researchers who can apply those skills in various agencies and institutions. Courses focus on the legal and justice system, organization development, legal research, expert witness testimony, trial consulting, human trafficking, torture, war crimes, genocide, civil rights, federal administration, international treaties and forensic psychology. This is a five-year program.

### Competencies

By the time students reach graduation, they should demonstrate a mastery of knowledge-based, research-based and practice-based competencies appropriate to their educational speciality.

#### I. Knowledge-based competencies:

Students are expected to have knowledge of the basic concepts and principles of the substantive content areas appropriate to their chosen speciality and to have the ability to evaluate these concepts and principles.

#### II. Research-based competencies:

The capstone of the PhD degree is an independent scholarly work representing an original contribution to knowledge. Students

are expected to develop sufficient knowledge and the empirical skills needed to conceive and carry out independent scholarly investigation. The 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. All students must demonstrate an understanding of scientific inference, the knowledge and skills necessary for the formulation of hypotheses, the systematic gathering of data and the selection of suitable quantitative methods for the analysis of data. Research competency includes knowledge of the techniques and methods of inquiry available to the professional psychologist.

#### 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



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skills that help them provide consultation and supervision to human service personnel.

Finally, graduates must demonstrate an understanding of and commitment to ethical standards of psychology as defined by the APA. They must be able to apply this orientation to their interpersonal transactions, specific problems in practice, teaching and research. Graduates must manifest mature self-awareness, including demonstrated sensitivity to their own motivations and impact on others, especially clients and colleagues. In addition, they must evidence capacity for and commitment to, self-review, continuing education and professional development.

### Licensure

Many forensic careers do not require licensure. Forensic psychologists who work in the legal and public policy arenas, for instance, or who apply research to solving problems in the justice system may not need clinical licensure. However, many students who enter the program may wish to seek clinical licensure after graduating from the program. All students who, upon graduation, plan to offer direct service to the public for a fee must be licensed by the state in which they practice. The PsyD and Clinical Track PhD programs are designed to meet many of the course requirements required for licensure in the State of California, among others. Students are responsible for ascertaining and meeting state licensing requirements.

All psychologists who offer direct services to the public for a fee must be licensed or certified by the state in which they practice. Each state has its own requirements for licensure. Therefore, it is essential that all Center for Forensic Studies PsyD and PhD students who plan to apply for licensure in states other than California contact the licensing board in the applicable states for information on state requirements (e.g., coursework, practicum and internship hours, supervision, nature of the doctoral project or dissertation). Students should plan ahead to ensure they meet all state requirements. In general, the CFS doctorate enables a graduate to apply for admission to state

psychology licensing or certification examinations once the graduate has completed any postdoctoral experiential requirements that individual states may impose.

Candidates for licensure as a psychologist are required to sit for an objective written examination. Individual state boards may also require an oral and/or essay examination for licensing. Many states (including California) require continuing education work as a criterion for re-licensure. Applicants for licensure in the state of California must hold an earned doctoral degree in psychology (or related field) from a regionally accredited or state-approved institution. They also must have completed 3,000 hours of supervised professional experience (of which 1,500 must be postdoctoral) and pass both a written and a juris prudence examination.

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

#### Association of State and Provincial Psychology Boards

P.O. Box 241245  
Montgomery, AL 36124-1245  
(334) 832-4580, [asppb@asppb.org](mailto:asppb@asppb.org)

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

### Professional Conduct

The Center for Forensic studies holds its students to the highest of standards regarding ethical and professional conduct. These standards may be in addition to or may exceed those detailed elsewhere in the Alliant Catalog or Graduate Student Handbook. The faculty maintains the traditional academic prerogative to grant degrees based on their judgment regarding the candidate's ability to function professionally and ethically as a psychologist. Likewise, the faculty maintains the prerogative to determine that a student may not be a good match for the Center for Forensic Studies. Students demonstrating unethical or unprofessional conduct, or tendencies toward such conduct, will have their behavior documented in their record and may be dismissed from the program.

### Prerequisites

Applicants to the Center for Forensic Studies' graduate programs who hold a degree in a field other than Psychology, must have completed courses in Introductory Psychology, Statistics and Abnormal Psychology. Applicants who hold a degree other than in Criminology, Criminal Justice or Administration of Justice must have completed a course representing an overview of the field.

## PROGRAMS

### Master's Programs

#### Master's of Arts Forensic Clinical Psychology (Fresno)

*Courses are three units unless otherwise indicated.*

- FOR 6425 Introduction to Forensic Psychology
- FOR 6500 Ethical and Legal Issues in Professional Practice
- FOR 6510 Research I: Design & Statistics
- FOR 6520 Research II: Data Analysis/Advanced Statistics
- FOR 6670 Developmental Bases of Behavior

FOR 6600	Psychopathology
FOR 6705	Psychological Assessment I: Cognitive & Intellectual Testing
FOR 6710	Psychological Assessment II: Socio-emotional & Personality Testing
FOR 7625	Clinical Practicum II
FOR 7635	Clinical Practicum II
FOR 7965	Masters Thesis Research (2 units)
FOR 7970	Master's Thesis Research (2 units)
FOR 8410	Elective (6 units total)
FOR 8703	Treatment IV: Substance Abuse

### Master's of Science Criminal Justice Administration (Fresno)

*Courses are three units unless otherwise indicated.*

FOR 6425	Introduction to Forensic Psychology
FOR 6440	Theories of Crime and Justice
FOR 6500	Ethical and Legal Issues in Professional Practice
FOR 6510	Research I: Design & Statistics
FOR 6530	Research III: Legal Research
FOR 6540	Research IV: Program Evaluation
FOR 7451	Policy Analysis
FOR 7430	Administrative Law (2 units)
FOR 7615	Practicum I: Research and Consultation
FOR 7965	Masters Thesis Research (2 units)
FOR 7970	Master's Thesis Research (2 units)
FOR 8410	Elective (6 units total)
FOR 8660	Industrial/Organizational Psychology

## DOCTORAL PROGRAMS

### Forensic Doctoral Program Requirements

Forensic Doctoral students will be required to pass comprehensive examinations prior to advancing to their third year. Students may sit for the exam a maximum of three times. Failure to pass the examination on the third attempt will result in the student's immediate dismissal from the program.

All students will be required to have the date of the Final Defense of their respective

dissertations set prior to submitting any internship applications.

Third year practica for PsyD and PhD-Clinical students in the full-time programs in Fresno will occur at the Psychological Services Center

All courses MUST be taken in-sequence, except electives, unless specific approval is granted by the Program Director.

All doctoral students are required to take a core curriculum that includes the following courses:

- Introduction to Forensic Psychology
- Legal Issues in Mental Health
- Psychopathology
- Research Design and Data Analysis
- Advanced Statistical Analysis
- Professional Ethics
- Advanced Theory of Personality
- Advanced Social Psychology
- Substance Abuse Theory and Treatment

Each program also has additional specialized coursework and electives, as outlined by the program requirements that follow.

### Therapy Requirement

Students in the Forensic PsyD Program and in the PhD Forensic Clinical Licensure Program are required to complete thirty hours of therapy with a licensed PhD or PsyD prior to their respective internship year.

### Scientific Writing Proficiency

Students may be required, prior to or at any time during their graduate education, to sit for a writing proficiency examination. Should a student not meet specific standards of scientific writing, as determined by the quality of completed coursework or by examination, the student will be required to complete a one-unit course on writing for the social sciences.

## PsyD in Forensic Psychology – Fresno, Los Angeles and Irvine\*\*

\*\*Los Angeles has an OPTIONAL part-time program as well as the full-time program detailed below. Irvine's program is PART-TIME only. Curriculum breakdown will differ slightly for part-time programs.

*Courses are three units unless otherwise indicated.*

### First Year

FOR 6320	Treatment I: Introduction to Psychotherapy
FOR 6425	Introduction to Forensic Psychology
FOR 6500	Ethical and Legal Issues in Professional Practice
FOR 6510	Research I: Design & Statistics
FOR 6520	Research II: Data Analysis/Advanced Statistics
FOR 6600	Psychopathology
FOR 6605	PsyD Practicum I (2 units)
FOR 6606	Practicum and Training Integration I (1 unit)
FOR 6620	Treatment II: Cognitive and Behavioral Therapies
FOR 6670	Developmental Bases of Behavior
FOR 6705	Psychological Assessment I: Cognitive & Intellectual Testing
FOR 6710	Psychological Assessment II: Socio-emotional & Personality Testing
FOR 7380	History and Systems of Psychology

### Second Year

FOR 7100	Psychological Consultation
FOR 7120	Assessment IV: Projective Approaches to Personality
FOR 7220	Biological Bases of Behavior
FOR 7420	Treatment III: Psychodynamic and Interpersonal Therapies
FOR 7551	Treatment IV: Theory and Practice of Group Psychotherapy
FOR 7605	PsyD Practicum II (Fall)
FOR 7606	Practicum and Training Integration II (1 unit)
FOR 7610	PsyD Practicum II (Spring)
FOR 7612	Practicum and Training Integration II (1 unit)

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- FOR 7702 Psychological Assessment III: Forensic Evaluation  
FOR 7905 Dissertation Proposal Development I (2 units)  
FOR 7910 Dissertation II (2 units)  
FOR 8200 Specialty Topics in Forensic Psychology (1 units)  
FOR 8410 Electives (1 unit)  
FOR 8500 Advanced Theories of Personality (2 units)

### Third Year

- FOR 7560 Advanced Social Psychology (2 units)  
FOR 8110 Test Construction and Development  
FOR 8200 Specialty Topics in Forensic Psychology (2 units)  
FOR 8230 Cognitive Affective Bases of Behavior  
FOR 8305 Treatment V: Multicultural Perspectives  
FOR 8410 Electives (2 units)  
FOR 8605 PsyD Practicum III (Fall)  
FOR 8606 Practicum and Training Integration III (1 unit)  
FOR 8610 PsyD Practicum III (Spring)  
FOR 8611 Practicum and Training Integration III (1 unit)  
FOR 8680 Legal Issues in Mental Health  
FOR 8703 Treatment IV: Substance Abuse

### Fourth Year

- FOR 9705 Pre-Doctoral Internship (8 units)  
FOR 9710 Pre-Doctoral Internship (8 units)  
FOR 9715 Pre-Doctoral Internship (8units)

\*\*The part-time programs in Los Angeles and Irvine are five-year plans. As third-year practica often require daytime hours, the third and fourth years require a near full-time commitment. The pre-doctoral internship is full-time.

## PhD in Forensic Psychology Policy and Justice Track – Fresno

*Courses are three units unless otherwise indicated.*

### First Year

- FOR 6425 Intro to Forensic Psychology  
FOR 6452 Psychology, Public Policy and Law  
FOR 6460 Justice Administration and Management  
FOR 6500 Ethical and Legal Issues in Professional Practice  
FOR 6510 Research I: Design & Statistics  
FOR 6520 Research II: Data Analysis/Advanced Statistics  
FOR 6530 Research III: Legal Research and Forensic Psychology  
FOR 6600 Psychopathology  
FOR 7250 Current Research in Forensic Psychology and Law  
FOR 8200 Specialty Topics in Forensic psychology (1 unit)  
FOR 8410 Elective (2 units)

### Second Year

- FOR 6540 Research IV: Program Evaluation  
FOR 7100 Psychological Consultation (2 units)  
FOR 7530 Research V: Advanced Research Methods  
FOR 7540 Research VI: Multivariate Statistics  
FOR 7560 Advanced Social Psychology (2 units)  
FOR 7615 Practicum I: Research and Consultation  
FOR 7620 Practicum I: Research and Consultation  
FOR 7965 Masters Thesis Research (2 units)  
FOR 7970 Master's Thesis Research (2 units)  
FOR 8200 Specialty Topics in Forensic psychology (2 units)  
FOR 8410 Elective (4 units)

### Third Year

- FOR 7200 Research Publishing Seminar I (1 unit)  
FOR 7230 Research Publishing Seminar II (1 unit)  
FOR 7451 Policy Analysis

- FOR 8100 Trial Consulting  
FOR 8251 Juvenile Delinquency and Forensic Psychology  
FOR 8200 Specialty Topics in Forensic psychology (1 units)  
FOR 8410 Elective (7 units)  
FOR 8500 Advanced Theories of Personality (2 units)  
FOR 8680 Legal Issues in Mental Health  
FOR 8705 Practicum II: Advanced Research and Consultation (Fall)  
FOR 8710 Practicum II: Advanced Research and Consultation (Spring)  
FOR 9910 Dissertation Development (1 unit)  
FOR 9915 Dissertation Research (1 unit)

### Fourth Year

- FOR 8130 Grant Writing  
FOR 8248 Forensic Mediation and Dispute Resolution (2 units)  
FOR 8307 Victimology (2 units)  
FOR 8410 Elective (4 units)  
FOR 8550 Research VII: Psychology, Case Law and Legislation  
FOR 8703 Substance Abuse Theory and Treatment  
FOR 8800 Practicum III: Advanced Research and Consultation (Fall)  
FOR 8850 Practicum III: Advanced Research and Consultation (Spring)  
FOR 9920 Dissertation Completion and Defense (1 unit)

### Fifth Year

- FOR 9805 Integrated Research Internship (8 units)  
FOR 9810 Integrated Research Internship (8 units)  
FOR 9815 Integrated Research Internship (8 units)

## PhD in Forensic Psychology Clinical Licensure Track – Fresno

*Courses are three units unless otherwise indicated.*

### First Year

FOR 6320	Treatment I: Introduction to Psychotherapy
FOR 6425	Into to Forensic Psychology
FOR 6500	Ethical and Legal Issues in Professional Practice
FOR 6510	Research I: Design and Statistics
FOR 6520	Research II: Data Analysis/Advanced Stats
FOR 6530	Research III: Legal Research and Forensic Psychology
FOR 6600	Psychopathology
FOR 6606	Practicum and Training Integration I (1 unit)
FOR 6620	Treatment II: Cognitive and Behavioral Therapies* (2 units)
FOR 6635	PhD-Clinical Practicum I (1 unit)
FOR 6705	Psychological Assessment I-Cognitive and Intellectual
FOR 6710	Psychological Assessment II-Socioemotional and Personality

### Second Year

FOR 6670	Developmental Bases of Behavior
FOR 7220	Biological Bases of Behavior
FOR 7420	Treatment III: Psychodynamic and Interpersonal Therapies*(2 units)
FOR 7530	Research V: Advanced Research Methods
FOR 7540	Research VI: Multivariate Statistics
FOR 7606	Practicum and Training Integration II (1 unit)
FOR 7612	Practicum and Training Integration II (1 unit)
FOR 7625	PhD-Clinical Practicum II (Fall)
FOR 7635	PhD-Clinical Practicum II (Spring)
FOR 7702	Psychological Assessment III-Forensic Evaluation
FOR 7965	Master's Thesis Research (2 units)
FOR 7970	Master's Thesis Research (2 units)

### Third Year

FOR 6452	Psychology, Public Policy and Law
FOR 7120	Assessment IV: Projective Approaches to Personality
FOR 7380	History and Systems of Psychology
FOR 7560	Advanced Social Psychology (2 units)
FOR 8300	Dissertation Research I (1 unit)
FOR 8310	Dissertation Research I (1 unit)
FOR 8410	Elective (2 units)
FOR 8500	Advanced Theories of Personality (2 units)
FOR 8606	Practicum and Training Integration III (1 unit)
FOR 8611	Practicum and Training Integration III (1 unit)
FOR 8680	Legal Issues in Mental Health
FOR 8703	Treatment VI: Substance Abuse
FOR 8720	PhD-Clinical Practicum III (Fall)
FOR 8730	PhD-Clinical Practicum III (Spring)

### Fourth Year

FOR 7100	Psychological Consultation (2 units)
FOR 8110	Test Construction and Development
FOR 8230	Cognitive Affective Bases of Behavior
FOR 8248	Forensic Mediation and Dispute Resolution

OR

FOR 6540	Research IV: Program Evaluation
FOR 8251	Juvenile Delinquency & Forensic Psychology (2 units)
FOR 8305	Treatment V: Multicultural Perspectives
FOR 8307	Victimology (2 units)
FOR 8320	Dissertation Research II (2 units)
FOR 8410	Electives (3 units)
FOR 8920	PhD-Clinical Practicum IV (Fall)
FOR 8930	PhD-Clinical Practicum IV (Spring)

### Fifth Year

FOR 9820	Fall Pre-Doctoral PhD-Clinical Internship (8 units)
FOR 9830	Spring Pre-Doctoral PhD-Clinical Internship (8 units)
FOR 9840	Summer Pre-Doctoral PhD-Clinical Internship (8 units)

\* PhD-Clinical Track students may take both FOR 6620 and 7420 or they may take FOR 7551 Treatment IV: Theory and Practice of Group Therapy

### ELECTIVES

Although the topics of electives vary from year to year, the following is a list of just some of the electives previously offered that exemplify the variety of training students may receive. Students may also take any of the Specialty Topics courses as electives.

- Criminal Profiling
- Police Psychology
- US Court Systems
- The Psychology of Crime
- Sex Crimes and Paraphilia
- Expert Witness Testimony
- When Law and Religion Collide
- Treatment of Adult Offenders
- Abuse and Trauma
- Child Sexual Abuse: Evaluation and Treatment
- Credit for Previous Graduate Work

For applicants to the CFS Forensic Programs, a maximum of 30 units of graduate level transfer credit is 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 prior to admission.

Transfer credits allowed in the Forensic Program may reduce the number of units a student must complete in order to obtain the degree. Regardless of the number of transfer units allowed, a student must complete all requirements remaining in the program for which transfer credit was not allowed. All courses for potential transfer credit will be considered on a case-by-case review basis. Due to the interdisciplinary nature of the

## Center for Forensic Studies

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 course outlines or syllabi.

## **INSTITUTE ON VIOLENCE, ABUSE AND TRAUMA (IVAT)**

The Institute on Violence, Abuse and Trauma is an important research and training center at Alliant International University. The Institute encompasses multiple organizations, which focus on Family Violence in the broad sense, Sexual Assault, Youth and School Violence, Workplace Violence, Violence Prevention, and Trauma. The IVAT specializes in research and publications, professional services, programs and training, an annual international conference, as well as policy and advocacy for each of its broad topic areas. The IVAT works closely with the Center for Forensic Studies, and with the other academic units, to intersect with our training and outreach missions as a University. The emphasis and approach promotes collaboration across disciplines. The Family Violence & Sexual Assault Institute, an established non-profit international resource and training center for over 20 years, has become a part of the IVAT.

The Institute's mission is to improve the quality of life for individuals on a local, national, and international level by sharing and disseminating vital state-of-the-science information, improving networking among professionals, and assisting with program evaluation, consultation, and training to promote violence-free living. Based on over 20 years of professional and organizational research and practical experience in this area, the IVAT is an international leader in the development of strategies to eliminate violence, abuse, and trauma.

# Center for Undergraduate Education

## CENTER FOR UNDERGRADUATE EDUCATION (CUE)

### Mission Statement

The mission of the Center for Undergraduate Education is to provide bachelor's degree completion programs that stress understanding and appreciation of societal interdependence as well as the development of multicultural and global perspectives. While emphasizing the interdisciplinary nature of learning, the majors maintain the integrity and quality of the individual disciplines. Alliant's faculty are committed to facilitating the preparation of their students for enlightened engagement in an increasingly interdependent world.

The Center for Undergraduate Education is the coordinating body for all of the undergraduate programs at Alliant International University. Alliant degree completion programs draw upon Alliant's core academic strengths, which include psychology and social sciences; education; business; international studies; liberal studies; and other closely related fields. Alliant offers an exciting approach to undergraduate study, one that blends classroom education with field-based, "real-world" learning opportunities. At Alliant this approach is known as a professional practice training approach since it draws from the well-proven professional school model of Alliant's graduate programs. In addition, the undergraduate programs are linked with the graduate schools by offering opportunities for students to advance seamlessly into professional degree programs for which they qualify.

Integral to an Alliant undergraduate education is student-centered learning with

core competencies articulated for all graduates. While programs have stated learning outcomes specific to each program, overarching competencies must be developed regardless of major. By the time students graduate from an undergraduate program at Alliant, they will be able to do the following.

- Think, write and speak critically and creatively through the effective use of both qualitative and quantitative skills.
- Solve problems through the use of both independent and cooperative research strategies.
- Utilize technology for extended learning.
- Apply both breadth and depth of knowledge and skills in their chosen disciplines.
- Understand and appreciate the interdisciplinary nature of knowledge.
- Integrate theory and practice in their chosen disciplines.
- Function effectively as members of multicultural and global societies.
- Move into their chosen professions or continue on to graduate level study.

## DEGREE PROGRAMS

### Bachelor of Arts Programs

The University currently offers the following undergraduate degrees and majors. Unless otherwise noted below, the majors are offered by the Center for Undergraduate Education.

#### Majors

- Communication: Marketing Public Relations (BA)

- International Relations (BA)
- Latin American Studies (BA) (offered at Alliant Mexico only)
- Liberal Studies (General) and Liberal Studies (for Education) (BA)
- Liberal Studies with an emphasis in Education (BA) (offered at Alliant Mexico only)
- Psychology (BA)

#### Minors

The following minors are available:

- Business Administration
- Communication: MPR
- Environmental Studies (offered at Alliant Mexico only)
- Hotel and Restaurant Management
- Information Systems and Technology
- International Business Administration
- International Relations
- Latin American Studies (offered at Alliant Mexico only)
- Management
- Marketing
- Spanish (offered at Alliant Mexico only)
- Psychology
- Tourism Management

## Bachelor of Science Programs

### Majors

- Business Administration (BS)
- Hotel and Restaurant Management (BS)
- Information Systems and Technology (BS)
- International Business Administration (BS)
- Management (BS)
- Tourism Management (BS)

### Concentrations

- Accounting
- Entrepreneurship
- Finance
- Information Systems
- Management
- Marketing

### Minors

A flexible minor program in any of the six majors offered above may be developed in consultation with an academic advisor. Minors are also available in any undergraduate major offered in CUE.

## General Education: Transfer Requirements

Students transferring to a degree completion program must have the following minimum number of transfer units to be eligible for admission:

Fall 2007 and Beyond: 45 units

Articulation and transfer credit evaluation will be based on the following:

- CSU GE Breadth Requirements;
- Intersegmental General Education Transfer Curriculum (IGETC) certificate;
- Associate of Arts Degrees.

## General Education: Alliant Mexico Requirements

Undergraduate programs at Alliant Mexico are comprised of general education and the majors. The 48-credit general education program for the four-year undergraduate students is a significant component of the baccalaureate program at Alliant Mexico.

The General Education course requirements listed below are for the Bachelor of Arts programs. Students in the Bachelor of Science programs at Alliant Mexico should consult with their academic advisor for any course substitutions that may apply.

*Courses are three units unless otherwise indicated.*

### General Education Requirements **48 units**

#### The First Year Experience **3 units**

HUM 1020 Interdisciplinary Explorations

Through the use of guided assessments, selected readings, films, discussions, lectures, workshops and expert presentations from the University's faculty and staff, students will participate in a multifaceted exploration of the self, culminating in a self-identity profile. Students will deepen self-knowledge and knowledge of others, explore career possibilities, and gain appreciation of the world community and their place in it.

#### Core Curriculum: Symbolic Systems and Intellectual Skills **45 units**

Written, Analytical, Critical Thinking Skills **6 units**

ENG 1106 Composition I

ENG 2206 Composition II

Quantitative and Technological Skills **9 units**

IST 1010 Introduction to Information Systems

MTH 2210 Introduction to Applied Statistics

Choose one from the following:

MTH 1109 College Algebra

MTH 1305 Calculus for Business and the Behavioral Sciences

Global and Multicultural Perspectives **11 units**

COM 1999 Public Speaking (2 units)  
COM 1500 Intercultural Communication  
Language Studies  
Language Studies

Students must have credit for a foreign language or must take a two-course foreign language sequence of one language. Students at Alliant may meet the foreign language requirement in one of the following ways:

1. Successful completion of a two-course sequence of one foreign language at Alliant
2. Transfer credit from another college or university for an academic year of study in one foreign language other than English or the student's primary language(s)
3. Transfer credit by way of the Intersegmental General Education Transfer Curriculum (IGETC)
4. Successful completion of a CLEP test in a language other than the student's primary language(s). Currently, CLEP tests are offered in French, German and Spanish. No other testing options are currently offered.

Global Perspectives Through the Humanities **6 units**

HUM 1000 World Civilization

HUM Elective

Global Perspectives Through the Social Sciences **6 units**

Social Science

Social Science

Global Perspectives Through the Natural Sciences **6 units**

Choose one from the following:

ENV 2000 Introduction to Environmental Studies

ENV 2001 Sustainable Resource Management

ENV 3500 Regional Environment

ENV 3800 Environmental History

NSC 2212 Life, Environment and Society

NSC 3304 Biology and the Environment

Choose one from the following:

NSC 2205 Human Physiology

NSC 2215 Introduction to Physical Mechanics  
 NSC 2216 Introduction to Earth Sciences  
 Community Service 1 unit  
 CMS 3700 Community Service

## BACHELOR OF ARTS PROGRAMS

### Bachelor of Arts in Communication: Concentration in Marketing Public Relations

Twenty-first Century businesses and organizations are looking for professionals with a variety of skills that will give their companies the competitive edge necessary to thrive in both U. S. and world markets. The Degree Completion Program in Communication with a Concentration in Marketing Public Relations (MPR) Program has been strategically designed for students who want to become such highly-sought after professionals in the multicultural and international world of work. The exciting coursework prepares students to become successful practitioners in the relatively new field of integrated marketing communication, a field that is revolutionizing the way businesses reach consumers by integrating the formerly competing disciplines of marketing, public relations, and advertising. Because of its inherent interdisciplinary nature, the program is made up of courses that are taught collaboratively by professors from across such disciplines as communication, psychology, marketing, public relations, and writing. Integrated capstone and internship components allow students to actually practice their skills through a series of applied experiences.

**Degree Requirements 120 units**

**Transfer Requirements 60 units**

*Note: Fall 2007 students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

### Degree Completion Requirements 60 units

*Courses are three units unless otherwise indicated.*

#### General Education 6 units

ENG 3303 Writing for the Professions  
 General Education Elective (Upper Division)

#### Major 42 units

Upper Division Core 27 units  
 COM 3001 Integrated Communication: A Public Relations Perspective  
 COM 3000 Principles of Strategic Communication in Organizations  
 COM 3103 Culture, Communication and Human Behavior  
 PSY 3136 The Psychology of Persuasive Communication  
 MKT 3010 Principles of Marketing  
 COM 3100 Leadership and Group Dynamics  
 COM 4000 Integrated Marketing Public Relations: Cases and Campaigns  
 COM 4001 Public Relations: Strategies and Tactics  
 COM 4011 Research Methods in MPR

#### Capstones 6 units

COM 4201 Part I: MPR Strategies and Tactics (2 units)  
 COM 4202 Part II: Creative Planning and Organizational Consulting for MPR (2 units)  
 COM 4203 Part III: Strategic Research and Development of MPR Program/Campaign (2 units)

#### Electives in the Major 6 units

Choose any two of the following courses:

BUS 4070 Business Values and Ethics  
 COM 4230 International Perspectives in Communication  
 PSY 3108 Social Psychology, Community and Culture  
 PSY 3142 Introduction to Industrial Organizational Psychology

#### Residency 3 units

COM 4910 MPR Residency

#### Minor 12 units

A minor in Marketing or Publishing is required for this major. The minor in Marketing consists of four upper-division courses in marketing. The minor in Publishing consists of four upper-division courses in publishing and also requires students to complete the two elective courses in MKT 4010 and MKT 4030.

#### Marketing

MKT 4010 International Marketing  
 MKT 4020 Marketing Research  
 MKT 4030 Marketing Communications and Buyer Behavior  
 MKT 4050 Services Marketing

#### Publishing

COM 3050 Publishing: Managing the Unmanageable  
 COM 3150 Publishing: Billion Dollar Literary Vagabonds  
 COM 4050 Publishing: Inquiring Minds/Enlightened Management  
 COM 4150 Publishing: Red Ink Stains

### Bachelor of Arts in International Relations

*Note: International Relations is offered as a degree completion program on the San Diego campus and as a four-year bachelor's program at Alliant Mexico.*

The International Relations major, offered by the Center for International Studies, stresses a global and multicultural understanding of a complex and interconnected world through close study of historical, political, economic, legal and cultural forces. A degree in International Relations can provide students the knowledge and training important in the international business community, government, diplomacy and private and non-governmental international organizations. It can also help prepare students for further graduate study in international relations, international law, political science, or policy studies.

**Degree Requirements 120 units**

**Transfer Requirements 60 units**



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Note: Fall 2007 students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.

### Degree Completion Requirements 60 units

Courses are three units unless otherwise indicated.

#### General Education 6 units

ENG 3303 Writing for the Professions

General Education Elective (Upper Division)

Prerequisites for the Major

#### Major 36 units

Upper Division Core 24 units

IRL 3000 Comparative Political Systems

IRL 3001 Foundations of International Relations

IRL 3005 Contemporary International Ideologies

IRL 3010 Comparative Foreign Policy

IRL 3030 Patterns of Development, Cooperation and Conflict

IRL 3150 Research Methods for International Relations

IRL 4015 International Law and Organizations

IRL 4025 World Crises and Transformational Politics

IRL 4030 Politics of International Economics

IRL 4150 Area Studies

Electives in the Major 6 units

IRL 3020 Developmental Issues in Central America and Mexico

IRL 3050 Politics in Latin America

IRL 3250 Survey of U.S. Foreign Policy

IRL 4010 Cultural Geography

IRL 4020 International Human Rights

IRL 4035 Environmental Politics

IRL 4040 U.S./Asian Relations

IRL 4045 Security Strategies

IRL 4050 Terrorism, International Crime and International Criminal Tribunal

IRL 4055 U.S./Afro-Arab Relations

IRL 4060 U.S./Latin American Relations

Capstone and Internship 6 units

SEN 4900 Senior Project

SEN 4910 Senior Internship

#### Unrestricted Electives 6 units

Choose six units of unrestricted upper-division electives.

#### Minor 12 units

International Relations majors may choose as a minor four upper-division courses from any of the majors offered at Alliant. A minor is required.

## International Relations Program – Alliant Mexico

### Degree Requirements 120 units

Courses are three units unless otherwise indicated.

#### General Education 48 units

See General Education on page 181.

#### Major 45 units

Lower Division Core 9 units

IRL 2000 Foundations of International Relations

IRL 2150 Research Methods for International Relations

POL 2201 Introduction to Political Science

Upper Division Core 24 units

IRL 3000 Comparative Political Systems

IRL 3005 Contemporary International Ideologies

IRL 3010 Comparative Foreign Policy

IRL 3030 Patterns of Development, Cooperation and Conflict

IRL 4015 International Law and Organizations

IRL 4025 World Crises and Transformational Politics

IRL 4030 Politics of International Economics

IRL 4150 Area Studies

Electives 6 units

Choose any two available courses:

IRL 2005 Comparative Foreign Policy

IRL 2010 The United Nations in Action

IRL 3020 Developmental Issues in Central America and Mexico

IRL 3050 Politics in Latin America

IRL 3100 Essence of Diplomacy

IRL 3250 Survey of U.S. Foreign Policy

IRL 4010 Cultural Geography

IRL 4020 International Human Rights

IRL 4035 Environmental Politics

IRL 4040 U.S./Asian Relations

IRL 4045 Security Strategies

IRL 4050 Terrorism, International Crime and International Criminal Tribunal

IRL 4055 U.S./Afro-Arab Relations

IRL 4060 U.S./Latin American Relations

IRL 4800 Seminar Critical Issues in U.S. Foreign Policy

The following courses are available only at Alliant Mexico

IRL 3200 Political Ideas in Latin America

IRL 4000 Regional Conflict in Latin America

IRL 4045 Security Strategies

IRL 4810 Seminar: Critical Issues in Latin America

Capstone and Internship 6 units

SEN 4900 Senior Project

SEN 4910 Senior Internship

#### Unrestricted Electives 15 units

(15 units required, at least 6 of which must be upper division)

#### Minor 12 units

International Relations majors may choose from any of the minors offered through the Center for Undergraduate Education. A minor is required.

## Bachelor of Arts in Latin American Studies – Alliant Mexico.

The Latin American Studies program offered by the Center for International Studies provides 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 in Latin American Studies will gain knowledge of the Spanish language.

### Degree Requirements 120 units

*Courses are three units unless otherwise indicated.*

### General Education 48 units

See General Education on page 181.

### Major 57 units

Lower Division Core 9 units

LAS 1000	Introduction to Latin American Studies	
LAS 2150	Research Methods in Latin American Studies	
ECO 1020	Principles of Macroeconomics	
Upper Division Core		21 units
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	
ENV 3100	Environmental Ethics in a Cross-Cultural Context	
IRL 4810	Seminar: Critical Issues in Latin America	
LIT 4800	Latin American Authors' Seminar	
Electives		27 units

Choose one of the following:

ENV 3500	Regional Environment
ENV 4000	Environmental Economics

Choose two of the following:

IRL 3015	Developmental Issues in South America
IRL 3020	Developmental Issues in Central America and Mexico
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

Choose two of the following:

LIT 3001	Latin American Fiction I
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LIT 3002	Latin American Poetry I
LIT 4001	Latin American Fiction II
LIT 4003	Latin American Drama

Choose two 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

### Senior Experience 3 units

SEN 4910	Senior Internship
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### Minor 12 units

Latin American Studies majors may choose from any of the minors offered through the Center for Undergraduate Education. Students who do not choose a minor must choose 12 units from the areas listed below.

International Relations
Literature
Environmental Studies

## Bachelor of Arts in Liberal Studies – General Track (San Diego and Southwestern College)

The Liberal Studies major is a two-year degree completion program which allows students to adapt their education to a variety of paths. Students can choose a concentration from any of the majors offered at Alliant, including business, communication, international relations, and psychology. All of these

concentrations emphasize a strong professional practice approach which includes substantial practical, hands-on training in the types of internship opportunities more often found in graduate programs. In addition, with the guidance of a faculty adviser, students can design their own concentration to better meet their specific needs.

### Degree Requirements 120 units

#### Prerequisites for the Major

*Up to six units may be taken concurrent with the first semester at Alliant.*

FAR 1000	Introduction to the Arts
HIS 2000	U.S. History (Offered Fall 2007 at Alliant)

or

One Lower-Division Social Science	
LIT 1105	Introduction to World Literature

### Transfer Requirements 60 units

*Note: Fall 2007 students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

### Degree Completion Requirements 60 units

*Courses are three units unless otherwise indicated.*

### General Education 6 units

All units must be upper division

### Major 36 units

The student must take the core plus an approved six-course concentration.

Upper Division Core 15 units

ENG 3302	Written Composition for Educators
or	
ENG 3303	Writing for the Professions
FAR 4005	Integrated Art, Literature and Music

Choose one of the following:

LIT 3310	Seminal Works in British Literature
LIT 3315	Multicultural Perspectives on American Literature
LIT 4020	World Literature: Fiction, Poetry and Drama

LIT 4030 Fiction to Film on the World Stage

Choose one of the following:

ENG 3306 English Grammar with Applications

ENG 3307 Linguistics and Linguistic Applications

ENG 4020 English Language: Historical, Cultural and Social Perspectives

ENG 4000 Creative Writing Workshop: Poetry and Short Story

PHIL 3306 Comparative Philosophy

or

PHIL 3310 Ethics and Value Theory

Concentration 18 units

An area of emphasis may be chosen from among any of the University's listed majors or may be designed by the student with the approval of appropriate faculty. A total of 18 upper-division units is required.

The Senior Experience 3 units

SEN 4910 Senior Internship

**Unrestricted Electives 6 units**

**Minor 12 units**

Liberal Studies majors may choose as a minor four upper-division courses from any of the majors offered at Alliant. A minor is required.

## Bachelor of Arts in Liberal Studies for Education Track – Alliant Mexico

The Bachelor of Arts in Liberal Studies for Education provides students with the academic coursework necessary to meet the discipline-related content requirements in the Liberal Arts to pass the CSET exam and then pursue a Multiple-Subjects Teaching Credential or an Introductory Subject-Matter Authorization in Mathematics and/or an Introductory Subject-Matter Authorization in English. Unlike a number of other university programs with the same goal, the Alliant program will focus on preparing students to work with children from diverse (racial, socio-economic, linguistic/language) backgrounds.

The goal of the Liberal Studies major is to prepare students to eventually enter the teaching force as well-trained, effective professionals. The curriculum for the major is designed to match the content taught in elementary schools and will provide students with the subject-matter background needed to pass the California Subject Matter Examination for Teachers-Multiple Subject (CSET), which anyone wanting to teach in a public elementary school in the state of California must pass. For those wanting to teach in a middle school setting, it will offer the coursework necessary to meet the 32-unit subject-matter requirement for an Introductory Subject-Matter Authorization in either mathematics or English. However, this program is not a waiver program and does not qualify students to waive the CSET exam. Also, it does not qualify students to waive pedagogy courses offered at the graduate level. This program is, in fact, meant to be a feeder program for and a precursor to the Graduate School of Education Teacher Credential Program at Alliant.

In keeping with the professional practice model, students in the Liberal Studies for Education major will also take courses designed for professional development. These courses will provide a mixture of theory and practical application. They will examine topics such as learning theory, methods of instruction, and teaching in culturally and linguistically diverse settings. Students will also participate in field placements and service learning projects. Throughout this process, students will be developing their own critical thinking, research and writing skills. These course and field experiences will assure excellent preparation for students to study for their teaching credential once they have earned the bachelor's degree and successfully passed the CSET.

*This Liberal Studies Program is not a waiver program. Students will be required to successfully pass the CSET exam before entering a teacher credential program.*

**Degree Requirements 130 units**

### Prerequisite Requirements

*English Subject Matter Authorization:*

Multicultural Literature or an equivalent literature course

*Mathematics Subject Matter Authorization:*

College Algebra

Trigonometry or Pre-Calculus

*Spanish Electives:*

Two-years or an equivalent of second-year Spanish

**Transfer Requirements 60 units**

*Note: Fall 2007 students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

**Degree Completion Requirements 60 units**

**Major 60 units**

UPPER DIVISION CORE

**Introductory and Capstone Core 6 units**

EDU 3003 Introduction to Teaching in the Applied Liberal Arts

SEN 4910 Internship: A Capstone Experience

**Content Core 24 units**

ENG 3302 Written Composition for Educators

ENG 3010 First and Second Language Acquisition

FAR 4005 Integrated Art, Literature and Music

GEO 3005 World Regional Geography

HIS 3304 History of California

LIT 3330 Multicultural Literature for Children and Adolescents

MTH 3305 Discrete Mathematics

NCS 4010 Earth and Space Science

**Concentration 15 units**

Students choosing to do a Multiple-Subjects Credential need to select an area of emphasis. They have several options. They can select five courses (15 units) from either the mathematics or English Introductory Subject-Matter Coursework lists. Students choosing to do a mathematics concentration can take any five courses on the mathematics list. However, students doing an English

concentration must select three courses from the Literature Core list and two courses from the Language Core. Students who are not interested in doing a concentration in mathematics or English have the option of consulting with appropriate faculty and designing a concentration of five courses from any of the University's majors.

**Professional Development 9 units**

- PSY 4125 Introduction to Physical and Emotional Development in Young Adolescents  
 PSY 3155 Culturally Diverse and Exceptional Children

Choose one of the following two courses:

- MTH 4005 Mathematics Education  
 ENG 4025 English Education

**Electives 6 units**

Any two undergraduate courses  
 OR

- SPN 3004 Advanced Spanish I  
 SPN 3005 Advanced Spanish II

Students can do the Spanish courses at the campuses in San Diego or in Mexico City.

**Introductory Subject-Matter Authorization Coursework**

Successful completion of 32 units of English or mathematics coursework will satisfy the content-area requirements for students wanting to teach these subjects to 7th and 8th grade middle-school students. Both the English and math Introductory Subject-Matter Authorizations have lower division prerequisite requirements which make up part of these 32 units.

**Mathematics 30 units**

- MTH 3305 Discrete Mathematics  
 MTH 3310 Geometry  
 MTH 3315 Linear Algebra  
 MTH 3320 Calculus I  
 MTH 3321 Calculus II  
 MTH 3325 Math and Technology  
 MTH 4010 Foundations in Mathematics  
 MTH 4020 History of Mathematics  
 MTH 4030 Probability and Statistics  
 MTH 4040 Mathematical Modeling

**English 30 units**

- Literature Core for Adolescent Learners 21 units  
 LIT 3330 Multicultural Literature for Children and Adolescents  
 LIT 3310 Seminal Works in British Literature  
 LIT 3315 Multicultural Perspectives on American Literature  
 LIT 4020 World Literature: Fiction, Poetry and Drama  
 LIT 4030 Fiction to Film on the World Stage  
 ENG 4000 Creative Writing Workshop: Poetry and Short Story  
 FAR 4010 Creative Drama

**Language Core 9 units**

- ENG 3306 English Grammar with Applications  
 ENG 3307 Linguistics and Linguistic Applications  
 ENG 4020 English Language: Historical, Cultural and Social Perspectives

**Bachelor of Arts in Liberal Studies with an Emphasis in Education – Alliant Mexico**

This special program leads to a bachelor's degree in Liberal Studies with an emphasis in elementary education (grades K-6). Because it includes both the bachelor's degree and the education course, this major consists of 130 units. However, it is designed so that students may complete the entire program in slightly more than four years. This innovative teacher preparation program is designed specifically for the Mexico City campus.

**Degree Requirements 130 units**

*Courses are three units unless otherwise indicated.*

General Education 60 units

General Education for this program is modified slightly with the addition of 12 units. The required courses are listed below.

- HUM 1020 Interdisciplinary Seminar  
 ENG 1106 English Composition I  
 ENG 2206 English Composition II

- IST 1010 Introduction to Information Systems  
 MTH 1109 College Algebra  
 MTH 2210 Introduction to Applied Statistics  
 COM 1999 Public Speaking (2 units)  
 COM 1500 Intercultural Communication Language Studies Elective  
 Language Studies Elective  
 HUM 1000 World Civilizations Humanities Elective  
 GEO 2100 World Regional Geography  
 IRL 2000 Foundations of International Relations  
 POL 2000 Introduction to Politics  
 HIS 3000 History of Latin America  
 LIT 1150 Introduction to Literature Natural Science Elective  
 Natural Science Elective  
 Natural Science Elective  
 CMS 3700 Community Service (1 unit)

**Major 40 units**

- EDU 1001 Introduction to Elementary Education (1 unit)  
 EDU 2201 Early Field Experience (1 unit)  
 EDU 4100 Child Development  
 EDU 5300 Elementary/Secondary Instruction  
 EDU 5311 Content Area Curriculum: Elementary  
 EDU 5321 Curriculum Concepts: Elementary  
 EDU 5340 Multicultural Studies  
 EDU 5350 Student Teaching (7 units)  
 EDU 5355 Student Teaching (7 units)  
 ENG 2505 Second Language Teaching Theory and Methods  
 PSY 1101 Introduction to Psychology  
 SOC 2201 Introduction to Sociology

**Concentration/Minor 15 units**

- ENG 4999 Special Topics  
 ENG 3010 Second Language Assessment, Evaluation and Placement  
 ENG 3307 Introduction to Linguistics  
 ENG 4015 Technology in the Second Language Classroom  
 ENG 4800 TESOL Seminar and Observation  
 Electives 15 units

## Center for Undergraduate Education

FAR 3000	Music of the World
LIT 3330	Literature for Children and Adolescents
PHE 3306	Physical Growth and Development
PHL 3310	Ethics and Value Theory
MTH 3301	Foundations of Mathematics

### Bachelor of Arts in Psychology (San Diego and Southwestern College)

The Degree Completion Program in Psychology offers a common core across psychological disciplines with four concentration areas: Clinical Psychology, Industrial/Organizational Psychology, Marriage and Family, and Applied Developmental Educational Psychology (Fall 2008). These specializations are designed specifically to lead into corresponding graduate courses at Alliant International University. In fact, undergraduates often begin taking graduate courses as part of their bachelor's program, and qualified students may move seamlessly into selected graduate programs. An important component of the psychology program is its nine-unit capstone sequence where students gain considerable practical training, something not typical of most undergraduate programs.

#### Degree Requirements **120 units**

##### Prerequisites for the Major

Up to six units may be taken concurrent with the first semester at Alliant (except for the first two courses listed).

Introduction to Psychology  
Abnormal Psychology  
Physiological Psychology  
Introduction to Statistics

#### Transfer Requirements **60 units**

Note: Fall 2007 students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.

#### Degree Completion Requirements **60 units**

Courses are three units unless otherwise indicated.

#### General Education **6 units**

ENG 3303 Writing for the Professions  
General Education Elective (Upper Division)

#### Major **33 units**

Common Core **21 units**

PSY 3000 Introduction to Professional Practice and Applied Areas in Psychology  
PSY 3003 Applied Statistics for the Behavioral Sciences  
PSY 3005 Research Methods for Behavioral Sciences  
PSY 3108 Social Psychology, Community and Culture  
PSY 3110 Theories of Personality  
PSY 3112 Developmental Psychology  
PSY 4109 Tests and Measurements in the Behavioral Sciences

Concentrations **12 units**

Choose one of the following concentrations:

Applied Developmental Educational Psychology (Implementation Fall 2008)

PSY 3120 Introduction to Educational Psychology  
PSY 4200 Multicultural Children, Adolescents and Families  
PSY 4110 Special Populations or Graduate Course  
PSY 4115 Abnormal Child Psychology

Clinical Psychology

PSY 3126 Introduction to Clinical Psychology  
PSY 4128 Introduction to Theories of Intervention

PSY 4110 Special Populations

or

PSY 6525 Theories of Personality, Pathology and Psychotherapy: Behavior/Social Learning\*

PSY 4140 Introduction to Counseling

Industrial/Organizational Psychology

PSY 3142 Introduction to Industrial and Organizational Psychology

ORG 6320 Organizational Behavior\*

ORG 8122 Personnel and Work Psychology\*

ORG 8220 Human Resource Management\*

Marriage and Family

PSY 3160 Introduction to Marriage and Family Therapy

PSY 4160 Systems Theory

PSY 4150 Courtship and Marriage

PSY 6316 Parent-Child Therapy\*

\*Senior psychology majors are eligible to enroll in graduate courses with instructor and graduate program director approval. In most cases, students with a 3.5 GPA or higher for the entire undergraduate career or for at least 15 units at Alliant will be allowed to enroll in specified graduate courses if there is space available and if the student has completed the prerequisites.

#### Capstone **9 units**

PSY 3910 Junior Internship

PSY 4900 Senior Project

PSY 4910 Senior Internship

#### Minor **12 units**

Psychology majors may choose from any of the minors offered through the Center for Undergraduate Education. In addition, they may choose to complete a second concentration in the psychology major. A minor (or second concentration) is required.

## BACHELOR OF SCIENCE PROGRAMS

Note: The Bachelor of Science programs listed below are offered by the Marshall Goldsmith School of Management through the Center for Undergraduate Education.

### Bachelor of Science in Business Administration (San Diego, Southwestern College, and Virtual)

This program provides a strong foundation in the basic concepts of the business and corporate system. The program introduces students to a broad spectrum of situations in business and management with an emphasis on practical applications.

**Degree Requirements 120 units**

**Transfer Requirements 60 units**

*Note: Fall 2007 students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

#### Prerequisites for the Major

Introduction to Business or Business Elective  
Microeconomics (or ECON3000 Principles of Economics at Alliant)

Macroeconomics

Financial Accounting (or ACT3000 Financial and Managerial Accounting at Alliant)

Managerial Accounting

Business Law or Business Elective (or BUS3010 Business Law must be taken at Alliant)

#### Degree Completion Requirements 60 units

##### General Education 6 units

ENG 3303 Writing for the Professions

Social Science Elective

##### Major 33 units

###### UPPER DIVISION COURSES

BUS 3020 Production and Operations Management

BUS 3030 e-Business

BUS 4070 Business Values and Ethics

BUS 4090 Strategic Management

BUS 4990 Capstone

FIN 3010 Principles of Finance

IST 3020 Information and Technology Management

MGT 3010 Overview of Management Practice

MGT 4030 Cross-Cultural Management

MKT 3010 Principles of Marketing

SEN 4910 Senior Experience: Internship

Upper Division Business Elective (3 units)

##### Unrestricted Electives 6 units

2 Upper Division Courses

##### Concentration (or Minor) 12 units

See concentrations on page 182.

## 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.

#### Degree Requirements 120 units

##### Transfer Requirements 60 units

*Note: Fall 2007 students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

#### Prerequisites for the Major

Introduction to Hospitality or Business Elective

Microeconomics (or ECON3000 Principles of Economics at Alliant)

Macroeconomics

Financial Accounting (or ACT3000 Financial and Managerial Accounting at Alliant)

Managerial Accounting

Business Communications or Principles of Marketing

Business Law or Business Elective (or BUS3010 Business Law must be taken at Alliant)

#### Degree Completion Requirements 60 units

##### General Education 6 units

ENG 3303 Writing for the Professions

Social Science Elective

##### Major 36 units

###### UPPER DIVISION COURSES

BUS 4090 Strategic Management

FIN 3010 Principles of Finance

HRT 3020 Hospitality Marketing and Sales

HRT 3030 Food & Beverage Cost Control

HRT 4010 Hotel & Restaurant Managerial Accounting & Finance

HRT 4020 Entrepreneurial Hospitality Business Development

HRT 4910 Senior Experience: Internship or Upper Division Business Elective

HRT 4990 Hospitality and Tourism Capstone and Simulation

IST 3020 Information and Technology Management

MGT 3010 Overview of Management Practice

MGT 4030 Cross-Cultural Management

MGT 4040 Human Resource Management

Upper Division Business Elective (3 units)

Upper Division Unrestricted Elective (3 units)

#### Concentration (or Minor) 12 units

See concentrations on page 182.

## Bachelor of Science in Information Systems and Technology Management

This program prepares 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 120 units

##### Transfer Requirements 60 units

*Note: Fall 2007 students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

#### Prerequisites for the Major

Introduction to Business or Business/IST Elective

Microeconomics (or ECON3000 Principles of Economics at Alliant)

Macroeconomics

Financial Accounting (or ACT3000 Financial and Managerial Accounting at Alliant)

Managerial Accounting

Business Law or Business Elective (or BUS3010 Business Law must be taken at Alliant)

#### Degree Completion Requirements 60 units

##### General Education 6 units

ENG 3303 Writing for the Professions

Social Science Elective

##### Major 54 units

###### UPPER DIVISION COURSES

APP 4000 Enterprise Database Development

APP 4010 Visual and Object Programming Environments

BUS 3030 e-Business

BUS 4090 Strategic Management

## Center for Undergraduate Education

BUS 4990	Capstone	
FIN 3010	Principles of Finance	
IST 3020	Information and Technology Management	
IST 4020	Systems Analysis and Design	
IST 4030	Database Management Systems	
IST 4040	Decision Support Systems for Managers	
IST 4050	Global Information Systems	
IST 4060	Telecommunications and Networks	
IST 4090	Internet and Web Development	
MKT 3010	Principles of Marketing	
NET 4020	Network Management	
SEN 4910	Senior Experience: Internship or Upper Division Business Elective	
Business Electives		6 units
2 Upper Division Courses		

### Bachelor of Science in International Business Administration (San Diego and Southwestern College)

This program recognizes that the growing economic interdependence between nations has created an acute awareness of the need for international course offerings. The program addresses this growing worldwide demand for graduates with greater managerial capability in transnational business and economics.

**Degree Requirements 120 units**

**Transfer Requirements 60 units**

*Note: Fall 2007 students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

#### Prerequisites for the Major

Introduction to Business or Business Elective  
 Microeconomics (or ECON3000 Principles of Economics at Alliant)  
 Macroeconomics  
 Financial Accounting (or ACT3000 Financial and Managerial Accounting at Alliant)  
 Managerial Accounting

Business Law or Business Elective (or BUS3010 Business Law must be taken at Alliant)

**Degree Completion Requirements 60 units**

**General Education 6 units**

ENG 3303 Writing for the Professions  
 Social Science Elective

**Major 39 units**

#### UPPER DIVISION COURSES

BUS 3010 Business Law  
 BUS 3030 e-Business  
 BUS 4090 Strategic Management  
 BUS 4990 Capstone  
 FIN 3010 Principles of Finance  
 FIN 4010 International Managerial Finance  
 IBA 3000 International Business  
 IBA 4020 International Economics and Trade  
 IST 3020 Information and Technology Management  
 MGT 3010 Overview of Management Practice  
 MGT 4030 Cross-Cultural Management  
 MKT 3010 Principles of Marketing  
 MKT 4010 International Marketing  
 SEN 4910 Senior Experience: Internship or Upper Division Business Elective  
 One Upper Division Business Elective (3 units)

**Concentration (or Minor) 12 units**

See concentrations on page 182.

### Bachelor of Science in International Business Administration – Alliant Mexico

This program recognizes that the growing economic interdependence between nations has created an acute awareness of the need for international course offerings. The program addresses this growing worldwide demand for graduates with greater managerial capability in transnational business and economics.

**Degree Requirements 120 units**

**General Education 48 units**

See General Education on page 182.

**Major 57 units**

#### LOWER DIVISION COURSES

ACT 1010 Financial Accounting  
 ACT 2010 Managerial Accounting  
 BUS 1010 Introduction to Business Organizations  
 BUS 2010 Business Mathematics  
 BUS 2020 Business Communications

#### UPPER DIVISION COURSES

BUS 3010 Business Law  
 BUS 3020 Production and Operations Management  
 BUS 3030 e-Business Applications  
 BUS 4090 Strategic Management  
 BUS 4990 Capstone  
 FIN 3010 Principles of Finance  
 FIN 4010 International Managerial Finance  
 IBA 4010 International Business Operations  
 IBA 4020 International Economics and Trade  
 IST 3020 Information and Technology Management  
 MGT 3010 Overview of Management Practice  
 MGT 4030 Cross-Cultural Management  
 MKT 3010 Principles of Marketing  
 MKT 4010 International Marketing

**Unrestricted Elective 3 units**

1 Lower or Upper Division Course

**Concentration (or Minor) 12 units**

See concentrations on page 182.

### 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 120 units**

**Transfer Requirements 60 units**

*Note: Fall 2007 students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

### Prerequisites for the Major

Introduction to Business or Business Elective

Microeconomics (or ECON3000 Principles of Economics at Alliant)

Macroeconomics

Financial Accounting (or ACT3000 Financial and Managerial Accounting at Alliant)

Managerial Accounting

Business Law or Business Elective (or BUS3010 Business Law must be taken at Alliant)

### Degree Completion Requirements **60 units**

#### General Education **6 units**

ENG 3303 Writing for the Professions

Social Science Elective

#### Major **39 units**

##### UPPER DIVISION COURSES

BUS 3020 Production and Operations Management

BUS 4070 Business Values and Ethics

BUS 4090 Strategic Management

BUS 4990 Capstone

FIN 3010 Principles of Finance

IST 3020 Information and Technology Management

MGT 3010 Overview of Management Practice

MGT 4010 Dimensions of Leadership and Management

MGT 4020 Organizations & Organizational Behavior

MGT 4030 Cross-Cultural Management

MGT 4040 Human Resource Management

MKT 3010 Principles of Marketing

SEN 4910 Senior Experience: Internship or Upper Division Business Elective

Upper Division Business Elective **3 units**

#### Concentration (or Minor) **12 units**

See concentrations on page 182.

## 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.

### Degree Requirements **120 units**

### Transfer Requirements **60 units**

*Note: Fall 2007 students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

### Prerequisites for the Major

Introduction to Hospitality or Business Elective

Microeconomics (or ECON3000 Principles of Economics at Alliant)

Macroeconomics

Financial Accounting (or ACT3000 Financial and Managerial Accounting at Alliant)

Managerial Accounting

Business Communications or Principles of Marketing

### Degree Completion Requirements **60 units**

#### General Education **6 units**

ENG 3303 Writing for the Professions

Social Science Elective

#### Major **42 units**

##### UPPER DIVISION COURSES

BUS 4090 Strategic Management

FIN 3010 Principles of Finance

HRT 3020 Hospitality Marketing & Sales

HRT 3030 Food and Beverage Cost Control

HRT 4010 Hotel & Restaurant Managerial Accounting & Finance

HRT 4020 Entrepreneurial Hospitality Business Development

HRT 4910 Senior Experience: Internship or Upper Division Business Elective

HRT 4990 Hospitality and Tourism Capstone and Simulation

IBA 4020 International Economics and Trade

IST 3020 Information and technology Management

MGT 3010 Overview of Management Practice

MGT 4030 Cross-Cultural Management

TOU 4010 Tourism Management

TOU 4030 Tourism Economics

### Concentration (or Minor) **12 units**

See concentrations listed below.

## Concentration Courses

The following concentrations are available to students who are seeking an undergraduate Bachelor of Science degree. Students who do not wish to have a concentration will select 12 units of upper division courses in consultation with their academic advisor.

### Accounting

ACT 4020 Intermediate Financial Accounting I

ACT 4030 Intermediate Financial Accounting II

ACT 4040 Cost Accounting

ACT 4050 International Accounting

### Entrepreneurship

ENT 4010 International Dimensions of Entrepreneurship

ENT 4020 Management of Entrepreneurial Ventures

ENT 4030 Importing and Exporting: Regulations, Licensing and Documentation

Upper Division Management Elective

### Finance

FIN 4010 International Managerial Finance (Students enrolled in the International Business program select an upper division elective in consultation with their academic advisor.)

FIN 4020 Corporate Finance

FIN 4030 Investments

FIN 4040 Money and Capital Markets



## Center for Undergraduate Education

### Information Systems

- IST 4020 Systems Analysis and Design
- IST 4030 Database Management Systems
- IST 4040 Decision Support Systems for Managers
- IST 4050 Global Information Systems

### Management

Choose four courses:

- ENT 4020 Management of Entrepreneurial Ventures
- MGT 4010 Dimensions of Leadership and Management
- MGT 4020 Organizations and Organizational Behavior
- MGT 4040 Human Resource Management
- MGT 4050 Total Quality Management

### Marketing

- MKT 4010 International Marketing  
(Students enrolled in the International Business program select an upper division elective in consultation with their academic advisor.)
- MKT 4020 Marketing Research
- MKT 4030 Marketing Communications and Buyer Behavior
- MKT 4050 Services Marketing

# Course Descriptions

The following is a listing of courses and abridged descriptions of all Alliant International University courses available at the time of publication. Please note that the academic programs are under continuous review and evaluation. Therefore, courses may vary somewhat from those described on the following pages.

Course numbers are assigned in the following manner.

## Pre-Baccalaureate

0000-0999 Pre-baccalaureate developmental courses. Courses are not applicable to degree requirements.

## Undergraduate

### Lower Division

1000-2999 Lower division undergraduate courses that are general and introductory. They are intended to provide a foundation for advanced work.

### Upper Division

3000-4999 Upper division undergraduate courses that generally assume prior knowledge or experience in the subject, with content more advanced or specific than lower division courses.

## Graduate

### Prerequisite

5000-5999 Prerequisite courses for master's and doctoral programs.

### Master's and Credential

6000-7999 Graduate level courses open to holders of a baccalaureate degree subject to prerequisite or other requirements as stated in program or course requirements.

Courses for teaching credential candidates. May be taken by undergraduate or post baccalaureate students who have been accepted into the teacher education program. Not applicable to a doctoral degree program.

## Doctoral

8000-9999 Graduate level courses open to holders of a baccalaureate degree subject to prerequisite or other requirements as stated in program or course descriptions.

## COURSE DESCRIPTIONS

**Note: Classes not found in the program description may not be taught on the campus where the student is attending. Check online course schedules for a list of classes available at each site in a given semester.**

## Accounting

### ACT 1010 Financial Accounting (3 units)

Introduction to the objectives and fundamental concepts of accounting and its ethical implications; analyzing and recording financial transactions; the preparation and interpretation of the basic financial statements; analysis of the accounting treatment for assets, liabilities and equity; the preparation and analysis of the statement of cash flows.

*Prerequisite: BUS 2010*

### ACT 2010 Managerial Accounting (3 units)

An extensive analysis of the role of managerial accounting in the decision-making process and in the control of an organization's resources; various analytical tools are introduced including cost-volume-profit analysis, budgeting with standards and variances, net present value and other capital expenditure assessment methods; application of job order and process costing systems; and the allocation of costs through traditional and activity-based costing systems; the discussion of ethical issues facing the business professional are integrated into the curriculum.

*Prerequisite: ACT 1010*

### ACT 3010 Accounting Information Systems (3 units)

Introduction to the computer implementation of the basic elements of accounting transactions, statements and analyses; standard accounting packages are used to walk students through the complete accounting cycle applying various accounting principles of data entry; formal preparation and presentation of accounting reports and financial statements.

*Prerequisite: Managerial Accounting*

## Course Descriptions

### **ACT 4020 Intermediate Financial Accounting I** (3 units)

Theoretical foundations of financial reporting, including the standard setting process and the conceptual framework; the valuation and accounting treatment of assets and current liabilities, including a more in-depth examination of cash, receivables, inventories and revenue and expense recognition; the discussion of ethical considerations and other current issues facing the accounting professional are integrated into the curriculum.

*Prerequisite: Managerial Accounting*

### **ACT 4030 Intermediate Financial Accounting II** (3 units)

Continued discussion of theoretical foundations of financial reporting, including the standard setting process and the conceptual framework; the valuation and accounting treatment of long-term liabilities including pensions, leases, income tax presentation and equities including retained earnings, stock options and earnings per share; special topics include cash flow analysis, accounting changes and other reporting issues; the discussion of ethical considerations and other issues facing the accounting professional are integrated into the curriculum.

*Prerequisite: ACT 4020*

### **ACT 4040 Cost Accounting** (3 units)

Examination of the expanding role of the cost accountant in the overall management of a global business organization and as an integral component in the multi-functional development of an effective and sustainable competitive strategy; the discussion and application of various cost allocation systems and estimation methods and their role in the decision-making process for both operational and strategic planning and performance measurement.

*Prerequisite: Managerial Accounting*

### **ACT 4050 International Accounting** (3 units)

Interpretation, use and analysis of accounting data for internal reporting; planning and control of business activities; managerial decision making in the context of international and multinational business, including the impact of accounting on service and manufacturing operations, foreign exchange and hyperinflation, Foreign Corrupt Practices Act and international transfer pricing.

*Prerequisite: Managerial Accounting*

### **ACT 4060 Taxation** (3 units)

Study of the application of the principles, laws and practices of taxation; global implications of diverse tax treatments of various financial transactions within a multinational organization.

*Prerequisite: ACT 4030*

### **ACT 4070 Auditing** (3 units)

Study of auditing principles, concepts and practices as applied primarily by businesses and investors.

*Prerequisite: ACT 4030*

### **ACT 6010 Managerial Accounting** (3 units)

Financial statements, managerial uses of accounting data in decision making; cost analysis; systems to accumulate, summarize and distribute financial information; impact of federal taxes on the firm; emphasis on planning and control techniques through accounting data and information.

*Prerequisite: BUS 5010*

## Applications

### **APP 4000 Enterprise Database Development** (3 units)

This course will teach students various advanced aspects of developing databases including the utilization of database outputs by different functional units in the enterprise.

*Prerequisite: IST 4030*

### **APP 4010 Visual and Object Programming Environments** (3 units)

Students will be exposed to newer methodologies of building systems using visual programming tools and object-based development tools, such as a CASE tool. The course will enable students to compare the different approaches to visual and object programming using packaged software.

*Prerequisite: IST 4090*

### **APP 4020 Knowledge Engineering and Expert Systems** (3 units)

This course teaches 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.

*Prerequisite: Introduction to Information Systems*

### **APP 4030 Information Systems Engineering** (3 units)

Concepts of a systems development methodology. Need for systems development methodology tools and techniques. Systems development life cycle. Tool and techniques for data modeling, process modeling and behavior modeling. Use of CASE tools. The information Engineering methodology: philosophy, tools and techniques; centrality of CASE tools in IE. Prototyping techniques. User participation in systems development: Rapid Application Development (RAD) (e.g. DSDM) and Joint Application Development (JAD) methods. Object Oriented systems analysis and design (OOAD): Object modeling using UML; Use case scenarios; properties of objects and classes; relationship diagrams; Object states and behavior using state transition diagrams and event diagrams; CASE tools in OOAD. Soft Systems Methodology. Project management tools and techniques.

*Prerequisites: IST 4020, IST 4030*

### **APP 4999 Special Topics** (3 units)

This course will cover topics that are of special interest in the marketplace of applications development area. The course will have part seminar format and part hands-on laboratory format.

*Prerequisite: IST 4080*

## Business

### **BUS 1010 Introduction to Business Organizations** (3 units)

An overview of the interrelationships among the functions of the business firm and between the firm and its environment; topics include a study of managerial functions, marketing concepts, production systems, leadership practices and business ethics.

### **BUS 2010 Business Mathematics** (3 units)

Fundamental mathematical operations in banking and borrowing; Financial ratio analysis; payrolls; retail; insurance; and elementary statistics.

### **BUS 2020 Business Communications (3 units)**

This course is designed to introduce students to the fundamental principles of effective business communication in a global environment. It will emphasize written communications such as standard and persuasive business letters, memorandums and informational as well as analytical reports, along with proposals, resumes and other employment-related documents. The course addresses the skills necessary for developing, planning, organizing, outlining and editing various business documents. The problem-solving approach is used to focus on proper grammar, punctuation, vocabulary and tone as well as the use of computer technology and software in the development of effective oral and written business communication skills.

*Prerequisite: Introduction to Business*

### **BUS 3010 Business Law (3 units)**

Study of the legal environment in which profit and not-for-profit organizations operate. Includes study of courts and procedure, criminal law, torts, contracts and formations, operation and termination of corporations, agency and partnership relationships.

*Prerequisite: Introduction to Business*

### **BUS 3020 Production and Operations Management (3 units)**

An introductory analysis of productive systems, operations planning and control. Topics include forecasting, inventories, scheduling, quality assurance and productivity.

*Prerequisite: BUS 2010*

### **BUS 3030 e-Business (3 units)**

The Age of Electronic Commerce presents several opportunities for setting up new businesses, as well as expanding and growing existing business offerings. E-commerce is an automated mechanism that can substantially increase customer contact and business transactions, while simultaneously reducing the cost of doing business. Participants in this course will learn concepts and trends to understand, analyze, design and develop an e-commerce business model. Students will be exposed to a variety of techniques for the rapid development and creation of web based applications. In addition to basic web programming concepts and technology, students will also be exposed to client server architectures, internet infrastructures, and consumer behavior on the internet.

*Prerequisites: Introduction to Business, Introduction to Information Systems*

### **BUS 4010 Small Business Entrepreneurship (3 units)**

Investigation into entrepreneurial behavior, the role of the entrepreneur in society; the conditions necessary for it to evolve; the development of a venture whether in terms of a startup, acquisition, or expansion of an existing business. The theory and practice of small business management.

*Prerequisites: MKT 3010, FIN 3010 and MGT 3010*

### **BUS 4020 Service Management (3 units)**

Introduces students to service industries. Presents the unique characteristics of service industries that requires different management skills. Focuses on the impact of service industry characteristics on traditional management functions of human resources, operations and marketing. Emphasis is on theory and application of service management principles.

*Prerequisite: Introduction to Business*

### **BUS 4070 Business Values and Ethics (3 units)**

Introduction to the basic categories and framework of philosophical ethics; examination of selected corporate policy statements on social and ethical responsibility with consideration of how to develop and implement such policy statements; consideration of ethical issues in selected professions.

*Prerequisite: Introduction to Business*

### **BUS 4090 Strategic Management (3 units)**

Development of skills in problem analysis and decision making in transnational corporate strategy and business policy. The integrating course of the undergraduate program which concentrates on the application of concepts through case studies and decision simulation exercises.

*Prerequisite: Senior standing*

### **BUS 4810 Seminar in Business (3 units)**

Seminar on practical applications of job seeking, career development and community service in business.

### **BUS 4950 Senior Project (3 units)**

Independent study under the direction of a faculty advisor. Projects may include library or empirical research, analysis and written report on an appropriate business organization (private firm, not-for-profit organization, or government agency).

### **BUS 4990 Capstone (3 units)**

The capstone course provides senior-level business students with an opportunity to apply the theories and concepts learned throughout their programs of study. Participants will work individually and as members of small teams, to investigate a current business situation and to produce a comprehensive, professionally crafted demonstration project (i.e., a case study, case analysis, business plan, or portfolio). The capstone class project will allow students to demonstrate their capability to investigate and understand the in-depth intricacies of complex business issues. Students will create a technically astute situational analysis and accompanying set of recommendations appropriate for stakeholder consumption.

*Prerequisite: Senior standing*

### **BUS 5010 Survey of Accounting (1 unit)**

A survey of financial statements and financial statement analysis through an examination of accounting theory, concepts and procedures.

### **BUS 5020 Survey of Finance (1 unit)**

A survey of financial ratios, analysis, managing current assets and liabilities, the firm's liquidity posture, the cost of long-term capital and the required rate of return on long-term assets and estimating cash flows on investment proposals.

*Prerequisite: BUS 5010*

### **BUS 5030 Survey of Marketing (1 unit)**

A survey of the marketing function in the business enterprise, market segmentation and target marketing and the key elements in marketing: product, place, price and promotion.

### **BUS 5050 Survey of Economics (1 unit)**

An introduction to basic economic thinking as a valuable tool for understanding real world problems and issues; presents and develops economic theory of supply and demand to explain the behavior and interaction of firms, households and the government.

### **BUS 5060 Survey of the Legal Environment of Business (1 unit)**

Consideration of factors causing change in the business environment; analysis of selected issues in the interface between business, the law and other social institutions.

### **BUS 5070 Survey of Management Practice (1 unit)**

A survey of the development and evolution of management as theory and practice; emphasis on contemporary management in an international context.

## Course Descriptions

### **BUS 5080 Survey of Information Systems**

(1 unit)

A survey of data processing systems, management information systems, decision support systems, executive information systems, expert systems and distributed systems planning, hardware and software, management, maintenance, security and evaluation.

### **BUS 5090 Survey of Business Statistics** (1 unit)

Course provides a general overview of the fundamental theories of both descriptive and inferential statistics as they apply to business environments and managerial decision-making. Students will be well-grounded in the types of data and the selection of appropriate statistical tests. Topics will include probability, correlation, hypothesis testing, analysis of variance, time-series analysis and business forecasting. The course will include both in-class lectures and computer lab exercises.

### **BUS 5100 Business Communications** (1 unit)

Introduces fundamental research, writing and speaking skills necessary for effectively communicating orally and in writing at the graduate level.

### **BUS 6020 Strategic Management** (3 units)

An introductory course that provides an overview of the economic, cultural, psychological, sociological, technological and political aspects of the global environments confronting environment serving organizations; the concept of environmental turbulence; the nature of strategic and operational work; formulation of mission, goals, objectives, strategy; environment serving organization strategic aggressiveness and capability at different turbulence levels; and strategic diagnosis.

*Prerequisite: BUS 5070*

### **BUS 6030 Leadership and Management of Change** (3 units)

A study of the dynamics of leadership and initiation and management of change in environment serving organizations. Included are: the nature and characteristics of transactional and transformational leadership; relationships of power, authority and responsibility to leadership effectiveness including conflict management, ethics, decision making, risk propensity and change introduction; dynamic relationship between environment, leadership style and change strategies; the nature of change; and the relationships between power and the roles of the change agent and the change manager.

*Prerequisite: BUS 5070*

### **BUS 6040 Business Values, Ethics and Societal Strategy** (3 units)

A study of the legitimacy dimension of environment serving organization output. Included are: impact of societal issues on management of environment serving organizations; stakeholder identification and analysis; ethical issues in the relationship between organizations and the environment; social responsibility strategy; legitimacy strategy; and building a socially responsive environment serving organization.

### **BUS 6050 Total Quality Management** (3 units)

An overview of the quantitative and qualitative theory, methodologies and strategies for introducing and sustaining total quality management (TQM) philosophy; and development of a TQM strategy for an existing organization.

*Prerequisite: BUS 5070*

### **BUS 6060 Cross-Cultural Management**

(3 units)

A study of the value systems, thinking patterns and models of reality that are inherent in different cultures and cultural differences within and among people and organizations. Included are: the dimensions of culture; business and social cultures in organizations; national and ethnic cultures; value systems in different cultures; thinking patterns in different cultures; and alignment between environment, manager and culture of environment serving organizations.

*Prerequisite: BUS 5070*

### **BUS 6080 Management of Service Organizations** (3 units)

Examines the special problems of designing, producing and delivering services (as opposed to physical goods) and explores the different management tasks faced in various types of service firms. The primary (though not exclusive) focus of the course is on operations management, including the relationship between marketing, human resources and operations. Emphasis is on strategic decisions of service organizations.

*Prerequisite: BUS 5070*

### **BUS 6090 Quantitative Approaches to Management** (3 units)

) Introduction to quantitative approaches in management. Examination of practical applications of mathematical optimization, characteristics of optimization problems and mathematical expression, the decision making process, relevance of mathematical programming transportation, trans shipment and assignment problems to real-life situations.

*Prerequisite: BUS 5090*

### **BUS 6110 Competitive Strategy Formulation**

(3 units)

A study of strategy formulation for environment serving organizations that are serving history-driven environments. Included are: strategy formulation in history-driven environments; industry analysis; competitive analysis; situation analysis; strategy and competitive advantage; and implementing strategy.

*Prerequisite: BUS 5070*

### **BUS 6120 Strategic Response to Turbulent Environments** (3 units)

A study of strategy formulation for environment serving organizations that are serving discontinuous transnational environments. Included are: strategy formulation in discontinuous transnational environments; competitive posture analysis; integration of societal and technology strategies for a total environment serving organization strategy; and strategic portfolio optimization.

*Prerequisite: BUS 6020*

### **BUS 6130 Management Design and Management of Organizational Transformation** (3 units)

A study of the general management capability design required for different states of the environment and strategic transformation of environment serving organizations. Included are: selection of general managers; diagnosis of organization culture; design of organization structure and systems; resistance to change for organizational transformation; design and implementation of strategies for managing change; the relationship between power and change; and the roles of the change agent and the change manager.

*Prerequisite: BUS 6020*

### **BUS 6140 Management of Technological Creativity and Innovation** (3 units)

A study of the management of technological innovation as a key factor in the strategy of environment serving organizations. Included are: the nature of technology and innovation; the technological environment; technology strategies; technology substitution; technology transfer; societal responsibility and technology; the role of general management in technology management; the interface between technology and business strategies; environment serving organization capability for technological innovation; and management of innovation projects.

*Prerequisite: BUS 6020*

**BUS 6150 Contributors to Strategic Management** (3 units)

Study of the major contributors to the theory and technology of strategic management. A critical survey of the literature of the different schools of thought in the context of the strategic management paradigm. Relates other strategic management models to strategic management as taught at Alliant.

*Prerequisite:* BUS 6020.

**BUS 6210 Business Statistics** (3 units)

The course provides an intensive application of probability theory to managerial decision-making within uncertain business environments and also provides extensive coverage of univariate statistics. Topics include hypothesis testing, analysis of variance, time-series analysis, business forecasting and multiple regression analysis. Students will be using the SPSS package in preparing and entering data and learning to run advanced multivariate statistics. Heavy emphasis is placed on the interpretation of results, both statistically and managerially. The course includes both in-class lectures and computer lab exercises.

*Prerequisite:* BUS 5090

**BUS 6710 Strategic Management Internship** (3 units)

Formation of student project teams for comprehensive strategic management consulting assignments in environment serving organizations or for work in an appropriate strategic management assignment in an environment serving organization. Either alternative will be a full term assignment.

**BUS 6800 Seminar in Business** (3 units)

Seminar on special topics in business.

**BUS 6820 Business Internship** (3 units)

Directed internship in a private firm, a not-forprofit organization, or a government agency for experience in the practical application of business management.

**BUS 6900 Capstone** (3 units)

Through the use of a computer simulation game set in a dynamic and competitive global business environment, students will, within a group setting, incorporate their knowledge of the various business functions, including accounting, finance, production and operations, marketing and strategic management, to develop and implement a comprehensive strategic plan in an effort to outcompete other student-run companies. This is an opportunity for students to test their analytical and decision-making skills, to experience accountability for resulting performances and to further develop their skills as effective oral and written communicators of business information.

**BUS 7000 e-Business** (3 units)

This course will cover the technology, infrastructure and trends in the electronic commerce and electronic business area. The students will be exposed to basic hands-on skills for developing and designing storefronts in this area. Issues in the management, planning and design of electronic businesses will be discussed. The e-business topics will include Web security issues, electronic payment issues, legal issues, trans-border data issues. In addition, the course will explore in-depth concepts of the implications of e-business such as impacts on consumer behavior, changed media for business transactions, new marketing techniques, global consumerism trends. The course will also focus on business models and business strategies for e-businesses and their relationship to on-ground businesses and brands.

**BUS 8010 Theory of Strategic Behavior**

(3 units)

A study of the strategic behavior paradigm that provides the conceptual framework for strategic management doctoral research. Included are: the strategic behavior paradigm; observable varieties of strategic behavior; the role of power in strategic behavior; the role of leadership; the role of culture and organizational inertia; and the dynamics of change in strategic behavior.

*Prerequisites:* BUS 6020, BUS 6120, BUS 6130, BUS 6140 and BUS 8910

**BUS 8020 Strategic Information** (3 units)

A study of the process of gathering, storing and interpreting strategic information about the environment. Included are: strategic information for history-driven environments; strategic information for discontinuous environments; storage of and access to environmental information for decision making; the movement of data/information from acquisition to action through scanning, mentality and power filters; and design of a strategic information system to support the sensing, deciding, implementing and controlling steps of strategic decision making.

*Prerequisite:* BUS 6020

**BUS 8040 Strategic Management in Not-For-Profits** (3 units)

A study of the strategic management issues that are unique to government and other not-for-profit organizations. Included are: defining characteristics of different types of not-for-profit organizations; convergence of environmental demands on notfor-profit organizations and business firms; power in not-for-profit organizations; multiple stakeholder and stakeholder power; formulation of legitimacy strategy; and success measurement in not-for-profit organizations.

*Prerequisite:* BUS 6020

**BUS 8910 Dissertation Process** (3 units)

Introduction to the sequence of steps that is most often followed during the successful identification and delineation of a research project that may be developed into a dissertation and the use of library resources for examining and evaluating existing dissertations in terms of the adequacy of the process used.

*Prerequisite:* Second year doctoral candidate

**BUS 8930 Research Methods and Design** (3 units)

This course offers an introduction to the logic of research design and to descriptive and inferential statistics. Emphasis is placed on the conceptual understanding of the logical bases of measurement, research design, statistical inference and the correct interpretation of statistical tests; a skill not acquired from statistical packages.

Students are expected to calculate and interpret basic statistics. Course topics include a discussion of types of variables, measurable research questions in the context of dissertations, the nature of correlational, quasi-experimental and experimental research, scales of measurement, reliability, validity, measures of central tendency and variability, interactive, normative and ipsative measurement and hypothesis testing.

*Prerequisites:* BUS 6210 and BUS 8910

**BUS 8940 Advanced Measurement and Statistics** (3 units)

This course offers an introduction to the logic of statistics commonly employed in dissertations. Emphasis is placed on the conceptual understanding of the logical bases of measurement, statistical methods and inference and the correct interpretation of statistical tests; a skill not acquired from statistical packages. Students are expected to calculate and interpret various statistics, including correlation, t-tests and chi-square tests. The course includes a critical discussion of both stepwise and simultaneous multiple regression.

**BUS 9950 Dissertation Research Design** (5 units\*)

Individual and group work to perfect the final design of the research to be undertaken. The student also becomes intimately acquainted with the work of every other student, thus guaranteeing familiarity with a broad base of differing research areas. The requirements for this course are completed when both Chapters 1 (The Research Problem) and 2 (Review of the Literature, including Bibliography) and the final research design are formally accepted at the dissertation proposal defense as evidenced by the signatures of the chairperson and committee members..

*Prerequisite:* Pass Special Field Examination and complete all required courses.

\* Dissertation students are charged a flat tuition rate of \$2,700 per semester.

## Course Descriptions

### **BUS 9960 Dissertation Research Implementation** (5 units\*)

The completed writing (and committee approval) of Chapters 1 (The Research Problem) and 3 (Methodology) and the final version of any data collection instrument or form required for the study. During this course the student will normally enter the collected data into a data-processing computer program, with guidance from committee members or from the faculty member in charge of student-computer interfacing. The course is completed when the student has assembled the entire set of findings corresponding to the research questions and has written and obtained approval for Chapter 4 (Findings).

*Prerequisites: BUS 9950 and pass dissertation proposal defense*

\* *Dissertation students are charged a flat tuition rate of \$2,700 per semester.*

### **BUS 9990 Dissertation Extension** (5 units)

The DBA candidates are expected to complete, defend and file their dissertations in the Library during their final semester. If the dissertation is not filed in the Library after the completion of the final semester, the student is required to register and continue to register in BUS 9990 until the dissertation is filed in the Library.

\* *Dissertation students are charged a flat tuition rate of \$2,700 per semester.*

### **BUS 9970 Dissertation Completion and Defense** (5 units\*)

Completion of the Dissertation process. This consists of submitting and gaining approval for, Chapter 5 (generally consisting of Conclusions, Discussion, Implications, Applications and Recommendations). Successful completion of the oral examination; and conforming with any suggestions or directives given during the oral examination concerning modification, deletions, or additions to the printed material. Approval of the chairperson (or of the director of dissertation studies if so delegated) is required for submission of the dissertation to the dissertation reader, at which time credit is assigned for the course.

*Prerequisite: BUS 9960*

\* *Dissertation students are charged a flat tuition rate of \$2,700 per semester.*

## Cross-Cultural Studies

### **CCS 6210 Foundations in Multicultural and Global Education** (3 units)

This course combines the fields of Multicultural and Global Education as well as other diversity education paradigms to address the growing need to internationalize multicultural theory and practice in the 21st century.

### **CCS 6300 Cross-Cultural Curriculum Theory and Development** (3 units)

Examining the historical, sociopolitical, philosophical and pedagogical foundations in cross-cultural curriculum theory and development is the focus of this course. Students will broaden awareness, curriculum and implementation skills during this course.

### **CCS 6320 Cross-Cultural Instructional Technology Applications** (3 units)

This course is an introduction to the merging of cross-cultural and instructional technology education. PowerPoint, interactive journaling, internet assignments, cross-cultural software critiques and homepage/website development are some of the computer-mediated communications scheduled for class exploration.

### **CCS 6501 Advanced Special Topics Seminar** (1-3 units)

Using cross-cultural perspectives students will examine the theoretical, pedagogical, philosophical, sociological, psychological and historical foundations of school culture for the 21st century. Teaching strategies for graduate level preparation include: Review of the literature, graduate level writing and literature critiques, educational inquiry methods, reflection journal, think-pair-share and experiential classroom activities.

### **CCS 6502 Advance Special Topics/Seminar: Online International Focus** (1-2 units)

Graduate student research/project presentations, faculty and guest speakers and book article discussions by faculty and student panels.

### **CCS 6550 Introduction to Cross-Cultural Qualitative and Quantitative Research Methods** (3 units: Part II)

Seeks to heighten understanding on the importance of qualitative and quantitative methods in educational research and the legal and ethical need to base practice on sound scientific findings. The ease of performing statistical analyses using PC, examples of cross-cultural educational research and understanding the results of factor analytic research and applied research will be explored.

### **CCS 6820 Educational Psychology: Cross-Cultural Identity Development** (3 units)

An introduction to cross-cultural educational psychology with a focus on cross-cultural identity development exploration, in order to elucidate the basic causes and complex dynamics of cultural identity and other forms of intra and intergroup conflict.

### **CCS 6890 Introduction to Educational Research Design** (3 units: Part I)

Is structured to provide an introductory knowledge of research terminology, qualitative and quantitative methodology, data collection techniques and research resources to more closely link research and practice as holistic education. Students will conduct a literature search and field base research in order to synthesize coursework, field experiences and related research.

### **CCS 8210 Foundations in Multicultural and Global Education** (3 units)

This course combines the fields of Multicultural and Global Education as well as other diversity paradigms to address the growing need to internationalize cross-cultural theory and practice in the 21st century.

### **CCS 8820 Educational Psychology: Cross-Cultural Identity Explorations** (3 units)

An introduction to cross-cultural educational psychology with a focus on cross-cultural identity development exploration, in order to elucidate the basic causes and complex dynamics of cultural identity and other forms of intra and inter-group conflict.

### **CCS 8300 Cross-Cultural Curriculum Theory and Development** (3 units)

Examining the historical, sociopolitical, philosophical and pedagogical foundations in cross-cultural curriculum theory and development is the focus of this course. Students will broaden awareness, curriculum and implementation skills during this course.

### **CCS 8550 Introduction to Cross-Cultural Applied Research Methods** (3 units)

This course is structured to provide a cross-cultural introductory knowledge base of qualitative research methods and terminologies. Specifically, it will focus on action and applied research. Data collection, organization, analyzing, and learning outcomes assessment techniques will be introduced. Students will participate in structuring and implementing focus group and one on one research interviews, annotated bibliographical literature reviews, and observation and reflective journal keeping. Students will conduct literature searches and field base research in order to synthesize coursework, field (professional and/or practicum) experiences and other related research.

**CCS 8999 Special Topics in Cross-Cultural Studies (6 units)**

The Special Topics component allows students to participate in additional cross-cultural studies course electives, internship projects, conference presentations, writing for publication, cross-cultural symposia series, and other special interest assignments. This component is intended to hone students' specific interests within the field of cross-cultural studies and is guided by the student's academic cross-cultural studies advisor.

**CCS 8500 Cross-Cultural Competency Assessment Exit Exam and Position Paper (3 units)**

The Cross-Cultural Competency Assessment component is the final course within the emphasis program. It serves as an indicator for what the student has learned throughout the emphasis area program. Students take a 60-item written exam that includes narrative, true/false, and multiple choice sections. In addition, students are required to write a culminating cross-cultural studies position paper (15-20 pages in length) and give an oral presentation of their written work.

## Community Service

**CMS 3700 Community Service (1 unit)**

Community service learning requirement may be met either on or off campus. Requires a minimum of 60 hours of service and may be taken twice. Students must be actively involved in doing community service during the semester they are enrolled. Students who have not found a placement by the end of the third week of the term will be dropped from the course. (Grading is credit/no credit.)  
*Prerequisite: Students may be sophomores.*

## Communication

**COM 1500 Intercultural Communication (3 units)**

Study of cultural issues in their relation to communication, language, society, family, work, education, problem solving, religion, and world views.

**COM 1999 Public Speaking (2 units)**

Focuses on building public speaking expertise by researching, writing, and delivering a variety of well-organized, logical, informative, and persuasive speeches in front of an audience. Students will learn to utilize effective audio-visuals to enhance their presentations. Students will also identify and develop their own style of delivery.

**COM 3000 Principles of Strategic Communication in Organizations (3 units)**

Introduction to strategic communication used in organizing and in organizations and therefore provides the foundation for conceptualizing and developing MPR programs/campaigns. Its three modules will ensure that students gain an awareness of the key dynamics and principles of strategic communication in organizations, gain the communication skills to strategically organize and manage situations within the organization, and develop a comprehensive understanding of key organizing issues facing the MPR field today.

**COM 3001 Integrated Communications: A Public Relations Perspective (3 units)**

Introduction to the role public relations plays in the field of integrated marketing communication. The first module engages students in a comprehensive survey of the evolution of IMC to give them insights into the combined art and science of marketing, public relations and communication. Modules two and three introduce the specific functions of *Integrated Marketing Public Relations* allowing students to sharpen their understanding of the strategic uses of public relations in marketing consumer products.

**COM 3010 The Power of Group Dynamics (3 units)**

Theoretical processes of group communication. Emphasizes concepts of group formation, communication channels, team- building, and group decision-making.  
*Prerequisites: COM 2000 and COM 3000 or permission of instructor*

**COM 3015 Cultural Systems in Organizational Communication (3 units)**

Exploration of organizational communication dynamics from a systems perspective. It is anchored in the premise that the organization is a culture and will expect students to become knowledgeable about the general systems perspective, specifically as it relates to organizational communication dynamics; understand the organization as a cultural system; and develop expertise about the relationship between the organization's culture and the varied levels of communication that occurs within it.  
*Prerequisite: COM 2000*

**COM 3050 Publishing: Managing the Unmanageable (3 Units)**

Introduction to print, electronic, and web publishing. Examines campaigns, press releases, brochures (business-to-business and business-to-consumer), pitch and news letters, news and public service announcements, in-house media, bias-free writing, advertorial, environmental, and crisis communications.

**COM 3150 Publishing: Billion Dollar Literary Vagabonds (3 Units)**

Looks at all the fragments and specialized facets of the magazine publishing genre. Examines mass, specialized, hospitality, trade, and in-house magazine publishing in both print and web formats (including extended digital). Class will create and maintain for outside clients two fields of magazines: Hospitality magazine(s) and Trade and In-house magazine(s). Class will market, create, design, publish, and place client-driven magazines; create and maintain a magazine-publishing company; manage legacy magazines year-to-year.

**COM 3100 Leadership and Group Dynamics (3 units)**

Development of the skills to lead/guide any MPR program/campaign to a successful completion. Taken in conjunction with SEN 4910, this course gives students the opportunity to examine the relationship between group dynamics and successful leadership, engages them in the exploration of salient characteristics of productive leadership, and helps them develop critical skills in productive leadership.  
*Prerequisite: COM 3000*

**COM 3103 Culture, Communication and Human Behavior (3 units)**

Exploration of worldview and the interconnectedness between culture, communication and human behavior. Its three modules are designed to move students through the process of becoming aware of the pervasiveness of culture and its impact on human existence and behavior, to ensure that they gain the necessary skills to develop culturally-sensitive MPR campaigns/programs, and to ultimately facilitate their becoming culturally-sensitive individuals.

**COM 4000 Marketing Public Relations Communications (MPRC): Cases and Campaigns (3 units)**

Exploration and analysis of cases and campaigns that use public relations to support marketing. Using teamwork and classroom discussions, students will study how public relations employ strategic communication to manage product information that is used to encourage purchase and consumer loyalty.  
*Prerequisites: COM 3000, COM 3001*



## Course Descriptions

### **COM 4001 Public Relations: Strategies and Tactics** (3 units)

Study of strategies and tactics used in all public relations applications and engagement in conceptualizing and designing public relations campaigns and programs. Through classroom discussions, teamwork, and other experiential activities, students will gain the skills necessary for developing and implementing creative and productive strategies and tactics for public relations programs and campaigns.

*Prerequisites:* COM 3000, COM 3001

### **COM 4005 Nonverbal Communication** (3 units)

Examination of the characteristics, functions, and importance of nonverbal communication across cultures and in different organizational settings. Includes investigation of body movement, physical appearance and clothing, physical touch, space, paralanguage, and time.

### **COM 4010 Language, Culture, and Society** (3 units)

Examination of the relationship between linguistic, social and cultural factors in human communication. Focuses on dialects, regional and social variation, language change, speech communities, gender, and language conflict.

### **COM 4011 Research Methods in MPR** (3 units)

Exploration of the range of qualitative and quantitative research methods used in this field of study. More specifically, the course provides an understanding of what MPR research is, what kind of information it can provide and how it is used by MPR practitioners. Students will be required to conduct the appropriate research for their capstone experience.

*Prerequisites:* COM 3000, COM 3001

### **COM 4015 Workplace Communication: A Multicultural Perspective** (3 units)

Advanced, problem-based course in which students apply their organizational communication background to explore the impact of diverse communication styles on the multicultural workplace environment. The course will focus on the complex communication dynamics across ethnicity, race, gender, and other groups in organizations in order to develop strategies for success in both written and spoken communication in diverse organizational settings. Students will work in teams to address the problems and issues presented in case studies, in-class simulations, and out-of-class fieldwork.

*Prerequisites:* COM 2000, COM 3000, COM 3015

### **COM 4050 Publishing: Inquiring Minds / Enlightened Management** (3 Units)

A course in newspaper, book, and journal publishing. Class will manage, market, and publish print and digital versions of Alliant International University's system-wide student newspaper (Envoy Division); establish and administer Journals Division for publishing in-house journals for the university and under contract for other entities; and delve into the diverse areas of book publishing.

### **COM 4150 Publishing: Red Ink Stains** (3 Units)

Examines publishing from the economic perspective. Includes concept and design macros (for both print and web), identity, economics and law, national and international publishing, damage control / crisis management, demographics, ethics, profit and non-profit, public service / pro bono, and parent company controlled. Explores income arenas including pyramid digital, print insert, cooperative risk/cooperative income, and e-option-extra.

### **COM 4200 Communication and Leadership** (3 units)

The study of the changing concepts of leadership, types and functions of leadership, and the leader as a person with special talents of communication. Investigates leadership in communication contexts at local, national and, international levels. Explores various contexts for leadership, including among women and across cultures. Uses case studies of selected leaders.

### **COM 4201 CAPSTONE Part I: MPR Strategies and Tactics** (2 units)

First part of the capstone experience, a three-part process in which students conceptualize and design an MPR campaign/program proposal for a client in the community. This course allows students to survey the types of strategies and tactics employed in MPR campaigns and programs. They will consequently gain hands-on knowledge of how to develop productive strategies and tactics for their client's MPR campaign/program proposal.

*Prerequisites:* COM 3000, COM 3001, COM 4000, COM 4001

### **COM 4202 CAPSTONE Part II: Creative Planning and Organizational Consulting for MPR** (2 units)

Second part of the capstone experience. This course introduces students to the consultation process and to the different types of consultation strategies, emphasizing the interconnectedness between the planning and consultation processes. Students are required to initiate the conceptualization of an MPR campaign/program in consultation with their selected client from the community.

*Prerequisites:* COM 3000, COM 3001, COM 4000, COM 4001, COM 4201

### **COM 4203 CAPSTONE Part III: Strategic Research and Development of MPR program/campaign** (2 units)

Final course in the capstone experience. This course engages students in the process of developing an MPR proposal for their client. In consultation with their client, students conduct appropriate research for an agreed-upon organizational problem/situation and conceptualize and design a campaign or program proposal to address it.

*Prerequisites:* COM 3000, COM 3001, COM 4000, COM 4001, COM 4202

### **COM 4230 International Imperatives in Communication** (3 units)

Explores both verbal and nonverbal communication across cultures. Students investigate the power of communication in the international arena, considering the consequences of both successful international communication and communication breakdown in international settings.

### **COM 4910 MPR Residency** (3 units)

Implementation of approved proposal from capstone sequence. Students complete a residency in the organization for which the capstone proposal was conceptualized and designed. Students also have the option of completing the SEN 4910 Senior Experience Internship. (Grading is credit/no credit)

*Prerequisite:* Students must be seniors

## Economics

### **ECO 1010 Principles of Microeconomics** (3 units)

Introduction of economic theory and the principles of supply and demand, with a focus on the economic decision making of firms and individuals in markets.

### **ECO 1020 Principles of Macroeconomics** (3 units)

Introduction to the basic principles of income, employment, prices and international trade.

### **ECO 3000 Principles of Economics**

The course introduces principles of microeconomics and macroeconomics, with a focus on current global issues, from the multiple perspectives of currently competing schools of thought in economics. The course covers the fiscal and monetary roles of government, including central banking; the economic roles of households and firms; the interrelation of economic perspectives with perspectives in marketing, politics, management, and the humanities; and how supply and demand influence prices, productivity, inflation, and employment. Students will gain knowledge that can be applied to their personal and professional lives as well as to ongoing study in management and economics.

**ECO 6010 Managerial Economics (3 units)**

A study of the role of economics and the application of economic analysis in managerial decision making; includes study of economic forecasting, game theory, production theory and environmental and social economics.

*Prerequisite: BUS 5050*

## Educational Psychology: School Psychology Emphasis

**EDP 8001/8002 Interventions with Children and Adolescents: (1) (2, 2 units)**

This two-course sequence will focus on the psychotherapeutic interventions from multi-theoretical perspectives that are used in working with children, adolescents and their families.

**EDP 8010 Organizational Psychology and Management in Systems: Consultation (2 units)**

Advanced course on how to work with families in private practice to help parents learn how to advocate for their children in relation to their educational development.

**EDP 8016 Current Trends/Legal Issues in School and Child Psychology (2 units)**

This course is an overview of the professional, legal and ethical principles concerning the practice of school psychology and other fields related to psychology. This is an advanced course designed to familiarize students to the standards in assessment, consultation and general professional private practice.

**EDP 8018 Inter-Disciplinary Group Facilitation (2 units)**

Course is designed to train students to facilitate various types of groups, with particular focus on staff development, SST teams, IEP meetings and community groups.

**EDP 8023 Behavior Interventions and Crisis Management in the Classroom (2 units)**

This course is an advanced course to further enhance students' assessment and intervention techniques to aid in consultation to parents and teachers pertaining to managing student behavior in the classroom.

**EDP 8025 Psychopharmacology (2 units)**

Advanced course on how pharmacological approaches/intervention modify brain biochemistry, specifically mood and behavior. Subjects covered include assessment, generic and trade names of medications, side effects, dosage range, course of treatment, etc.

**EDP 8027 Developmental Psychopathology: Etiology, Phenomenological and Perspectives (2 units)**

The objective of this course is to provide the student with an advance understanding of DSM-IV-TR: Diagnosis in the schools grounded within a developmental psychopathology framework.

**EDP 8028 Advanced Alternative Psycho-Educational Assessment (2 units)**

Advanced study of the State of California's eligibility criteria for individuals with exceptional needs. Focus on alternative assessment of African-American and other minority children. Course work will involve assessment opportunities focusing on various areas of eligibility, observations of disabilities in the classroom and how they affect school progress and the determination of appropriate recommendations that follow assessment results to enhance the learning of students. Private practice professional roles will be emphasized.

**EDP 8030 Human Diversity: Sociocultural Influences on the Developing Child (2 units)**

This course provides the student with an overview of the current state of our knowledge as it pertains to multicultural children, adolescents, and their families and the implications of these data on the provision of a culturally-informed psycho-educational practice.

**EDP 8050 Advanced School-based Research Design, Program Development and Evaluation (2 units)**

This course provides the student with an overview of the principles of school-based research design, including program development and evaluation as well as the design and execution of the PsyD doctoral project.

**EDP 8051 Special Focus Area 1, Family: Multicultural Counseling (3 units)**

An advanced course on working with various types of families in private practice as related to educational psychological services.

**EDP 8052 Special Focus Area 2, Adolescent Development/Intervention (3 units)**

The focus of this course is to orient the student to the existing literature focusing on adolescent stress, coping styles and resources, social support and resilience from a developmental psychopathology perspective.

**EDP 8053 Special Focus Area 3, Pediatrics Psychology (3 units)**

This course is an advanced course providing students with the opportunity to work with hospital staff, medical teams, social workers and all those involved in the treatment and education of children with severe medical illnesses.

**EDP 8054 Special Focus Area 4, Infant/Preschool Assessment (3 units)**

Course focus is designed to provide students with the basic skills to observe the behavior and development of children from birth to five years of age in the context of family and social settings. Students will be trained in the observational methods used to develop more comprehensive assessments and to determine the level of intervention and type of intervention needed by the child and his/her family. Students will also be exposed to DC:0-3, a diagnostic system relevant to very young children.

**EDP 8055 Special Focus Area 5, Child Neuropsychology (3 units)**

The focus of this course is designed to provide an understanding of development and functional neuro-anatomy and the major neuro-psychological syndromes which impact children. Knowledge of neuro-psychology and the accompanying disorders will offer students the ability to recognize the learning processes involved and to develop appropriate recommendations for the school and home environment.

**EDP 8056 Special Focus Area 6, Provision of Services for Children and Adolescents in Alternative Placement (3 units)**

The objective of this course is to raise the awareness of the student with an overview of the issues associated with the provision of alternative services for children, adolescents and their families. Particular attention will be paid to the role(s) of the psychologist in the provision of integrated services for children, adolescents and their families.

**EDP 9001 Internship—Doctoral Level (2.5 units)****EDP 9002 Internship—Doctoral Level (2.5 units)****EDP 9003 Internship—Doctoral Level (2.5 units)****EDP 9004 Internship—Doctoral Level (2.5 units)****EDP 9901 PsyD Project: Beginning Development (2 units)****EDP 9902 PsyD Project: Intermediate Level (2 units)****EDP 9903 Psy.D. Project: Final Phase (2 units)****EDP 9931/9932 Professional Roles (2, 2 units)**

This course will orient the student and build upon the professional roles explored during the first trimester of professional roles of doctoral-level school psychologists. The second semester of this class focuses on issues related to professional psychology writing endeavors, teaching and instruction and issues related to laws and ethics in school child psychology.

## Course Descriptions

### Education

#### **EDU 1001 Introduction to Elementary Education** (1 unit)

The nature of the elementary classroom; minorities in the classroom; cultural diversity in the classroom; students with special needs including disabled and gifted students; structure of elementary school systems.  
(Alliant Mexico only)

#### **EDU 2201 Early Field Experience** (1 unit)

Early field experiences in the lower and upper elementary grades as well as selected public services agencies focusing on building candidates' background in the nature of elementary classroom environment, especially as it concerns instruction in social sciences and the arts; these field experiences related to candidates' understanding of content areas to build curriculum knowledge.  
(Alliant Mexico only)

#### **EDU 3003 Introduction to Teaching in the Applied Liberal Arts** (3 Units)

For students considering teaching as a profession. Includes career opportunities, current issues in education, educational standards and ethics, effective learning environments. Includes field observation study and service learning projects.

#### **EDU 4100 Child Development** (3 units)

Provides an overview of basic processes in human development, with particular emphasis on the development of children from conception to adolescence. Topics include socialization and personality development, perception, cognition and information processing, intelligence and learning. The course covers contemporary theories on child development with a direct application to the learning environment and the teaching profession.  
(Alliant Mexico only)

### Education: Teacher Credential Program

#### **EDU 6000 Educational Foundations** (1 unit)

Introduction to the basic principles of classroom teaching and learning. This course focuses on instructional planning and delivery and an introduction to classroom management to effectively address student needs, interests and abilities. Presents an historical overview and perspective of United States public education development including key issues in public school law.

#### **EDU 6001 Psycho-educational Development of Diverse Learner and Classroom Application** (2 units)

Course focuses on application of neuroscience cognition to learning and classroom management for instructional planning. Addresses needs, interests and abilities of diverse students. Explores the educational practices which work effectively with special populations and the influence of state regulations upon the classroom in order to meet the needs of diverse students.

#### **EDU 6012 Applied Linguistics Seminar: Teaching Literacy** (3 units)

Research-based methodology for teaching reading and language arts in culturally and linguistically diverse classrooms. Instructional strategies to ensure that all students have equal access to the core curriculum. The course covers listening, speaking, reading, spelling, phonics, assessment of literacy and oral language proficiency, evaluation, writing process and other relevant reading and language arts skills based on California state mandated curriculum frameworks.

#### **EDU 6022 Curriculum and Instruction in Diverse Classrooms: Language Arts** (1 unit)

Provides an intensive study of methods, skills, strategies and materials for teaching language arts. Addresses the needs and strengths of a diverse population and the design of an integrated and comprehensive language arts program.

#### **EDU 6032 Curriculum and Instruction in Diverse Classrooms: Mathematics** (1 unit)

This course focuses on the development of lessons and instructional strategies for the content area of math to meet the needs of diverse learners in the classroom.

#### **EDU 6042 Curriculum and Instruction in Diverse Classrooms: Science** (1 unit)

This course focuses on the development of lessons and instructional strategies for the content area of science to meet the needs of diverse learners in the classroom.

#### **EDU 6052 Curriculum and Instruction in Diverse Classrooms: Social Studies** (1 unit)

Basic approaches to curriculum development and principles of teaching with emphasis on practical application in the social sciences. Focuses on lesson planning, teaching higher level thinking skills and evaluation.

#### **EDU 6062 Principles, Practices and Sociocultural Issues of Teaching English Language Learners** (2 units)

This course examines all aspects of teaching English learners in k-12 schools. It studies school-based programs designed to meet the needs of English Language Learners including programs for English language development (ELD). These programs are presented in the context of state and federal legislative mandates pertaining to the education of English learners. Candidates will learn and effectively use materials, methods and strategies for assessing a student's English proficiency level and providing instruction that leads to grade-level listening, speaking, reading and writing English skills. Special attention is given to SDAIE strategies and classroom management to make content area curricula accessible to English learners. Additionally, the course introduces first and second language acquisition, the connection between first language literacy and second language development and the psychological and socio-cultural factors that impact these processes.

#### **EDU 6072 Instructional Technology Applications** (2 units)

Course provides students knowledge and skills needed to utilize and integrate technology into classroom instruction to support the teaching and learning of diverse student populations. Focuses on appropriate use of software applications and media to access and evaluate information, analyze and solve problems and communicate ideas.

#### **EDU 6080 School Site Practicum: Multiple Subject** (2 units)

This course provides candidates with multiple opportunities for observing, tutoring, guiding individual and small group work and carrying out instruction at diverse elementary school sites.

#### **EDU 6091 Student Teaching and Seminar: Multiple Subject** (12 units)

Opportunity for candidates to integrate, apply and refine the many competencies acquired throughout the program. Candidates assume the responsibilities of classroom teacher and are under direct responsibility of experienced and effective master teachers and University supervisors. University supervisors provide continuing support through regular visitations and seminars. Each candidate completes assignments at two levels in culturally diverse school settings. The goal of student teaching is to prepare candidates for successful full-time teaching.

**EDU 6095, EDU 6096 Intern Teaching and Seminar: Multiple Subjects** (6, 6 units)

The primary object of this two-semester course is to provide Teacher Intern Candidates with an enriched and comprehensive opportunity to observe, develop, refine, and demonstrate the competencies and expectations necessary for effective instruction in the classroom. The aim of all field service in the Teacher Credentialing Program is to help Candidates become effective, reflective professionals by applying the theories and methods learned in university preparation course in real classroom settings. During two semesters, Candidates will be required to observe, teach, participate, and evaluate in a variety of situations in their Intern Teaching site school. Professional guidance and support in each Candidate's employment by a local district as an Intern Teacher will be provided during the two enrolled semesters by:

- A university field supervisor, and
- A university seminar instructor.

The Teacher Intern Candidate is, of course, the most important member of this support and advancement team. University supervisors provide continuing support through regular visitation and seminars. Each Candidate must complete two semesters (EDU 5095 and EDU 5096) at their school district employed placement in a collaborative supervisory program between the university and local school district. The goal is to advise, support and prepare Candidates for successful teaching throughout their career.

**EDU 6097 Intern Teaching and Seminar (Early Completion Option): Multiple Subjects** (6 units)

This clinical field course series is designed for the Intern Teacher who has been admitted to the Program's Early Completion Option. The primary objective of the two-semester course series is to provide Teacher Intern Candidates with an enriched and comprehensive opportunity to observe, develop, refine and demonstrate the capacities, competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical field service in the Teacher Credentialing Program is to help Candidates become reflective, effective professionals by applying theories and methods in real classroom settings. Professional mentorship, guidance and coaching will be provided to each Candidate by a university field supervisor. Candidate knowledge and capacity will be enriched by required seminars and colloquiums. The comprehensive goal is to advise, support and prepare Candidates for successful teaching throughout their career. *EDU 6097 is a prerequisite for EDU 6098.*

**EDU 6098 Intern Teaching and Seminar (Early Completion Option): Multiple Subjects** (6 units)

This clinical field course series is designed for the Intern Teacher who has been admitted to the Program's Early Completion Option. The primary objective of the two-semester course series is to provide Teacher Intern Candidates with an enriched and comprehensive opportunity to observe, develop, refine and demonstrate the capacities, competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical field service in the Teacher Credentialing Program is to help Candidates become reflective, effective professionals by applying theories and methods in real classroom settings. Professional mentorship, guidance and coaching will be provided to each Candidate by a university field supervisor. Candidate knowledge and capacity will be enriched by required seminars and colloquiums. The comprehensive goal is to advise, support and prepare Candidates for successful teaching throughout their career.

**EDU 6112 Applied Linguistics Seminar: Content Reading** (3 units)

Theoretical models of the reading process. Approaches to reading instruction in the secondary schools. Selecting strategies for instruction and instructional materials. Study of ELD and ELA standards specific to reading development and curricular components that facilitate student access to grade level content-area curriculum. Students develop knowledge and skills needed to appropriately assess students' secondary literacy skills and provide the educational opportunities to progress to and master the ELA content standards.

**EDU 6122 State Standards, Frameworks and Planning for Diverse Classrooms: English** (1 unit)

This course examines the California English-Language Arts standards and framework as the basis for curriculum design and long-term instructional planning in diverse classrooms.

**EDU 6123 State Standards, Frameworks and Planning for Diverse Classrooms: Mathematics** (1 unit)

This course examines the California Mathematics standards and framework as the basis for curriculum design and long-term instructional planning in diverse classrooms.

**EDU 6124 State Standards, Frameworks and Planning for Diverse Classrooms: Science** (1 unit)

This course examines the California Science standards and framework as the basis for curriculum design and long-term instructional planning in diverse classrooms.

**EDU 6125 State Standards, Frameworks and Planning for Diverse Classrooms: Social Sciences** (1 unit)

This course examines the California Social Sciences standards and framework as the basis for curriculum design and long-term instructional planning in diverse classrooms.

**EDU 6126 State Standards, Frameworks and Planning for Diverse Classrooms: Foreign Languages** (1 unit)

This course examines the California Foreign Languages standards and framework as the basis for curriculum design and long-term instructional planning in diverse classrooms.

**EDU 6132 Lesson Development and Instructional Strategies: English** (1 unit)

This course focuses on the selection, creation and delivery of classroom instruction that meet the needs of diverse learners in the English-Language Arts classroom.

**EDU 6133 Lesson Development and Instructional Strategies: Mathematics** (1 unit)

This course focuses on the selection, creation and delivery of classroom instruction that meet the needs of diverse learners in the Mathematics classroom.

**EDU 6134 Lesson Development and Instructional Strategies: Science** (1 unit)

This course focuses on the selection, creation and delivery of classroom instruction that meet the needs of diverse learners in the Science classroom.

**EDU 6135 Lesson Development and Instructional Strategies: Social Sciences** (1 unit)

This course focuses on the selection, creation and delivery of classroom instruction that meet the needs of diverse learners in the Social Science classroom.

**EDU 6136 Lesson Development and Instructional Strategies: Foreign Languages** (1 unit)

This course focuses on the selection, creation and delivery of classroom instruction that meet the needs of diverse learners in the Foreign Languages classroom.

**EDU 6142 Resource and Technology Integration in the Diverse Secondary Classroom: English** (1 unit)

This course explores the role and uses of instructional resources and technology to meet the needs of diverse learners as applied in the English-Language Arts classroom.

## Course Descriptions

### **EDU 6143 Resource and Technology Integration in the Diverse Secondary Classroom: Mathematics** (1 unit)

This course explores the role and uses of instructional resources and technology to meet the needs of diverse learners as applied in the Mathematics classroom.

### **EDU 6144 Resource and Technology Integration in the Diverse Secondary Classroom: Science** (1 unit)

This course explores the role and uses of instructional resources and technology to meet the needs of diverse learners as applied in the Science classroom.

### **EDU 6145 Resource and Technology Integration in the Diverse Secondary Classroom: Social Sciences** (1 unit)

This course explores the role and uses of instructional resources and technology to meet the needs of diverse learners as applied in the Social Sciences classroom.

### **EDU 6146 Resource and Technology Integration in the Diverse Secondary Classroom: Foreign Languages** (1 unit)

This course explores the role and uses of instructional resources and technology to meet the needs of diverse learners as applied in the Foreign Languages classroom.

### **EDU 6152 Assessment of Student Progress of Diverse Learners: English** (1 unit)

A study of ways to diagnose, monitor and evaluate performance and growth of students in linguistically and culturally diverse English-Language Arts classrooms.

### **EDU 6153 Assessment of Student Progress of Diverse Learners: Mathematics** (1 unit)

A study of ways to diagnose, monitor and evaluate performance and growth of students in linguistically and culturally diverse Mathematics classrooms.

### **EDU 6154 Assessment of Student Progress of Diverse Learners: Science** (1 unit)

A study of ways to diagnose, monitor and evaluate performance and growth of students in linguistically and culturally diverse Science classrooms.

### **EDU 6155 Assessment of Student Progress of Diverse Learners: Social Sciences** (1 unit)

A study of ways to diagnose, monitor and evaluate performance and growth of students in linguistically and culturally diverse Social Sciences classrooms.

### **EDU 6156 Assessment of Student Progress of Diverse Learners: Foreign Languages** (1 unit)

A study of ways to diagnose, monitor and evaluate performance and growth of students in linguistically and culturally diverse Foreign Languages classrooms.

### **EDU 6180 School Site Practicum: Secondary** (2 units)

This course provides candidates with multiple opportunities for observing, tutoring, guiding individual and small group work and carrying out instruction at diverse secondary school sites. Plan for field experiences developed cooperatively with a school site administrator and faculty supervisor. Students required to develop a portfolio documenting the experiences.

### **EDU 6191 Student Teaching and Seminar Single Subjects** (12 units)

Opportunity for candidates to integrate, apply and refine the many competencies acquired throughout the program. Candidates assume the responsibilities of classroom teacher and are under direct responsibility of experienced and effective Master Teachers and University supervisors. University supervisors provide continuing support through regular visitations and seminars. Each candidate completes assignments at two levels in culturally diverse school settings. The goal of student teaching is to prepare candidates for successful full-time teaching.

### **EDU 6195, EDU 6196 Intern Teaching and Seminar: Single Subject** (6, 6 units)

The primary object of this two-semester course is to provide Teacher Intern Candidates with an enriched and comprehensive opportunity to observe, develop, refine, and demonstrate the competencies and expectations necessary for effective instruction in the classroom. The aim of all field service in the Teacher Credentialing program is to help Candidates become effective, reflective professionals by applying the theories and methods learned in university preparation courses in real classroom settings. During two semesters, Candidates will be required to observe, teach, participate, and evaluate in a variety of situations in their Intern Teaching site school. Professional guidance and support in each Candidate's employment by a local district as an Intern Teacher will be provided during the two enrolled semesters by:

- A university field supervisor, and
- A university seminar instructor.

The Teacher Intern Candidate is, of course, the most important member of this support and advancement Team. University supervisors provide continuing support through regular visitation and seminars. Each candidate must complete two semesters (EDU 6195 and EDU 6196) at their school district employed placement in a collaborative supervisory program between the university and local school district. The goal is to advise, support, and prepare Candidates for successful teaching throughout their career..

### **EDU 6197 Intern Teaching and Seminar (Early Completion Option): Single Subject** (6 units)

This clinical field course series is designed for the Intern Teacher who has been admitted to the Program's Early Completion Option. The primary objective of the two-semester course series is to provide Teacher Intern Candidates with an enriched and comprehensive opportunity to observe, develop, refine and demonstrate the capacities, competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical field service in the Teacher Credentialing Program is to help Candidates become reflective, effective professionals by applying theories and methods in real classroom settings. Professional mentorship, guidance and coaching will be provided to each Candidate by a university field supervisor. Candidate knowledge and capacity will be enriched by required seminars and colloquiums. The comprehensive goal is to advise, support and prepare Candidates for successful teaching throughout their career. *EDU 6197 is a prerequisite for EDU 6198.*

**EDU 6198 Intern Teaching and Seminar (Early Completion Option): Single Subject (6 units)**

This clinical field course series is designed for the Intern Teacher who has been admitted to the Program's Early Completion Option. The primary objective of the two-semester course series is to provide Teacher Intern Candidates with an enriched and comprehensive opportunity to observe, develop, refine and demonstrate the capacities, competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical field service in the Teacher Credentialing Program is to help Candidates become reflective, effective professionals by applying theories and methods in real classroom settings. Professional mentorship, guidance and coaching will be provided to each Candidate by a university field supervisor. Candidate knowledge and capacity will be enriched by required seminars and colloquiums. The comprehensive goal is to advise, support and prepare Candidates for successful teaching throughout their career.

## English as an International Language

**EIL 1000 Grammar and Writing (3 units)**

Advanced communicative approach to the study of the English grammar system. Addresses issues of English syntax, verb aspect and discourse analysis. Provides opportunities for students to apply their knowledge of the English grammar system through authentic language use. Satisfies foreign language requirement for non-native English speakers only. (Undergraduate only)

**EIL 1001 Advanced Written English (3 units)**

Introduction to literature and expository writing. Approaches writing through the reading of multicultural literary works written in English. Focuses on critical and analytical reading of literature and the principles of effective composition with emphasis on rhetorical patterns and the writing process. Satisfies foreign language requirement for non-native speakers of English only. (Undergraduate only)

**EIL 1002 Advanced Oral Communications (3 units)**

Content-based approach to the development of fluent expression in English. Emphasizes research and oral presentation of ideas, summarization of main points in a discussion, interviewing skills, group participation and spontaneous communication skills. Satisfies foreign language requirement for non-native speakers of English only. (Undergraduate only)

## Educational Leadership and Management

**ELM 7810 Administrative Leadership (3 units)**

Theoretical paradigms and pragmatic approaches to the leadership of educational systems. Focus on leadership of the individual school. Students challenged to examine themselves as leaders as well as the environmental context for effective school leadership.

**ELM 7820 School Law and Finance (3 units)**

Introductory study to statutory law and court decisions affecting school management. Overview of school finance issues with emphasis on fiscal accountability and school site budgeting.

**ELM 7830 Personnel Administration (3 units)**

Understanding the total personnel function from recruitment and selection to retirement. Emphasis on collective bargaining, its history and emerging trends. Evaluation of specific personnel practices and development of improvement strategies.

**ELM 7850 School, Family and Community Relations (3 units)**

Focus on new ways of linking school and home in a culturally diverse community. Identification and cultivation of community resources that strengthen multicultural relationships. Examination of home-school partnerships and other models for linking homes, schools and communities.

**ELM 7885 Research Seminar (3 units)**

A survey of research methodology applicable to schools in data-driven environments. Technological applications in research. Articulates guidelines for development of the project portfolio as the capstone for the MA in Educational Administration.

**ELM 7990 Field Experience (4 units)**

A guided field experience at two school sites and grade levels. Plan for field experiences developed cooperatively with a school site administrator and faculty supervisor. Candidates are required to develop a portfolio documenting the experiences.

**ELM 8810 Psychology of Schooling: the Adult Learner (3 units)**

Presents candidates with the theories and principles of adult learning and cognition as well as the social and psychological factors impacting the adult learner. There is an emphasis on experiential processing in order to empower the higher education administrator with skills, strategies and foundations to improve thinking and learning in their professional setting.

**ELM 8812 Educational Philosophy in a Global Society (3 units)**

Provides an emphasis on diverse cultures, peoples, educational systems and global interdependence. Philosophical and sociological underpinnings of world educational systems, multiculturalism, futuristic educational trends and developments are included. The need for a global perspective in educational reform and strategies for preparing learners for the 21st century are discussed.

**ELM 8832 Law, Ethics and Equity in Higher Education (3 units)**

Examines the legal and ethical frameworks for and assumptions about matters of equity within the higher education setting. The Candidate will develop necessary thematic and pragmatic considerations for the delivery of organizational functions and services in various programs and departments within the higher education setting. There is particular focus on change mechanisms and structures leading to educational equity at the higher education setting.

**ELM 8834 Policy Making and Politics in Higher Education (3 units)**

Addresses higher educational policy development and analysis in various contexts, the politics of higher education, issues of governance at higher educational institutions, political strategies and community relations. There is a focus on determinants of policy issues associated with higher education leadership in diverse learning environments. The Candidate will examine the role of the higher educational leader as it relates to governmental and non-governmental relations in the context of educational transformation and change.

**ELM 8836 Complex Organizations in Higher Education (3 units)**

Focuses on designing, establishing and maintaining an effective higher education learning environment. An ecological and systems approach to program development is presented. This course may be offered collaboratively with Organization Theory in the ALU College of Organizational Studies that reviews classical and contemporary theories of organization and management, inter-organizational theory and environmental influences on organizations. This collaboration allows Candidates to review business and higher educational organizational structures and functions, organizational designs, technology, culture, organizational powder and politics and the environment-organization interface.

## Course Descriptions

### **ELM 8838 Contemporary Issues and Trends in Higher Education** (3 units)

This course supports the Candidate's discovery, research, discussion, and theorizing what defines an "issue" or a "trend" in higher education. Candidates are expected to implement their prior knowledge with their new acquired intellect to propose, challenge, and defend their proposals. Candidates will come to understand how external and internal organizations, governments, administrations and individuals contribute to the genesis and perpetuation of contemporary issues and trends in colleges and universities and how they, as administrators, can impact contemporary issues and trends.

### **ELM 8852 Introduction to Higher Education** (3 units)

An overview of the various structures for institutions of higher education. Additionally, a systems approach is offered to understanding and defining the problems facing contemporary higher education administrators. Development of one's personal leadership profile and expertise in one or more specific leadership strategies is addressed and supported.

### **ELM 8854 Legal Issues in Higher Education** (3 units)

Assures Candidate knowledge of, ability to function within, and capacity to demonstrate leadership and affect progressive change in the arena of university law and legislation. Candidates review California, federal, and significant state law related to colleges as well as review relevant case and tort law, calling for their capacity to implement and assure compliance with significant, crucial legislation within their own college setting.

### **ELM 8870 Contemporary Issues in College Education** (3 units)

Provides an overview of the contemporary issues that impact the organization and governance of the college in the United States. Students should come to understand how issues such as technology, diversity, curricular development, faculty, homeland security and economic concerns impact governance and administration of colleges.

### **ELM 8872 Financial and Business Management of the College** (3 units)

This course provides a study of the critical trends and funding issues facing colleges in the United States. Students will come to understand how colleges choose to employ and allocate scarce resources through their management practices.

### **ELM 8874 Enrollment and Human Resources Management at the College** (3 units)

Reviews student enrollment strategies and research methodologies for enrollment growth and decline analysis and response. Marketing and recruitment trends and practices will be analyzed. Key principles and concepts for personnel selection and placement procedures and workforce planning strategies will be reviewed and applied to college settings in concert with employment regulations and the related legal system which provides a context within which any college must function. The presence of a union in a college setting and its role regarding systemwide organizational change and compliance are discussed.

### **ELM 8876 Program Assessment and Evaluation** (3 units)

This course considers the application of research procedures to assess the conceptualization, design, implementation and impact of programs, initiatives, departments, and curriculum. Assures a strong understanding of current program evaluation research, theories and approaches using program evaluation techniques.

### **ELM 8878 Student and Personnel Services in Higher Education** (4 units)

An overview of the organization and governance of institutions of higher education with an emphasis on Student and Personnel Affairs. The primary goal is to provide a comprehensive outlook at the field of student and personnel affairs and its role within the context of higher education. The nature of student affair work, its history, current and anticipated issues and the environment of student affairs professionals will be studied. Students should come to understand how colleges and universities are organized, governed, and administered and how student affairs professionals affect and impact the organization.

## English

### **ENG 0999 Basic Reading and Composition** (3 units)

Basic expository essay writing skills, including "on-demand" timed writing in class; college entry-level analytical reading skills; credit/no credit ("C" level competency required); credit does not apply to any degree program.  
(*Alliant Mexico only*)

### **ENG 1106 Composition I** (3 units)

Principles of effective composition; emphasis on expository writing; analytical and critical reading of texts; competency required (grade of "C" or higher) to take ENG 2206.  
*Prerequisite: Passing ENG 0999 or passing the English Placement Test*

### **ENG 2206 Composition II** (3 units)

Principles of effective composition continued; emphasis on argumentative writing and critical reading and thinking; writing the research paper.  
*Prerequisite: Competency in ENG 1106 (grade of "C" or higher) or equivalent*

### **ENG 3010 First and Second Language Acquisition** (3 Units)

Examination of the ways in which human beings acquire a first and second language and the conditions that support acquisition.

### **ENG 3010 Second Language Assessment, Evaluation and Placement** (3 units)

Approaches to second language proficiency and achievement assessment; includes the classification of assessment instruments as well as the consideration of important affective factors in the evaluation process.  
(*Alliant Mexico only*)

### **ENG 3302 Written Communication for Educators** (3 Units)

Principles of written communication for students planning teaching careers; emphasis on expository writing and research skills as well as strategies for interviewing, writing questionnaires, and doing direct observation.

### **ENG 3303 ENG 3303 Writing for the Professions** (3 units)

Application of principles of effective composition, communication, and research in the applied social sciences; emphasis on professional practices in workplace written communication; study and application of APA documentation style.  
*Prerequisites: ENG 1106 and ENG 2206 or equivalents*

### **ENG 3304 English Language History** (3 units)

Development of the English language; Anglo-Saxon, Greek, and Latin roots; characteristics of Old, Middle, Modern, and contemporary English.

**ENG 3306 English Grammar with Applications** (3 units)

Study of the rules of English grammar; examines parts of speech, sentence patterns, phrases structures, the verb tense/aspect system and sentence types, includes methods and strategies for teaching English to non-native speakers.

**ENG 3307 Linguistics and Linguistic Applications** (3 units)

Study of the nature of language; examines phonetics, phonology, morphology, syntax, semantics and pragmatics. Includes practical classroom applications of linguistic concepts.

**ENG 3311 Creative Writing Workshop: Writing for the Media** (3 units)

Writing for the print media, television, and radio. Internship option available. (This course is recommended for students who work on the campus newspaper.)  
*Prerequisites: ENG 1106 and 2206, or instructor's consent.*

**ENG 4000 Creative Writing Workshop: Poetry and Short Story** (3 units)

Practical study and application of techniques and strategies for writing a variety of types of poems and short stories; use of class as a "writers' community" to receive feedback and direction on written work.  
*Prerequisites: First-year composition courses, 1 and 2; at least one lower division literature course.*

**ENG 4020 English Language: Historical, Cultural and Social Perspectives** (3 Units)

Study of the development of the English language with emphasis on the cultural and social influences affecting its growth and transformation; includes regional and social dialects, gender communication differences, language change, pidgins and creoles, and language planning. Credit: 3 units.

**ENG 4025 English Education** (3 Units)

Study of the theories, methods and materials relevant to the teaching and learning of English and English as a second language; includes current issues and research in language education, teaching and learning strategies, and the use of technology. Includes field observation study and service learning projects.

**ENG 4999 Special Topics: Teaching English to Spanish Speakers** (3 units)

This class focuses on the specific challenges faced of teaching English to speakers of Spanish within the context of a Latin American school system setting. Specific skills, theories and curriculum development in relation to Spanish speaking students will be discussed and focused on.  
*(Alliant Mexico only)*

**Entrepreneurship****ENT 4010 International Dimensions of Entrepreneurship** (3 units)

This course will examine the growing number of entrepreneurial ventures that exist worldwide. Discussion will include various methods of managing entrepreneurial organizations in the domestic market with international marketing capabilities, managing a new and/or small venture in a non-domestic market and developing alliances transnationally to facilitate international growth of entrepreneurial organizations. Starting an entrepreneurial organization outside one's home country and the possible methods of structuring these enterprises will be examined. Legal, political, economic and cultural issues will be addressed.  
*Prerequisite: MGT 3010*

**ENT 4020 Management of Entrepreneurial Ventures** (3 units)

Provides a systematic approach for the entrepreneur to learn how to more effectively manage his/her organization. Introduces methods for measuring economic and performance factors on an on-going basis, examines management control systems for the entrepreneurial venture and financing options for an on-going operations and start-up ventures. Also discusses special needs of entrepreneurial organizations in the approach to marketing and operations of the company. International variants to management of these ventures will be integrated into discussions and course materials.  
*Prerequisite: MGT 3010*

**ENT 4030 Importing and Exporting: Regulations, Licensing and Documentation** (3 units)

This course will look at laws and regulations restricting and encouraging flow of products into and out of domestic and international markets. Potential limitations placed upon exports/imports by transshipping countries and non-US countries of origin and destination will be examined. Also discussed will be banking and currency requirements of transfers of payments, including letters of credit, currency exchange and wire transfer. Risks of export/import activities will be discussed, including insurance, loss of goods, currency fluctuations. focusing on amelioration of the impact of potential problems.  
*Prerequisite: Introduction to Business*

**ENT 4040 On-line Entrepreneurship** (3 units)

No venture need appear small to the world on-line. This course will explore ways that entrepreneurial organizations can take advantage of the growing capabilities of the Internet, videoconferencing and e-business to increase the horizons for entrepreneurial ventures. Students will learn to develop an effective on-line presentation for ventures of differing types, including: non-profit, service oriented and sales oriented. International and domestic potential and existing legal and ethical issues will be discussed.  
*Prerequisites: Introduction to Business, Introduction to Information Systems*

**Environmental Studies****ENV 2000 Introduction to Environmental Science** (3 units)

The Earth's physical resources (air, water, soil, and minerals) and human beings' impact upon them; pollution and depletion of resources; solid waste; methods of preventing, reducing, or eliminating problems.

**ENV 2001 Sustainable Resource Management** (3 units)

The sustainable management of resources, agriculture, agroforestry, forestry, range, and fisheries. The economics and environmental goals of improved management. Making things work, restoring previous damage, and improving the land.  
*Prerequisite: ENG 1106*

**ENV 3100 Environmental Ethics in a Cross-Cultural Context** (3 units)

The ethical dimensions of environmental problems; cultural traditions and the expanding circle; inter-species justice, eco-feminism, theological, moral, and ethical aspects of endangered species.  
*(Alliant Mexico only)*

**ENV 3500 Regional Environment** (3 units)

Environmental setting, history of land use and concepts and policy issues associated with renewable and non-renewable natural resource management, pollution, environmental protection, and regulation for each Alliant campus. Opportunities for field studies and projects are included.

**ENV 3800 Environmental History** (3 units)

Explores the methodology and value of interpreting the history of landscapes and resources. Reviews the importance of environmental history and environmental management by indigenous people in understanding the environmental setting of today. Uses case studies, like California environmental history 1600-2000, and emphasizes finding solutions for the future by understanding the past.  
*Prerequisite: ENG 1106*



## Course Descriptions

### English for Speakers of Other Languages

#### **ESL IP-ESL WG6 Introduction to American Language and Society**

The following courses allow the student to gain cultural understanding as well as general and academic language competence in preparation for entry into any degree program.

**ESL IP Internship Preparation** (3 units)

**ESL IS1 Integrated Skills 1** (3 units)

**ESL IS2 Integrated Skills 2** (3 units)

**ESL IS3 Integrated Skills 3** (3 units)

**ESL IS4 Integrated Skills 4** (3 units)

**ESL IS5 Integrated Skills 5** (3 units)

**ESL LL Language Lab** (3 units)

**ESL LS1 Listening & Speaking 1** (3 units)

**ESL LS2 Listening & Speaking 2** (3 units)

**ESL LS3 Listening & Speaking 3** (3 units)

**ESL LS4 Listening & Speaking 4** (3 units)

**ESL LS5 Listening & Speaking 5** (3 units)

**ESL OL Open Lab** (3 units)

**ESL RV1 Reading & Vocabulary 1** (3 units)

**ESL RV2 Reading & Vocabulary 2** (3 units)

**ESL RV3 Reading & Vocabulary 3** (3 units)

**ESL RV4 Reading & Vocabulary 4** (3 units)

**ESL RV5 Reading & Vocabulary 5** (3 units)

**ESL SR6 Speaking & Reading** (3 units)

**ESL SW Speaking Workout** (3 units)

**ESL TL TOEFL Prep** (3 units)

**ESL WG1 Writing & Grammar 1** (3 units)

**ESL WG2 Writing & Grammar 2** (3 units)

**ESL WG3 Writing & Grammar 3** (3 units)

**ESL WG4 Writing & Grammar 4** (3 units)

**ESL WG5 Writing & Grammar 5** (3 units)

**ESL WG6 Writing & Grammar 6** (3 units)

#### **ILE 5010 Graduate Academic Communication Skills** (3 units, non-degree)

Offered through the the Graduate School of Education and the International Language Education and Cultural Center. This class is designed for graduate international and domestic students who want to improve their academic writing and oral communication skills.

### Fine Arts

#### **FAR 1000 Introduction to the Arts** (3 units)

Investigation into artistic perception, creativity, aesthetics, criticism and meaning; techniques and forms of visual and performing arts of the world; includes critical thinking and individual creative projects.

#### **FAR 3000 Music of the World** (3 units)

Comparison of melodic, harmonic and rhythmic theories of Eastern and Western cultures; historical and contemporary listening skills developed; compositional and improvisational practices experienced through individual creative projects and excursions.

#### **FAR 3030 Art in Pre-Columbian and Colonial Latin America** (3 units)

This is the first of a two course sequence concentrating on the development of artistic representation in pre-Columbian and colonial Latin America. The art of Mesoamerica, as well as that of Central and South America, is studied. Emphasis is also placed upon the artistic production of Latin America in the post-conquest period. Architecture, music, the visual and performing arts are all analyzed.

*(Alliant Mexico only)*

#### **FAR 3031 Art in Latin America: From Independence to Modernity** (3 units)

This is the second of a two course sequence which traces the development of an original Latin American artistic expression from the late eighteenth to the late twentieth centuries. Special emphasis is placed upon the formation of national and regional identities as reflected by the artistic expressions of Latin America. Special consideration is given to art of the modern era, as well as contemporary artistic representation in all of Latin America as well as the Spanish-speaking U.S.

*(Alliant Mexico only)*

#### **FAR 4005 Integrated Art, Literature and Music** (3 Units)

Study of the relationship between multiple forms of creative activity; emphasis on analyzing, interpreting and interrelating important works of painting, sculpture, architecture, literature, drama, philosophy and music as viewed from historical and/or cultural perspectives.

#### **FAR 4010 Creative Drama** (3 units)

Study and exploration of process-oriented creative drama activities that can be use in enhance and vary instruction, includes theater games, group improvisation, storytelling and other related performance forms.

### Finance

#### **FIN 3010 Principles of Finance** (3 units)

The application of financial principles to problems involving the acquisition and management of funds by private and public organizations.

*Prerequisites: Introduction to Business, Managerial Accounting*

#### **FIN 3020 Financial Information Systems** (3 units)

The course is designed to train students in performing financial tasks using information technology. The course covers computer applications in various corporate finance areas. It provides basic skills for developing corporate finance models such as financial planning, funds, forecasting and project evaluation using computer software.

*Prerequisites: FIN 3010, Introduction to Information Systems*

#### **FIN 4010 International Managerial Finance** (3 units)

The international financial environment, international capital and money markets and financial operations of the multinational enterprise.

*Prerequisite: FIN 3010*

#### **FIN 4020 Corporate Finance** (3 units)

Use and management of funds in organizations; analysis of capital management and investment; capital budgeting, capital structure, debt policy, financing and securities.

*Prerequisite: FIN 3010*

#### **FIN 4030 Investments** (3 units)

Study of stocks, bonds, mutual funds, treasury and other government bonds, gold and other commodities, real estate and collectibles.

*Prerequisite: FIN 3010*

#### **FIN 4040 Money and Capital Markets** (3 units)

Surveys issues related to financial intermediaries, with an emphasis on commercial banks. Addresses asset/liability management, credit-risk management and maintenance of adequate capital.

*Prerequisite: FIN 3010*

#### **FIN 6000 Managerial Finance** (3 units)

Focuses on the necessary skills to be an effective global corporate financial manager including analysis in cash flow, financial planning and forecasting and risk. Students will explore decisionmaking through computer modeling, construct and utilize pro forma financial statements and assess the feasibility of projects and capital budgeting. The course will address the skills needed to be a persuasive oral and written communicator of corporate financial information.

*Prerequisites: BUS 5010 and BUS 5020*

**FIN 6010 Investments (3 units)**

A study of various major financial instruments in the investment market including stocks, bonds, mutual funds, futures, treasury and other government bonds, gold and other commodities, real estate and collectibles.

*Prerequisite: BUS 5020*

**FIN 6020 International Managerial Finance (3 units)**

A study of finance and investment decision making in the international environment in relationship to exchange rates and risks; various currencies; various political, tax and legal restrictions; and the restrictions of cash flow between countries. The development of a capital budget for new investments or expansion of investments of existing foreign operations, borrowing in international markets, export-import financing and the control and organization of the finance function.

*Prerequisite: BUS 5020*

**FIN 6030 International Financial Markets (3 units)**

Examination of the implications of the globalization of financial markets, financial instruments in a global market, composition of world bond and equity markets, foreign exchange markets, interest rate and currency swaps, global interest rate links and cross-currency and cross-border arbitrages.

*Prerequisite: BUS 5020*

**FIN 6040 Information Systems Applications in Finance (3 units)**

The course trains students to manage computer technology used in corporate finance, investment and banking areas. Students will build a knowledge of the leading-edged applications of technology in financial service firms, such as electronic trading systems, ATMs and security valuation software packages.

*Prerequisite: BUS 5080*

**FIN 6710 Finance Internship (3 units)**

Directed internship in a private firm, a not-for-profit organization, or a government agency for experience in the practical application of financial management.

**FIN 6800 Seminar in Finance (3 units)**

Seminar on special topics in finance.

**FIN 8810 and FIN 8820 Research in International Finance (3 units)**

Provides an opportunity to conduct in-depth research in specific areas of international finance. Authorization for such a project requires submission of a formal proposal written in accordance with standards set forth by the College. Students will work closely with a faculty advisor throughout the project.

**FIN 8830 Advanced Seminar in International Finance (3 units)**

Examination of theoretical and applied models for financial decision making. Topics may include mathematical programming approaches to international capital investment planning, modern portfolio theory applied to international real and financial assets, stochastic models for valuation of options and other contingent assets, heuristic decision making and the role of expert systems and other emerging computer technologies in investment management.

## Forensic Psychology

**FOR 6320 Introduction to Psychotherapy (3 units)**

Introduction to the ethical and legal issues involved in the practice of psychotherapy, major approaches to psychotherapy and comparative analysis of theories of change in the psychotherapeutic process.

**FOR 6425 Introduction to Forensic Psychology (3 units)**

This course introduces students to the fundamentals of forensic psychology understood as the study of psychology and law, criminal justice and mental health. Emphasis is given to a broad thematic coverage of relevant theory, policy and practice.

**FOR 6440 Theories of Crime and Justice (3 units)**

This course examines the development of criminological theory, including classical, neoclassical and positivist accounts. Biological, psychological, sociological and critical, etc., conceptions are examined.

**FOR 6452 Psychology, Public Policy and Law (3 units)**

This course examines the intersection of psychology and law as defined through public and social policy and the impact such policy holds for society at large. The material for the course typically is topic oriented. Examples include defining mental illness, predictions of dangerousness, risk assessment and management, civil commitment and capital punishment for juveniles who have committed homicide.

**FOR 6460 Justice Administration and Management (3 units)**

Considers the specific operation of criminal justice agencies from a systems analysis framework and assesses the role that forensic psychologists play in responding to organizational issues confronting these agencies.

**FOR 6500 Ethics (3 units)**

This course introduces the graduate student of psychology to the foundations of our profession's ethics in accordance with the APA ethics code and the specialty guidelines governing the practice of forensic psychology.

**FOR 6510 Research I: Design and Statistics (3 units)**

Principles and application of statistical design models for the treatment of research data, with a focus on the analysis of variance. Includes single-factor experiments, factorial designs, and mixed designs, as well as factor analysis; multiple regression, analysis of covariance, multivariate analysis of variance and related techniques.

**FOR 6520 Research II: Data Analysis/Advanced Statistics (3 units)**

Overview of multivariate statistical techniques; General Linear Model; basic matrix manipulations; generalization of ANOVA to MANOVA and discriminant function analysis; generalization of chi-square to log-linear modeling; factor analysis; structural equation modeling.

**FOR 6530 Research III: Legal Research (3 units)**

This course introduces students to a number of the practical tools relevant to psycho-legal research, writing and analysis. Interpreting case law, understanding the implications for court rulings and considering policy implications are also discussed.

**FOR 6540 Research IV: Program Evaluation (3 units)**

This course presents the principles and contexts of program evaluation and teaches critical analysis of program proposals. It includes the ethical and political aspects of program design and evaluation.

**FOR 6600 Psychopathology (3 units)**

Diagnosis, classification and etiology of psychological disorders in adults and children. Emphasis is on integrative approaches and the clinical application of theoretical and research materials.

**FOR 6605 PsyD Practicum I (2 units)**

Introductory experience in a forensic setting for PsyD students.

**FOR 6625 PhD-Clinical Practicum I (1 unit)**

First semester experience in a forensic setting for PhD Clinical students.

**FOR 6635 PhD-Clinical Practicum I (1 unit)**

Second semester experience in a forensic setting for PhD Clinical students.

**FOR 6670 Developmental Psychology (3 units)**

Developmental psychology from conception to death. Emphasis on the application of current research and theoretical principles.

## Course Descriptions

### **FOR 6705 Psychological Assessment I: Cognitive and Intellectual Testing** (3 units)

This course will provide the forensic psychologist with a practical and technical overview of the major psychological tests used in clinical and forensic practice. The focus will be on learning to conduct a comprehensive assessment of cognitive and intellectual functioning.

### **FOR 6710 Psychological Assessment II: Socio-emotional and Personality Testing** (3 units)

This course provides an introduction to the major personality tests utilized in clinical and forensic practice. The focus will be on objective and subjective measures of personality and will address their strengths and limitations when used with specific forensic populations.

### **FOR 6800 Introduction to Political Science** (3 units)

Unlike the typical undergraduate course, this course will be tailored to forensics by covering modern political and governmental issues involved in criminal justice and mental health. Topics will include an introduction to public policy, governmental decision-making, political problems that affect our lives and shape the world around us, and to some extent the philosophical bases of politics and political activity, organized around several key political concepts, such as liberty, equality, justice, authority, rights, and citizenship.

### **FOR 7110 Advanced Psychotherapy** (3 units)

This course will address both the theoretical background and application of various therapeutic techniques. Students are expected to gain an understanding of therapeutic skills, stages of psychotherapy and the implications of diversity in treatment.

### **FOR 7200 Research Publishing Seminar I** (2 units)

Introduction to the research publishing process, including how to develop research articles and incorporate data analysis for publication process

### **FOR 7220 Biological Bases of Behavior** (3 units)

Cellular structure and function of the nervous system, neuroanatomy, hormonal and chemical regulation, motivation, activity, sleep and behavior genetics.

### **FOR 7230 Research Publishing Seminar II** (2 units)

Overview of the research publishing process, including how to develop research articles and incorporate data analysis for publication process

### **FOR 7320 Socio-cultural Bases of Behavior** (3 units)

An examination of the impact of social and cultural factors on psychosocial conceptualizations of human behavior.

### **FOR 7380 History and Systems of Psychology** (3 units)

Examination of the historical roots of psychology in relation to contemporary psychology and its foundations in philosophy and science.

### **FOR 7430 Administrative Law** (2 units)

Administrative law refers to a complex mix of constitutional, statutory, regulatory and common law principles that govern the structure, decision processes and behavior of administrative agencies. Students learn fundamentals and potential application of these principles as they relate to forensic agencies.

### **FOR 7451 Policy Analysis** (3 units)

This course introduces the student to public policy analysis in general, and to policy analysis within the forensic psychology field in particular.

### **FOR 7530 Research V: Advanced Research Methods** (3 units)

Study and application of the principles of action and applied research models and methods. Areas covered include problem identification and prioritization, hypothesis formulation, steps for planning research, experimental design, basic definitions and theoretical applications of statistical procedure.

### **FOR 7540 Research VI: Multivariate Statistics** (3 units)

Focuses on forensic psychological research methods and applications. Emphasis will be placed on multivariate models of research, with in-depth coverage of the more commonly used multivariate analysis in forensic psychological research.

### **FOR 7551 Theory and Practice of Group Psychotherapy** (3 units)

Theories of group process and group therapy with emphasis on interventions through group modalities. Practical experience in and problems encountered by students doing group therapy in professional training settings are explored.

### **FOR 7560 Advanced Social Psychology** (2 units)

The examination of the major theories of social Psychology, as well as their application to clinical and/or organizational processes and situations. Includes the impact of sociocultural variables on behavior and service delivery.

### **FOR 7605 PsyD Practicum II: Assessment and Psychotherapy** (5 units)

Fall semester experience in a forensic setting for PsyD students.

### **FOR 7610 PsyD Practicum II: Assessment and Psychotherapy** (5 units)

Spring semester experience in a forensic setting for PsyD students.

### **FOR 7615 PhD-Social Practicum I: Research and Consultation** (3 units)

Fall semester research experience in a forensic setting for PhD Social Justice students.

### **FOR 7620 PhD-Social Practicum I: Research and Consultation** (3 units)

Spring semester research experience in a forensic setting for PhD Social Justice students.

### **FOR 7625 PhD-Clinical Practicum II** (3 units)

Fall semester experience in a forensic setting for PhD Clinical students.

### **FOR 7635 PhD- Clinical Practicum II** (3 units)

Spring semester experience in a forensic setting for PhD Clinical students.

### **FOR 7702 Psychological Assessment III: Forensic Evaluation** (3 units)

An examination of the specific assessment issues encountered in the practice of forensic psychology. This course discusses the typical referral questions encountered, as well as the need to present psychological data in a way that is meaningful to the court system.

### **FOR 7905 Research Proposal Development I** (1 unit)

Fall semester course assisting PsyD students in the development of a dissertation research proposal.

### **FOR 7910 Research Proposal Development II** (1 unit)

Spring semester planning and designing the PsyD dissertation proposal.

### **FOR 7965 Master's Thesis** (2 units)

PhD students spend the Fall semester preparing to write a Master's Thesis under faculty supervision.

### **FOR 7970 Master's Thesis** (2 units)

PhD students write a Master's Thesis.

### **FOR 8100 Trial Consulting** (3 units)

This course will cover the research relevant to jury selection and litigation risks. Students will be taught how to develop persuasive cases and identify jurors who are beyond persuasion.

### **FOR 8110 Test Construction and Development** (3 units)

Examines the history and theoretical foundations of classical and modern test theory. The course covers the bases of psychometrics including validity, reliability and item analysis. Students will examine the development of psychological, neuropsychological and forensic-specific tests used within the forensic psychology arena.

### **FOR 8130 Grant Writing** (2 units)

This course focuses on the writing of research and other grant proposals. All aspects of the grant writing process will be covered. Students will conduct a search for an appropriate funding agent and write a proposal for that funding agent.

### **FOR 8200 Specialty Forensic Topics** (2 units)

An advanced course in instructor selected specialty forensic topics such as expert witness testimony, litigation assistance and rules of discovery.

### **FOR 8210 PsyD Dissertation** (2 units)

Students continue the dissertation process. Prerequisite: completion of dissertation proposal orals.

### **FOR 8220 PsyD Dissertation** (2 units)

Completion of dissertation for PsyDs.

### **FOR 8230 Cognitive-Affective Bases of Behavior** (3 units)

Discussion of the cognitive processing systems, including research on creative thinking, conscious and unconscious processing, problem-solving and cognitive structure. Discussion of emotion focuses on cognitive precursors and consequences of emotional states and the biological and social bases of emotion.

### **FOR 8248 Forensic Mediation and Dispute Resolution** (2 units)

The theory and practice of problem identification, conflict resolution and dispute resolution counseling as it applies in forensic mediation settings. While the focus is on mediation as used in family law, issues involving other civil mediation settings will be covered as well.

### **FOR 8251 Juvenile Delinquency and Forensic Psychology** (2 units)

The unique status of the juvenile offender in the legal system and the needs of these offenders. Theories of delinquency will be explored as will evaluation, treatment and consultation issues.

### **FOR 8300 PhD Clinical Dissertation I** (1 unit)

PhD-Clinical students prepare to write a dissertation under faculty supervision.

### **FOR 8307 Victimology** (3 units)

This course exposes the student not only to the fundamentals of victimology, but also the myriad social, psychological, legal and political issues confronting victim advocacy efforts.

### **FOR 8310 PhD Clinical Dissertation I** (1 unit)

PhD-Clinical students continue dissertation preparation under faculty supervision.

### **FOR 8320 PhD Clinical Dissertation II** (2 units)

PhD-Clinical students continue dissertation process under faculty supervision.

### **FOR 8330 PhD Clinical Dissertation II** (2 units)

PhD-Clinical students complete dissertation process under faculty supervision.

### **FOR 8410 Electives** (2-4 units)

Various specialized topic areas in Forensic Psychology (when there is no other course number).

### **FOR 8450 Civil Rights and Social Justice** (3 units)

The history and philosophies of civil rights, the legal precedents of civil rights, the evolution of civil rights in the US and abroad, current civil rights issues, challenges in social justice, and how the forensic psychologist can affect social change.

### **FOR 8500 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 for human behavior.

### **FOR 8550 Research VII: Advanced Legal Research** (2 units)

Advanced seminar in legal research in the forensic setting.

### **FOR 8605 PsyD Practicum III: Advanced Assessment and Psychotherapy** (5 units)

Fall semester experience in a forensic setting for PsyD students.

### **FOR 8610 PsyD Practicum III: Advanced Assessment and Psychotherapy** (5 units)

Spring semester experience in a forensic setting for PsyD students.

### **FOR 8660 Industrial/Organizational Psychology** (2 units)

This course introduces the student to the foundations of organizational behavior. There are two major goals: (1) to provide a basic grounding in some of the principles of managing organizations; and (2) to challenge traditional thinking about organizational behavior when applied in forensic settings. The material covered is applicable to a wide range of organizations.

### **FOR 8680 Legal Issues in Mental Health** (3 units)

Legislation involving mental health issues, mental health courts, the role of the forensic specialist in legal proceedings, and the nuts and bolts of the legislative process. Class will propose legislation.

### **FOR 8703 Substance Abuse Theory and Treatment** (3 units)

This course is designed to integrate chemical dependency theory and intervention strategies with forensic populations.

### **FOR 8705 PhD-Social Practicum II: Advanced Research and Consultation** (3 units)

Fall semester research experience in a forensic setting for PhD Social Justice students

### **FOR 8710 PhD-Social Practicum II: Advanced Research and Consultation** (3 units)

Spring semester experience in a forensic setting for PhD students.

### **FOR 8720 PhD-Clinical Practicum III** (3 units)

Fall semester experience in a forensic setting for PhD Clinical students.

### **FOR 8730 PhD- Clinical Practicum III** (3 units)

Spring semester experience in a forensic setting for PhD Clinical students.

### **FOR 8750 Independent Study** (units vary)

Course substitution or special project under supervision. Fall semester experience in a forensic setting for PhD students.

### **FOR 8920 PhD-Clinical Practicum IV** (3 units)

Fall semester experience in a forensic setting for PhD Clinical students.

### **FOR 8930 PhD- Clinical Practicum IV** (3 units)

Spring semester experience in a forensic setting for PhD Clinical students.

### **FOR 9560 Research VIII: Colloquium** (3 units)

The actual experience each semester of making a presentation based on forensic research.

### **FOR 9705 Pre-Doctoral Internship for PsyD students** (30 units per year)

FOR 9710 Pre-Doctoral Internship for PsyD students (30 units per year)

### **FOR 9805 Integrated Research Internship for PhD-Social Justice Students** (7.5 units)

Fall semester internship experience for PhD-Social Justice students.

### **FOR 9810 Integrated Research Internship for PhD-Social Justice Students** (7.5 units)

Spring semester internship experience for PhD-Social Justice students.

### **FOR 9820 Integrated Research Internship for PhD-Clinical Students** (7.5 units)

Fall semester internship experience for PhD Clinical students.

### **FOR 9830 Integrated Research Internship for PhD-Clinical Students** (7.5 units)

Spring semester internship experience for PhD-Clinical students.

### **FOR 9910 PhD Social Justice Dissertation I** (1 unit)

PhD-Social students begin dissertation preparation under faculty supervision.

## Course Descriptions

### **FOR 9915 PhD Social Justice Dissertation I**

(1 unit)

PhD-Social students continue dissertation preparation under faculty supervision

### **FOR 9920 PhD Clinical Dissertation II**

(2 units)

PhD-Social students continue dissertation process under faculty supervision.

### **FOR 9925 PhD Clinical Dissertation II**

(2 units)

PhD-Social students complete dissertation process under faculty supervision.

## First Year Experience

### **FYE 1010 Planning and Strategies for Success (PASS)**

(3 units)

This course consists of a variety of components related to student success. Some of these components are career planning; development of analytical, critical and creative thinking skills; research methods; reading and communication skills. Must be taken first year.

(Alliant Mexico only)

## Geography

### **GEO 3005 World Regional Geography**

(3 Units)  
A systematic survey of world regions which emphasizes both cultural and physical geography and applies a geographic perspective to political, economic, social and environmental issues and relationships.

## Graduate School of Education

### **GSE 8030 Research Design**

(3 units)  
Comprehensive examination of major categories of educational research. Group and single subject designs and applications, instrument selection and development, methods of data collection and analysis. Development of guidelines for preparation and presentation of research projects and critical analysis of reported research.

### **GSE 8033 Quantitative Research Methods**

(3 units)

Overview of quantitative theories and methodologies in preparation for designing and conducting meaningful quantitative studies.

*Prerequisite: GSE 8030*

### **GSE 8035 Research Design and Dissertation**

**Process: Comprehensive** (3 units)

Examination of major categories of educational research. Group and single subject designs and applications, instrument selection and development, methods of data collection and analysis. Development of guidelines for preparation and presentation of research projects and critical analysis of reported research. Overview of dissertation process, IRB approval and APA style.

### **GSE 8036 Qualitative Research Methods**

(3 units)

Overview of qualitative theories and methodologies with emphasis on ethnographic techniques which can be employed in studying educational settings and processes. Preparation for designing and conducting meaningful qualitative studies.

### **GSE 6999 / GSE 7999 / GSE 8999 Special Topic**

(1 to 5 Units)

*May be repeated with approval of Program Director*

### **GSE 6999 Special Topic for Credential or Certificate Programs; GSE 7999 Special Topic for Master Degree Programs; GSE 8999 Special Topic for Doctoral Degree Program.**

Courses are designed to enhance or supplement curricula.

### **GSE 9901 Dissertation Plan**

(3 units) *May be repeated twice*

Identification of a research problem in education and completion of a dissertation plan summarizing all components of Chapter 1 and Chapter 3 of the dissertation and an outline of the review of literature. Requires obtaining a dissertation committee chairperson and selection of committee members as evidenced by the department acceptance of the Approval of Dissertation Committee form.

*Prerequisites: Successful completion of all coursework and Comprehensive Examination*

### **GSE 9910 Dissertation Development**

(3 units) *May be repeated once*

*Course description: Completion and approval of Chapter 2 (Review of the Literature), and Chapter 3 (Research Method and Procedures).*

*Prerequisite: Completion of GSE 9901.*

### **GSE 9911 Dissertation Proposal**

(2 units) *May be repeated once*

Requires completion and oral defense of the dissertation proposal after its having been approved by the dissertation committee and by the University's Institutional Review Board (IRB).

*Prerequisite: Completion of GSE 9901. May be taken concurrently with either GSE 9910 or GSE 9920.*

### **GSE 9920 Dissertation Preparation**

Supervised research and writing of dissertation. Successful completion of dissertation, oral examination and placement of dissertation in the library.

*Prerequisite: GSE 9910*

### **GSE / EDP 9950 Dissertation/ Project Extension**

(5 units) *May be repeated with Dissertation Project Chair's Approval*

Extension of dissertation / project research and writing beyond GSE 9920. May be repeated for credit. Registration is required each semester for any student who has successfully completed all coursework and the comprehensive examination, but who has yet to finish the dissertation / project.

## History

### **HIS 2000 U.S. History**

(3 units)  
This course provides a survey of U.S. culture and institutions from pre-colonization to the present, with topics that include exploration and colonization, the War of 1812, the establishment of the national government, the Civil War, Reconstruction, Industrialization, urbanization, the World Wars, the Cold War, and the Post Cold War Era. Emphasizes the study of U.S. history from a multicultural perspective.

### **HIS 3000 Latin American Studies Special Topics**

(3 units)

Gives students with an interest in Latin American Studies greater exposure to Latin American realities. Course combines site visitations with lectures, discussion sessions and audio-visual materials to present Latin America's past, present and future dilemmas. Although issues will be analyzed and presented in a general Latin American context, Mexico will be used as a case study.

(Alliant Mexico only)

### **HIS 3304 History of California**

(3 Units)  
Examination of the social, cultural, economic and political development of California from the influx of the first Native Americans to the present.

### **HIS 4995 Latin American Studies Special Topics**

(3 units)

Gives students with an interest in Latin American Studies greater exposure to Latin American realities. Course combines site visitations with lectures, discussion sessions and audio-visual materials to present Latin America's past, present and future dilemmas. Although issues will be analyzed and presented in a general Latin American context, Mexico will be used as a case study.

(Alliant Mexico only)

## Hotel and Restaurant Management

### HRM 2020 Rooms Division Management

(3 units)

Examination of the operating policies and procedures of the rooms division departments: reservations, uniformed services, front office and housekeeping.

*Prerequisite: HRT 1010*

### HRM 3020 Catering Management (3 units)

A restaurant laboratory course in which each student participates as a manager of a full service, a la carte restaurant operation. The kitchen facilities of the on-campus food service operation are utilized to provide the student with both production and managerial experience.

*Prerequisite: Food Production*

### HRM 4110 Beverage Management (3 units)

Organization and management of the beverage operation including wines, spirits, and other alcoholic beverages in restaurants, hotels, clubs and other licensed premises. Emphasis on: product knowledge, responsible beverage service, facility design, operational practices, purchasing, control, merchandising, and bar management.

### HRM 4120 Hospitality Event Management

(3 units)

The management of events, meetings and conventions is examined from the client and the meeting planner perspective. Operations are analyzed from the sale to post-event review, including procedures involved in planning and marketing events.

### HRM 4130 Club Management (3 units)

Organization and operation of private, corporate, city and public clubs including: history and evolution, types of clubs, organizational structure, management roles; operations focus on management of diverse functions such as clubhouse, recreational facilities and entertainment. Emphasis on the similarities and differences between club and other food and beverage and lodging accommodation operations.

*Prerequisite: HRT 3030*

### HRM 4140 Restaurant Development & Operations (3 units)

Overview of the general management of restaurants, including fast food, full service, franchised and independently operated. Investigation of concept development, site selection, lease negotiations, menu planning, staffing and training budget controls, dining room management and service, and quality control.

*Prerequisite: HRT 3030*

## Hotel, Restaurant and Tourism Management

### HRT 1010 Introduction to Hospitality and Tourism Management (3 units)

An overview of the hotel, restaurant and tourism industries; their historical development, scope and present-day structures.

### HRT 2010 Food Production (3 units)

An introduction to commercial food preparation, food safety and sanitation, standard product identification, storage and supervisory techniques in the area of large scale food production.

*Prerequisite: Introduction to Hospitality and Tourism Management*

### HRT 3010 Convention and Meeting Management (3 units)

The management of conventions and meetings is examined from both the clients' and meeting planners' perspective. The operations of conventions and meetings are analyzed from the sale to post-convention review.

*Prerequisite: Introduction to Hospitality and Tourism Management*

### HRT 3020 Hospitality Marketing & Sales

(3 units)

Services marketing concepts and principles applied to hospitality organizations and strategies to market services are examined. Primary focus is on creation of a marketing plan including: the marketing environment, market segments and target markets, and marketing strategies.

*Prerequisite: Introduction to Hospitality and Tourism Management*

### HRT 3030 Food and Beverage Cost Control

(3 units)

The examination of the theory and techniques of controlling food, beverage and related labor costs in hospitality and tourism establishments. Emphasis on the duties and responsibilities of the food and beverage controller or manager.

*Prerequisite: Introduction to Hospitality and Tourism Management*

### HRT 4010 Hospitality Managerial Accounting & Finance (3 units)

The application of accounting and finance principles to the hospitality industry; focus on financial statement analysis, asset management, ratio analysis, analytical techniques, investment decision making, internal control and cost management.

*Prerequisites: Introduction to Hospitality and Tourism Management, FIN 3010*

### HRT 4020 Entrepreneurial Hospitality Business Development (3 units)

Focus on the steps to hospitality business development: including risk analysis, financing and lending options, and resources needed to launch a new hospitality enterprise. Primary focus is on creation of a business plan, through the case study approach, to illustrate the challenges in food service, lodging accommodation operations, and tourism support businesses.

*Prerequisite: Introduction to Hospitality and Tourism Management*

### HRT 4150 Tourism Management (3 units)

Tourism planning and policy issues, resource and market analysis, conceptual and master plans, economic and financial plan implementation and human resources development in advanced and developing countries. Explores the history and current status of tourism, social and economic benefits, the challenge of conservation in natural and built environments, and the protection of local community lifestyle and traditions.

*Prerequisite: Introduction to Hospitality and Tourism Management*

### HRT 4160 Tourism Development & Production (3 units)

Development of the destination tourist attraction with an emphasis on economic, environmental, and sociological factors at the local and macro levels. Identification of strategies useful in encouraging and reinforcing the principles of sustainability within tourism planning and development.

*Prerequisite: Introduction to Hospitality and Tourism Management*

### HRT 4170 Eco-Tourism (3 units)

Contemporary issues pertaining to tourism based on the natural environment. Explores management strategies suitable for controlling a growing industry. Emphasis is on developing a better understanding of ecotourism, ecological economics, enterprise accounting, approaches that can be used to manage resources in a sustainable manner, conflict resolution, and creation of new eco-tour business applications and opportunities.

*Prerequisite: Introduction to Hospitality and Tourism Management*

### HRT 4180 Adventure Tourism (3 units)

Focus is on objectives necessary in trip planning, equipment, safety, menu planning and food preparation, and leadership in adventure tourism. Field trips, workshops, and one overnight field trip will introduce students to practical skills and theory.

*Prerequisite: Introduction to Hospitality and Tourism Management*

## Course Descriptions

### **HRT 4190 Tourism Economics** (3 units)

Overview of the economic aspects of tourism including the multiplier effect, forecasting tourism demand and analysis. Focus on economics of hotels and lodging accommodations, restaurants, airlines, cruise lines, car rentals, rail roads, convention centers and visitors bureau, theme parks, eco-tourism, sports-tourism, religious congregations as they relate to tourism economics.

*Prerequisite: Introduction to Hospitality and Tourism Management*

### **HRT 4810 Seminar in Hospitality Management** (3 units)

Seminar on practical applications of job seeking, career development and community service in hospitality management.

*Prerequisite: Introduction to Hospitality and Tourism Management*

### **HRT 4910 Internship** (3 units)

Directed internship in a department of a hotel, restaurant, or tourism enterprise.

*Prerequisite: Introduction to Hospitality and Tourism Management*

### **HRT 4950 Senior Project** (3 units)

Independent study under the direction of a faculty advisor. Projects may include library or empirical research or analysis and written report on an appropriate hotel, restaurant, or tourism organization (private firm, non-profit organization, or government agency).

*Prerequisites: Senior standing.*

### **HRT 4990 Hospitality & Tourism Capstone & Simulation** (3 units)

Senior-level capstone course that incorporates organizational theory, strategic planning, and simulated problem solving in the hospitality and tourism industries.

*Prerequisite: Senior status*

## Humanities

### **HUM 1000 World Civilizations** (3 units)

Historical, cultural and conceptual aspects of major civilizations from the ancient world to the present. *(Alliant Mexico only)*

### **HUM 1020 Interdisciplinary Explorations** (3 units)

Through the use of guided assessments, selected readings, films, discussions, lectures, workshops and expert presentations from the University's faculty and staff, students will participate in a multifaceted exploration of the self, culminating in a self-identity profile. Students will deepen self-knowledge and knowledge of others, explore career possibilities, and gain appreciation of the world community and their place in it.

*Must be taken in the first year.*

*(Alliant Mexico only)*

## Independent Study

Independent Study is available at the undergraduate, master's and doctoral level. It allows the student and instructor to plan a course having a clear relationship to the student's program. Independent Study is to be used only in cases where the course content is not available in a regular course and where there is clear justification for offering the option.

Courses to be taken as Independent Study must be approved by the supervising faculty member and the dean or designee. All Independent Study courses are available for one to four units and will be offered on a demand basis.

The following numbers are used for Independent Study courses:

(Disciplinary prefix) 1750, 2750

Used for lower division undergraduate courses.

(Disciplinary prefix) 3750, 4750

Used for upper division undergraduate courses.

(Disciplinary prefix) 5750

Used for teacher credential courses.

(Disciplinary prefix) 6750, 7750

Used for graduate courses at either master's level.

(Disciplinary prefix) 8750, 9750

Used for doctoral courses only.

## International Business Administration

### **IBA 3000 International Business**

(3 units)

Introduction to world business environments, financial transactions and international marketing. The role of the multinational enterprise is explored, including emerging trends and issues related to international management.

*Prerequisite: Introduction to Business or Introduction to Hotel and Restaurant Management (for HRT majors)*

### **IBA 4020 International Economics and Trade**

(3 units)

Study and analysis of contemporary topics in international economics involving international trade, international finance and open market macroeconomics, international trade blocks, labor migration and capital flows including those resulting from operations of multinational firms.

*Prerequisite: Introduction to Business or Introduction to Hotel and Restaurant Management (for HRT majors)*

### **IBA 4810 Seminar in International Business**

(3 units)

Seminar on practical applications of job seeking, career development and community service in international business.

*Prerequisite: Introduction to Business or Introduction to Hotel and Restaurant Management (for HRT majors)*

### **IBA 4950 Senior Project** (3 units)

Independent study under the direction of a faculty advisor. Projects may include library or empirical research and a written report on an appropriate international business organization (private firm, not-for-profit organization, or government agency).

*Prerequisite: IBA 3000*

### **IBA 6010 Legal Environment of International Business** (3 units)

Examination of problems of doing business in a global context, the operation and business law of various legal systems and of multinational rulemaking bodies. Course also helps the student learn to identify potential legal problems in a worldwide context and explore the ways various cultures view the function of law and business regulation.

*Prerequisite: BUS 5060*

**IBA 6020 Transnational Strategic Management**  
(3 units)

Addition of new transnational dimensions to the core technology of strategic management. Included are: the transnational environment; aggressiveness of transnational strategy; responsiveness of transnational general management capability; responsiveness of transnational functional capability; and strategy issues in transnational environments such as strategic information, societal strategy, technology and competitive strategy.  
*Prerequisite: BUS 6020*

**IBA 6030 International Economics and Trade**  
(3 units)

Examination of economic aspects of contemporary issues in a rapidly developing interdependent global economy; regional economic alliances (EEC & NAFTA); and international trade, protectionism, tariff and capital flow issues.  
*Prerequisite: BUS 5050*

**IBA 6060 Culture, Values and Ethics in a Global Society**  
(3 units)

Examines the relationship of culture, values and ethics within the global business environment and the ability of managers to respond effectively to society, ethical and cross-cultural managerial issues. Included are: the dimensions of culture; national and ethnic cultures; thinking patterns, value systems and reality models of different cultures; and the alignment between environment, manager and culture. Addresses the development and implementation of strategies that build socially responsive and responsible global organizations.  
*Prerequisite: BUS 5070*

**IBA 6710 International Business Internship**  
(3 units)

Directed internship in a private firm, a not-for-profit organization, or a government agency for experience in the practical application of international business.

**IBA 6800 Seminar in International Business**  
(3 units)

Seminar on special topics in International Business.

**IBA 8010 Seminar in International Business**  
(3 units)

Examination of research issues in international business. Topics may include developing and linking marketing and sourcing strategies, impact of changing exchange rates, the impact of government incentives and controls, global configuration and coordination of value-creating activities, global competitive battles in specific industries and the interplay of nations' economic strategies and those of multinational companies.  
*Prerequisite: Doctoral students only*

**International Relations****IRL 2000 Foundations of International Relations**  
(3 units)

Analysis of contemporary state systems: inquiry into national power, national interests, foreign policy decision making, foreign trade issues, use of force, conflict resolution and international organizations.

**IRL 2005 Comparative Foreign Policy**  
(3 units)

Constant and variable factors determining foreign policies of major powers from a comparative perspective, including various techniques employed by states at the bilateral and multilateral levels.

**IRL 2010 The United Nations in Action**  
(3 units)

A theoretical and applied survey of the United Nations System with particular emphasis on the agendas, procedural rules, deliberations and decision making processes of its main organs. Includes field experience to the Model United Nations. Required for students who are first-time participants in Model United Nations.

**IRL 2150 Research Methods for International Relations**  
(3 units)

Study of major types or research, methods of data collection and treatment; applied critical analysis of source materials; mechanics of writing research papers.

*Prerequisites: ENG 1106, ENG 2206, IRL 2000*

**IRL 2201 Introduction to Political Science**  
(3 units)

(Formerly POL 2201) Basic theories and practices which characterize political behavior in the national and international community.

**IRL 3000 Comparative Political Systems**  
(3 units)

Political systems: federal and unitary, parliamentary and presidential, party politics and electoral systems; emphasis on such major powers as Great Britain, France, Germany, Russia, China and Japan.  
*Prerequisite: IRL 2000*

**IRL 3005 Contemporary International Ideologies**  
(3 units)

Survey of major ideologies and systems of modern governments with special emphasis on democracy, authoritarianism and totalitarianism.  
*Prerequisite: IRL 2000*

**IRL 3010 Comparative Foreign Policy**  
(3 units)

Analysis of different foreign policy directions taken by countries based on their ideological persuasions (i.e. idealism versus realism), their history, and culture among others; overview of factors and agents that determine and/or influence foreign policy decisions domestically and within an international arena; impact of foreign policy decisions and their implementation on domestic and international realities from a comparative perspective over time and within different national and international contexts.

**IRL 3020 Developmental Issues in Central America and Mexico**  
(3 units)

Development processes of Mexico, Central American and Caribbean nations; includes sociopolitical-economic infra-structures, modernization and industrialization policies, demographic and security issues.

**IRL 3030 Patterns of Development, Cooperation and Conflict**  
(3 units)

Development patterns in developed as well as developing nations; definitions and analyses of development and development projects including the examination of factors contributing to the disparity between the North and the South; overview of development patterns that are based on cooperative or competing philosophies and how these are addressed in domestic and international settings; the role and impact of conflict versus cooperation to development and development policies.

**IRL 3035 Politics of Developing Nations**  
(3 units)

Development patterns in less developed countries (LDCs); examination of North-South relations, their role in international organizations; issues in modernization and industrialization.

**IRL 3050 Politics in Latin America**  
(3 units)

Latin American political and economic systems; includes colonial legacy, modernization processes, party politics, regional military and economic organizations.

**IRL 3100 Essence of Diplomacy**  
(3 units)

Diplomatic practices among major powers and developing nations in historical perspective. A detailed look at the applications of contemporary diplomacy and its impact on international politics.  
*Prerequisite: IRL 2000*



## Course Descriptions

### **IRL 3200 Political Ideas in Latin America**

(3 units)

Survey of the ideas and issues that have fueled the politics of Latin American nations. Analysis of the impact these ideas on the foreign and domestic policies of Latin American countries. Review of ideas as the agents of change of political systems and socio-economic structures within Latin America.

### **IRL 3250 Survey of U.S. Foreign Policy**

(3 units)

U.S. Foreign policies through the end of the Cold War. Emphasis on military, economic and diplomatic strategies.

### **IRL 4000 Regional Conflict in Latin America**

(3 units)

Survey of past and present conflict and cooperation among Latin American nations; includes their role on military and economic organizations, border disputes; the role of international organizations in conflict resolution.

### **IRL 4010 Cultural Geography**

(3 units)

and geographic determinism as affecting international relations; includes world demographic issues, land-use patterns, industrialization, urbanization and environmental crises.

### **IRL 4015 International Law and Organizations**

(3 units)

Overview of major international laws that have an impact on the foreign policy and domestic realities of countries; overview of international organizations, including non-governmental, intergovernmental and supra-governmental organizations; evaluation of the effectiveness of international laws within the context of their applicability and within the realm of international organizations -- their structure, purpose, enforcement options and outcomes; overall assessment of weaknesses and strengths of international laws and international organizations as guiding forces within international relations.

### **IRL 4025 World Crises and Transformational Politics**

(3 units)

Examination of causes and consequence of political unrest; questions of rebellion and civil disobedience, urban guerrilla warfare, insurgency and belligerency and praetorianism.

### **IRL 4030 Politics of International Economics**

(3 units)

Study of international economic relations; includes economic nationalism, free trade vs. protectionism, regional economic trade blocs, commodity power and activities of multinational corporations.

*Prerequisite: IRL 2000*

### **IRL 4035 Environmental Politics**

(3 units)

Examination of the global ecosystem; survey of ecological damage caused by air-water pollution, hazardous wastes, atmospheric changes; international cooperative efforts to protect world natural environments.

### **IRL 4040 U.S./Asian Relations**

(3 units)

Survey of U.S. relations in Asia; its political, military, economic, diplomatic and ideological influence and impact on Asian nations.

### **IRL 4045 Theory and Use of Force**

(3 units)

Survey of the nature and significance of organized and spontaneous force in international relations; includes the analysis of strategic theory, national security policy, weapons system, military government, guerrilla warfare, international terrorism, police and army behavior, rebellion, revolution and war.

### **IRL 4055 U.S./Afro-Arab Relations**

(3 units)

Survey of U.S. foreign policies towards African nations, including trade and foreign aid policies; examination of U.S. policies in the Middle East with emphasis on Arab-Israeli conflicts and oil diplomacy.

### **IRL 4060 U.S./Latin American Relations**

(3 units)

Survey of U.S. relations with Latin American nations past and present; the impact of the Monroe Doctrine, the military and diplomatic alliance, cultural exchanges, U.S.-Latin economic interdependency.

### **IRL 4150 Area Studies**

(3 units)

Survey of the politics of the world's regions with a view to explaining and understanding their impact on foreign policy and international politics.

*Prerequisite: IRL 2000*

### **IRL 4800 Seminar: Critical Issues in U.S. Foreign Policy**

(3 units)

Analysis of U.S. role in the international arena in the 21st century; the concept of Pax Americana and the New World Order; the U.S. role in maintaining international peace and security and in promoting a sound economic system on a global scale.

### **IRL 4810 Seminar: Critical Issues in Latin America**

(3 units)

Potentials, prospects and problems of Latin American nations in the future, including political liberalization, economic advancement, social reorientation, demographic adjustment, and use of human and natural resources.

### **IRL 6000 Research Methods in IR**

(3 units)

Study of major types of research, methods of data collection and treatment; applied critical analysis of primary and secondary source materials; style and mechanics of writing research papers/theses/dissertations.

### **IRL 6002 Foundations of International Politics**

(3 units)

Survey of basic terms, theories and concepts of the discipline of international relations with emphasis on state and non-state actors and their respective roles in international affairs.

### **IRL 6005 Advanced International Relations Theory**

(3 units)

Analysis of functions of diplomacy; mechanisms and operational techniques in contemporary state systems; advanced communications; the changing world economy and interdependency.

### **IRL 6010 Nature of Force, Peace and Nonviolence**

(3 units)

Study of the major theories in international hostilities and tensions from an interdisciplinary perspective.

### **IRL 6020 Techniques of International Diplomacy**

(3 units)

Study and analysis of historical and contemporary diplomatic techniques employed by states in their bilateral and multilateral relations.

### **IRL 6030 Patterns of Development, Cooperation and Conflict**

(3 units)

Study of the role of culture and tradition in obstructing or enhancing development processes in developing countries. Patterns of cooperation and conflict between developed nations and less developed countries (LDCs); analysis of the role of industrialized nations and their organizations in the development of LDCs.

### **IRL 6055 Theory and Application of Development Foreign Policy**

(3 units)

Examination of pivotal issues in developing nations; focuses on compatibility, conflict and reconciliation theories of development.

### **IRL 6075 Principles and Mechanisms of Intercultural Communication**

(3 units)

Analysis of the "information explosion" and its effect on international relations, including its impact on bilateral diplomacy and multilateral conferences.

### **IRL 6200 International Organizations**

(3 units)

Examination of the ideas behind and operations of various international organizations, the global and regional levels and assessment of their impact on international politics.

**IRL 6230 International Financial Mechanisms** (3 units)

Analysis of the international financial instruments employed by countries and international economic institutions for development and other economic relations.

**IRL 6250 Foundations of Foreign Policy** (3 units)

The theoretical and instrumental, as well as institutional, aspects of foreign policy formulation and implementation in a cross-cultural perspective.

**IRL 6260 Foreign Policy Analysis** (3 units)

Examination of the techniques and methods of and issues behind, the formulation and implementation of foreign policies from a multidisciplinary perspective. Focuses on the practical assessment of key foreign policy issues.

**IRL 6280 Comparative Foreign Policy** (3 units)

Factors determining the foreign policies of key international actors from a comparative perspective including various techniques employed by states at the bilateral and multilateral levels.

**IRL 6310 Crisis Management and Decision-Making** (3 units)

Introduction to crisis management and how it applies to organizations and individuals. This course will look at domestic and international cases of crisis management in the government sector, private sector and non-profit sector to illustrate how to deal with crisis situations.

**IRL 6320 Management in Non-Governmental Organizations** (3 units)

This course will look at management in NGOs. Explores how management issues resemble and are different from issues in private sector or public sector organizations. Discusses cases from the NGO world to illustrate some important managerial techniques needed or managerial tasks faced by leaders in this sector. Pays attention to management in international and multicultural environments.

**IRL 6890 Contemporary Issues in Perspective** (3 units)

Detailed analysis of contemporary international events through the application of international relations theory and knowledge.

**IRL 6900 Thesis** (3 units)

The selection of a topic in international relations; analysis and writing under the supervision of a thesis committee.

*Prerequisite: Introduction to Information Systems*

**Information Systems****IST 1010 Introduction to Information Systems** (3 units)

A broad-based introduction to the fundamental concepts of Information Systems and Technology (IST) will be the main focus of this course. End-user and organizational information systems design, implementation and management topics and issues covered in this class will provide the students with a solid conceptual and technical understanding of the IST discipline. This course includes a survey of information systems components and applications including software, hardware, networks and telecommunications. The Internet, e-commerce, ethics, security and computers in society also will be examined. Students will gain hands-on practice using popular application programs, including word processing, spreadsheet, database and presentation software, which enable individuals to communicate, collaborate and innovate effectively within a typical modern organizational structure.

**IST 3020 Information and Technology Management** (3 units)

Accelerating technological change and market demand have led to the emergence of new challenges, new opportunities, and new capabilities for Information Technology. Regardless of the functional area in which you work, sales, marketing, finance, accounting, strategic management, or operations, you will need to understand, manage and use electronic information systems to be successful. Students in this course will be introduced to the concepts of Information resources for business advantage and the concepts of managing technology for business efficiency. The course includes a survey of management information systems and other knowledge worker technological applications including, but not limited to: Supply Chain Management (SCM), Customer Relationship management (CRM), Enterprise Resource Planning (ERP), Infrastructure Management (IM), Database Management, Computer Aided Software Engineering (CASE), Spreadsheet based analysis, and Web Design.

*Prerequisite: Introduction to Information Systems*

**IST 4010 Advanced Information Systems** (3 units)

Overview of executive information systems, expert systems and distributed systems at the operational, tactical and strategic levels; includes user/system interaction, systems planning, hardware and software, management, maintenance, security and evaluation.

*Prerequisite: Introduction to Information Systems*

**IST 4020 Systems Analysis and Design** (3 units)

Concepts, philosophies and trends in systems analysis and design; system development life cycle; process modeling, data modeling and prototyping; computer support to system development/ methodologies; system implementation and its relationship to the construction and delivery phases of the life cycle.

*Prerequisite: Introduction to Information Systems*

**IST 4030 Database Management Systems** (3 units)

Data structures and file organization; data description languages; integration of disk access time, block size, file structure, normal forms, linked lists, query types, tree structures and performance specifications into the data base; design of relational database management systems, characteristics of vendor supplied database software packages.

*Prerequisite: Introduction to Information Systems*

**IST 4040 Decision Support Systems for Managers** (3 units)

Characterization of decision models under risk and uncertainty; analysis of transportation, allocation and distribution problems with mathematical programming; queuing and simulation models; decision support systems for quantitative analysis of manufacturing and service operations.

*Prerequisite: Introduction to Information Systems*

**IST 4050 Global Information Systems** (3 units)

Overview of transnational telecommunications, teleprocessing, data communications and distributed information systems at operational, tactical and strategic levels; distributed systems hardware, software, design, management, security and evaluation.

*Prerequisite: Introduction to Information Systems*

**IST 4060 Telecommunications and Networks** (3 units)

Overviews of telecommunications fundamentals, including the structure of local and international telephone networks, data networks and integrated services digital networks. In-depth study of layered communication architectures in local area networks (LANs) and wide area networks (WANs). International telecommunication standards and standards organizations. Installation, configuration, integration and management of networks and will be practiced.

*Prerequisite: Introduction to Information Systems*

## Course Descriptions

### **IST 4070 Object-Oriented Programming**

(3 units)

Introduction to advanced data structures and algorithms—arrays, records, lists and trees and associated methods for data manipulations. In-depth study of object-oriented programming: definition of objects and classes and methods. Graphic classes and graphical user interface components. Files and streams.

*Prerequisites: IST 4010, IST 4020*

### **IST 4080 Backend Database and Structured Query Language**

(3 units)

This course will enable students to learn implementing backend databases in client server environments. Included will be issues about facilitating SQL requests from the front-end of the system and monitoring system performance, responses, traffics and administration.

*Prerequisites: IST 4010, IST 4030*

### **IST 4090 Internet and Web Development**

(3 units)

In-depth study of internetworking concepts, architectures and protocols. The Internet protocol (IP) and the transport control protocol (TCP). Client-server interaction and the socket interface. Application layer protocols of the TCP/IP protocol suite. Creating static dynamic and active World Wide Web (WWW) documents. Study of different web programming and scripting languages, including Java. Students will be expected to build a simple web-based information system.

*Prerequisites: IST 4030, IST 4060, IST 4010*

### **IST 4900 Information Systems Project**

(3 units)

Extended individual research or project under the direction of a faculty member and approved by the department chair or dean. Projects may include library or empirical research, analysis and written or oral presentation or a report on a topic in the field of Information Systems.

### **IST 4910 Information Systems Internship**

(3 units)

Directed internship in a private firm or not-for-profit organization, or a government agency for experience in the practical application of information and technology.

### **IST 6010 Technology and Systems Trends**

(3 units)

The course introduces the MBA/MIBA student to a variety of state-of-the-art technologies available in the marketplace as managerial options to them. Example topics include reengineering, electronic data interchange (EDI), electronic commerce, web business strategies, risk management systems, neural networks, expert systems and software productivity management.

*Prerequisite: BUS 5080*

### **IST 6020 Data and Information Needs**

(3 units)  
This course discusses the utilization and development of computer systems to manage data assets of the organization. Issues in harnessing data repositories, database resources, internal and external information feeds will be discussed.

*Prerequisite: BUS 5080*

### **IST 6025 Information Systems for Managerial Decision Making**

(3 units)

This course teaches students about managerial decision making and the technologies used to support managerial decision making. Managers make decisions of a routine nature as well as complex ones every day, such as a decision on whether to invest in an emerging technology that could create significant competitive advantage, or, whether to price a product or service higher than the going market rate or lower than the going market rate. This course teaches students the basic concepts of decision-making, decision-support systems, and types of technologies that can be utilized for decision support systems. Examples of technologies that are explored include expert systems, analytical modeling tools, data visualization tools, and decision trees. In addition, the issues of understanding the utilization and interface of the web with useful decision support processes are also discussed.

### **IST 6030 Telecommunications and Network Applications**

(3 units)

Students will be exposed to review of LAN and WAN technologies, local and international networks and telecommunication standards.

Course will include discussions on significance of network management on business operations and decision making.

*Prerequisite: BUS 5080*

### **IST 6040 Decision Support Systems**

(3 units)

Overview of decision models and computer support for individual and group decision making. Development of decision support systems using a variety of packaged software.

*Prerequisite: BUS 5080*

### **IST 6050 Systems Design, Development and Management**

(3 units)

Students will be exposed to the traditional systems development life cycle as well as more recent concepts of prototyping. SGL development, GUI development. Students will analyze and build a system using a state-of-the-art software tool.

*Prerequisite: BUS 5080*

### **IST 6060 Managing Electronic Business**

(3 units)

This course will cover the technology and trends in the electronic commerce and electronic business area. The students will be exposed to basic hands-on skills in this area as well as issues in the management, planning and design of electronic businesses.

*Prerequisite: BUS 5080*

### **IST 6070 Data Warehousing and Mining**

(3 units)

Data is often touted as a hidden and most powerful asset that an organization has. This course teaches students to store data and analyze patterns and trends in the data. Whereas databases store useful data and report on known questions, data warehousing techniques handle large volumes of data with especially crafted data structures and data warehousing tools. The architectures and components of data warehouses will be taught in this course. In addition, students will be taught techniques to conduct multidimensional analysis of data stored in warehouses. Examples of techniques for data mining that the student will be exposed to include statistical techniques, neural network techniques, MOLAP and ROLAP approaches, and market basket analysis.

### **IST 6710 Informational and Technology Management Internship**

(3 units)

Directed internship in a private firm or not-for-profit organization, or a government agency for experience in the practical application of information and technology.

## Latin American Studies

### **LAS 1000 Latin American Studies**

(3 units)  
An interdisciplinary examination of Latin American culture from a sociological and historical perspective.

*(Alliant Mexico only)*

### **LAS 4700 Latin American Studies Workshop**

(1-4 units)

Provides students with in-depth study through an addition of 10 contract hours. Additional hours are spent on appropriate site visitations and specific lecture topics which cannot be covered in the regular class time. Workshop is offered in conjunction with other Latin American Studies courses.

*(Alliant Mexico only)*

## Literature

### LIT 1105 Introduction to World Literature: Fiction, Poetry, and Drama (3 units)

Readings in the main genres of literature (fiction, poetry, and drama) throughout the cultures of the world; includes consideration of oral literature; introduction to critical approaches to literature. *(Alliant Mexico only)*

### LIT 2220 Literature and Culture (3 units)

Literature as the record and expression of a culture's values and beliefs; an inquiry into the symbiotic relationship between a culture and its literature; intercultural, thematic approach to literary works.

### LIT 2225 Introduction to Shakespeare (3 units)

Reading, viewing, and interpreting selected comedies, tragedies, and sonnets; introduction to Shakespeare criticism; exploration of the "authorship question;" consideration of Shakespeare's place in the canon.

### LIT 3001 Latin American Fiction I (3 units)

Fiction from the earliest years of colonization up to the mid-nineteenth century; includes narratives of indigenous people. *(Alliant Mexico only)*

### LIT 3002 Latin American Poetry I (3 units)

Poetry from the earliest years of colonization up to the mid-nineteenth century; includes narratives of indigenous people. *(Alliant Mexico only)*

### LIT 3003 Poetry Across Cultures (3 units)

Comparative study of representative poetry from the world's cultures; emphasis on close reading and interpretation; exploration of historical and cultural significance; consideration of issues of translation.

### LIT 3310 Seminal Works of British Literature (3 units)

Study of selected influential and important literary works of British historical eras and literary movements; emphasis on close reading and discussion of texts in the genres of fiction, poetry, and drama; close analysis and interpretation and application of literary terminology and theory. *Prerequisite: Any lower-division literature class.*

### LIT 3315 Multicultural Perspectives on American Literature (3 units)

Study of seminal works of literature reflective of the United States' rich cultural heritage; exploration of influential and important texts from the African-American, Native-American, Anglo-American, Asian-American and Hispanic-American traditions; close analysis and interpretation and application of literary terminology and theory. *Prerequisite: Any lower-division literature class.*

### LIT 3020 International Perspectives on the Novel (3 units)

Investigation of the genre of the novel and its intersection with and manifestation of individual and cultural meaning.

### LIT 3330 Multicultural Literature for Children and Adolescents (3 units)

Study of the literature important for children of elementary and middle school age; includes consideration of oral literature; close analysis and interpretation and application of literary terminology and theory. *No prerequisites.*

### LIT 3340 Myths, Rituals, and Archetypes (3 units)

Study of repeated motifs and analysis of archetypal patterns as they occur throughout literature; includes study of Biblical and other sacred texts, and classical and mythological literature.

### LIT 4001 Latin American Fiction II (3 units)

Fiction from the mid-nineteenth century up to the present; short story and novel; includes narratives of indigenous people. *(Alliant Mexico only)*

### LIT 4002 Latin American Poetry II (3 units)

Poetry from the mid-nineteenth century up to the present; includes poetry of indigenous people. *(Alliant Mexico only)*

### LIT 4003 Latin American Drama (3 units)

Survey of Latin American drama from colonial times to the present; includes consideration of theater of indigenous people. *(Alliant Mexico only)*

### LIT 4020 World Literature: Fiction, Poetry and Drama (3 units)

Readings and explorations in the main genres of literature (fiction, poetry, and drama) throughout the cultures of the world; includes considerations of oral literature; close analysis and interpretation and application of literary terminology and theory. *No prerequisites.*

### LIT 4030 Fiction into Film of the World Stage (3 units)

Study of the relationship the art forms of fiction (novel and poetry) and film; extensive study of literary and film terminology and their application in the processes of analysis and interpretation of verbal and "visual" texts. *No prerequisites.*

### LIT 4800 Latin American Authors Seminar (3 units)

In depth consideration of the works of several significant writers (novelists, poets, dramatists, or short story writers); their contribution to the life and letters of Latin America with a special emphasis on their political and social impact. *(Alliant Mexico only)*

## Management

### MGT 3010 Overview of Management Practice (3 units)

Examination of management processes, structure and behavior, focusing on the changing nature of management in response to turbulent internal and external environments; various theories are integrated into applied dimensions of successful business practices; emphasis on global management perspectives. *Prerequisite: Introduction to Business*

### MGT 4010 Dimensions of Leadership and Management (3 units)

Multidisciplinary perspectives on the role of leadership and management in society; review of the differences and similarities between leadership and managerial mindsets and behavior; the theoretical and applied aspects of leadership and management in social, cultural and organizational contexts; the motivation of people and the role leaders and managers play in creating quality of work life and enhanced productivity. *Prerequisite: MGT 3010*

### MGT 4020 Organizations and Organizational Behavior (3 units)

Introduction to the concept of the business entity as an environment serving organization (ESO) with economic and social responsibilities; explores organization structures, systems, staffing and management processes; covers theoretical and applied aspects of behavior in organizations, including organizational change and development. *Prerequisite: MGT 3010*

### MGT 4030 Cross-Cultural Management (3 units)

Examines the challenges and opportunities of managing cultural diversity in organizations with emphasis on the transnational enterprise; introduces phenomena of globalization, culture and organizational cultures and cultural synergy; develops intercultural awareness and strategies for hedging cultural gaps. *Prerequisite: MGT 3010*

## Course Descriptions

### **MGT 4040 Human Resource Management**

(3 units)

A study of the theoretical and practical aspects of human resource management including job analysis and design, recruiting, retention, training, appraisal and compensation systems and employee health and safety; emphasis on contemporary issues such as changing governmental and legal requirements, increasing demands for more highly skilled workers and international competition.

*Prerequisite: MGT 3010*

### **MGT 4050 Total Quality Management**

(3 units)

A study of philosophical and conceptual approaches to quality management espoused by leading theorists and practitioners such as Demming, Juran and Crosby. Practical aspects of TQM theory and an introduction to a framework for developing, implementing and continuously improving upon an organizational quality culture.

*Prerequisite: MGT 3010*

### **MGT 6010 Human Resource Management**

(3 units)

A study of the theory and practice of human resource management (HRM) in relation to the challenges and opportunities facing the firm in today's rapidly changing, globally oriented and highly competitive environment. Focuses on strengthening employee-management relations and creating a productive work environment.

*Prerequisite: BUS 5070*

### **MGT 6999 Seminar on Special Topics in Management**

(3 units)

### **MGT 7010 Triple Bottom Line: People, Profits and the Planet**

(3 units)

This course concentrates on the human factors that contribute to the betterment of self and community in our world of change and transition. Students will explore concepts, theories, and implement practical applications for human effectiveness via the integration of mental, physical, intellectual and spiritual contexts. The focus will be on knowing and understanding the self and what it means to live and work from an authentic position of safety and integrity for the overall success of self and society.

## Marketing

### **MKT 3010 Principles of Marketing**

(3 units)

An introduction to the study of the marketing function in the business enterprise. A study is made of market segmentation and the creation of market demand to serve profitably the needs of customers. The key elements in marketing strategy are studied—product planning and promotion—with customers and competitors as dominant reference points.

*Prerequisite: Introduction to Business*

### **MKT 3020 Marketing Information Systems**

(3 units)

This course equips the students to understand marketing projects and functions using computer technology. The students are introduced to marketing decision support systems for tasks as product pricing, distribution choices, promotion planning.

*Prerequisites: Introduction to Information Systems and MKT 3010*

### **MKT 4010 International Marketing**

(3 units)

An analysis of key international marketing activities and functions. Topics include environmental constraints, exporting, international product planning and international selling and advertising. The various concepts are integrated through the development of a complete international plan for the marketing of a product in another country.

*Prerequisite: MKT 3010*

### **MKT 4020 Marketing Research**

(3 units)

Examines marketing research information as an information-providing activity for the purpose of management decision making. Provides an understanding of what marketing research is, what kinds of information it can provide and how it is used by marketing managers.

*Prerequisites: MTH 2210, MKT 3010*

### **MKT 4030 Marketing Communications and Buyer Behavior**

(3 units)

Examines methods that organizations use to communicate with customers and prospects, including personal selling, advertising, sales promotion, public relations and other forms of promotion. Evaluates the characteristics of each form of promotion in varying marketing situations for formulating communications strategies and tactics.

*Prerequisite: MKT 3010*

### **MKT 4040 Global Marketing Strategy**

(3 units)

Investigates marketing techniques and programs as developed and implemented on an international scale. Evaluates international marketing strategies, special goals and decision-making processes that are part of marketing internationally.

*Prerequisite: MKT 3010*

### **MKT 4050 Services Marketing**

(3 units)

An examination of the unique aspects of services. Study of the role of the marketing manager and the service/sales team's responsibility to develop and implement market plans as part of the corporation's strategic and operational plan.

*Prerequisite: MKT 3010*

### **MKT 6000 Managerial Marketing**

(3 units)

Focuses on the necessary skills to be an effective global marketing manager including analytical decision-making tools that apply to managerial aspects of the marketing functions and tasks. The course will address the skills needed to be a persuasive oral and written communicator of corporate marketing information.

*Prerequisite: BUS 5030*

### **MKT 6010 Marketing Communications Strategy**

(3 units)

Examination of strategies that organizations use to communicate with customers and prospects, including personal selling, advertising, sales promotion, public relations and other forms of promotion. Focuses on managerial aspects of communications design, development and appraisal and on decisions made to stimulate demand and develop total marketing communications programs.

*Prerequisite: BUS 5030*

### **MKT 6020 Marketing Research**

(3 units)

Examination of marketing research information as an information providing activity for the purpose of management decision making, alternative research designs and their relative strengths and weaknesses; and the major types of measurement techniques and data collection methods.

*Prerequisites: BUS 5030 and BUS 5090*

### **MKT 6040 Global Marketing Strategy**

(3 units)

Investigation of marketing techniques and programs as developed and implemented on a global scale, the extent of standardization of marketing programs across several countries; and the selection of appropriate entry strategies for foreign markets.

*Prerequisite: BUS 5030*

### **MKT 6050 Information Systems Applications in Marketing**

(3 units)

The course covers various aspects of designing information systems so as to make marketing decisions. It also covers aspects of planning and designing the marketing information systems to leverage company wide data from other functional areas in order to efficiently create competitive advantage.

*Prerequisites: BUS 5080, BUS 5030*

**MKT 6710 Marketing Internship** (3 units)

Directed internship in a private firm, a not-for-profit organization, or a government agency for experience in the practical application of marketing management.

**MKT 6800 Seminar in Marketing** (3 units)

Seminar on special topics in marketing.

**MGT 7010 Triple Bottom Line: People, Profits and the Planet** (3 units)

This course concentrates on the human factors that contribute to the betterment of self and community in our world of change and transition. Students will explore concepts, theories, and implement practical applications for human effectiveness via the integration of mental, physical, intellectual and spiritual contexts. The focus will be on knowing and understanding the self and what it means to live and work from an authentic position of safety and integrity for the overall success of self and society.

**MKT 8810 and MKT 8820 Research in International Marketing I and II** (3, 3 units)

Provides an opportunity to conduct in-depth research in specific areas of international marketing. Authorization for such a project requires submission of a formal proposal written in accordance with standards set forth by the College. Students will work closely with a faculty advisor throughout the project.

**MKT 8830 Advanced Seminar in International Marketing** (3 units)

Students conduct research in international marketing. Topics may include selection, mode of entry, environmental analysis, product development, exporting and importing, pricing, distribution and promotion strategies for world wide markets.

**Math****MTH 0999 Algebra in Practical Context**

(3 units)

Study of various topics in algebra including properties of real numbers, linear equations and inequalities; polynomials, rational expressions, exponential and roots, quadratic equations, systems of linear equations; applications of algebra to everyday problems.

*Credit/no credit ("C" level competency required); credit does not apply to any degree program.*

*(Alliant Mexico only)*

**MTH 1109 College Algebra** (3 units)

Concepts and theories in modern algebra with emphasis on functions, graphical methods and theory of equations; includes study of quadratic equations, complex variables, systems of equations and inequities, polynomial functions, logarithmic and exponential functions, arithmetic and geometric progressions, etc.

*Prerequisite: MTH 0999 or pass Mathematics Placement Examination.*

**MTH 2210 Introduction to Applied Statistics**

(3 units)

Descriptive statistics, measures of central tendency and variability, sampling, correlation, hypothesis tests and confidence intervals.

*Prerequisites: MTH 1109 or higher mathematics course and IST 1010*

**MTH 3005 Discrete Mathematics** (3 Units)

Introduction to logic, set theory, number theory, equivalence and order relations, combinatorics (combinations and permutations), and basic probability.

**MTH 3301 Foundations of Mathematics**

(3 units)

Comparisons of mathematical systems with emphasis on the real numbers, numerational systems, and their historic development; topics in geometry, set theory, and probability and statistics.

*(Alliant Mexico only)*

**MTH 3310 Geometry** (3 Units)

Study of Euclidean geometry, two and three dimensional shapes and interrelationships, congruence, similarity and proportional reasoning, measurement of length, angle size, area, volume, proofs and problem solving.

**MTH 3315 Linear Algebra** (3 Units)

Study of matrix algebra, Gaussian elimination, determinants, vector spaces, linear transformations, orthogonality, eigenvalues, and eigenvectors.

**MTH 3320 Calculus I** (3 units)

Study of algebraic and transcendental functions, continuity and limits, the derivative and its applications, the integral and the fundamental theorem of calculus. Includes techniques and applications of integration, improper integrals, differential equations, infinite series and conic sections.

*Prerequisites: Knowledge of algebra, geometry, and trigonometry.*

**MTH 3321 Calculus II** (3 units)

Continued study of differential and integral calculus, focusing on logarithmic, exponential and trigonometric functions, techniques of integration and applications.

*Prerequisite: Calculus I*

**MTH 3325 Math and Technology** (3 units)

Introduction to the uses of technology for solving mathematical problems. Advanced uses of graphic calculators and computer spreadsheets including programming and macros. Introduction to computer programming, uses of symbolic manipulation programs and calculators and of specialty programs such as Geometers Sketchpad and software teaching tools such as MATHZONE, ALEKS, Plato. Applications appropriate for teachers of mathematics at the middle and high school level.

**MTH 4005 Mathematics Education** (3 units)

Study of the theories, methods and materials relevant to the teaching and learning of mathematics; includes current issues and research in mathematics education in the areas of technology, mathematics applications, instructional strategies and assessment techniques. Includes field observation study and service learning projects.

**MTH 4010 Foundations in Mathematics**

(3 units)

Axiomatic systems, theorems, logic, proof, introduction to group, rings, and fields, ordering, integers, rational numbers, and the real number system.

**MTH 4020 History of Mathematics** (3 units)

Study of natural sciences and quantitative reasoning, focusing on the development of mathematics from ancient Egypt and Babylon to late nineteenth century Europe.

## Course Descriptions

### **MTH 4030 Probability and Statistics (3 Units)**

Concepts and theories used in statistics with emphasis on collecting, representing and summarizing data, probability and probability distributions, data analysis, linear regression and correlation, statistical inference, confidence intervals, hypothesis testing, and other concepts including, but not limited to, measures of central tendency, probability representations using charts and graphs, z zones, and the bell curve.  
*Prerequisite: Discrete Mathematics*

### **MTH 4040 Mathematical Modeling (3 units)**

Models from the physical, natural and social sciences including population models and arms race models. Emphasis on classes of models such as equilibrium models and compartment models. Discrete and continuous models.

## Networking

### **NET 4010 Client-Server and Database Technology (3 units)**

Review of issues in implementing client-server database systems. Hands-on exposure for developing databases and user front-ends with state-of-the-art tools and software.  
*Prerequisite: IST 4030*

### **NET 4020 Network Management (3 units)**

Review of LAN and WAN technologies. Network organization. Managing of telecommunication networks, cost-benefit analysis and evaluation of different network option. Managing the Internet. Simple Network Management Protocol. Web-based network management. Network management software and network monitoring tools.  
*Prerequisites: IST 4050, IST 4060*

### **NET4030 Networked Systems Development Environments (3 units)**

Students will be exposed to methodologies for building systems that work in environments implemented on LANs, WANs, or the Internet. The course will teach students hands-on development skills for networked systems.  
*Prerequisites: IST 4010, IST 4080*

### **NET 4999 Special Topics (3 units)**

This course will cover topics that are of special interest in the marketplace of applications in the networking area. The course will have part seminar format and part hands-on laboratory format.  
*Prerequisite: IST 4080*

## Natural Science

### **NSC 2205 Human Physiology (3 units)**

Functions of the systems of the human body and their relation to homeostasis; includes disease prevention and cure, health and wellness, and nutrition.

### **NSC 2215 Introduction to Physical Mechanics (3 units)**

Introduction to topics in physics for the non-science major: discusses the motion of objects and Newton's laws, temperature electromagnetic waves, and sound waves; taught through lectures, films, demonstrations, etc.  
*Prerequisite: MTH 0999 or higher mathematics course.*

### **NSC 2216 Introduction to Earth Sciences (3 units)**

Introduction to topics from chemistry, geology, and astronomy; discusses the structure of atoms, the periodic table, chemical reactions, earth's geological structure and earthquakes, and stars and the solar system; taught through lectures, films, demonstrations, etc.

### **NSC 3304 Biology and the Environment (3 units)**

Introduction to biology that stresses the relationship of living things to their physical and biotic environments; biological molecules and processes, cell structure and function, evolution, heredity, and genetics; species, diversity of life forms, ecosystems, and the interdependence of ecosystem components.  
*Prerequisite: ENG 1106*

### **NCS 4010 Earth and Space Science (3 Units)**

Study of the major geological processes affecting the physical earth and its environment; introduces fundamental principles of space science, including the earth and its atmosphere, the solar system, stellar evolution and cosmology.

## Online Courses

For information about the availability of online courses offered, contact your advisor or consult the course schedules that are available each term.

## Organizational Studies

### **ORG 6003 Organizational Psychology**

**Professional Practice Meeting (0 units)**  
Meets five times each Fall and Spring semester. Meetings address program requirements, research activities, colloquia, and specific areas of preparation for professional practice (e.g. interviewing skills, time management, APA writing skills, flip chart skills, professional demeanor, and personal development). Required for masters students in years one to three. A schedule of meetings and topics is published at the start of each semester.

### **ORG 6005 Intro to Professional Practice in Organizational Psychology (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.

### **ORG 6007 Pro-Seminar in Organizational Psychology (2 units)**

Socializes new students to the profession of organizational psychology by discussing: history; models, characteristics, settings, activities and standards of present practice; professional associations; journals; and dominant issues and paradigms for research and consulting. Includes basic skills necessary for successful graduate study.

### **ORG 6015 Scientific Foundations: Statistics (4 units)**

An overview of the major statistical tools employed in contemporary behavioral science research and program evaluation. The philosophy of science and scientific method; descriptive and inferential statistics; univariate and multivariate analysis of variance and co-variance (one-way and factorial); regression techniques; principal and (exploratory and confirmatory) factor analysis; power calculation and corrections for multiple comparisons.  
*Prerequisite: Enrollment in Organizational Studies Master's program. May not be used for course credit in doctoral programs.*

### **ORG 6016 Principles of Research Design (3 units)**

Principles and methods of designing psychological research. Hypothesis development; experimental and quasi-experimental design options; internal, external, construct, and statistical conclusion validity; sample selection; control group strategies; criteria and criterion measures; power calculations. Prepares students to design research and to analyze research literature critically. Covers both applied aspects of research design and critique of articles drawn from the literature.

**ORG 6017 Research Methods (3 units)**

Study and application of the principles of action and applied research models and methods. Areas covered include problem identification and prioritization, hypothesis formulation, steps for planning research, experimental design, basic definitions and theoretical applications of statistical procedures. Data collection techniques include observation, interviewing and survey questionnaire development and application.

*Prerequisite: Enrollment in Organizational Studies Master's program. May not be used for course credit in doctoral programs.*

**ORG 6023 Computer Statistics Laboratory (1-2 units)**

Introduction to relevant software packages. Includes practical exercises in the collection, coding, and statistical analyses of empirical data using statistical software packages. Prepares students for designing and analyzing their own research data.

*Prerequisite: Concurrent enrollment in Advanced Statistics I or II (PSY 6021 or PSY 6022), as appropriate.*

**ORG 6031 Qualitative Research Methods (3 units)**

Introduces qualitative research methodologies as alternatives to purely quantitative statistically based techniques of investigation. Topics covered may include participant observation, grounded theory, ethnography, phenomenology and narrative approaches to research design. Data collection techniques such as interviews and focus groups are explored. Methods of analysis, writing and presenting qualitative research are presented. Ways to link quantitative and qualitative data are also addressed.

**ORG 6032 Quantitative Research Methods (3 units)**

Basic assumptions, concepts, principles and procedures for operationalizing, gathering and processing quantitative data in organizational contexts. Univariate, bivariate and multivariate statistical procedures of quantitative data analyses. Emphasis on reading and understanding, skillbuilding exercises and discussion of quantitative research methods found in Organizational Studies.

**ORG 6033 Methods: Quantitative Analysis (3 units)**

Designed to familiarize the student with the basic assumptions, varieties and techniques of quantitative data analysis and with the basic techniques for gathering qualitative data (mainly observational techniques, interviewing and document research). Also reviews ways qualitative data may be quantified for analysis as quantitative data and ways such data may be analyzed in a narrative (e.g. ethnographic manner). Goal is that student can pursue further study independently while entering the proposal design phase of the program.

**ORG 6150 Professional Communications Skills (3 units)**

Explores and develops student's communications skills (oral, written, interpersonal) in a variety of contexts likely to be encountered in practice. Assignments will include oral presentations (as at professional meetings), delivering proposals (oral and written) to clients, data feedback to clients, instruction/stand-up training, critiquing and providing constructive feedback to peers/clients, writing academic papers, and writing proposals for consulting engagements.

**ORG 6170 Qualitative Research and Survey Methods (3 units)**

Introduces qualitative research methodologies as alternatives to purely quantitative statistically based techniques of investigation. Methods of analyzing, writing and presenting qualitative research are presented, and ways of linking quantitative and qualitative data are addressed. Topics covered may include participant observation, data collection techniques such as interviews and focus groups, along with development, administration and analysis of surveys. Principles of questionnaire and rating scale development for attitude and opinion measurement will be covered.

**ORG 6211, ORG 6212 Personal and Professional Development (1, 1 unit)**

Two-semester sequence for first-year organizational students, designed to increase personal and professional awareness. Topics and approach will vary with the needs of the group, but may include learning styles, skills assessment, giving and receiving feedback, group formation and teambuilding, as well as standards of professional practice, professional associations and journals.

**ORG 6318 Introduction to Organizational Behavior (1 unit)**

Overview of the field of organizational development and the role of the change agent. Examines the roots of OD, focusing on the contributions of various disciplines and key personalities in the field.

*Prerequisite: Enrollment in Master's program in Organizational Studies. May not be taken for course credit in doctoral programs.*

**ORG 6330 Work Motivation and Productivity (3 units)**

Contemporary and classic theories of work motivation including need, cognitive and reinforcement theories. Discusses effects of job enrichment, goal setting, incentive systems and worker participation. Examination of motivational practices in business and industry. Research approaches to the study of motivation and productivity in the workplace.

*Prerequisite: ORG 6320.*

**ORG 6505 Personnel/Human Resource Management (3 units)**

Training, career development, job design and redesign, job rotation and the elements of personnel administration in a humanistic model. It reviews participative management, management by objectives, employee productivity and quality.

*Prerequisite: Enrollment in Organizational Studies Master's program. May not be used for course credit in doctoral programs.*

**ORG 6515 Models of Organizational Change and Development (3 units)**

Theories, methods and models relevant to change in individual, group and system levels in organizations. Principles of organizational development, diagnosis and interventions are presented.

*Prerequisite: Enrollment in Organizational Studies Master's program. May not be used for course credit in doctoral programs.*

**ORG 6535 Paradigms of Inquiry in Organizational Studies (3 units)**

Explores alternative ways of understanding related to the development of basic and applied knowledge in the social sciences. Addresses philosophy of science issues. Examines traditional and nontraditional approaches and their relationships to the ways in which evidence and data are gathered in organizational research and consultation.

**ORG 6750, ORG 7750, ORG 8750, ORG 9750 Independent Study (1-3 units)**

Individual instruction directed by faculty member. Requires approval of instructor and of campus-based CSOS Program Director. May be repeated.



## Course Descriptions

### **ORG 7017 Applied Research Methods (3 units)**

Applied methods are those that are useful when working in applied organizational work as an external or internal consultant or manager. Emphasizes use of research for purposes of organizational diagnosis, assessment, program and intervention evaluation and other inquiries into organizational life. Course content covers a survey of the philosophy of science and the scientific method and the design of organization research including sampling approaches, quantitative/qualitative data collection methods and statistical data analysis techniques.

### **ORG 7020 Psychological Measurement**

(3-4 units)

Introduction to classical and modern approaches in measurement theory and scale/test development including true score theory, factor analysis, item response theory, and generalizability theory. Covers scale development issues such as item/test bias, test equating, minimum competence assessments and mastery testing. Includes both a review of relevant literature and/or critique of published scales and practical exercises in scale/test development.

*Prerequisites: PSY 6021, ORG 6023.*

### **ORG 7100 Consultation and Facilitation Skills**

(3 units)

An advanced seminar on specific issues in consultation practice, including identifying and presenting one's niche of expertise, contract negotiation, agenda setting, project management, evaluation and termination. Also includes basic tools and techniques for basic facilitation of meetings, group/team formation, conflict resolution, and collective decision making.

### **ORG 7200 Practicum in Organizational Studies**

(3 units)

One-semester field placement for Organizational Studies Master's programs. Emphasizes application of organizational coursework within profit or nonprofit organizations. May or may not include paid work.

*Prerequisites: 2nd year graduate standing; ORG 6320. Other prerequisites and specific requirements vary by campus.*

### **ORG 7215 Training and Development (3 units)**

In-depth, literature-based review of various methods of training and developing employees, including both on-site and off-site methods. Methods of evaluating training programs will be covered in-depth, including a discussion of performance appraisal methods as well as designs used in evaluation of training. In this course, students will also gain experience designing and conducting training projects.

*Prerequisites: Vary by campus.*

### **ORG 7225 Stress in Human Behavior (1 unit)**

Meaning and causes of job stress, its impact on both the individual and the organization, and coping strategies to effectively manage stress. Coping procedures include measures designed to prevent, reduce and/or modify stressful experiences.

### **ORG 7230 Work and Well-Being (3 units)**

This course addresses the intersection of mental and physical health and work. The workplace factors that contribute to worker stress, harassment, illness and injury will be examined along with those contributing to smoking cessation, reduction and elimination of drug and alcohol abuse, weight control and the behaviors related to health and well being. Gender issues will be addressed as they relate to matters of work and well-being including gender differences in communication patterns, leadership styles, means of dealing with conflict and handling of multiple roles.

### **ORG 7235 Process Consultation (2 units)**

Introduces a framework and skills for the meeting facilitator or process consultant to provide appropriate interventions in-group meetings. Class sessions engage students in experiential learning and skills practice activities that facilitate awareness of personal style and interpersonal effectiveness in dyads and groups. The course emphasizes the importance of self-awareness and the importance of using one's own self for functioning effectively as a meeting facilitator.

*Prerequisites: PSY 6412 and ORG 7516, or instructor permission.*

### **ORG 7250, ORG 8250 Organizational Studies Workshop (1-3 units)**

Variable topics. Intensive coverage of selected topic(s) in Organizational Studies. Prior permission of campus-based CSOS Program Director required for curriculum credit. May be repeated.

### **ORG 7325 Consumer Behavior (3 units)**

Systematic study of the relationship between the producers (or distributors) and consumers (actual or potential recipients) of goods and services including: consumer preferences for product features, product testing, consumer attitudes and motivation, buying habits and patterns, brand preferences, media research (including the effectiveness of advertisements and commercials), packaging design and features, estimating demand for products or services and the study of the economic expectations of people. Skills will be developed in applying a variety of relevant social science research methodologies (e.g., sampling theory, questionnaire and survey protocol design and execution, individual and group interviewing, stimulus scaling and mathematical model building).

*Prerequisite: ORG 7682. May be taken for Advanced Seminar in Organizational Studies credit.*

### **ORG 7330 Cultural Diversity in Organizations (3 units)**

Explores the structure and dynamics of diversity in organizations and their organizational behavior implications. Considers complex dynamics of ethnic, racial, gender and other diversity in organizations using social science and other perspectives, including cultural and subcultural aspects. Uses multiple levels of analysis to explore theory, research and application regarding the nature, role and treatment of differences and the creation of inclusion in the workplace. Requires active involvement in the learning process.  
*Prerequisite: ORG 6320 or permission from instructor.*

### **ORG 7350 Organization Theory (3 units)**

Reviews classical and contemporary theories of organization and management, inter-organizational theory and environmental influences on organizations. Covers organizational structure and functions, organizational designs, technology, culture, organizational power and politics and the environment-organization interface.

### **ORG 7408 Conflict Management (3 units)**

Addresses steps required to deal with conflict constructively in organizational contexts: diagnosing disagreements and selecting a strategy for managing the conflict. Participants will review the diagnostic questions required to understand a conflict situation and will explore the strategies available to manage conflict. Students' own preferred conflict management style will be identified and interpreted.

*Prerequisites: 2nd year graduate standing; ORG 6320 or a graduate course in social psychology. May be taken for Advanced Seminar in Organizational Studies credit.*

### **ORG 7410 Building Learning Organizations (2 units)**

Examines the need for organization-wide change efforts that are sustained and reinforced through organization-wide learning. Considers ways that organizations can engage in self-reflective and learning-oriented behaviors in order to align major strategies for change with specific organizational processes. Covers mechanisms for developing sustained capability for change.

**ORG 7425 Organizational Behavior in International Perspective (3 units)**

This course explores the literature and research of individual and group behavior in organizational contexts. This literature is also examined for its relevance and application across cultures and international societies within a global economy. Specific literature reviewed include: leadership theories, work motivation theories and practices, decision-making, and communication, group functioning, inter-group relations, power and influence, diversity and inclusion, conflict management, organization design, organizational learning, and the implementation of planned organization change.

**ORG 7431 Group Field Theory (3 units)**

Exploration of social psychological field theory, its origins and history and implications for OD practices. Group dynamics, processes of polarization and unification in groups, group roles, survey feedback methods and strategies of remediation as related to this theory. Reviews current research and intervention techniques. Uses experiential methods to explore team functions applying the theory.

**ORG 7433 Organizational Assessment (3 units)**

Introduces students to the theory and practice of organizational assessment. Key issues related to designing and conducting organizational assessment at the individual, small group/team and systemwide level. Various assessment methods will be explored including the use of instruments, surveys and interview-based methods. Includes both a review of the literature and extensive experiential practice.  
*Prerequisite: PSY 6010.*

**ORG 7438 Advanced Multivariate Statistics (3 units)**

Overview of multivariate statistical techniques; General Linear Model; basic matrix manipulations; generalization of ANOVA to MANOVA and discriminant function analysis; generalization of chisquare to log-linear modeling; canonical correlation; factor analysis; structural equation modeling (e.g., EQS, LISREL).  
*Prerequisites: PSY 6021, PSY 6022 and PSY 6023.*

**ORG 7440 Business Principles (3 units)**

Introduction to the language and concepts of business in order to understand the drivers of value and performance. Overviews key functional areas such as accounting, finance, marketing, management, public relations, IT, strategic planning, and project management.

**ORG 7503 Leadership and Management Behavior (3 units)**

Survey of leadership theory and research; characteristics of leaders, theories of leadership origins and psychological and social correlates. Interaction of personal and organizational factors in determining leadership effectiveness.

**ORG 7506 Conflict Management Skills Development (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 campus-based CSOS Program Director.*

**ORG 7507 Workplace Ethics (3 units)**

Focus on increasing students' awareness of the ethical issues related to management and organizational behavior. Ethical issues are explored in the contest of both moral and legal dimensions.  
*Prerequisite: Enrollment in Organizational Studies Master's program. May not be used for course credit in doctoral programs.*

**ORG 7509 Leadership Skills Development (2-3 units)**

This courses focuses leadership theories and their applications to management and organizational practice. Contemporary theories of leadership and the empirical evidence supporting these theories, are reviewed. Applications of the concepts to the work world will be considered, including their applicability to students' current work situations.  
*Prerequisite: Current enrollment in MAOB program or permission of instructor and of CSOS Program Director.*

**ORG 7512 Transitions in Organizations (1 unit)**

Issues concerning transition in organizations. The elements of organizational transition and change are discussed as they relate to managers and employees.  
*Prerequisite: Enrollment in Organizational Studies Master's program. May not be used for course credit in doctoral programs.*

**ORG 7516 Consulting Skills: Individual and Group Interventions (3 units)**

Knowledge and skills development in implementing the consulting process. Covers issues and considerations the consultant must address throughout each stage of the consulting process. Primary focus is on the contracting, diagnosing and intervention stages of the consulting process. Individual coaching and alternative approaches to team development and inter-group interventions are addressed.  
*Prerequisites: ORG 7607, PSY 6412.*

**ORG 7520 Transforming Organizational Culture to Enable Change (3 units)**

Examination of the main reasons for understanding behaviors, values, and shared assumptions of organizational cultures. Review of the models of cultures or sub-cultures by which all organizations (bureaucratic, start-up, flourishing or in decline) operate.

**ORG 7523 Introduction to Organizational Development (2 units)**

Overview of the field of organizational development and the role of the change agent. Examines the roots of OD, focusing on the contributions of various disciplines and key personalities in the field.

**ORG 7525 Organizational Change and Development (3 units)**

The principles of organizational development, organizational diagnosis and organizational interventions will be discussed in the context of organizational and individual dynamics, and organizational cultures. Theories, methods and findings relevant to changing individuals and groups in organizational cultural contexts and organizations themselves to improve effectiveness. Individual change strategies, interpersonal and group change strategies, role or task related change strategies and organizational system-directed change strategies are covered, including theory, empirical research and practice issues.  
*Prerequisites: ORG 6320 and ORG 7350 or permission of the instructor and campus-based MGSM-OPD Program Director.*

**ORG 7527 Models of Organizational Culture and Change (3 units)**

Previews and analyzes the organization culture literature and examine approaches and methods for assessing and discovering organization culture. Various models, approaches and methods for designing, facilitating and managing large-scale organization change processes will also be reviewed and explored.  
*Prerequisites: ORG 6320, ORG 7516, ORG 7607.*

## Course Descriptions

### **ORG 7528 Consulting Skills: Systemwide Interventions** (3 units)

Explores the theoretical foundations of systemwide change. Reviews approaches, methods and techniques for designing, facilitating and implementing systemwide change. Current trends in large systems change will be reviewed, such as benchmarking, business change, the conference model, openspace and other new developments. *Prerequisite: ORG 7516.*

### **ORG 7540 Managing Transitions: Individual and Organizational** (2 units)

Addresses the role of internal processes of transition in the OD and organizational change processes. The stages of transition undergone while meeting objectives of a change process are examined. Ways to overcome barriers to change will also be discussed.

### **ORG 7605 Basic Concepts in Organizational Development Skills/Consultation** (3 units)

Development of skills related to consulting activities in organizations. Focuses on developing skills through experiential learning exercises and role playing in preparation for application in an organization.

*Prerequisite: Enrollment in Organizational Studies Master's program. May not be used for course credit in doctoral programs.*

### **ORG 7606 The Process of Consultation: Organizational Entry** (3 units)

An advanced seminar on specific issues in consultation practice, including identifying and presenting one's niche of expertise, contract negotiation, agenda setting, project management, evaluation and termination.

*Prerequisite: ORG 7523.*

### **ORG 7607 Foundations of Organization Consulting and Development** (3 units)

An introduction to organizational consulting and development. Overview of the field of organizational development and the consulting process covering various views of the consulting process, the history of the OD profession and a basic understanding of its core practices.

### **ORG 7610 Organizational Consulting Skills Development** (3 units)

Building on the foundation of OD theories, this course provides an elaboration of an organizational development viewpoint, particularly emphasizing skills development. Emphasizes organizational assessment, intervention designs, implementation and style of the practitioner, writing proposals and on the practitioner's awareness of his or her impact on others in the organization.

*Prerequisite: ORG 7523*

### **ORG 7630 Team Building and Design** (3 units)

Aims at an understanding of the major theoretical formulations regarding leadership, group effectiveness, conformity and role behavior; exploring the various fields of application, such as team building, conflict and creativity, growth groups, problem solving and decision making groups, learning groups and discussion groups; developing group facilitator skills.

*Prerequisite: 2nd year graduate standing.*

### **ORG 7670 Coaching and Self-Development** (3 units)

This course reviews the theoretical underpinnings of coaching, introduces students to diverse practices and provides opportunities for practice. In addition to reading key texts, students look through assorted lenses at how one's self impacts one's work as a coach and is in turn impacted by it.

*Prerequisites: ORG 6320 and ORG 7523 or permission of instructor.*

### **ORG 7682 Survey-Guided Feedback** (3 units)

Developing, administering and analyzing surveys. Principles of questionnaire and rating scale development for attitude and opinion measurement will be covered. Hands-on approach for developing and administering organizational surveys will be used to provide students with practical skills in addition to the theoretical bases for survey development.

### **ORG 7710 Organizational Ethics and Social Responsibility** (3 units)

Develops conceptual tools and analytical strategies for an ethical analysis of decision making and policies in organizations. Drawing upon different ethical traditions and philosophies of rights and justice, the course examines the strengths and weaknesses of various justifications for contemporary organizational, social and environmental practices.

### **ORG 7725 Organizational Studies Applied Experience and Supervision** (5 units)

Integrative applied supervised organizational development experience (e.g., organizational consultation, development of a useful product or program evaluation) at an approved organizational site. Must meet minimal specified hours of applied work and supervision. Requires formal written report and oral presentation to faculty. Required participation in supervision seminar.

*Prerequisite: Enrollment in CSOS program requiring this course.*

### **ORG 7730 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.

*Prerequisites: Completion of all core courses and enrollment in CSOS PhD program.*

### **ORG 7820 Research Practicum** (1-2 units)

Supervised experience conducting research in the area of Organizational Psychology and Organizational Studies. Provides opportunities for students to gain experience in designing research studies, data entry and analysis and preparing research for publication. Course may be repeated.

*Prerequisite: Permission of campus-based CSOS Program Director.*

### **ORG 7825 MAOB Consultation Group** (1 unit)

This course concerns applications of the theories, concepts and ideas being learned in the MAOB program to the student's specific current work situations. The goal of this course is to bridge transfer of training from the classroom to the work situation. Specific topics covered in this group vary from one term to the next depending on the needs of the currently enrolled students and what has been covered in the other courses in the curriculum.

*Prerequisite: Current enrollment in MAOB program.*

### **ORG 7861, ORG 7862 Second Year Research Project** (1, 4 units)

A two-semester course in which students conduct an independent research project under the supervision of an organizational psychology faculty member. The aim of the project is to develop the students' research skills via direct, hands-on experience with each phase of the research process. The research project must be completed and signed off before the student can take comprehensive exams.

**ORG 7863, ORG 7864 I-O Psychology Research Project I, II (3, 3 units)**

This course is a two-semester introduction to conducting applied research. It will prepare I-O Psychology students for their future research requirements including the doctoral dissertation. The course is taught as a guided experience in planning and executing actual research in an area of I-O Psychology. Working in teams, students enrolled in the class will identify a suitable topic and develop appropriate hypotheses. Next, the methods and instruments for testing the hypotheses will be developed. Data will then be collected and analyzed pertinent to the hypotheses. Finally, a written report of the research will be prepared suitable for publication in a journal or presentation at a professional meeting.

*Prerequisites:* PSY 6021, PSY 6022, ORG 6016, ORG 6023 and ORG 7020.

**ORG 7890, ORG 9890 Knowledge in Organizations (3 units)**

Explores key topics in the development and management of knowledge in organizations. It covers the basic concepts, frameworks and terms of knowledge management and addresses the social, ethical and managerial implications of the evolving business thinking around knowledge, networks and intangibles.

**ORG 7990 Master's Thesis**

*(units vary by campus)*

The design, implementation and analysis of a study or experiment in psychology under the supervision of a thesis committee.

**ORG 8110 Strategic Staffing Systems (3 units)**

Application of the principles and concepts of personnel selection procedures and workforce planning strategies to broader contexts within organizations and the marketplace. In addition to reviewing new methods and trends, special emphasis is placed upon practical application and required skills that will be needed to design strategic staffing systems that are directly linked to business objectives. Theories and concepts will be critically reviewed and practical aspects of building a workforce planning philosophy will be discussed. Specific topics include: (a) the components of all staffing systems, (b) selection strategies, (c) utility of selection practices, (d) legal implications, (e) environmental scanning, and (f) workforce planning.

*Prerequisites:* ORG 7020 and ORG 8122. May be taken for Advanced Seminar in Organizational Studies credit.

**ORG 8115 Organizational Reward Systems**

*(3 units)*

This seminar explores the latest developments in the theory and practice of designing organizational reward systems. The design of reward processes and structures are examined with the aim of improving organizational effectiveness and efficiency. A variety of alternative plans are considered including financial and non-financial rewards, productivity gain sharing plans, incentive plans, skill-based pay and other contemporary approaches.

*Prerequisites:* ORG 6320 and ORG 6330. May be taken for Advanced Seminar in Organizational Studies credit.

**ORG 8120 Personnel Selection and Staffing**

*(3 units)*

Traditional and contemporary approaches to personnel selection and placement. Covers: job analysis, criterion theory, comparative advantages and disadvantages of alternative predictors, validation paradigms, job design, training, career development and ethical and legal considerations related to personnel psychology.

**ORG 8122 Personnel and Work Psychology**

*(3 units)*

Applications of psychology in facilitating the interactions of an organization with its workers. Emphases will be placed on job and task analysis, criterion theory and development, personnel recruitment, selection, placement and classification and human performance/human factors. Issues of assignment of people, the development of measures of their cost and contribution and their training, career development and motivation are considered. Labor relations and the legal constraints on personnel practices will be introduced.

**ORG 8125 Multiculturalism in Organizations**

*(3 units)*

Advanced seminar addressing current status of theory and research regarding alternative organizational orientations to human diversity and their antecedents, correlates and consequences. Addresses the nature of and rationale for organizational change efforts and other interventions directed at increasing inclusion and multiculturalism in organizations, as well as their design, implementation and evaluation. Specific topics covered vary.

*Prerequisites:* ORG 7330 and ORG 7525.

*Participants should also have some experience with and/or knowledge of the theory and practice of organizational change and development. May be taken for Advanced Seminar in Organizational Studies credit.*

**ORG 8130 Human Performance/Human Factors**

*(3 units)*

Human factors is an interdisciplinary science concerned with understanding the characteristics of human performance and applying this knowledge to the design of systems and devices intended for human use and operation within a specified environment. This seminar is intended to provide advanced graduate students a broad overview of major topics, methods and issues in human factors engineering. The aims of the course are to discuss concepts, principles and theoretical models that promote effective system design, to illustrate methods and procedures for the solution of applied problems and to identify appropriate reference material useful to the human factors specialist.

*Prerequisite:* 2nd year graduate standing. May be taken for Advanced Seminar in Organizational Studies credit.

**ORG 8133 Employment Regulation: Protections for the Individual Employee (3 units)**

Deals with the legal system, which provides a context within which any organization must function. Emphasis will be given to the employment relationship, wrongful discharge, employment discrimination, sexual harassment, wage/hour disputes and occupational health and safety. May be taken for Advanced Seminar in Organizational Studies credit.

**ORG 8135 Industrial and Labor Relations**

*(3 units)*

The presence of a union in an organization and its role regarding system-wide organizational change are discussed. Participants will gain familiarity with major labor legislation and with contractual obligations that affect human resource policy implementation. Competency will be developed in dealing with disciplinary systems, job and employee evaluation systems and organizational change in a union-management context. May be taken for Advanced Seminar in Organizational Studies credit.

**ORG 8140 Performance Measurement, Appraisal and Feedback (3 units)**

This seminar reviews the latest literature on performance measurement and appraisal theory and practice. It also examines the latest methods for providing employees' feedback on their performance. This knowledge is put to use as practical experience is gained in developing appraisal and feedback tools. May be taken for Advanced Seminar in Organizational Studies credit.

## Course Descriptions

### **ORG 8145 Program Evaluation** (3 units)

Application of social research procedures to assess the conceptualization, design, implementation and impact of social intervention programs. Provides (a) a strong background in current program evaluation research, theories and approaches and (b) experience in the use of program evaluation techniques. Specific coverage includes: evaluation models; ethical issues; the external environment on the conduct of evaluation studies; the design of evaluation studies; special methodological issues specific to program evaluation; writing the evaluation report; and the dissemination of the evaluation results to those concerned.

*Prerequisite:* 2nd year graduate standing. May be taken for Advanced Seminar in Organizational Studies credit.

### **ORG 8150 Stress in Individuals and Organizations** (3 units)

Review of individual, group, organizational and extra-organizational stressors. An integration of theories, research and practice from many disciplines into a framework that has relevance for those concerned with stress and work issues as well as with the implementation of stress management programs.

*Prerequisites:* 2nd year graduate standing and completion of ORG 6320.

### **ORG 8155 Decision Theory** (3 units)

This course provides a comprehensive overview of major topics, methods and issues in mathematical decision theory and human decision making. The aims of the course are to present basic concepts, principles and experimental findings in decision theory, to illustrate methods and procedures for decision analysis and to extend the basic information to realistic, applied decision making problems. May be taken for Advanced Seminar in Organizational Studies credit.

### **ORG 8220 Human Resource Management** (3 units)

Study of factors involved and methods used in planning the use of human resources in an organization. Topics covered include: components of HR systems, utility of selection systems, legal issues, environmental scanning, workforce planning and linking HR strategy to business objectives.

### **ORG 8240 Quality Analysis and Improvement** (3 units)

Management of quality standards in organizations, the relationship between quality and effectiveness and the statistical tools and methods used to increase quality through process improvement. *Prerequisite:* ORG 6015 (for Master's students) or PSY 6021 (for doctoral students).

### **ORG 8250 Organizational Studies Workshops** (1-8 units)

Students may attend management or professional development workshops and receive academic credit for their participation.

### **ORG 8405 Career Development in Organizations** (3 units)

Career development and planning issues will be considered from the perspective of organizational and societal changes, including the impact of currently relevant economic trends, changes in the marketplace, type of organization and the interaction of individual, group and organizational factors. (Note: this is not a course in individual career assessment or counseling.)

### **ORG 8505 The Individual in Organizations** (2 units)

Emphasizes the role of the individual in contemporary organizational life. Addresses individual approaches to learning and the individual-organizational interface. Examines generational differences in work attitudes and effect on organizations.

*Prerequisite:* Enrollment in PsyD in Organizational Development Program.

### **ORG 8515 International Organizational Development** (3 units)

Global and international issues in OD. Design and implementation of international OD initiatives. Discusses issues related to the practice of OD in other cultures and to the practice of OD in international companies. Covers cultural and intercultural factors and relevant research findings. *Prerequisite:* ORG 7607. May be taken for Advanced Seminar in Organizational Studies credit.

### **ORG 8525 History and Systems of Organizational Studies** (3 units)

Organizational Studies and ways in which these forces affect our understanding and participation in the field. Industrialism, post-industrialism, postmodernism and discourse analysis explored through lectures, readings and field research. Identifies distinctive contributions of the various behavioral sciences, including sociology, anthropology and psychology.

### **ORG 8548 Ethnocultural Issues in the Workplace** (3 units)

Tools and approaches for developing and maintaining effective organizational diversity are presented.

*Prerequisite:* Enrollment in Organizational Studies Master's program. May not be used for course credit in doctoral programs.

### **ORG 8606 Entry to the Workplace** (1 unit)

A field placement preparation course helping students to: develop job skills; identify and develop future field placements; and cultivate their own placements. Interview and resume preparation as steps in workplace entry.

### **ORG 8800 Advanced Seminar in Organizational Studies** (1-4 units)

Special topics in the field of Organizational Studies. May be repeated for credit with change of topic.

### **ORG 8915 PsyD Dissertation Project Design** (Units vary by campus)

The first of a series of seminars designed to facilitate Organizational Studies PsyD students' preparation of the PsyD project. Focuses on identification of research area and specific research questions as well as development of the critical review of the literature.

*Prerequisite:* Advancement to doctoral candidacy.

### **ORG 8950 Preliminary Dissertation Development—Organizational Psychology** (6 units)

Students work with faculty mentors to explore dissertation topics.

### **ORG 8980 Dissertation Development—Organizational Psychology** (9-12 units)

Students develop theoretical and conceptual antecedents necessary for the derivation of workable hypotheses for the doctoral dissertation. Feasibility and design problems are emphasized in the development of a dissertation proposal.

### **ORG 8990 Research Seminar I & II: Dissertation Research Development** (2 units)

Two semester progressive seminar sequence focused on review and critique of selected literature for development of specific research ideas for subsequent dissertation research.

Students also review the theoretical and conceptual antecedents required for the formation of effective research questions or workable hypotheses, as well as begin to formulate a general research design and approach for exploring the research questions or hypotheses.

Students are encouraged to select a research seminar section based on compatibility of their research interests with that of the faculty instructor. Students commonly stay within one seminar group as they pursue their dissertation research, unless there is a need for change due to a shift in their research topic and/or design. *Prerequisite:* 2nd year status in SF MAOP or Doctoral Program, 3rd year status in San Diego programs and approval of faculty instructor.

**ORG 8991 Research Seminar: Dissertation Proposal Development III-IV***(Units vary by campus)*

Students register for this seminar after successfully passing the qualifying/comprehensive examination. This specific seminar is focused on development of students' dissertation proposal. Students work closely with their faculty advisor to critically examine a specific literature, formulate research questions or hypotheses, and design a research methodology for examining the research question and testing the hypothesis, including data collection and data analysis methods to be used. Commonly, the student's faculty advisor becomes the Chairperson of their dissertation committee. At some point during this seminar, students will form their dissertation committee with the guidance of their faculty advisor. This course requirement is completed with students' successful defense of their dissertation proposal signifying faculty approval to conduct the research.

*Prerequisites: ORG 8990; SF students must pass the comprehensive/qualifying exam.*

**ORG 8992 Research Seminar: Dissertation Research V-VI** *(Units vary by campus)*

Once students successfully defend their dissertation proposal and gain approval from their dissertation committee to conduct the research, they register for this specific research seminar. During this research seminar, students' conduct, write-up, and finalize dissertation research. This required course is completed when students successfully defend their dissertation and obtain the approval of their dissertation committee.

**ORG 8993 Dissertation Supplement** *(2 semester units per semester/4 semester units maximum)*

Note: units do apply toward doctoral degree credit. This course is required for students who have not passed their comprehensive/qualifying examination and therefore are not permitted to register for ORG 8991, or students who have failed to complete their dissertation proposal in a timely manner and who have already exhausted the allotted course units for ORG 8991. Students enrolled in this sequence continue in their selected research seminars and with their ongoing work of developing their dissertation proposal under faculty guidance while enrolled in these units. However, these course units do not apply toward the total number of units required for doctoral students.

**ORG 9410 Field Placement in Organizational Studies** *(Units vary by campus and program)*

Field placement in a corporate or governmental setting; required each semester of students who are enrolled in the third and/or fourth year of selected doctoral programs in Organizational Studies. Concurrent enrollment in Professional Development Group or other group supervisory experience may be required.

*Prerequisite: Permission of campus-based MGSM-OPD Program Director. Other prerequisites and specific requirements vary by campus.*

**ORG 9490 Organizational Studies Fieldwork Supervision Seminar** *(Units vary by campus)*

Supervision course concurrent with field placement. Participation in individual and/or group supervision sessions and a seminar to discuss their activities and improve their skills. The seminar focuses on the development of skillfulness in real situations, with the necessary ability to both initiate and respond to clients' needs. May be repeated for credit.

**ORG 9807 Professional Development Group (I-O)** *(1 unit)*

Scheduled meetings of I-O students in field placement to discuss issues related to the practice of industrial-organizational psychology and organizational development. Invited speakers address current issues and career development.

**ORG 9880 Professional Issues in Organizational Psychology (2 units)**

Discussion and personalized review of the tradeoffs affecting various types of professional practice including academic settings, private practice, internal and external organization development work and emerging opportunities for Organizational Psychologists.

**ORG 9921, ORG 9922 Advanced PsyD Dissertation Project** *(3, 3 units)*

Yearlong independent project work under the supervision of the PsyD dissertation project committee chair, focused on implementation and completion of project.

*Prerequisites: ORG 6016 Principles of Research Design and ORG 6535 Paradigms of Inquiry*

**ORG 9931/ORG 9932 Doctoral Dissertation** *(3-4, 4 units)*

Required of fourth year students working on dissertations.

**ORG 9985 (PsyD) / ORG 9995 (PhD) Doctoral Extension Research** *(Units vary by campus)*

Extension of dissertation research beyond the fourth year (fifth year for Dual I-O/Clinical students). May be repeated for credit. Registration is required each semester for any student who has completed all coursework but who has yet to finish the dissertation. Required enrollment for doctoral extension courses. Continuous enrollment required until dissertation is completed.

## Physical Education

**PHL 3306 Physical Growth and Development** *(3 units)*

Physical growth and maturation; motor development of the individual from birth to maturity; changes in motor patterns of children and adults; and methods of evaluation of motor skills performance and the selection of appropriate movement experiences.

## Philosophy

**PHL 1104 Introduction to Philosophy** *(3 units)*

Selected major topics in theories of reality and knowledge as well as from applied areas such as ethics, politics, aesthetics, religion. Multicultural content.

*Prerequisite: ENG 1106*

**PHL 3306 Comparative Philosophy** *(3 units)*

Cross-cultural exploration of perspectives originating in Africa, Asia, Latin America and the Middle East.

**PHL 3309 Major Figures in Philosophy** *(3 units)*

Examination of the thought of prominent philosophers in various cultures from ancient times to the present.

**PHL 3310 Ethics and Value Theory** *(3 units)*

Basic theories along with an investigation of several current controversies in practical contexts.

*Prerequisite: ENG 1106*

**PHL 3500 Epistemology and Gender** *(3 units)*

Philosophical implications of the sociology of knowledge; special emphasis on the role of gender in forming our picture of the world.

## Course Descriptions

### Psychopharmacology

**PPH 6900 Introductory Psychopharmacology**

**PPH 6905 Clinical Biochemistry**

**PPH 6910 Anatomy/Physiology**

**PPH 6911 Clinical Medicine/Pathophysiology**

**PPH 6915 Neuroscience: Neurophysiology**

**PPH 6920 Neuroscience: Neuroanatomy**

**PPH 6925 Neuroscience: Neurochemistry**

**PPH 6930 Pharmacology**

**PPH 7900 Special Populations**

**PPH 7905 Clinical Pharmacology**

**PPH 7910 Psychopharmacology**

**PPH 7915 Chemical Dependence**

**PPH 7920 Pharmacotherapeutics**

**PPH 7925 Physical Assessment**

### Pupil Personnel Services/ School Psychology

**PPS 6001/2/3/4/5/6 Placement Practicum/Role of School Psychologist** (1, 1, 1, 1, 1, 1 unit)

Students are required to register for a practicum seminar each semester. Some practicum activities are directly related to the courses students are enrolled in. Most courses require "field" activities as part of the course requirements. As students complete these assignments, the hours are counted towards the total 450 practicum hours required by CCTC. Students may also provide other services to school districts to meet the total hour requirements. Seminar advisor works with student, instructor and/or district liaison to provide guidance to student and evaluate practicum performances.

**PPS 6007 Orientation to the Profession of School Psychology** (1 unit)

Students must take this course in the first semester of the program. The course introduces students to the field of school psychology, including the relationship to other professions, graduate training, professional preparation and licensure and credentialing.

**PPS 6008 Principles of Curriculum Construction** (2 units)

Course is designed for non-educators/teachers, offering an overview/introduction to the principles of curriculum constructions. Introduction of various curriculum models and philosophic perspectives.

**PPS 6009 Child through Adolescent Development: Biological, Behavior, Cognitive** (2 units)

This course will cover cognitive, behavior, educational and psychosocial development from birth through adolescence. It will emphasize both theoretical and applied aspects of development, learning theories and parenting and teaching of children from ethnic, linguistic and cultural diversity perspectives.

**PPS 6010 Multicultural Children, Adolescents and Their Families** (2 units)

The objective of this course is to provide the PPS student with an overview of the issues related to the topics of multicultural families, at risk low income families, and successful community intervention programs for disadvantaged families that exist in the literature. Additionally, this course examines educational issues relating to cultural, linguistic, economic, academic, social and gender diversity.

**PPS 6011 History of Psychological Services in Schools** (2 units)

This course is designed to familiarize students to the history and current activities in the field of school psychology. Students will explore future directions and possibilities as well as gain a perspective of how school psychology aligns with other related fields. Course will explore the values, mores, protocols, mandates and cultures of public school systems and exposes students to the various constituencies on campuses and local school districts.

**PPS 6012 California and National Special Education Laws** (1 unit)

In-dept study of IDEA regulations.

**PPS 6013 School Counseling: History, Philosophy and Trends** (2 units)

This course is designed to introduce students to the history of and roles and responsibilities of school counselors. Students will be exposed to how to use best practices when working families from a multicultural perspective. Students will explore the utility of counseling as a professional activity of the school psychologist as compared to the role of a school counselor.

**PPS 6015 Behavior Management in the Classroom** (2 units)

This course is designed to introduce students to the process of functional behavior assessment as it pertains to dealing with behavior problems and management in the classroom. Students will become familiar with assessment and intervention techniques to aid in consultation to parents and teachers. Students will become familiar with laws and regulations regarding disruptive behavior.

**PPS 6017 Advanced Behavior Analysis and Interpretation** (2 units)

The focus of this class is on the technology of applied behavior analysis, including the functional analysis of children's behavior and development, implementation and evaluation of behavior management programs for children and youth.

**PPS 6018 Academic Intervention: Accommodation and Modification** (2 units)

The focus of this course is on researched-based instructional procedures for students with learning disabilities. Emphasis is on the need for data-based instructional decisions in preparing and delivering specially designed instruction to students eligible for special education services. Both curriculum and site accommodation and modifications will be explored, in compliance with IDEA mandates.

**PPS 6019 Program Development and Evaluation** (2 units)

This course is designed to expose students to the methodologies and utility of developing, implementing and evaluating prevention programs.

**PPS 6021 Collaborative Consultation /Data Driven Instruction** (2 units)

This course is designed as an introduction to the various types of consultation activities conducted by school psychologists, including consulting with teachers, facilitating team meetings, collaboration with various professionals and parents, leading in-services meetings, etc. In addition, interpersonal communication skills will be explored.

**PPS 6022 School Safety, Violence Prevention, Crisis Intervention** (2 units)

This course is designed to give students an overview of the various aspects of violence on the school campuses. Guidelines to safe schools, violence prevention and crisis intervention will be explored, including intervening with aggressive students.

**PPS 6025 Methodology of Educational Research** (2 units)

The objective of this course is to provide the school psychology graduate student enrolled in the Pupil Personnel Certificate program with exposure to both quantitative and qualitative educational research methods. The student will also be prepared to learn how to select the most appropriate educational research method to suit the educational research question(s) under investigation in school settings.

**PPS 6026 The Social Psychology in Educational Settings** (2 units)

The objective of this course is to provide the student with an increased awareness of three pressing issues found in contemporary urban school settings: 1) attachment processes, 2) aggression and 3) teacher expectancies/expectations related to school achievement.

**PPS 6027 Professional Roles: Comprehensive Exam** (2 units)

Course includes a comprehensive review of all aspects of the roles of school psychologist. Comprehensive exam will focus on the three concentration areas and provide an indication of the students' competency levels. Successful completion of the exam precedes the advancement to internship.

**PPS 6028 Legal and Ethical Issues in School Psychology** (1 unit)

This course is designed to equip students with the professional legal and ethical principles pertaining to the practice of school psychology and other fields related to psychology. Students will become familiar with the content of the codes of ethics and service delivery standards of national and local associations. Students will become knowledgeable of how to resolve dilemmas combining a data-driven model with an ethical decision-making process when legal guidelines and ethical codes do not provide explicit guides to problem resolution. In addition, students will become familiar with applicable licensing laws and how the various boards of psychology handle complaints against school psychologists.

**PPS 6030 School Programs and Community Services** (1 unit)

The objective of this course is to provide the student with an overview of the issues inherent in the provision of culturally informed community-based services in urban centers to culturally and ethnically diverse children, adolescents and their families, as well as services offered through school districts. Students will become familiar with regular education and special education programs and services. Lectures and readings will lead to an understanding of the history and current trends in education, their implications for student learning and how school psychologists may support and use these services/programs in their work with students and families.

**PPS 6032 Cultural Family Intervention/ Collaboration in School Settings** (2 units)

Teachers, families and staff often look to the school psychologists for suggestions and guidance on a variety of issues pertaining to the behavior of their children/students. This course is designed to explore possible responses/interventions to such questions.

**PPS 6040 Case Study Development 1: Introduction to Psycho-Educational Assessment** (2 units)

This course is the first of six courses providing an introduction to the basic methods of individual assessment of children in educational settings. The course will focus on achievement and aptitude assessment tools, as well as informant measures, self-report and behavior observation.

**PPS 6041 Case Study Development 2: Individual Child Assessment** (2 units)

This course is the second of six in the assessment sequence and a continuation of Case Study Development 1. Additional assessment tools will be introduced. Students will enhance skills in conducting full battery assessments and comprehensive reports, incorporating information from various sources.

**PPS 6042 Assessment of Learning Problems and Intervention Strategies** (2 units)

This course will continue to focus on conducting full battery assessments and reports. Students will focus on understanding how to use assessment information in a problem solving process and will be able to convey findings in an articulate way to a diverse audience. Students enhance their understanding of contextual influences on outcomes. Particular emphasis is placed on assessment for the various processing disorders.

**PPS 6043 Alternative/Eligibility Assessment** (2 units)

Students will become familiar with the State of California's eligibility criteria for Individuals with Exceptional Needs. Coursework will involve assessment opportunities focusing on various areas of eligibility; observations of disabilities in the classroom and how they affect school progress; and the determination of appropriate recommendations that follow assessment results to enhance the learning of students.

**PPS 6044 Advanced Psychological Assessment Applied to Atypical Populations** (2 units)

This course will continue to focus on conducting full battery assessments and reports. Students will focus on the assessment of atypical populations and the use of formal and informal test administration. Students will develop a working knowledge of the DSM-IV Manual and the assessment of emotionally disturbed children and other psychiatric/psychological and educational problems of children and adolescents.

**PPS 7001/7002 Internship—full time** (5, 5 units)

## Psychology

**PSY 1540 Statistics (PsyD)** (3 units)

This introductory graduate statistics course is designed to prepare clinical PsyD students to be competent consumers of research for clinical practice. An overview of the major statistical tools employed in contemporary behavioral science research and program evaluation. Survey of philosophy of science and scientific method; descriptive and inferential statistics; univariate and multivariate analysis of variance and co-variance (one-way and factorial); regression techniques; principal and (exploratory and confirmatory) factor analysis; power calculation and corrections for multiple comparisons.

*Prerequisite: PSY 1101*

**PSY 2181 Psychopharmacology and Addiction** (3 units)

Examination of the physiological effects of alcohol and other drugs. Includes how drugs are metabolized, their effects on the central nervous system and behavior and the addiction process.

*Prerequisite: PSY 1101*

**PSY 2182 Treatment Methods and Modalities of Chemical Dependency** (3 units)

Various ways people recover from alcohol/drug abuse. In-depth examination of various models of intervention and treatment and the rationales behind them. Consideration of the individual differences in male and female needs and the needs of special populations.

*Prerequisite: PSY 1101*

**PSY 2183 Theories and Techniques of Chemical Dependency Counseling** (3 units)

Theories of counseling and the implementation of therapeutic strategies, including techniques of rapport building, relationship skills, goal setting, implementation of treatment programs and referral skills. Discussion of values and ethics in counseling.

*Prerequisite: PSY 1101*

**PSY 3000 Introduction to Professional Practice and Applied Areas in Psychology** (3 units)

Survey of the various professional and educational opportunities across the field of psychology, including clinical, forensic, marriage and family, school/developmental, industrial/organizational, and other settings. Includes discussion of public and private mental health systems of care. Discussion of career tracks at the bachelor's, masters, and doctoral degree levels, including common careers for psychology majors in related fields.



## Course Descriptions

### **PSY 3003 Applied Statistics in the Behavioral Sciences** (3 units)

An overview of the major statistical tools employed in contemporary behavioral science research and program evaluation. Exploration of the many contemporary and future uses of computer technology in psychological research and practice. Basic instruction in the use of statistical and database programs for data collection, coding and evaluation. Emphasis on experiential learning through computer-aided research and use of computer-based assessment and treatment programs.

Survey of descriptive and inferential statistics; univariate and multivariate analysis of variance and co-variance (one-way and factorial); regression techniques; principal and (exploratory and confirmatory) factor analysis; power calculation and corrections for multiple comparisons. Considerable student practice in computation.

### **PSY 3005 Research Methods for the Behavioral Sciences** (3 units)

Introduction to the scientific method as used in psychology. Includes the formation of hypotheses, design of research, conduct of one or more studies, statistical analysis of data, written and oral presentation of results, and research ethics. Emphasis on critical interpretation of research findings. Includes discussion and utilization of both qualitative and quantitative methods.

### **PSY 3105 History and Systems of Psychology** (3 units)

Examination of the historical roots of psychology in relation to contemporary psychology and its foundations in philosophy and science.

*Prerequisite: PSY 1101*

### **PSY 3108 Social Psychology, Community and Culture** (3 units)

Interdisciplinary introduction to the social and cultural aspects of individual behavior. Particular emphasis on interactional analysis and development of the self as well as attitudes, motives, aggression, values, social perception and interpersonal relationships. Examines the cultural and community-level contexts of behavior, personality development, family structure and values.

### **PSY 3110 Theories of Personality** (3 units)

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*

### **PSY 3112 Developmental Psychology** (3 units)

Survey of maturational and learned behavior and their interaction as they develop through the life span.

*Prerequisite: PSY 1101*

### **PSY 3115 Abnormal Psychology** (3 units)

Introduction to the scientific study of the range and variety of psychological disorders including anxiety, mood and personality disorders, stress and adjustment, schizophrenia, substance use and addictions. Emphasis on identification, symptomatology, etiology and therapeutic intervention, including biological, psychosocial and cultural viewpoints.

*Prerequisites: PSY 1101 and PSY 3110*

### **PSY 3120 Introduction to Educational Psychology** (3 units)

Comprehensive introduction to the field of school psychology. Focuses on the history and development of the field of school psychology, current trends in research, and the application of psychological principles and methods in school and developmentally focused settings. Includes discussion of various approaches to development, career options in school psychology, and future directions of the field.

### **PSY 3125 Multicultural Diversity in Psychology** (3 units)

Examines the cultural context of behavior, personality development, family structure and values. Attention to the interface between African-American, Asian/Pacific Islander American, Latino and Native American communities and the field of psychology.

*Prerequisites: PSY 1101 and PSY 1105*

### **PSY 3126 Introduction to Clinical Psychology** (3 units)

Comprehensive introduction to the field of clinical psychology. Focuses on the history and development of the field of clinical psychology, current trends in research, and the application of psychological principles and methods in clinical settings. Includes discussion of various approaches to treatment, career options in clinical psychology, and future directions of the field.

### **PSY 3136 The Psychology of Persuasive Communication** (3 units)

Examination of the persuasion process, the pervasiveness of persuasion in our lives and the identification of the distinctions between persuasion, propaganda and manipulation. Students will also explore attitudes and their relevance to the field of MPR. Students will develop the ability to apply appropriate persuasive communication strategies and tactics as they conceptualize and design MPR programs and campaigns.

*Prerequisite: COM 3000*

### **PSY 3142 Introduction to Industrial and Organizational Psychology** (3 units)

Focuses on history and development of industrial organizational psychology, current trends in research and the application of psychological principles and methods to problems in the work environment including prediction of job performance, selection, performance appraisal, personnel training, work motivation, job satisfaction, leadership, organizational development and ethical considerations.

*Prerequisite: PSY 1101*

### **PSY 3143 Psychology at Work I: Measuring Organizational Characteristics** (3 units)

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.

*Prerequisites: PSY 1101 and PSY 3142*

### **PSY 3155 Culturally Diverse and Exceptional Children** (3 Units)

Study of exceptional and culturally diverse student populations and their performance in the learning environment; emphasizes the role of the family, teachers, schools, and society. Includes field observation study and service learning projects.

### **PSY 3160 Introduction to Marriage and Family Therapy** (3 units)

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.

*Prerequisite: PSY 1101*

### **PSY 3181 Trends and Issues in Chemical Dependency** (3 units)

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.

*Prerequisite: PSY 1101*

### **PSY 3182 Group and Family Counseling with the Chemically Dependent** (3 units)

Introduction to the dynamics of group interaction. Emphasis on the group process as a means of changing behavior. Use of group therapy in chemical dependency treatment and aftercare, including support group dynamics of the alcoholic/addict family and the use of family therapy.

*Prerequisite: PSY 1101*

**PSY 3711 Independent Study or Research***(3 units)*

Investigation of a topic area in psychology selected by the student under the guidance and supervision of a member of the faculty.

*Prerequisite: Permission of department chair*

**PSY 3910 Junior Internship***(3 units)*

Observation and assistance in the daily operations of a psychology office, clinic, or related non-profit agency or organization. A minimum of 180 hours is required. A 12-hour work week at the internship site is typical. Grading is credit/no credit.

**PSY 4109 Test and Measurements in the Behavioral Sciences***(3 units)*

Construction, administration, scoring and evaluation of personality, interest and general and special ability tests. Includes a survey of published tests and discussion of reliability, validity and item analysis.

*Prerequisite: PSY 3003*

**PSY 4110 Special Populations***(3 units)*

Examination of current psychological research and applications focused on a specific population psychological professionals may encounter in a work setting. While the population of interest may change with each course, some particular populations on which the course may focus include children and adolescents, immigrant groups, the elderly, seriously mentally ill adults, and the dually diagnosed.

**PSY 4115 Abnormal Child Psychology***(3 units)*

Study of children's adjustment and adaptation to their environment, based on an ecological systems framework. Discussions of case material with a consideration of the causes, treatment, and prevention of behavioral and emotional problems in childhood and adolescence. Uses a life-span developmental psychopathology perspective as primary framework for this discussion. Professional fieldwork experiences included.

**PSY 4117 Cognitive Psychology***(3 units)*

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*

**PSY 4125 Introduction to Physical and Emotional Development in Young Adolescents***(3 Units)*

Study of the theories of physical, psychosocial, and cognitive development in young adolescents. Includes field observation study and service learning projects.

**PSY 4128 Introduction to Theories of Intervention***(3 units)*

Introduction to behavioral, cognitive, and physiological interventions in psychology, with emphasis on the connections between psychological theory and current practices. Discussion of the various roles of psychological service providers and ancillary caregivers within public and private systems of care.

**PSY 4140 Introduction to Counseling***(3 units)*

Survey of counseling theories and related techniques of treatment, comparison and contrast of differing approaches. Attention to basic issues such as change, human relationships, communication and values and ethics in the change process.

*Prerequisite: PSY 3126*

**PSY 4142 Psychology at Work II: Prediction and Measurement of Human Performance***(3 units)*

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.

*Prerequisites: PSY 1101 and PSY 3142*

**PSY 4143 Social Psychology in an Organizational Context***(3 units)*

Exploration of human interactions in organizations from the psychological perspective. Includes the study of role behavior, normative aspects of work group behavior, goal setting theory, decision making and power relationships.

*Prerequisites: PSY 1101 and PSY 3142*

**PSY 4150 Courtship and Marriage***(3 units)*

The role of interpersonal relationships in dating, courtship and marriage. Considers factors related to mate selection, the transition into marriage and the stability and relationships. Includes discussion of long-term romantic commitments outside of marriage.

*Prerequisite: PSY 3160*

**PSY 4160 Systems Theory***(3 units)*

Examination of the biological and theoretical bases of systemic principles, and discussion of the development of systems theory. Applications of systemic theory in individual, family, community, and workplace settings. Emphasis on systemic assessment and intervention.

*Prerequisite: PSY 3160*

**PSY 4181 Fieldwork in Chemical Dependency***(1 unit)*

Focuses on learning by doing. Generally, includes student participation in two practicums under an approved supervisor, each lasting 10 weeks and two internships, each 10 weeks also. A 30-hour work week at an agency is typical.

**PSY 4200 Multicultural Children, Adolescents, and Families***(3 units)*

Exploration of the variability in family development, organization, identity structure, and values with an emphasis on the impact of culture, race, gender, socioeconomic status, religion, sexual orientation and schooling variables on optimal child and family functioning. Utilizes an ecological systems framework as a foundation for this life-span developmental discussion. Professional fieldwork experiences included.

**PSY 4711 Professional Workshop***(1-4 units)*

Investigation of a particular topic, problem, or issue in psychology.

*Prerequisite: Permission of department chair*

**PSY 4900 Senior Research Project***(3 units)*

With assistance from a faculty advisor, students propose and independently conduct a research project and report on their findings. A manuscript is prepared as it would be for submission for publication in research journals.

*Prerequisites: PSY 3003 and PSY 3005*

**PSY 4910 Senior Internship***(3 units)*

Direct observation of clinical work and supervision and assistance in the operations of a psychology office, clinic, or related non-profit agency or organization. A minimum of 130 hours is required. A 12-hour work week at the internship site is typical. Grading is credit/no credit.

**PSY 5015 Tests and Measurements***(2 units)*

Principles and methods of constructing tests and scales for the measurement of achievement, personality, attitudes, interests and aptitudes. Includes item construction and analysis, scaling techniques and methods of determining reliability and validity.

**PSY 6001 Orientation to Research***(0-1 unit)***PSY 6002 Intro to Emphasis Area***(3 units)***PSY 6003 History and Systems/Program Meeting***(0 units)*

The history and development of psychology to the present. Lectures alternate with review of current state of professional psychology, including local program requirements, research and clinical training options, etc.

## Course Descriptions

### **PSY 6009 & PSY 6010 PhD Psychometrics, Statistics, and Research Design (3, 3, units)**

A survey course for PhD students concerning (a) theories of measurement relevant to psychological assessment, (b) statistical techniques commonly used in clinical and organizational research and (c) the evaluation of the validity of experimental designs. While practical applicability is stressed, the nature of contemporary applied research requires extensive instruction in multivariate analytic methods including proficiency in the use of statistical software programs.

### **PSY 6011 & PSY 6012 PsyD Psychometrics, Statistics and Research Design (3, 3 units)**

Similar to PSY 6009, but designed for PsyD students to include an introduction to the clinical dissertation process.

### **PSY 6013 Research Placement (1-3 units)**

Students work in research settings approved by the PhD Program Office (e.g., medical institutions; universities) to obtain research training. The student contributes to an ongoing research project and attends project meetings. In addition to on-site supervision, the student's work is monitored by a core faculty member. Although primarily designed to enhance research skills of PhD students, the course is also open to PsyD students.

### **PSY 6014 Qualitative Research Methods (3 units)**

Focuses on principles and methods of designing qualitative psychological research. Provides a critical review of the most widely used qualitative methods of research, the theoretical underpinnings of this methodology, the skills needed to design such studies and the applications to the practice of psychology.

### **PSY 6014 Qualitative Methods of Research (3 units)**

Examination of various methodologies such as phenomenology, symbolic interactionism, ethnomethodology and systems and historical approaches to research drawn from psychology, social psychology, sociology and anthropology.

### **PSY 6015 & PSY 6016 PhD Research Seminar I (1st Year) (3, 3 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.

### **PSY 6020 Measurement in Psychology (1 unit)**

Reviews traditional trait-oriented and behavior-oriented perspectives on assessing human behavior; the development of assessment methodologies including interviews, self-reports, ratings by others, self-monitoring and direct observation. Includes reliability and validity and accuracy and generalizability. Provides the conceptual and methodological under-pinnings for future courses in assessment and useful for clinical, industrial, educational or laboratory contexts.

*Prerequisite: PSY 6021*

### **PSY 6021 & PSY 6022 Advanced Statistics I, II (3, 3 units)**

- Principles and application of statistical design models for the treatment of research data, with a focus on the analysis of variance. Includes single-factor experiments, factorial designs, and mixed designs
- Factor analysis; multiple regression, analysis of covariance, multivariate analysis of variance and related techniques.

*Prerequisite: PSY 6021*

### **PSY 6023 Principles of Research Design (3 units)**

Principles and methods of designing psychological research. Hypothesis generation and testing, experimental and quasi-experimental design options, sample selection, control group strategies, criteria and criterion measures, threats to valid inference, data analysis and interpretation.

*Prerequisites: PSY 6021 and PSY 6022*

### **PSY 6024 Multivariate Statistics (3 units)**

Overview of multivariate statistical techniques; General Linear Model; basic matrix manipulations; generalization of ANOVA to MANOVA and discriminant function analysis; generalization of chi-square to log-linear modeling; factor analysis; structural equation modeling (e.g., LISREL).

*Prerequisite: PSY 6021*

### **PSY 6025 Program Evaluation (3 units)**

Examines the practice of program evaluation in organizational and clinical settings. Includes: evaluation models; ethical issues; the impact of the broader, external environment on the conduct of evaluation studies; the design of evaluation studies; special methodological issues specific to program evaluation; writing the evaluation report; and the dissemination of the evaluation results to those concerned. Special attention to quasi-experimental designs and their analysis.

### **PSY 6030 Scientific Foundations: Statistics (3 units)**

An overview of the major statistical tools employed in contemporary behavioral science research and program evaluation. Survey of philosophy of science and scientific method; descriptive and inferential statistics; univariate and multivariate analysis of variance and co-variance (one-way and factorial); regression techniques; principal and (exploratory and confirmatory) factor analysis; power calculation and corrections for multiple comparisons.

### **PSY 6031 Scientific Foundations: Research Evaluation (3 units)**

Principles and methods of evaluating psychological research. Hypothesis testing, experimental design options, sample selection, control group strategies, criteria and criteria measures, data analysis and interpretation. Trains students to analyze research critically and to synthesize it meaningfully so as to prepare them to apply scientific research to their applied work. The goal is to prepare clinical PsyD students to be enlightened consumers of research and to introduce them to applying research methods to program evaluation.

*Prerequisite: PSY 6030*

### **PSY 6033 Research Apprenticeship (1-2 units)**

Working under a faculty member on an ongoing research project.

### **PSY 6034 Research Practicum (2-3 units)**

Course assists first year PhD students in the development of research skills to be used in conjunction with the doctoral dissertation. A minimum of 135 hours of supervised practicum experience in research. This requirement may be fulfilled in one of the following ways:

- 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

### **PSY 6035 & PSY 6036 Second Year PhD**

#### **Research Practicum (2-3, 2-3 units)**

This course is designed to assist second year PhD students in the development of research that will be used in conjunction with the doctoral dissertation.

### **PSY 6037 Research Practicum (3 units)**

Directed experiences in the conduct of research from design to report stages. Faculty members work with small groups of students on joint research projects to facilitate student's understanding and experience of the research process.

**PSY 6037 Third Year PhD Research Practicum** (3 units)

This course is designed to assist third year PhD students in the development of research that will be used in conjunction with the doctoral dissertation.

**PSY 6041 Statistics (PsyD)** (3 units)

Overview of appropriate statistical analysis taught toward the development of the ability to critically evaluate research and its application to clinical practice.

**PSY 6042 Research and Test Design (PsyD)** (3 units)

Overview of research designs taught toward the development of the ability to critically evaluate research and its application to clinical practice.

**PSY 6043 Statistics** (3-4 units)

Study of the basic statistical concepts and techniques required for psychological investigation. Includes study of the measures of central tendency, statistical inference, simple and complex analysis of variance methods, multiple comparison and factorial designs.

**PSY 6044 Statistics Lab (PhD)** (3 units)

Overview of multivariate statistical techniques; General Linear Model; basic matrix manipulations; generalization of ANOVA to MANOVA and discriminant function analysis; generalization of chisquare to log-linear modeling; factor analysis; structural equation modeling (e.g., LISREL).  
*Prerequisite: 1501A*

**PSY 6044 Statistics Lab** (1 unit)

Laboratory course for applying the concepts learned while concurrently taking I500.

**PSY 6047 Research and Test Design** (3 units)

LA-PsyD Development of the ability to critically evaluate research and its application to clinical practice.

**PSY 6051 & PSY 6052 Data Analysis, Research Design and Program Evaluation** (3, 3 units)

A practical course in research design, statistical analysis and evaluation of the clinical process. Design and statistical procedures are presented in lectures and each student will design and complete a program evaluation study with all the necessary components. Statistical analyses will include t-tests, correlation, ANOVA, MANOVA, multiple regression, factor analysis, discriminate function and non-parametric analysis.

**PSY 6053 & PSY 6054 Data Analysis, Research Design and Program Evaluation** (3, 3 units)

Includes descriptive, parametric and non-parametric statistics; psychological measurement; factorial and multivariate research designs; and introduction to computer use.

**PSY 6062 Research Methods and Principles of Research Design** (3 units)

Principles and methods of designing psychological research. Hypothesis development, experimental design options, internal and external validity of alternative designs, sample selection, control group strategies, criteria and criterion measures, power calculations, data analysis and interpretation. Prepares students to design research and to analyze research literature critically. Covers both applied research design and critique of articles drawn from literature. Introduction to qualitative research methods and issues in philosophy of science.

**PSY 6065-6069 Research Methods**

An examination of experimental research methods and principles in psychology.  
(choose at least two of the five)

**PSY 6065 Research Methods: Qualitative** (2 units)

**PSY 6066 Research Methods: Ethnography** (2 units)

**PSY 6067 Research Methods: Phenomenological** (2 units)

**PSY 6068 Research Methods: Multivariate Statistics** (2-3 units)

**PSY 6069 Research Methods: Structural Equation Modeling** (2 units)

**PSY 6101 Cognitive and Affective Bases of Behavior** (2-3 units)

An overview of the interdependencies of cognition and emotion. Discussion of the cognitive processing systems will include research on creative thinking, conscious and unconscious processing, problem solving and cognitive structure. Related areas of sensation, perception, memory, learning, cognition, emotion, motivation and psychophysiological processes are explored. Discussion of emotion will focus on cognitive precursors and consequences of emotional states, as well as the biological and social bases of emotion.

**PSY 6105 Biological Aspects of Behavior** (2-3 units)

Presentation of the anatomy and physiology of the human central nervous system, neuroanatomy, hormonal and chemical regulation. Discussion focuses on concepts of arousal, the acquisition and processing of information, adaptation to environment, motivation, activity, sleep, behavior genetics. Contemporary research and diagnostic technologies concerned with brain function are reviewed as are chemical and electrophysiological aspects. Various topics include the clinical course, manifestations and implications of various brain pathologies and possible organic contributions to behavioral or psychological dysfunctions commonly encountered in the clinical setting.

**PSY 6109 Human Development** (2 units)

The study of developmental theories, constructs and research methods as they contribute to an understanding of normative human development and as they guide intervention strategies. Offerings include: child life span, adolescence, adult development, family life cycle, middle age, aging and women's life span development.

**PSY 6110 Personality and Affect** (2 units)

Investigation and critique of psychoanalytic, humanistic, existential, cognitive, behavioral, biological, socio-cultural, and object relations theories of personality and affect. Review of current research on mood associated with emotional reactions. Explores empirical foundations, assessment, research literature and clinical applications.

**PSY 6111 Proseminar: Social Bases of Behavior** (2 units)

The study of social psychology. Includes areas such as interpersonal behavior, group dynamics, attitudes/value formation and change, aggression, and sex roles. Contemporary issues and trends are discussed.

**PSY 6112 Social Bases of Behavior** (3 units)

An overview of the development and functions of basic social motives. Examines research and theory in areas such as learning, self as process, person perception, interpersonal behavior and group dynamics, attitude/value formation and change, aggression, altruism, context of culture and sex roles. Discussion will emphasize the clinical relevance and application of social psychological research and social psychological assessment devices.

**PSY 6115 Addictive Disorders** (2 units)

An introduction to substance abuse, chemical dependency and other addictive disorders, with special attention to the relationship of addiction to clinical work with various populations.

**PSY 6116 Issues of Chemical Dependency** (2 units)

An introduction to chemical dependency, including diagnosis, treatment and prevention.

## Course Descriptions

### **PSY 6119 & PSY 6120 Intercultural Processes/Human Diversity (3, 3 units)**

An experiential course designed to provide insight into the role of personal and sociocultural factors in the work of professional psychologists. The primary goals are (1) to develop self-awareness and a heightened sensitivity to one's own values, biases and multicultural identities and, (2) to understand how these can serve as resources and/or barriers to the therapeutic process, impacting both the nature and course of psychotherapy with culturally diverse populations. Issues of race, ethnicity, gender and sexual orientation are emphasized with attention given to disability, social class, religion and age. The process and self-exploration is facilitated through the maintenance of a personal journal, self-assessments, experiential exercises and class discussions.

### **PSY 6121 & PSY 6122 Intercultural Awareness Development (1.5, 1.5 units)** *(required for all first year clinical students.)*

A year-long course focusing on experiential and didactic training on issues related to racial/ethnic minorities, sexual orientation, gender, disability, socio-economic levels, the elderly, etc. Aspects of oppression, discrimination, prejudice and stereotyping of culturally different groups will be covered.

### **PSY 6123 Cultural Diversity Training (0 units)** **(Fresno)**

### **PSY 6129 Multicultural Competency Development (3 units)**

This course is designed to explore the ethical and cultural perspectives of the entering G1 class. Through a variety of methods and activities, students will be encouraged to focus on their own values and cultural orientations. Students will participate in small and large group discussions and activities to clarify the role of cultural diversity in their personal and professional development as psychologists. Participants will improve their multicultural competencies as psychologists with emphasis on three key elements: cultural diversity attitudes and cross-cultural communication; personal, ethical and moral beliefs; and critical awareness of comparative cultures.

### **PSY 6130 Cultural and Ethnic Diversity in Clinical Practice (3 units)**

Integration of cultural/ethnic diversity and the delivery of psychosocial services to members of the Latino, African-American, Asian/Pacific Islander American and Native American communities. Discusses the cultural context of behavior, personality development, family, values, psychopathology, assessment and the delivery of psychotherapy/counseling services. May include field experiences.

*Prerequisite: PSY 6129*

### **PSY 6140 Developmental Psychology (2-3 units)**

The study of developmental theories, constructs, research and research methods as they contribute to an understanding of normative human development and its variants. Psychological development from conception through aging and death are covered. Contemporary issues and trends are discussed.

### **PSY 6206 Adult Psychopathology (3 units)**

Examines the range and variety of psychopathological disorders based on the DSM-IV; the dynamic understanding of the conflict/defense model of neurotic forms of adjustment, development of personality disorders and the etiology, symptoms, dynamics, treatment and prognosis of psychoses, schizophrenia, mood disorders and borderline phenomena.

### **PSY 6208 Child Psychopathology (3 units)**

Examines theoretical and empirical findings related to the assessment, etiology, correlates and development of the major categories of childhood psychopathology based on DSM-IV. Includes internalizing disorders, externalizing disorders and severe developmental, individual, family, school and peer correlates of the behavioral problems.

### **PSY 6210 Clinical Interviewing Techniques (3 units)**

Studies the basic issues in the client-therapist interaction process. Focuses on different phases of the interview process with a special emphasis on the initial stages, personality assessment and treatment planning. Includes role playing, group supervision. *Must be taken with PSY 6211 lab.*

### **PSY 6211 Clinical Interviewing Techniques Lab (3 units)**

Individual supervision and evaluation of a minimum of two cases through audio or videotaped interviews. The student receives supportive and corrective feedback concerning her/his assessment and interviewing style, communication techniques, countertransference issues/biases and diagnostic, assessment and treatment implications for each case being presented.

*Must be taken with PSY 6212. Credit/No Credit*

### **PSY 6215 Psychodynamic Psychotherapy (3 units)**

An examination of basic issues in psychodynamically oriented psychotherapy. Discussion of the different phases of treatment as well as the concepts of insight, free association, transference, countertransference, some aspects of brief therapy and crisis intervention, etc. Use of cases and demonstration.

*Prerequisites: PSY 6110 and PSY 6114*

### **PSY 6217 Cognitive and Other Behavioral Therapies (3 units)**

Behavior therapy approaches with a heavy emphasis on the cognitive therapies of Ellis, Beck, Meichenbaum, D'Zurilla, Mahoney and Cautela. A critical review of the approaches, including their philosophical and empirical basis and research related to each is presented. Assessment procedures related to each approach are included. In-class exercises and demonstrations, however proficient use of procedures will require additional training.

*Prerequisite: PSY 6110*

### **PSY 6220 Professional Ethics and the Law (3 units)**

Examination of legal issues and professional ethics concerning psychotherapists and clinical researchers including: child and elder abuse reporting laws, danger to self and others reporting, confidentiality, privileged communication, patient's rights and involuntary commitment.

### **PSY 6242 Applied Psychotherapeutic Techniques in Chemical Dependency (2-3 units)**

Introduction to chemical dependency counseling. Includes assessment of patients and their needs, treatment planning, group and individual therapy techniques with the chemically dependent person.

### **PSY 6245 Substance Abuse in Diverse Populations (2-3 units)**

An examination of high-risk groups and groups with special needs in the treatment and prevention of chemical dependency. Includes perspectives of women, African Americans, Spanish-speaking Americans, adolescents and native Americans.

*Prerequisite: PSY 6242*

### **PSY 6255 Field Placement in Chemical Dependency (2-3 units)**

Placement of students in the chemical dependency concentration at treatment centers for alcoholism or drug treatment. Experience in intervention, research, education and administration.

*Prerequisite: Permission of program director.*

### **PSY 6260 Integrated Methodology I (3 units)**

Studies the interface of scientific and religious knowledge through the development of integrative methodology between psychology and religion. Through the use of the case study method, the pastoral and psychological perspectives are identified and applied to clinical practice. Seminar repeated for a total of 4 units.

**PSY 6262 Consciousness and Spirituality**

(3 units)

Examination of extraordinary states of consciousness from biological, psychological and phenomenological perspectives. Focus on both naturally occurring and induced states of awareness. Explores both traditional and contemporary spiritual aspects of the self in relation to higher levels of consciousness. Particular emphasis on the integration of the spiritual and psychological in the unfolding of the self.

**PSY 6264 Stress and Tension Control Through Progressive Relaxation**

(3 units)

Seminar in the principles of tension control and practice in progressive relaxation for meeting life's stresses. Psychophysiological control is acquired over cognitive as well as autonomic functions. Emphasis on prophylactic applications.

**PSY 6266 Principles of Stress and Tension Control for the Clinician**

(3 units)

Principles of progressive relaxation for controlling tension, especially as manifested in psychiatric and psychosomatic disorders. Specific clinical applications include phobias, anxiety states, insomnia and depression, gastro-intestinal disorders, high blood pressure, headaches and bodily pains. Includes consideration of the prevention of stress-tension disorders.

**PSY 6268 Psychological Practice in Gerontology**

(3 units)

Examination of the psychology of gerontology including therapeutic techniques in dealing with elderly persons within the context of individual, group and family therapy. Also covers etiology of problems of the elderly, assessment, evaluation and treatment approaches for elderly persons. Legal and ethical issues and community resources are discussed.

**PSY 6270 Evaluation and Assessment of Elderly Persons**

(3 units)

Examination of issues regarding the assessment of elderly persons. Course is designed to provide training in the assessment instruments used to diagnose psychological, neurological and other problems common in the elderly population.

**PSY 6303 Group Therapy & Lab**

(2-2.5 units)

A critical overview of principles, issues and practical applications of various techniques in group psychotherapy, including application of different theoretical and psychotherapeutic models to groups; issues and stages in group formation and development, cohesiveness, transference and countertransference, strategies and specific interventions for outpatient and inpatient populations. Role-playing, case discussions and intensive group participation.

**PSY 6308 Interviewing Techniques**

(2-3 units)

An introduction to communication processes which are fundamental to interviewing and psychotherapy of individuals, couples and families. Includes skills such as empathy, listening, question-asking, probes, assessment of clients from an individual and systemic perspective, and treatment planning across the beginning, middle, and ending phases of therapy. Includes lectures and role-playing. *Must be taken with PSY 6309.*

**PSY 6309 Interviewing Techniques Lab**

(0.5-3 units)

An intensive lab focused on fundamental interviewing skills. Students role-play, and are videotaped and coached on a weekly basis. *Co-requisite: PSY 6308*

**PSY 6310 MFT Law and Ethics**

(3 units)  
Reviews guidelines for APA, AAMFT and CAMFT in the practice of psychology and marriage and family therapy, including issues of: child and elder abuse assessment and reporting, privileged communication, confidentiality, patient's rights and involuntary commitment and concerns specific to the MFT profession.

**PSY 6311 Introduction to Psychopathology**

(3 units)

A historical view of the concepts of mental health and psychopathology are presented. Primary focus on the diagnosis and prognosis of disturbed behavior. Uses multi-axial system of the DSM as the central organizing structure of the course. Discussion of basic theoretical and treatment issues and future trends.

**PSY 6312 MFT Theories**

(4 units)  
Examination of the major models/schools of family therapy theory: historical models such as intergenerational, multigenerational, structuralstrategic, and cognitive-behavioral models. Also focuses on family systems theory and its unique theoretical and epistemological assumptions.

**PSY 6313 MFT Techniques**

(3 units)  
An introduction to communication processes which are fundamental to interviewing and psychotherapy of couples and families. Includes skills such as empathy, listening, question-asking, probes, enactments, assessment of clients from an individual and systemic perspective and treatment planning across the beginning, middle and ending phases of therapy. Examination of the major techniques of family therapy, with lectures, observation and demonstrations. *Must be taken with PSY 6323. Prerequisites: PSY 6308, PSY 6309, and PSY 6312 as either prerequisite or co-requisite.*

**PSY 6317 Parent-Child Therapy**

(3 units)  
A survey, from a variety of models, of the current research, theory and techniques of parent training and parent-child therapy. The emphasis is on viewing and working with children from a family systems perspective. The course also exposes students to working with child abuse and family violence, developmental issues for children and families and cultural influences in the realm of parenting.

**PSY 6323 MFT Techniques Lab**

(1 unit)  
An intensive lab focused on fundamental and advanced family therapy skills. *Co-requisite: PSY 6313*

**PSY 6326 Diversity and the Family**

(2.5 units)  
Examines diversity in the family including issues of ethnicity, race, religion, gender, gender-roles, sexual orientation, and social class. Blends systemic theory, research and practice, as students learn to work with diversity issues in families and with families having differing cultures, values, and needs. Includes consideration of African American, Latino, Native American, Filipino, Asian, inter-racial, and other ethnic/racial populations.

**PSY 6328 Individual and Family Life Cycle**

(3 units)  
Studies developmental issues and life events from infancy to old age and their effect upon individuals, couples and family relationships. Focus on theory, research and application of individual and family developmental psychology. Examination of continuous and discontinuous changes, e.g. courtship, early marriage, childbirth, childhood, adolescence, divorce, blended families, parenting and the family in the later life.

**PSY 6409 Pro-Seminar in Consulting Psychology**

(3 units)  
This course is an intensive overview of the field of consulting psychology including a review of the empirical research issues in the field. Students intensively and broadly review the consulting psychology literature (including individual, group and organizational theories), learn the major theories and research body in the field and consider research still needed to enhance the practice of the profession of consulting psychology. *Prerequisite: Current enrollment in Consulting Psychology program or permission of instructor and of campus-based MGSM-OPD Program Director.*

## Course Descriptions

### **PSY 6412 Group Dynamics in Organizations** (3 units)

Examines psychological theories and research on groups in organizational contexts including issues of group formation, behavior, process, interface with individuals, dyads and organizational levels and development over time. Examines group variables such as: leadership, authority, group size, communication, interaction styles and change factors.

### **PSY 6413 Consulting Psychology Consultation Group** (1 unit)

In this course Consulting Psychology PhD students continue the process of developing their professional identity as psychologists. They attend selected on campus and professional meetings. They continue to learn to use relevant technology and software, becoming conversant with relevant websites and learning to interact with professionals and professionals-in-training in other locations. They assist in relevant Organizational Consulting Center projects, including proposal development and working in teams.

### **PSY 6433 Introduction to Professional Practice in Consulting Psychology** (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 professional presentations using relevant software and to use relevant technology and software.

### **PSY 6501 Intellectual Assessment** (2-4 units)

Introduction to theory and practice of cognitive and intellectual assessment of children, adolescents and adults. Students gain proficiency in the administration, scoring and interpretation of major individually administered tests, most notably the Wechsler Intelligence Scales. Emphasizes interpretation of intelligence test scores in contexts of clinical observations of behavior, background information, multicultural issues and theory (developmental, cognitive, neuropsychological). IQ results are integrated with test scores on other measures (e.g., achievement, visual-motor). Case report writing, meaningful translation of test scores and issues of test bias, test abuse and test security are emphasized.

*Prerequisite: Clinical program enrollment.*

### **PSY 6502 Practicum in Intelligence Testing** (1 unit)

Practicum experience that must be taken concurrently with PSY 6501.

### **PSY 6503 Foundations of Assessment: Personality I (Objective)** (3 units)

Development of skills in evaluating and using objective personality tests such as the MMPI, MCMI, and CBCL. Emphasis on test methodologies, relating test results to other clinical information, clinical inference, report writing, and cultural issues.

*Prerequisites: PSY 6501 and PSY 6523*

### **PSY6503a Personality Assessment I** (3.5 units)

Some programs require a year long personality assessment sequence including both PSY6503 and PSY6504. These courses, referred to as PSY6503a & PSY6504a involve an integration of both objective/self-report with projective/performance personality testing in both semesters.

### **PSY 6504 Foundations of Assessment: Personality II (Projective, with PSY 6513 Practicum)** (3 units)

Administration, scoring, and interpretation of the Rorschach and other projective instruments. Test methodologies, cultural issues, relating test results to other clinical information, clinical inference, and report writing are emphasized.

*Prerequisites: PSY 6501, PSY 6503, and PSY 6523*

### **PSY6504a Personality Assessment II** (3.5 units)

Some programs require a year long personality assessment sequence including both PSY6503 and PSY6504. These courses, referred to as PSY6503a & PSY6504a involve an integration of both objective/self-report with projective/performance personality testing in both semesters.

### **PSY 6505 Personality Assessment I** (3 units)

The administration, scoring and interpretation of objective measures of personality. Emphasis on test methodologies, relating test results to other clinical information, clinical inference, report writing and cultural issues.

*Prerequisites: Clinical program enrollment, PSY 6501 and PSY 6523.*

### **PSY 6506 Personality Assessment II** (3 units)

Development of competence in the administration, scoring and interpretation of the Rorschach and other projective instruments. Test methodologies, cultural issues, relation of test results to other clinical information, clinical inference and report writing are emphasized.

*Prerequisites: Clinical program enrollment, PSY 6501 and PSY 6503. PSY 6523 may be taken concurrently.*

### **PSY 6507 Basic Foundations of Clinical Practice** (3 units)

Basic foundations course examining and integrating the following topics over the year. The topics are as follows: Cognitive Affective Processes, Psychopathology, Microcounseling Skills w/lab and Models of Intervention.

### **PSY 6508 Basic Foundations of Clinical Practice** (3 units)

Basic foundations course examining and integrating the following topics over the year. The topics are as follows: Cognitive Affective Processes, Psychopathology, Microcounseling Skills w/lab and Models of Intervention.

### **PSY 6509 & PSY 6510 Supervision Experience** (0, 0 units)

First year students participate in a reciprocal learning experience with a third year student, who has been assigned by the Supervision Seminar instructor. The first year student meets with the faculty instructors of the Supervision Seminar Class during the fall semester to accomplish the match of first and third year students. During the second semester the matched supervisor-supervisee meet weekly to examine clinical materials an adjunct to the supervision provided by the first year student's field placement agency.

### **PSY 6511 & PSY 6512 PsyD Supervision Experience** (0, 0 units) (San Diego, PsyD students)

First year PsyD students participate in a reciprocal learning experience with an advanced student for weekly individual supervision of the first-year practicum. The first year student will have a different supervisor each semester. This supervision is adjunctive to the supervision provided by the first year student's filed placement agency.

### **PSY 6513 Personality Assessment II Practicum** (1 unit) (San Diego)

Must be taken concurrently with PSY 6504.

### **PSY 6514 Writing Workshop** (2 units)

Opportunities are provided for students to prepare for writing the dissertation and similar scholarly and professional presentations. Practice with outlining, developing and presenting ideas, revising and editing. Individual writing problems are identified and discussed. Required for students whose skills in writing need improvement as determined by diagnostic exam at entry to program.

### **PSY 6517 Intro to Psychotherapy with Lab** (3 units)

PsyD students are introduced to the ethical and legal issues involved in the practice of psychotherapy, major approaches to psychotherapy and comparative analysis of theories of change in the psychotherapeutic process.

*Prerequisite to other psychotherapy courses.*

**PSY 6518 Principles of Psychotherapy (3 units)**

Students in the PhD program are introduced to the ethical and legal issues involved in the practice of psychotherapy, major approaches to psychotherapy and comparative analysis of theories of change in the psychotherapeutic process. Prerequisite to other psychotherapy courses. A systematic, representative and synoptic overview of major approaches to psychotherapy and the core issues they address. Deals with the historical development of schools of psychotherapy as well as the theoretical and practical stances they adopt on central issues.

**PSY 6520 Intro to Psychotherapy (2-3 units)**

This course is designed as an introduction to the psychotherapeutic process. It embraces both the theoretical bases of psychotherapy and its practical expression. The principal thrust will be the development of a soundly based understanding of therapeutic intervention. Students are expected to gain an understanding of the basic concepts of psychotherapy including: essential therapeutic skills, stages of psychotherapy, the difference between process and content, the relationship of diagnosis to treatment planning, evaluation of outcomes, values and ethics, and the implication of diversity to treatment.

**PSY 6521 Introduction to Psychotherapy Practicum (1 unit)**

An interactional laboratory. Students practice therapeutic strategies and techniques discussed in PSY 6520. Includes use of videotapes, demonstrations and triads.

*Must be taken concurrently with PSY 6520 with same instructor.*

**PSY 6522 Introduction to Emphasis Area: Psychology of Women/Feminist Forum (1 unit)**

Students and faculty expand and articulate their professional identities by considering the practice of psychotherapy, research, teaching/training, consultation, program planning and leadership development from a feminist perspective. Guest speakers enrich participants' knowledge and perspective.

**PSY 6522 Introduction to Emphasis Area (1 unit)**

**(Topics vary)**

**1) Introduction to Psychodynamic Psychology**

An introduction to basic psychoanalytic concepts, theories and techniques. Weekly lectures by local psychoanalysts, faculty and psychologists involved with analysis.

**2) Multicultural and Community Psychology**

Seminars featuring speakers who are practitioners, researchers and policymakers in areas relating to multicultural issues.

**PSY 6523 Psychopathology (3 units)**

Diagnosis, classification and etiology of psychological disorders: research, theory and application. Covers DSM-IV and other classification systems, multiaxial diagnosis, roles of society, culture and biology. Meta-issues surrounding the diagnostic enterprise, the development of psychopathology and treatment will be explored.

**PSY 6524 Theories of Personality, Pathology and Psychotherapy: Psychoanalytic (3 units)**

Comprehensive overview of psychoanalytic theory as an integrated model of personality. Various stages of Freud's thoughts, as well as the emergence of later key theoretical modifications such as ego psychology, object relations, and selfpsychology theory will be reviewed. The continuing growth and refinement of the psychoanalytic model and interpretation of new clinical and research findings. Also covers diagnostic nomenclature, contemporary psychoanalytic psychotherapy and psychopathology from a psychodynamic framework.

**PSY 6525 Theories of Personality, Pathology and Psychotherapy: Behavioral/Social Learning (3 units)**

Social learning approaches to personality development and function including applications of classical and operant conditioning as well as observational learning and contemporary cognitive learning theorists such as Rotter, Bandura, Mischel and Seligman. Also covers social learning approaches to understanding personality deviance and change, including theory and principles of behavior modification.

**PSY 6526 Theories of Personality, Pathology and Psychotherapy: Existential (3 units)**

Existential and phenomenological contributions to clinical theory and practice. Key concepts of Kierkegaard, Nietzsche, Heidegger, Sartre and Buber as related to the work of Binswanger, Rogers, May and Frankl are presented. These contributions reflect an image of the person that differs from the orthodox psychoanalytic and behavioral perspectives.

**PSY 6528 Observation and Interviewing (3 units)**

Designed to provide a practical foundation in observation and interviewing skills. Includes clinical, social, organizational and research perspectives. Also includes external supervision.

**PSY 6529 & PSY 6530 Clinical Interviewing (3, 3 units)**

Techniques of diagnostic and therapeutic interviewing with a variety of client populations. Principles of note-taking and case record maintenance. Includes experiential exercises to increase mastery of the principles of the initial interview as the precursor to intervention strategies.

**PSY 6530 Intro to Ethical Practice and Law (1-2 units)**

The study of ethical issues relevant to the practice of professional and scientific psychology. The course includes a discussion of the APA's ethical guidelines for psychologists as well as laws and practices relevant to psychology. A basic introductory course on the ethical practice of psychology.

**PSY 6531 & PSY 6532 Ethics and Professional Development (1-1.5 units)**

Discussion of multiple issues integrating academic work and professional practice in relation to the development of professional judgment, positive interpersonal skills and attitudes.

**PSY 6540 Family Systems Theory (3 units)**

The relationship of the individual to the family. Topics include: family life cycles, parenting, psychopathology and the family, non-traditional families, ethnic issues and family evaluation and research.

**PSY 6541 & PSY 6542 PsyD Practicum (2 units per year)**

An 8-hour/week field experience for first year PsyD program students. May include a variety of activities such as voluntary community service or casework in a community agency to be arranged by CSPP. *Concurrent enrollment required in PSY 6543 and PSY 6544.*

**PSY 6543 & PSY 6544 Introduction to Professional Psychology (0, 0 units)**

This year long consultation group in professional development, which provides an introduction to the professional practice of psychology endorsed by our practitioner training program, is focused on the students' Practicum I experience. An emphasis is placed on how students can prepare themselves for changing roles in professional psychology and for developing multicultural competence in those roles.

*Concurrent enrollment required in PSY 6541 and PSY 6542.*



## Course Descriptions

### **PSY 6550 Clinical Clerkship (1 unit) (San Diego)**

The Clinical Clerkship provides introductory exposure to the work that takes place in a clinical setting. It is for G1 students in the clinical PsyD program who have limited prior clinical experience. (Students who do have prior experience may apply to waive the clerkship through the course coordinator.) Through the clerkship, students are introduced to clinical practice and training experience and thus prepare themselves for practicum training in the G2 year.

### **PSY 6550 Clinical Clerkship (2, 2 units) (Los Angeles)**

This initial eight-hour per week field-based training activity accompanies coursework in Clinical Interviewing and Assessment. Provides students with opportunities to practice testing and interviewing skills in mental health settings in the local area to which they are assigned. Students observe patients and various treatment activities and participate also (as appropriate) in milieu activities, case conferences, staff meetings and other group activities at the agency. Supervision on psychological testing done at the professional training site will occur both on-site and on campus and will be coordinated with assessment coursework.

### **PSY 6570 Clinical Practicum (3 units)**

PsyD first year students obtain 15 hours per week of experience in an appropriate setting.

### **PSY 6571 Clinical PsyD First-Year Practicum (1, 1 unit) (San Diego)**

The first-year practicum provides introductory exposure to the work that takes place in a clinical setting. First year students are introduced to clinical practice through placement at a practicum for 10 hours per week.

### **PSY 6603 DSM Workshop (1 unit)**

Two-day workshop on understanding and using DSM. Includes use of case examples and videotapes to illustrate various diagnoses.

### **PSY 6604 Health Education and Promotion (CH Emphasis) (2 units)**

This course will be focused around the major illnesses and causes of death. In conjunction with these illnesses, the course will address epidemiology and risk factors, assessment of health practices, adjustment to chronic illness, psychological concomitants of major illnesses, lifestyle factors as they influence the development and/or course of illness, health attitudes/beliefs/practices and sociocultural factors related to health issues.

### **PSY 6605 Introduction to Integrative Psychology (2 units)**

Systems of psychology are tied indelibly to the history of ideas and social contexts. This course covers past and current social, scientific and ethical ways of knowing. A willingness to see the truth in different traditions, through different value systems, different perceptions of reality, different forms of relationships, different spiritual paths—and to see this diversity enhancing all our lives—is a postmodern value. A postmodern psychology, inclusive of these diverse ideas about identity, values and health, would be an integrative psychology.

### **PSY 6606 Bodily Systems and Health Psychology (CH Emphasis) (3 units)**

The first segment of this semester course will address the body's physical systems with a focus on gross anatomy and major physiological systems. The last segment of this course will provide a comprehensive introduction to Health Psychology, from major theoretical concepts to pragmatic issues around accessing the health care system.

### **PSY 6607 Systems Theory and Assessment (3 units)**

Theoretical understanding of normal and dysfunctional couples and families from a systemic perspective.

### **PSY 6608 Community Clinical Issues (MCCP Emphasis) (3 units)**

In this course students learn about (1) the domain of community psychology and what a community orientation to clinical psychology is, (2) the intersection between multicultural issues and a community approach to psychology, (3) the basic concepts of a community-clinical approach, such as an ecological orientation and an emphasis on prevention/health promotion and (4) the varying methodologies of a community-clinical approach, such as mental health education, consultation, community development and social action.

### **PSY 6612 Introduction to Health Psychology (2 units)**

Introduces students to behavioral medicine/health psychology through a series of lectures on various topics within the field.

### **PSY 6620 Introduction to Behavioral Medicine (3 units)**

Introduction to the emerging fields of behavioral medicine and health psychology. Surveys the areas of epidemiology, stress and health, personality factors in health and illness, chronic pain, health promotion and management of chronic illness.

### **PSY 6621 Clerkship in Health Psychology (1 unit)**

In conjunction with Sharp HealthCare, first year health psychology doctoral students rotate through various medical clinics in the Sharp HealthCare system. Rotations include, but are not limited to, health promotion, pain program, endocrinology, cardiology and family medicine. Students work under close supervision with psychologists, attending physicians and other allied health professionals. Experiences include observing medical and psychological procedures rendered to various patient populations, helping to implement health promotion strategies, participation at seminars and introductory service delivery.

### **PSY 6622 Clinical Psychophysiology and Biofeedback I (3 units)**

An introduction to physiological measurement as it pertains to psychological functioning; an introduction to clinical training in biofeedback and self-regulation techniques. Follows BCIA blueprint of knowledge.

*Prerequisites:* PSY 6620 and either PSY 6105 or Biological Foundations Comprehensive Exam.

### **PSY 6623 Mental Health Administration (1 unit)**

Explores the characteristics necessary for carrying out administrative functions in mental health programs. Attention will be given to various management styles and to management tasks such as planning, staffing and dealing with money and power issues.

### **PSY 6624 Cultural Aspects of Health (3 units)**

Examines how ethnicity and culture affect the interpretation of physical symptoms, coping with chronic illness and treatment and management issues.

### **PSY 6626 Clinical Psychophysiology and Biofeedback II (3 units)**

Continuation of PSY 6626 with an emphasis on practical applications.

### **PSY 6631 Introduction to Clinical Forensics (1 unit)**

Overview of psychologist's role as an expert witness, considers ethics and issues related to forensic consultation.

### **PSY 6632 Forensic Psychology (Criminal Justice System) (2 units)**

Examines the nature of forensic evaluations, reports and expert witness testimony and the professional and ethical responsibilities involved. Surveys the primary areas of law including: family law, mental health law, criminal law, child abuse and juvenile law and personal injury law. Evaluation and treatment of accused persons and working effectively with the criminal justice bureaucracy.

**PSY 6633 Psychology and Family Law** (2 units)

This course will help students interface as psychologists with the juvenile and family court systems.

**PSY 6643 Cross-Cultural Topics** (2 units)  
(Topics vary)

1) **The Holocaust** — To become a student of an event of this magnitude requires willingness to think the unthinkable and bear the unbearable in a desperate attempt to understand the unfathomable. A healthy percentage of class time on discussion of assigned readings by historians, rabbis, survivors, German officers, poets, philosophers, essayists and the occasional psychologist.

*Prerequisite:* PSY 6605.

2) **Psychology and Spirituality**

3) **Hispanic History** — To familiarize students with major trends in the history and culture of Mexico from pre-Columbian to present. Requires student seminar papers on subjects including: Mexican literature, politics, art, economic and social problems, historical figures.

4) **Ritual and Healing** — Participants will seek scholarly and psychological understanding of the functions of ritual in past and contemporary cultures (especially as regards identify formation, place, life passages, grieving and meaning-making). Mastery of Mircea Eliade's and Victor Turner's concepts applied to specific formation and mindful use of rituals – cultural, personal and professional.

5) **East-West Psychologies**

6) **Psychology of Religions**

7) **Critical Issues in Latin America**  
(taught in Mexico City)

**PSY 6644 Ecology/Psychology** (2 units)

Explores the domain of psychology which emphasizes the interdependence of social, cultural, physical, spiritual and psychological dynamics. Studying "wholeness and health" from a systems perspective combines traditional healing wisdoms and new paradigms in the context of social evolution. This psychology addresses the meaning and quality of our personal, social and global relationships. It addresses the effect of contemporary environments on health and behavior, as well as the effects of human behavior on the environment.

**PSY 6645 Spanish for the Psychologist** (2 units)

Introductory Spanish language course with emphasis on phrases that might occur and be useful in a clinical setting. (Course offered occasionally) Prior Spanish not required.

**PSY 6646 Transpersonal Psychology** (2 units)

Implicit to transpersonal psychology is the premise that psychological health overlaps the spiritual journey towards more inclusive consciousness. Transpersonal psychology studies: (i) some assumptions of orthodox, western psychology; (ii) the interstices of physical and spiritual universe; (iii) meditation and states of consciousness; (iv) yoga psychology; (v) the autonomous psyche; (vi) symbolic language; and (vii) creativity. The seminar will also introduce current research methodologies and will provide participants the opportunity to explore their own ways of mediating purpose and meaning.

**PSY 6647 Jung and the Shadow** (2 units)

Introduction to C.G. Jung's archetypal and analytic psychology, theories of personality, dream interpretation, use of symbols and individuation. Key texts and contemporary examples will focus on personal, professional and cultural aspects of Jung's ideas of the trickster archetype and shadow.  
*Prerequisite:* PSY 6605

**PSY 6654 Psychology of Ethnic Diversity**

(3 units)

Prerequisites for clinical students are PSY 6129 and PSY 7161.

**PSY 6700 Workshop** (3 units)

Investigation of a particular topic, problem, or issue in psychology. Area selected for study varies each semester.

**PSY 6720 Advanced Psychotherapy** (2 units)  
(San Diego)

This course is a follow-up to PSY 6520 for first year Clinical PsyD students. Focus is on application of therapeutic skills to specific populations and development of advanced skills in case conceptualization, treatment planning, and intervention.

*Prerequisites:* PSY 6520/21 and PSY 6523

**PSY 6721 Advanced Psychotherapy Lab** (1 unit)  
(San Diego)

Follow-up to PSY 6520. Students practice advanced therapeutic strategies and techniques. Must be taken concurrently with PSY 6720.

*Prerequisites:* PSY 6521 and PSY 6523

**PSY 6800 Seminar in Psycho-legal Consultation** (2 units)

Examines in detail the process of a medical-legal evaluation with actual case material. Students write and critique evaluation reports and simulate the experience of expert testimony and cross-examination. Issues and ethics in forensic examination are addressed.

**PSY 6820 Research Practicum**

Supervised experience conducting research in the area of Psychology and Family Studies. Provides opportunities for students to gain experience in designing research studies, data entry and analysis and preparing research for publication. Course may be repeated.

*Prerequisite:* Permission of department.

**PSY 6990 Master's Thesis**

The design, implementation and analysis of a study or experiment in psychology under the supervision of a thesis committee.

**PSY 6995 Preliminary Dissertation Development** (6 units)

Students work individually with faculty mentors to explore possible dissertation topics.

**PSY 7003, PSY 7004, PSY 7005 & PSY 7006  
PsyD Research Proposal Design** (2-3, 2-3 units)

Year-long seminar to assist PsyD students in development of researchable questions, critical literature review and preparation of clinical dissertation proposals. Students are encouraged to select sections of the seminar based on compatibility of their research interests with the expertise of the faculty teaching the seminar. Sample research proposal design class topics include: multicultural/ international research; case study approaches; health psychology; gender studies; migration and clinical interventions. Credit for the course requires completion of the dissertation proposal orals and additional semesters of PSY 7003 must be taken if the student has not finished proposal orals at the end of PSY 7003 and PSY 7004.

*Prerequisites:* PSY 6011 and PSY 6012

**PSY 7010 Foundations of Measurement**

(3 units)

This course covers concepts involved in designing and evaluating measurement devices in clinical psychology. Course content addresses classical and contemporary approaches to concepts of reliability and validity, including multi-trait-multi-method approaches to validation.

*Prerequisite:* PSY 6021, PSY 6022 or PSY 6030.

**PSY 7013 & PSY 7014 PhD Research Seminar II  
(2nd Year)** (3, 3 units)

Required research course for second year PhD students. Goal of the year is to complete the second year project. See PSY 6015 for further information on research clusters.

*Prerequisites:* PSY 6009 and PSY 6010, PSY 6015 and PSY 6016

## Course Descriptions

### **PSY 7019 Advanced Multivariate Statistics** (3 units)

Overview of multivariate statistical techniques; General Linear Model; basic matrix manipulations; generalization of ANOVA to MANOVA and discriminant function analysis; generalization of chi-square to log-linear modeling; canon correlation factor analysis; structural equation modeling (e.g., EQS, LISREL).  
*Prerequisites:* PSY 6021 and PSY 6022; PSY 6023.

### **PSY 7106 Biological Foundations of Clinical Practice** (3-4 units)

Basic biological foundations course examining and integrating biological bases of behavior and psychopharmacology.

### **PSY 7108 PhD Advanced Tests and Measurements** (2-3 units)

Methods for the construction, evaluation and interpretation of psychological tests including techniques for assessing reliability and validity. The course also includes the proper uses and applications of psychological tests.

### **PSY 7112 History and Systems of Psychology** (2-3 units)

The history and development of psychology to the present. Principles of the classical "schools" of Structuralism, Functionalism, Behaviorism, Gestalt Psychology and psychoanalysis are presented and compared, with emphasis on their relevance and contributions to contemporary psychology. Includes a discussion of the history of professional psychology including the development of applied specialties including clinical and industrial-organizational psychology.

### **PSY 7113 Evidence-Based Practice in Psychology** (2 units)

An evidence-supported practice of psychology. Students learn current trends and issues in psychotherapy research, emphasizing integrating evidence-supported common factors correlated with positive outcome in the various forms of mental health treatment with clinical expertise and client characteristics and values. The role of culture and diversity in customizing therapy to the individual client is explored.

### **PSY 7114 Cognition and Learning Theories** (3 units)

The major theories of learning including the "classical" stimulus-response theories of Hull, Tolman, Guthrie, Pavlov and Skinner, as well as Gestalt psychology and the more recent theories of Festinger and Bandura. Discussion of current issues and trends in learning.

### **PSY 7123 Cultural Diversity Training** (3 units)

#### **PSY 7156 Psychopharmacology** (1-2 units)

General principles of psychopharmacology, an overview of neurochemistry and a rational framework for the use of psychoactive drugs, concentrating principally on behavior correlates. The use of psychopharmacological agents in psychotherapy and their phenomenology; substance abuse symptoms and consequences; the relationship between the psychologist and the physician in medication management.

*Prerequisite:* PSY 6311 (for MFT students only)

#### **PSY 7161 Cultural Psychology—Delivery of Service** (3 units)

Helps the student integrate the areas of cultural psychology and the delivery of psychological services. Primary resource material will be writings by psychologists who have tried to address the cross-cultural issues in psychodiagnosis, psychotherapy and community literature so that they can develop in-depth knowledge about the concepts and data in cross-cultural psychology which are relevant to the delivery of services.

*Prerequisite:* PSY 6129 or (for Dual PhD in Clinical and I-O Psychology students only) ORG 7330

#### **PSY 7226 Behavioral Assessment** (3 units)

When behavior is the subject matter of interest, classic psychometrics is not entirely appropriate. Behavior assessment is contrasted with trait-oriented assessment. These are shown to be more sensitive to changes in behavior produced by the shorter-term interventions in vogue today. Practical uses of behavioral assessment in applied contexts with children and adults are emphasized. Persons concerned about accountable service delivery are especially encouraged to take this class.

*Prerequisites:* PSY 6020, PSY 6110

#### **PSY 7227 Advanced Psychodiagnosis I** (3 units)

Integration of the information obtained from psychological assessment techniques into a coherent, well-written report. Focus on the dynamic understanding of ego functioning, conscious and unconscious problems and conflicts, anxiety level and tolerance, the nature and stability of the defensive structure and the quality of object relations. Includes a discussion of levels of interpretation in the clinical inference process and the formulation of treatment recommendations based upon assessment data.

*Prerequisites:* PSY 7214, PSY 7218 and PSY 7222

#### **PSY 7228 Advanced Psychodiagnosis II** (3 units)

The use of psychological assessment data in the differential diagnostic process. The behavioral and test indicators of psychotic and nonpsychotic disturbances including the schizophrenia, major affective, borderline, personality disorders and the neuroses.

#### **PSY 7230 Integration Methodology II** (3 units)

Advanced seminar on the interface of psychological and religious knowledge. Focuses particular attention on in depth case studies using pastoral and psychological assessments. Studies include individual, family and institutional applications of the integrative methods.

#### **PSY 7232 Psychology of Religious Experience** (3 units)

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.

#### **PSY 7234 History and Theory of Pastoral Care** (3 units)

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.

#### **PSY 7236 Research and Professional Issues in Pastoral Counseling** (3 units)

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.

#### **PSY 7238 Multicultural Religious Systems and Practices** (3 units)

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.

#### **PSY 7240 Employee Assistance Programs** (3 units)

An introduction to employee assistance programming for large and small companies. Exploration of programming in all areas of employee assistance.

#### **PSY 7250 Counseling in an Organizational Setting** (3 units)

Application of counseling techniques to situations which arise in organizational settings. Emphasis is on problem situations, dual career families, management transfer, occupation stress, physical health, occupational development, career guidance, and the use of various tests for diagnosis and placement

*Prerequisites:* ORG 6320, and either PSY ORG 6005 or PSY 6433.

### **PSY 7260 Neuropsychological Assessment I** (3 units)

An advanced course designed to provide students with the theoretical and technical skills and knowledge to conduct competent neuropsychological research and examinations. Specific content areas include neurodiagnostic techniques, global assessment strategies, neuropsychometric instrumentation and issues related to the reliability and validity of data collection methods.

*Prerequisites:* PSY 6105 or *Biological Bases of Behavior Competency Exam* or PSY 7625.

### **PSY 7261 Neuropsychological Assessment II** (3 units)

An advanced course designed to provide students with the skills and knowledge necessary to design and implement effective neuropsychological treatments. Specific content areas include neurobehavioral recovery of function, rehabilitative strategies, cognitive remediation techniques, systems interventions, consultation and collaboration with other health care professionals and primary prevention of neuropathology.

*Prerequisites:* PSY 8605 and PSY 7260.

### **PSY 7262 Genetic Contributions to Human Behavior** (3 units)

Examines methods for determining genetic influence on such human behaviors as schizophrenia, depression and alcoholism. Discussion of the role of the environment, both as a "main effect" and as an interactive force with genetic effects, recent research in the area of family and twin studies, procedures related to genetic counseling.

### **PSY 7263 Death, Loss and Grief** (3 units)

Examination of loss and grief as a fundamental human dynamic affecting all of experience. Particular attention to death and its personal and societal implications for clinical practice. Includes strategies and intervention techniques for persons who are dying as well as for families and individuals impacted by loss.

### **PSY 7265 Aging: Psychological and Religious Development in Adults** (3 units)

Examination of the psychological and religious theories and applications to adult development. Particular attention to the aging years and the various stages from retirement to death. Review of the strategies and intervention techniques in light of common physical, mental, spiritual and financial problems confronted by aging.

### **PSY 7286 Internship in Chemical Dependency I** (3 units)

) Internships in treatment, prevention, research and employee assistance programs. A minimum of 750 hours at the rate of at least 20 hours per week is required.

*Prerequisite:* Approval of the training coordinator.

### **PSY 7287 Internship in Chemical Dependency II** (3 units)

The final semester of the supervised experience started in PSY 7391. A minimum of 750 hours at the rate of at least 20 hours per week is required. Total internship requirement (PSY 7286 and PSY 7287) is a minimum of 1500 hours.

*Prerequisite:* Approval of the training coordinator.

### **PSY 7288 Internship in Clinical Psychology** (2 units)

Supervised experience in clinical psychology at a University approved hospital, clinic, or community agency. Consists of direct supervised client contact in individual and group psychotherapy, psychodiagnostic assessment and evaluation, consultation and other appropriate work in clinical psychology. Face-to-face and group supervision by licensed clinical psychologists at the internship site. A minimum of 2,000 hours at the rate of at least 20 hours per week required.

*Prerequisite:* Written approval of the coordinator of clinical training. Former USIU clinical program enrollment.

### **PSY 7302 MFT Research Methods** (3 units)

) Examines tools used in the processes of organized inquiry in the field of MFT. The basic concepts and processes of research methodology, data analysis and evaluation of MFT research is covered along with a significant review of MFT research. Focus is on qualitative and quantitative research and methodologies.

### **PSY 7311 Couples Therapy** (3 units)

Exploration of the sociology and intervention theories of marital and related interventions for dealing with a variety of couples, marital and divorce issues, e.g. dual-career, multicultural/multinational, domestic violence, alcoholic, remarriage. Course includes assessment and intervention of spouse and partner abuse. Instruction through lecture, discussions, role playing and videotapes.

### **PSY 7312 Sex Therapy** (1-3 units)

This course is designed to give the student a basic introduction and understanding of sex therapy assessment, theory and intervention. Basic sexual dysfunctions and difficulties are covered along with major behavioral and systemic treatment approaches.

*Prerequisite:* PSY 7311

### **PSY 7314 MFT Assessment** (3 units)

A survey of the major assessment techniques in MFT clinical practice. Includes intellectual, personality and couple and family assessment techniques. Emphasis is on administering and interpreting major assessment instruments used by family therapists for identification of mental health problems in individuals, couples and families.

### **PSY 7330 Treatment with the Chemically Dependent Family** (2-3 units)

Examines definitions of chemical dependency relative to the family. Discussion of etiology, medical aspects, evaluation of the family and treatment approaches, legal aspects, special populations, community resources and referral processes. Education and prevention relative to the family.

### **PSY 7360 MFT Practicum** (3 units)

Observation and supervision of marital and family therapy in an approved clinic or public agency and a course involving case presentations, live and videotape supervision of therapy experiences. The practicum program requires 500 hours of direct client contact, 250 of which must be with couples or families; students receive 100 hours of individual and group supervision, at least 50 hours of which are based on direct observation, videotape or audiotape, and at least 25 of the 50 based only on live observation or videotape. Students must be enrolled in a practicum course until all hour requirements are complete. Course must be taken a minimum of 3 times continuously for a minimum total of 9 units.

*Prerequisites:* Approval of Coordinator of MFT Training and at least 12 semester hours completed.

### **PSY 7417 Adult and Career Development** (3 units)

Reviews theories and empirical research relevant to the psychology of adult and career development. Topics include: theories and research findings on adult phases of development, major career theories, theories and research on aging, impact of adult changes on work motivation, abilities, interests and personality; interaction of work and non-work issues for adults over the course of the adult life cycle. Implications of these theories and research for the practice of I/O Psychology, Organizational Psychology, and Consulting Psychology are discussed.

## Course Descriptions

### **PSY 7422 Consulting in Organizational Settings** (3 units)

Examination of the internal and external role of the I/O Psychologist as an organizational consultant. Emphasis on intervention design, implementation and style of the practitioner, writing proposals and on the practitioner's awareness of his or her impact on others in the organization.

*Prerequisites:* PSY 6408, PSY 6410, or permission of the instructor.

### **PSY 7423 Individual Differences in Organizations** (3 units)

Reviews contemporary literature on individual difference (ID) constructs such as general mental ability, personality, interests, skills, ability and work behavior with a focus on specific applications in Organizational Studies. Emphasis will be given to the measurement and multi-level nature of individual-level and organization-level constructs. Prepares students to effectively address ID constructs in the design and statistical analysis of their doctoral dissertation research.

*Prerequisites:* PSY 6021, PSY 6022, ORG 6016, ORG 6023, and ORG 7020.

### **PSY 7429 Individual and Executive Coaching** (4 units)

Review of the literature concerning individual interventions relevant for work and consulting applications including coaching, work dysfunction and differentiating normal and psychopathological issues. Students learn and practice assessment and intervention techniques relevant for coaching and other individual-level consulting interventions.

*Prerequisite:* PSY 7435.

### **PSY 7435 Individual Assessment for Business and Career** (4 units)

Review of individual assessment techniques for vocational and business applications including learning to use measurement tools relevant for assessing occupational interests, abilities (including intelligence) and work-related personality constructs. Completion of at least three comprehensive individual assessments is required as part of the "lab" portion of the course.

*Prerequisites:* Enrollment in Consulting Psychology PhD Program; and completion of ORG 6016 and ORG 7020.

### **PSY 7437 Ethical and Legal Issues in Organizational Studies** (3 units)

) Addresses legal and ethical issues in the professional practice of specific areas of Organizational Studies (I/O Psychology, Consulting Psychology, Organizational Behavior, etc.). Examines the applications of professional ethics codes (e.g., those of APA, Academy of Management, OD groups and other relevant standards). Legal issues in the practice of these professions are also considered. The course emphasizes developing ethical behavior in specific professions and understanding of relevant legal issues (e.g., state licensing laws, mandated professional behavior). Normally taken concurrently with practicum or internship experiences.

### **PSY 7465 & PSY 7466 Consulting Psychology Research Project I, II** (3, 3 units)

This course is a two-semester introduction to conducting applied research. It will prepare Consulting Psychology students for their future research requirements including the doctoral dissertation. The course is taught as a guided experience in planning and executing actual research in an area of Consulting Psychology. Working in teams, students enrolled in the class will identify a suitable topic and develop appropriate hypotheses. Next, the methods and instruments for testing the hypotheses will be developed. Data will then be collected and analyzed pertinent to the hypotheses. Finally, a written report of the research will be prepared suitable for publication in a journal or presentation at a professional meeting.

*Prerequisites:* PSY 6021, PSY 6022, ORG 6016, and ORG 6023. *Corequisite:* ORG 7020.

### **PSY 7501 Theory and Practice of Psychotherapy: Individual (Cognitive, Psychodynamic, Existential, and Other)** (3 units)

A framework for understanding the patient's communications—verbal and nonverbal—symptoms and behavioral manifestations with an emphasis on the therapist's interventions. Special consideration will be given to the specific problems introduced into therapy by different sexual and ethnic contexts. May be repeated for elective credit, provided a different therapeutic orientation is taken.

*Prerequisite:* PSY 6520.

#### **(Topics vary)**

- 1) **Psychodynamic** (Prerequisite: PSY 6524)
- 2) **Cognitive** (Prerequisite: PSY 6525)
- 3) **Existential** (Prerequisite: PSY 6526)

### **PSY 7502 Sociocultural Diversity** (3 units)

The course initiates a process for students to learn to work with a culture different than their own and with a culture identified as an ethnic/racial minority in the United States. It covers: identity development, acculturation, class, prejudice and discrimination, demographics and epidemiology and verbal and non-verbal communication in the context of culture and values. Examples of courses offered in this area are: African American Psychology; Asian Americans: Sociocultural and Psychotherapeutic Perspectives; Immigrant Populations; and Latino American Psychology.

### **PSY 7503 Family Psychotherapy** (3 units)

Focuses on the family as a system, including communication, alliances and boundaries. Understanding the protective function of symptoms and the family's resistance to change. Designing treatment strategies from several differing theoretical viewpoints.

*Prerequisites:* PSY 6520 and PSY 6540.

### **PSY 7504 Theory and Technique of Clinical Practice** (3 units)

In-depth study of psychotherapy within a specific theoretical framework. Sections offered will vary somewhat from semester to semester: psychoanalytic, family systems, cognitivebehavioral, feminist, health psychology interventions and child treatment.

*Prerequisite:* PSY 6518.

### **PSY 7505 & PSY 7506 Clinical and Ethical Issues** (2, 2 units)

Taken concurrently with Field Practicum I by second year clinical PhD students and with Field Practicum II by clinical PsyD students. This seminar provides a small group format for field placement advising, discussion of agency entry issues and preparation of clinical case materials. Particular emphasis is placed on developing competency in history taking and initial interviewing, case formulation and treatment planning and the understanding of ethical and professional issues in the context of field work.

*Prerequisites:* PSY 6528 (PhD students), PSY 6528, PSY 6541 and PSY 6543 (PsyD students).

**PSY 7509 Psychoeducational Assessment of Children and Adolescents** (3 units)

Advanced interpretation and integration of cognitive, achievement and neuropsychological tests for performing competent diagnoses of individuals ages two years through adult with learning, emotional, neurological or behavior problems that interfere with school success. Students administer, score and interpret cognitive and achievement batteries, most notably Kaufman tests (K-ABC, KAIT and K-TEA) and Woodcock-Johnson. They will integrate these test scores with Wechsler test results and learn a theoretical framework for translating test and behavioral data to provide parents, teachers and referred individuals with meaningful answers to their questions. Students receive much one-to-one instruction and gain insight into learning disabilities, language disorders and attention-deficit disorders. They will assess individuals referred for learning problems at the Center for Applied Behavioral Sciences (Psychoeducational Assessment Services).  
*Prerequisites:* PSY 6501, PSY 6503, PSY 6504 and PSY 8505.

**PSY 7514 Advanced Assessment Elective** (3 units) (Topics vary)

*Prerequisites:* PSY 6501, PSY 6503 and PSY 6523.

- 1) **General** — Development of skills for integrating multiple assessment instruments to produce a meaningful and thoughtful personality analysis. Focus on the clinical inference process. Emphasis on the selection, interpretation and report writing of comprehensive psychological batteries.
- 2) **Children** — Emphasis on assessment and formulation of treatment recommendations for learning and emotional disorders in children.
- 3) **Cultural**
- 4) **Psychodynamic**
- 5) **Forensic**
- 6) **Multicultural Couples Therapy** (3 units)  
This is an introductory course in exploring and understanding multicultural issues in couples therapy. It is designed to begin to develop skills in conceptualizing couples from an integrative approach in assessment and intervention. This course combines clinical theory and skills development with an appreciation of ethnicity and cultural perspectives. Critical to this course is an emphasis on the clinician's and the clients' ethnicity, race, family of origin, values and gender issues that influence the clinical process. The course explores the adaptive challenges in cross-cultural clinical work with couples. It is both didactic and experiential and students participate through (1) group discussion, (2) role playing and (3) reaction papers to the course material and learning process.

7) **Child Assessment** (3 units)

Provides an overview of child assessment techniques including developmental history taking, clinical interviewing, administering and interpreting test results, writing reports and providing feedback. Actual assessment experience is part of the course. Students discuss professional and ethical issues involved with child assessment and how to adapt assessments according to cultural diversity and special needs.

8) **Couple Assessment and Intervention** (3, 3 units)

Applications of psychodynamic, systemic, humanistic and communication-interactional concepts to conceptualizing couples and intervening to promote relationship awareness, communication skills, empathy, intimacy collaboration, empowerment, appreciation of differences, conflict reduction, collusion reduction and mutuality of individual and relationship development. Discussion focuses on the contexts of intergenerational legacies, gender, sex roles, ethnicity and sexual orientation. The teaching methods are case analysis, experiential role playing, assignments with volunteer couples and reaction papers.

9) **Cognitive Analysis of Personality and Pathology by the Use of Tests** (3, 3 units)

This course is designed as an advanced clinical course for the dynamic understanding of personality and psychopathology through the use of data from psychological assessment tools. The course will require a good basic ability and interest in assessment. Test instruments will be used to understand the cognitive strengths and weaknesses of individuals as well as personality and psychopathology dynamics that will help in treatment planning. The test instruments will include those used in the basic assessment course at CSPP. The student will also be required to learn some neuropsychology tests. This two semester course will help students develop the ability to use tests in their understanding of clients and in developing therapeutic approaches to the intervention process.

**PSY 7515 & PSY 7516 Psychodiagnostic Assessment** (3, 3 units)

Introduction to the broad spectrum of psychological assessment procedures, techniques and instruments. The selection, administration, scoring and interpretation of objective and projective testing instruments. Comprehensive, integrative report writing.  
*Prerequisites:* Clinical program enrollment, PSY 6523; PSY 6501.

**PSY 7517 & PSY 7518 Psychodiagnostic Lab** (0-3 units)

**PSY 7525 & PSY 7526 PhD Practicum I** (4 units per year)

A 12-16 hour/week field placement for second year clinical PhD program students in an agency setting approved by the school; 38 weeks required per year.  
*Prerequisite:* PSY 6528. Concurrent enrollment required in PSY 7505

**PSY 7527 & PSY 7528 PsyD Practicum II** (6 units per year)

A 16 hour/week field placement for second year PsyD program students in an agency setting approved by the school; 38 weeks required per year.  
*Prerequisites:* PSY 6541, PSY 6542 and PSY 6528. Concurrent enrollment required in PSY 7505.

**PSY 7529 Cognitive/Behavioral Approaches to Intervention** (3-6 units)

Theoretical foundations and practice of cognitive, behavioral and cognitive behavioral interventions with individuals and groups.  
*Prerequisites:* PSY 6507/6508; PSY 6517 or PSY 6518.

**PSY 7537 Psychodynamic Approaches to Intervention** (3-6 units)

An introduction to the theory and practice of psychodynamic clinical intervention. The course addresses concepts, processes and techniques that are common among various contemporary approaches including object relations, ego psychology and self psychology. Time-limited, evidence-based approaches are examined.  
*Prerequisites:* PSY 6507/6508; PSY 6517 or PSY 6518.

**PSY 7540 Family Therapy** (3 units)

Introduction to the field via major theoretical approaches focusing on family life cycle (developmental) issues and ethnocultural and gender related concerns.  
*Prerequisite:* PSY 6520.

**PSY 7541 Child Therapy** (3 units)

Presents the fundamentals of the child therapy process and integrates the basic skills necessary to deal with the challenges children present in therapy.  
*Prerequisite:* PSY 6520.

**PSY 7542 Solution-Focused Brief Therapy** (2 units)

This is an advanced course in a systems psychotherapeutic method. An existential, constructive, postmodern approach to treatment, Solution-Focused Brief Therapy views clients from a positive perspective, highlights the future, and fosters client strengths.

## Course Descriptions

### **PSY 7543 Systems Approaches to Interventions** (3-6 units)

Examination and integration of various family systems approaches to treatment.

*Prerequisites: PSY 6507/6508; PSY 6517 or PSY 6518.*

### **PSY 7550 Practicum I in Professional Psychology** (3-5 units)

Twelve to twenty hours/week at an agency setting provided by the school (minimum of 800 hours total required). Required each semester of students who are enrolled in the second year of the standard program.

*Prerequisites: PSY 6520 and PSY 6523; PSY 6550 is an additional prerequisite for clinical PsyD students.*

### **PSY 7551 Practicum Consultation/Ethics** (1-1.5 units)

This course is designed to familiarize students with ethics, the psychology licensing laws and the regulations pertaining to the practice of psychology. In addition, issues of sexual attraction in therapy and treatment issues relating to diversity are addressed. Students will have the opportunity to review and consult about their work at practicum sites.

*Must be taken concurrently with PSY 7550.*

### **PSY 7553 & PSY 7554 Field-Based Practicum** (5-7 units)

) This required professional training experience for all clinical students is taken in the second year by PsyD students and in the third year by PhD students. It involves 15 hours per week of supervised mental health services and training in an agency affiliated with CSPP-Los Angeles' Clinical Field Training Office. All students receive direct experience in psychotherapeutic interventions during the practicum, although the specific nature and extent of therapy activities varies among settings. The practicum is a prerequisite and provides crucial preparation for the subsequent predoctoral internship.

### **PSY 7555 Practicum in Psychophysiology/Biofeedback** (3, 3 units)

Students receive consultation regarding their clinical experiences in group format. Activities commonly include presentations of case material and discussion of ethical and professional issues.

### **PSY 7563 Clinical Psychology and Law** (2 units)

An orientation to issues and conflicts at the interface between mental health professionals and the legal system. Special emphasis on child, adolescent and family-related functions, with more limited coverage of traditional assessment and treatment roles that psychologists play in the civil and criminal legal context. Required course for forensic family/child track students.

### **PSY 7565 Advanced Ethics and Professional Issues** (2 units)

Emphasis on current political and ethical issues through an examination of the development of professional psychology. Special reference to the history of grassroots professional participation at local, state and national levels. Legislative developments affecting psychology discussed with an emphasis on the current status of professional training, licensing and continuing education.

### **PSY 7566 Ethical Foundations of Clinical Practice** (2 units)

Basic foundations course examining professional issues, HMOs, PPOs, risk management and documentation.

### **PSY 7570 Prep for Doctoral Candidacy (0 units)**

### **PSY 7571 & PSY 7572 Second Year Clinical Practicum** (2, 2 units)

Prepares students to function as interns in psychological agencies. 15 hours per week advanced practicum.

### **PSY 7602 Theory and Practice of Psychotherapy: Child** (3 units)

Treatment approaches to the small child, the latency-aged child and the adolescent. A consideration of play therapy and other interventions with attention given to the special therapeutic requirements of delinquency, childhood depression and adolescent alienation.

*Prerequisites: PSY 6520, PSY 6140, PSY 6523.*

### **PSY 7604 Group Psychotherapy** (3 units)

This course emphasizes the use of group approaches in psychotherapy. Review of group formation and intervention, group process and termination in group psychotherapy. A variety of approaches and their applications will be discussed. Learning methods will include both didactic and experiential components. Students' experiences with groups in the field may be integrated within the context of this course.

*Prerequisite: PSY 6520.*

### **PSY 7605 Clinical Elective - Practice Seminars** (3 units)

**(Topics vary)**

#### **1) Clinical Interventions with Children** (3 units)

Introduces students to the theory and practice of child and family psychotherapy, focusing on specific interventions with children individually, with parents, in families, and in the contexts in which they interact. The first part of the course focuses on O'Connor's Ecosystemic Theory in treating children. Specific attention is given to understanding the theory, learning how to evaluate a child, formulating a treatment plan and intervening with children who live and function within the contexts of family, peers, schools, cultures and many other systems. In the

second part of the course, students learn and practice interventions that are research and theoretically based and designed for treatment of a variety of psychological disorders and problems that occur with children. Interventions target all areas in which the child lives, especially parental and family influences. It is assumed that the students have a sound knowledge of development and life span issues, though the course revisits these issues briefly.

#### **2) Advanced Child Assessment** (3 units)

Provides students with knowledge and skills in assessing children (emphasis on school-aged children). Students will learn principles of assessment techniques--primarily from a hypothesis-testing approach--and will learn to integrate information from various sources to form a comprehensive picture of the child. Students will develop the ability to assess children within a framework that is both developmentally- and culturally-sensitive.

#### **3) Integrated Approach to Sex, Intimacy and Relationship Problems (IFC Emphasis)** (3 units)

Students in this year long, advanced IFC elective will be taught an integrated therapy approach to sex, intimacy and relationship problems. The goal of this elective is to teach students how to do multigenerational, differentiation based therapy with heterosexual and homosexual couples from diverse ethnic, cultural and religious backgrounds. You will also learn about what the research says about the effectiveness of couple and sex therapy. Lectures along with class discussions, role-plays, and video clips will be used. You will learn tools and strategies for effective differentiation based therapy.

#### **4) Program Development and Evaluation** (3 units)

This course provides the student with an overview of the principles of prevention and intervention research design. The primary goal of the course is to help students learn the fundamentals of problem identification, program design, development and evaluation. This course can also help to "jump start" Doctoral project and Dissertation preparation.

#### **5) Loss, Grief and Bereavement (CH emphasis)** (3 units)

**PSY 7610 Cultural Seminar (3 units)**  
(Topics vary)

**PSY 7611 Multicultural Clinical Elective (3 units)**

Topics vary and focus on cross cultural issues in clinical work. Electives may include focus on individuals, families, substance abuse, forensics, and health settings.

*Prerequisite: PSY 6129.*

**PSY 7612 Women and Gender in Historical Perspective (2 units)**

This course examines the cultural construction of multicultural women's sexualities from 1820 to present. This historical exploration illuminates contemporary constructions of female sexualities and facilitates students' critique of "innate" v. culturally-constructed behaviors and identities.

**PSY 7614 Human Sexuality (3 units)**

Human sexual function and dysfunction studied from biological, sociological and psychological perspectives. Current research and treatment issues focusing on human diversity are covered.

*Prerequisite: PSY 6519.*

**PSY 7615 Neuropsychological Assessment (3 units)**

The application of neuropsychological assessment techniques to clinical case materials. Seminar analysis and discussion of actual case data supplied by instructor and students. Clinical, educational, rehabilitative and forensic applications of neuropsychological assessment findings.

*Prerequisite: PSY 8555.*

**PSY 7616 Psychology of Women (2 units)**

An overview of traditional theories of psychological development is presented and contrasted with alternative models that have been proposed as more representative of females. Issues related to the lives of women of color and lesbians are integrated into this course.

**PSY 7617 Cross-Cultural Psychology: Theory, Research and Practice (3 units)**

The course covers the major contributions of crosscultural psychology. Issues in theory and research will be reviewed, focusing on implications for practical application, as well as for further research and theory building. Students will become aware of the major theories and models, the major methodologies and the major findings of crosscultural psychologists.

*Prerequisite: TBD.*

**PSY 7618 Cross-Cultural Intervention (3 units)**

Intensive examination of the theory and practice of multicultural therapy, the cultural appropriateness of present mental health service delivery models and the process of culturally adapting interventions. Major emphasis on multicultural and clinical competence with diverse cultural groups.

**PSY 7619 Cross-Cultural Families (3 units)**

An analysis of multicultural families as a psychological group with special emphasis on the diversity of parent-child relationships, roles of women and men, adult personality and beliefs, attitudes and values. Also, special focus is placed on how ethnic minority families are differentially affected by culture and subculture.

**PSY 7620 Practicum in Health Psychology (3 units)**

**PSY 7621 Practicum Consultation in Health Psychology (1 unit)**

**PSY 7622 Cross-Cultural Mental Health (3 units)**

An overview of ethnocultural group issues in mental health. Examination of the values underlying psychology in Western countries in contrast to the value systems, world views and practices of culturally diverse ethnic minorities.

**PSY 7623 AIDS: Multidisciplinary and Multicultural Perspectives (3 units)**

Develops knowledge and understanding of the AIDS epidemic and the psychological dimensions of the disease. Evaluates multidisciplinary aspects of AIDS education and prevention efforts. Also examines the impact of AIDS on multicultural populations.

**PSY 7624 Managed Mental Health Care and Brief Therapy (2 units)**

Designed to prepare students to face the challenges of practicing in an era of managed care from an informed and knowledgeable position. Includes exploration of managed care principles and problems, brief therapy, time effective therapy, blending brief therapy skills with long term therapy skills, solution focused methods, countertransference and how to practice effective and ethical psychotherapy within the changing mental health care context.

**PSY 7625 Intro to Clinical Medicine I (3 units)**

) Designed to introduce psychology students to the fundamentals of medical pathology.

*Prerequisite: PSY 6620.*

**PSY 7626 Intro to Clinical Medicine II (3 units)**

A continuation of Clinical Medicine I, focusing on biomedical models and treatment of physical disease and health.

*Prerequisite: PSY 7625.*

**PSY 7627 Psychology of Health and Illness (CH emphasis) (3 units)**

**PSY 7628 Behavioral Medicine Interventions (2 units)**

Covers the various types of clinical interventions available in the fields of behavioral medicine/health psychology.

**PSY 7630 Intercultural Psychotherapy Lab (2 units)**

An experiential course providing insight into the role of social and cultural factors in development of the client-psychologist relationship in therapy.

**PSY 7631 Disability, Ethnicity and Culture (3 units)**

Exploration of the interface of disability, ethnicity and culture. Topics include: similarities and differences among minorities (ethnicity, gender, sexual orientation, disability); minority-specific stressors; cultural attitudes and beliefs about health, illness and disabilities; disability in a family and community context; relevant laws; etiquette and culture; special issues for women with disabilities and women of color with disabilities; ways in which therapists form impressions and conceptualize cases involving minority clients; testing, assessment and diagnosis; implications for psychotherapy; assistive technology; therapy as a political act; research and teaching.

**PSY 7632 The Health and Medical Care System (2 units)**

Seminar evaluates the present system of health care provision in this country including mental health and medical care services. Through critique and evaluation, this course contrasts and explores alternative health and medical care delivery systems.

**PSY 7633 Health Psychology Intervention: Research and Practice (3 units)**

This course applies the principles learned in Concepts of Health Promotion and Disease Prevention, Introduction to Research in Behavioral Medicine and Clinical Psychophysiology and Biofeedback. Students gain a knowledge of the efficacy of health psychology interventions such as stress management, exercise, weight management, smoking cessation, dietary interventions, medical self-management, etc. Students develop skills in designing and implementing health psychology interventions for specific populations.

*Prerequisite: PSY 8625.*



## Course Descriptions

### **PSY 7634 Pediatric Psychology (2 units)**

Describes the major stresses for children who are hospitalized and ways of reducing those stresses.

### **PSY 7635 Play Therapy I: Assessment and Treatment Planning (2 units)**

Students learn how to gather the data necessary to develop a comprehensive case formulation and design treatment plans which takes the child's ecosystem into account.

### **PSY 7636 Play Therapy II: Interventions (2 units)**

An experientially based course in which students learn an array of play techniques.

*Prerequisite: PSY 7635.*

### **PSY 7638 Studio Art (2 units)**

#### **1) Introduction to Sandplay**

This course explores the nature of sandplay. Some form of playing-in-the-sand has always existed with our species. This course introduces: a) the metaphoric and symbolic language of sandplay; b) theoretical principles and the practical uses of sandplay therapy with children and adults; c) didactic and experiential exploration of the sandplay process through hands-on practice.

Course participants will meet most class hours in the sandtray room of a practitioner.

*Prerequisites: PSY 6605, PSY 6519.*

#### **2) Theater as Therapy**

PSY 7639 Expressive Arts Therapy (2-3 units)

After exploring psychologies which integrate mind, body, spirit and human ecology, participants will focus on expressive arts therapy as a particular philosophy. After opening lectures on polyaesthetics with roots in shamanism, participants immerse in disciplines of visual arts, movement, music, story-telling and poetry, play, and other creative means for expression of the self and healing.

### **PSY 7640 Creativity Theory and Practice**

(2-3 units)

Explores creativity theories, research and seminar exercises for direct use in group or individual therapy.

### **PSY 7640 Publication Seminar (2 units)**

The course is intended to assist students in the preparation and publication of manuscripts. Topics include: writing styles for various types of publications; selection of journals for publications; manuscript preparation, submission and revision; working with professional organizations and colleagues; continuance of the mentor relationship; and the development of a curriculum vita.

### **PSY 7642 Psychology of Women's Health**

(2-3 units)

The psychological impact of physiological and reproductive functions are considered in light of current social, political, legal and ethical dilemmas

### **PSY 7643 Transference and Counter-Transference (3 units)**

An overview of theoretical and technical considerations in understanding the unfolding of transference and counter-transference paradigms in the course of psychoanalytically oriented psychotherapy.

### **PSY 7644 Analytic Sand Tray Therapy (2 units)**

Introduction to theory and techniques of Sand Tray Therapy as used in the context of Jungian Psychotherapy and Jungian Analysis.

*Prerequisite: PSY 7537.*

### **PSY 7645 Play Diagnosis and Assessment of Children (2 units)**

This course will provide students with the knowledge and skills needed to complete a diagnostic play assessment of parent-child relationships.

### **PSY 7647, PSY 7648, PSY 7649 Applied Psychophysiology and Biofeedback I, II, III (3, 3, 3 units)**

Course sequence offering integrated didactic and practical training in the use of psychophysiological techniques to a variety of conditions, such as tension headache, migraine, intelligence disorder, ADHD, hypertension and urinary incontinence.

### **PSY 7650 Integrative Psychology Elective (Topics vary)**

A variety of advanced topics in integrative psychology for clinical students. Sample topics include: Introduction to Jung and Shadow, Mindfulness-based Therapies, The Psychology of Terrorism, Narrative Psychology, Spirituality and Psychology, and Creativity: Theory, Research, and Writing.

### **PSY 7700 Workshop (0-3 units)**

Investigation of a particular topic, problem or issue in psychology. Area selected for study varies from semester to semester.

### **PSY 7800 Advanced Seminar: Clinical Psychology (3 units)**

Examination of a variety of topic areas in Clinical Psychology and will rotate each time offered. May be repeated for credit.

### **PSY 7805 Advanced Seminar: Chemical Dependency (2-4 units)**

Examination of a variety of topic areas in the chemical dependency field and will rotate each time offered. May be repeated for credit.

**PSY 7815 Internship and Seminar College Teaching (3 units)**

Recommended for students primarily interested in college teaching. Approval of the director of the program in which the student is enrolled is required.

**PSY 7820 Research Practicum (1-4 units)**

Supervised experience conducting research. Provides opportunities for students to gain experience in designing research studies, data entry and analysis and preparing research for publication. Course may be repeated.

*Prerequisite: Permission of instructor.*

**PSY 7900 Doctoral Project/Dissertation Preparation (3-4 units)**

Presentation and discussion of procedures and potential topics for PsyD. dissertations/ projects. Some projects oriented toward applied skills while others may focus more on scholarship and empirical research. Credit requires the formation of a committee and acceptance by the committee of the preliminary draft of the project.

**PSY 7901 Doctoral Project/Dissertation Preparation (2 units)**

) Presentation and discussion of research procedures and a critical evaluation of potential research questions in psychology. Emphasis on the identification and development of a dissertation research topic. Requires obtaining a dissertation committee chairperson, the completion of Chapter 1 (Problem Formation) and Chapter 2 (Literature Review) of the dissertation and course requirements.

*Prerequisites: Advancement to candidacy and successful completion of the Special Field Examination.*

**PSY 7905 Proposal Development (1 unit) (Fresno)**

**PSY 7910 PsyD Clinical Dissertation Orientation (1 unit)**

A primary goal of this course is to assist students in learning about the principles and procedures involved in developing the PsyD clinical dissertation. Students will also learn about skills and competencies they are expected to attain in the dissertation.

*Prerequisites: PSY 6030, PSY 6031*

**PSY 7911 & PSY 7912 PsyD Proposal Development (2-3, 2-3 units)**

Course assists PsyD students in the development of a research proposal to be used in conjunction with the PsyD dissertation.

**PSY 7990 Dissertation I (3 units)**

Presentation and discussion of research procedures and a critical evaluation of potential research questions in psychology. Emphasis on the identification and development of a dissertation research topic. Requires obtaining a dissertation committee chairperson, the completion of Chapter 1 (Problem Formation) and Chapter 2 (Literature Review) of the dissertation and course requirements.

*Prerequisites: Advancement to candidacy and successful completion of the Special Field Examination.*

**PSY 7991 Dissertation II (3 units)**

The nature and scope of dissertation research with special emphasis on research methodology and design. Requires the completion of Chapter 3 (Research Design) and committee approval of the dissertation proposal (chaps. 1-3).

*Prerequisite: PSY 7990*

**PSY 7992 Dissertation III (3 units)**

Successful completion of the dissertation, passing of the final oral exam and submission of a completed, corrected manuscript to the University Reader.

**PSY 8005 & PSY 8006 PhD Research Cluster (3rd Year) (3, 3 units)**

Required research course for third year PhD students. Goal of the year is the formation of a dissertation committee and the completion of the dissertation proposal. See PSY 6015 for further information on research clusters.

*Prerequisite: PSY 7013/7014 (SFB), concurrent registration in PSY 8990 (SD).*

**PSY 8007 Advanced Research Methodology (3 units)**

A variety of advanced topics in research methodology and statistics for PhD students. Designed to focus on specific methods for use in dissertation research. Sample topics include program evaluation, observational research, research interviewing, case study research, multiple linear regression, qualitative methods, test construction and multivariate methods.

**PSY 8008 & PSY 8009 Fourth Year PhD Research Seminar (2, 2 units)**

*Prerequisite: PSY 8005/8006*

**PSY 8123a & PSY 8123b Cultural Diversity Training (0 units) (Fresno)**

**PSY 8311 Advanced Couples Therapy (3 units)**

Focuses on an advanced understanding and evaluation of the major empirically supported forms of couples therapy including Emotionally Focused Therapy, Intergrative Behavioral Couples Therapy and the work of John Gottman. Theoretical understanding, practical application and skill development are stressed.

*Prerequisite: PSY 7311*

**PSY 8314 Advanced Brief Models (3 units)**

An advanced theory course examining brief family therapy models in depth, including structural, strategic, solution-focused and narrative. Includes topics such as constructivism and the contributions of the MRI group that are fundamental to some of the models.

*Prerequisite: PSY 6312*

**PSY 8315 Advanced Intergenerational Therapy (3 units)**

Theories of intergenerational family therapy: Framo, Bowen, Nagy, Whitaker and others are discussed in depth in this course. Students will be asked to integrate, evaluate and compare the major interactional theories and their application to couples/families. Videotape demonstrations of the theories are presented.

*Prerequisite: PSY 6312*

**PSY 8410 Psychology of Negotiation, Bargaining and Dispute Resolution (3 units)**

Examination of influence and negotiation concepts and central problems and processes in negotiation through actual practice and behavioral experimentation combined with training in effective diagnosis. Analysis of case studies of realworld problems to discover techniques applicable to problems involving interactive competitive decision components. Use of role playing to handle strategic and tactical negotiation decisions.

**PSY 8412 Social Psychology of Organizations (3 units)**

This course examines social psychological theory and research as it relates to the functioning of individuals and social systems in work related settings. This course explores social psychological research methods and various seminal social psychological theories and concepts including attitudes and attitude change (cognitive consistency theories, dissonance), obedience to authority, persuasion, person perception and attribution, social cognition (schemas, social inference, stereotyping and discrimination), the self-concept (self-esteem, self-serving biases), impression management, motivation, social exchange, attraction and affiliation, work stress and coping, social learning theory, aggression, positive psychology, nonverbal behavior, and the communication of emotion.

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### **PSY 8415 Organizational Diagnosis (4 units)**

Students in this course undertake an extensive and advanced empirical review of the organizational diagnosis literature, emphasizing system-level assessment approaches and the integration of individual, group and organizational level functions. Working in teams, students will conduct a "live" organizational diagnosis including entry, contracting, assessment and evaluative functions. *Prerequisites: ORG 7525, ORG 7682; permission of instructor for students not enrolled in Consulting Psychology program.*

### **PSY 8500 Advanced Seminar in Professional Issues: Practice of Professional Psychology (3 units)**

*Prerequisite: G4 standing or equivalent.*

### **PSY 8500 Clinical Elective (Topics vary)**

- 1) **Alternative/Complementary Approaches to Health (2 units)**  
) Covers the basic theoretical foundation and healing practices of a wide variety of alternative/complementary approaches to health.  
*Prerequisites: PT525 and PT526.*
- 2) **Advanced Gay and Lesbian Issues and Psychotherapy (2 units)**  
Examines the cultural and political context surrounding the lives of gay, lesbian and bisexual individuals as a background for understanding salient psychotherapeutic issues. Developmental and relational tasks are redefined. The therapeutic management of coming out, lesbian and gay health concerns, ethnocultural differences and internalization of oppression are among topics covered.
- 3) **Adolescent Psychotherapy and Psychopathology (3 units)**  
*Prerequisites: PSY 6140 and PSY 6519.*
- 4) **Current Developments in Analytic Psychotherapy (2 units)**  
) Seminar in ideas and techniques of psychoanalytic psychotherapy as currently practiced in the clinical setting.  
*Prerequisite: PSY 7537.*
- 5) **Ego Psychology (2 units)**  
Theoretical and clinical examination of major concepts in ego psychology such as thought, perception, object relations and major defenses as they apply to the clinical experience will be explored.  
*Prerequisite: PSY 7537.*
- 6) **Brief Psychodynamic Psychotherapy (2 units)**  
Examination of the clinical application of psychoanalytic principles to brief psychotherapy, counseling and crisis counseling.
- 7) **Child Health Psychology (2 units)**  
Advanced health psychology course focused on psychosocial issues related to child and adolescent health. Explores topics including pediatric chronic illness, models of psychological adjustment, prevention of pediatric health problems, preventative pediatric and child health intervention and the role of clinicians in child health care systems.
- 8) **Interventions with Multicultural Families (3 units)**  
An introduction to the theory and practice of family therapy as it is related to ethnic minority families. Critical review of the literature serves as a backdrop for the examination of clinical issues revolving around the application of family therapy techniques with various ethnic minority groups. The assessment of family dynamics and appropriate use of treatment approaches are major focal points, interwoven with identification of sociocultural dimensions that interact with the clinical picture. Cross-cultural competencies in evaluation and treatment planning are emphasized.
- 9) **Alternative Intervention Strategies (3 units)**  
This course examines the theoretical and practical aspects of developing strategies for high-risk and underserved populations. Strategies emphasized are responsive to oppressed or vulnerable groups (e.g., cultural groups, chronically mentally ill) and to social/community issues (e.g., homelessness, gang violence) where reliance on mainstream psychotherapies may not be appropriate or effective. The concept of intervention will be broadened to include the integration of the complex interplay between individual, family, community, cultural and institutional factors. Crisis intervention, case management, self-help groups and alternative psychotherapies (e.g., feminist, Africentric, gay-affirmative) will be explored.
- 10) **Stress-Related and Psychosomatic Disorders (3 units)**  
Overview of stress-related and somatoform illness, including behavioral, psychophysiological, psychosocial and psychodynamic approaches. Review of mindbody problems, history of psychosomatic medicine, diagnostic classification and etiology and mediators in the stress-illness relationship. Clinical issues, influences of psychological functioning and personality organization on patient's response to physical symptomatology.
- 11) **Psychology of Loss, Grief and Bereavement (3 units)**  
Explores the psychology of loss, grief and bereavement. Covers theoretical bases, including developmental aspects, attachment, separation and loss and change as loss. Includes the psychology of dying and interventions to facilitate mourning and adjustment to loss processes. Multicultural perspectives on these issues will be presented. Concerns regarding living wills and durable power of attorney will be addressed.
- 12) **Clinical Interventions with Children (3 units)**  
Surveys representative literature which addresses the theory and practice of principal assessment and therapeutic interventions with children. Psychodynamic perspectives frame the major content. Addresses family system issues, idiographic considerations in psychopathology, cultural diversity and ecological considerations in micro and macro social systems as parameters in formulating and executing clinical interventions.
- 13) **Interventions With Adolescents (3 units)**  
Explores the issues, conflicts and resolutions inherent in the developmental phase of adolescence, as well as the theory and techniques of treating adolescents and their families. Provides an understanding of the theoretical constructs of adolescent development and the application of those constructs in clinical work.
- 14) **Gestalt Therapy (3 units)**  
An introduction to the theory and treatment principles of Gestalt Therapy. Lectures cover the roots of Gestalt Therapy in psychoanalysis, experimental psychology and phenomenology as well as current personality theory, psychopathology, developmental theory, dream analysis and other aspects of theory. Approximately half of the class is experiential in nature in order to teach "I-thou" relationships in psychotherapy and phenomenological tracking.
- 15) **Interventions with Lesbians and Gay Men (3 units)**  
This course provides students with an overview of prominent mental health issues and relevant intervention approaches for lesbian and gay male populations. Diversity of world views, lifestyle, and life experiences are central to assessment, evaluation and intervention strategies. Analysis and critique of relevant literature, conceptualization and integration of key issues and case application are fundamental aspects of the course.

- 16) **Psychotherapy with Severely Schizophrenic and Personality Disordered Individuals** (2 units)  
 Examination of the latent and manifest contents of psychotic processes in severe schizophrenic and severe personality disorders. The emphasis is on the self-experiences of these patients. Phases of the therapeutic process will be discussed.
- 17) **Behavioral Medicine Techniques** (3 units)  
 Intervention techniques addressed in behavioral medicine may include the following: hypnosis, pain management, relaxation techniques, stress reduction/management, issues of spirituality, alternative medicine considerations and biofeedback.
- 18) **Pediatric Neuropsychology and Culture** (3 units)  
 This course provides an understanding of the assessment of learning processes through the utilization of neuropsychological testing and explores how this will aid in providing more multiculturally accurate assessment of children. Common cognitive disorders, including attention deficit disorder, learning disabilities and other learning disorders are discussed. There is a focus on the impact of culture on learning including its impact on intelligence testing and cross-cultural early development and education, with some consideration of alternative assessment and treatment strategies.
- 19) **Advanced Psychodynamic Interventions with Multicultural Populations** (3 units)  
 This advanced interventions course focuses on the use of psychodynamic approaches with individual late adolescent and adult clients from groups of color and other underserved groups. Students will learn about appropriate ways to integrate psychodynamic (classical/ego psychology/object relations/self psychology) understandings with sociocultural factors in forming a relationship with the client, doing an assessment and developing a clinical formulation and conducting the therapy. Special attention will be paid to issues of transference and countertransference as they are impacted by cultural differences. Students will be expected to draw on their internship experiences in working with diverse populations as case material for the course.
- 20) **Couples/Family Therapy Training and Supervision** (3 units)  
 Students pursue a process of becoming a couples/family therapist by seeing families and receiving live supervision. In addition to serving as therapists, students have the opportunity to be supervisors. Learning supervision enhances the quality of one's therapy and gives the student a new set of skills.
- 21) **Interpersonal Therapy and Communication** (3 units)  
 Most major schools of psychotherapy recognize the contribution that the interpersonal relationships between therapist and client makes to the therapeutic process. This seminar will focus on interpersonal processes in individual and group psychotherapy on the development of skills in observing and intervening in this interpersonal relationship. There is also widespread agreement that therapist's skills in self-awareness and the ability to monitor one's inner experiences constitutes a primary tool of the psychotherapist. This course discusses this art in the literature in case material drawn from the teaching and students work and via exercises in self-awareness and observation of interpersonal processes in class.
- 22) **Advanced Psychodynamic Intervention: British Object Relations** (3 units)  
 The fundamental ideas of object relations theory will be examined and illustrated with examples from case material. The theories and clinical work of the major figures in the British Object Relations School will be studied.  
*Prerequisite: PSY 7537.*
- 23) **Lesbian/Gay Couples and Families** (2 units)  
 This course surveys emerging theory, research, and practice relevant to lesbians, gay males and bisexuals in the context of their couple and family relationships. Topics include family of origin issues; lesbian/gay parenting; couple relationships; families of choice; the impact of societal and internalized homophobia on gay and lesbian relationships; HIV and AIDS; strategies for individual couple and family therapy; and transference/countertransference issues.
- 24) **Clinical Issues in the Psychology of Women** (2 units)  
 Focuses on some presenting problems and diagnostic profiles that are more prevalent among women than men, such as eating disorders, depression and the psychological consequences of childhood sexual abuse. Uses readings, lecture and discussion to learn clinical theory and practice in the psychodynamic tradition, including Jungian and self-psychology, self-in-relation theory and some new feminist perspectives on family systems. Includes ways of conceptualizing and practicing psychotherapy that are likely to be most effective with women clients.
- 25) **School and Community-Based Intervention with Children and Adolescents** (3 units)  
 This course will examine approaches to providing mental health services to children and adolescents in school and other community settings. Special attention will be paid to the development of multidimensional programs that serve children, their families, teachers, school administrators and community leaders. Specific topics will include: child advocacy, classroom consultation, multidisciplinary programming and collaboration and establishing and maintaining community supports and interagency alliances.
- 26) **Multicultural Family Therapy and Clinician Self-Awareness Development** (3 units)  
 In this course, multicultural family therapy skills are advanced in two ways. First, through a focus on technique and skill development utilizing the Bowen model, and second through a focus on clinician self-awareness development and ethnic identity development utilizing the same core model amplified by the work of Adler and Toman. Issues such as the facilitation of differentiation, de-triangulation and related processes in the context of sociocultural differences will be explored. Opportunities will be provided for reflective dialogue on identity, culture and resiliency, countertransference patterns and strategies for effectively addressing them in a culturally-syntonic style. This course is presented in a manner common among advanced family therapy courses in which technique development and self development go together. Research indicates that this combination facilitates development and enhances therapist presence and competence in handling the complex interpersonal processes that result from having several family members in the therapy room at the same time. The group process in class will be vital to energizing the class environment with openness, productivity, creative spirit and humanity.
- 27) **Sex Roles and Gender** (3 units)  
 Gender and gender roles have complex consequences for the development of individual and group identity and behavior. This course examines the roles of society and biology in shaping our understanding of human experience within the context of gender, gender roles, and sexual orientation, with particular emphasis on the impact of difference and diversity in the construction of social meaning.
- PSY 8503 Elective Practicum (0-3 units)**  
 ) In addition to the required practicum experience, students gain further professional experience in this elective course.

## Course Descriptions

### **PSY 8505 Developmental Psychopathology** (3 units)

Examination of the theoretical and empirical findings related to the assessment, etiology, correlates and development of the major categories of childhood psychopathology including internalizing disorders, externalizing disorders and severe developmental disorders. Emphasis is placed on the developmental, individual, family, school and peer correlates of the behavioral problems. Issues related to child welfare, such as child abuse and the changing family are reviewed.  
*Prerequisites: PSY 6140 and PSY 6523.*

### **PSY 8509 Supervision Seminar** (1, 2 units)

A year-long seminar examining the theory and techniques used in the supervision of human service personnel. Students develop their own style and techniques based upon specific theoretical viewpoints and apply these skills in the supervision of practicum students.  
*Prerequisites: PSY 6509 and PSY 6510.*

### **PSY 8510 & PSY 8511 Supervision Seminar** (1, 2 units)

A year-long seminar examining the theory and techniques used in the supervision of human service personnel. Students develop their own style and techniques based upon specific theoretical viewpoints and apply these skills in the supervision of practicum students.  
*Prerequisite: PSY 6509 and PSY 6510.*

### **PSY 8512 Supervision Seminar** (1 Unit) (San Diego)

Seminar examining the theory and techniques of clinical supervision. Students will apply these skills in the supervision of practicum students. This course is taken in the last year of a student's program, concurrent with PSY 8513.

### **PSY 8513 Supervision Lab** (1 Unit) (San Diego)

Students in PSY 8512 are in this concurrent lab in which they are supervised by a faculty member in their supervision of a practicum student.

### **PSY 8514 Supervision Practicum** (2 units) (San Diego, PhD)

Seminar and experience in theory and practice of clinical supervision. Students will learn basic theory, techniques, and research in didactic portion of course. In the experiential portion, students apply these skills in supervision of 2nd year clinical students, under the guidance of the instructor.

### **PSY 8531 & PSY 8532 Advanced Clinical Seminar** (3, 3 units)

Seminar provides small-group presentation and discussion of practicum cases at an advanced level. Particular emphasis is placed on integration of theory and practice and in-depth examination of the treatment process.  
*Prerequisites: PSY 6550 and PSY 7505, PSY 7527.*

### **PSY 8535 & PSY 8536 PhD Practicum II** (6 units per year)

A 16 hour/week field practicum for third year PhD program students in an agency setting approved by the school; 38 weeks required per year.  
*Prerequisites: PSY 7571 and PSY 7505. Concurrent enrollment required in PSY 8531.*

### **PSY 8537 & PSY 8538 PsyD Practicum III** (6 units per year)

A 16 hour/week practicum for third year PsyD program students in an agency setting approved by the school; 38 weeks required per year.  
*Prerequisites: PSY 7527 and PSY 7505. Concurrent enrollment required in PSY 8532.*

### **PSY 8539 Professional Skills Workshop** (1 unit)

Workshops usually presented in weekend format on specific clinical skills, such as introduction to hypnosis, biofeedback, geriatric long term care issues and chronic pain treatment.

### **PSY 8540 Family Therapy/Ethnic Families** (3 units)

*Prerequisites: PSY 6129, PSY 6520, (and PSY 7161 for General Clinical Students).*

### **PSY 8541 Topics for Licensure Preparation**

1) **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., coalcoholics, adult children, countertransference.)

### **PSY 8542 Advanced Family Therapy** (1-2 units)

Selected topics or focused attention on one school of family therapy.  
*Prerequisite: PSY 7540.*

### **PSY 8542 Advanced Family Therapy** (3 units)

Advanced study of the theory and dynamics of family interaction. Attention will be given to the techniques of family therapy.  
*Prerequisites: PSY 7543 and PSY 7544.*

### **PSY 8542 Advanced Family Therapy** (3 units)

This course offers direct supervised experience in family therapy based on short-term models. Students should be working with families at their internships.  
*Prerequisite: PSY 7503.*

### **PSY 8543 Family Violence: Child Abuse** (3 units)

Focusing on the dynamics of violence, particularly the most frequent type of violence—assault between intimates. Child abuse, rape and incest, battering and child neglect will be covered. To a lesser extent violence between strangers will be discussed. Attention is given in the course to characteristics of the victims, perpetrators and "violent settings," situations which facilitate violence. The course is intended for those who might work in prevention and treatment of violence.

### **PSY 8544 Interpartner and Spousal Abuse** (3 units)

Education and training of the student in domestic violence detection, assessment, and prevention. Other forms of adult interpersonal violence will also be covered.

### **PSY 8545 Developmental Psychopathology** (3 units)

Examination of the theoretical and empirical findings related to the assessment, etiology, correlates and development of the major categories of childhood psychopathology including internalizing disorders, externalizing disorders, and severe developmental disorders. Emphasis is placed on the developmental, individual, family, school, and peer correlates of the behavioral problems. Issues related to child welfare, such as child abuse and the changing family are reviewed.  
*Prerequisites: PSY 6140 and PSY 6523.*

### **PSY 8551 Clinical Consultation Group – First Year** (1-1.5 units)

For local internship students during their first internship year. This course focuses on the development of clinical conceptualization skills in terms of three focal competencies: (1) understanding the person in the environmental and developmental context, (2) problem orientation, and (3) practice and science integration. Problem orientation refers to organizing, conceptualizing, evaluating, and intervening in terms of focal problems. Practice science integration competency refers to the ability to apply theory and research to case conceptualization. First year internship students are expected to focus on treatment relationships, treatment planning, and intervention according to the treatment plan. Formal case presentations are required.  
*Prerequisite: PSY 7551.*

### **PSY 8552 Clinical Consultation Group – Second Year (San Diego)** (1-1.5 units)

For local internship students during their second half-time internship. In addition to the competencies addressed in PSY 8551, students also focus on evaluating treatment outcomes and modifying treatment plans accordingly.  
*Prerequisite: PSY 8551.*

**PSY 8552 Advanced Clinical Skills (San Francisco Bay)** (6 units)

**PSY 8555 & PSY 8556 Neuropsychology**

(3, 3 units)

Study of basic neuroanatomy, neuropsychological theory and testing methods. Focus on developing a basic clinical approach to neuropsychological evaluation and teaching specific assessment skills.

*Prerequisites: PSY 6105, PSY 6505, PSY 6506.*

**PSY 8557 Family Violence and Psychological Trauma** (2 units)

Focus on family violence conceptualized as pathologies of power. Clinical theory, research and implications for practice examined from cultural, psychological, psychoanalytic, feminist and sociopolitical perspectives. Discussions of patriarchy, the politics of power and violence, gender entrapment, gender role socialization, constructions of masculinity and cultural complexities will illuminate the intersection of individual and social pathologies that result in family violence.

**PSY 8561 Consultation** (1 unit)

**PSY 8562 Management** (1 unit)

**PSY 8563 Teaching** (1 unit)

**PSY 8564 Supervision** (1 unit)

**PSY 8565 Family Court Consultation** (1 unit)

**PSY 8566 Child Custody Consultation: Evaluation and Mediation** (2 units)

Focus on the role that psychologists play in assisting families undergoing disputes about child custody. Major focus is the child custody evaluation as an assessment of the best parenting plan for the child. Clinical case material is presented and students become familiar with the process of conducting a child custody evaluation as well as with important issues related to making custody decisions. Special topics include parental alienation, "move away", shared custody, supervised visitation, "substance abuse" and major mental illness, the mediation process, the Special Master process and the role of Family Court and Family Court Services in working with families experiencing divorce.

**PSY 8568 Consultation/Education in Clinical Practice** (1 unit)

Basic foundations course examining EAPs, stress management, parenting and relationship education, conflict resolution and multidisciplinary.

**PSY 8569 Pragmatic Foundations of Clinical Practice** (1 unit)

Basic foundations course examining accounting, marketing, advertising and MIS.

**PSY 8571 & PSY 8572 Third Year Clinical Practicum** (3-5, 3-5 units)

Experience in a mental health setting for 15 hours per week.

**PSY 8573 & PSY 8574 Internship**

(5-7.5 units per semester)

The required predoctoral clinical internship is, for most students, spread across the last two years of graduate study—the third and fourth years for PsyD students and the fourth and fifth years for PhD students. In each year, the intern is required to spend a minimum of 20 hours per week at an approved training program affiliated with the school. Primary supervision is by a licensed psychologist who provides formal evaluations of interns' performance to designated CSPP-Los Angeles staff psychologists who monitor the students' professional training experiences and progress and advise students about internship training options and placements. The internship focuses on the development of appropriate professional knowledge, skills and attitudes. The internship experience satisfies partial requirements for state licensure as a psychologist.

**PSY 8600 General Elective**

1) **Psychology of Spirituality** (2 units)

Exploration of the history of the psychology of religion and survey of the variety of theories within the field. Develops understanding of the workings of psychological phenomena within religion and spiritual phenomena within psychology. Includes discussion of ideas of Freud and Jung, post-Freudian developments, contemporary psychoanalysis and a neo-Lacanian framework. Religions examined in relationship to psychoanalysis include Judaism, Buddhism, Christianity and native forms of Shamanism.

2) **Women's Life Choices** (2 units)

Exploration of a woman's perception of choices in making specific life span transitions. Issues discussed are those which repeatedly surface as presenting problems for female clients: having a child, having a "career," being single or partnered, caring for parents and "creating" an adult (and aging) body. Multicultural influences on these "choices" will also be explored including ethnicity, religion, socioeconomic class and disability.

3) **Adolescent Girls/Teen Women** (2 units)

An examination of the development and identity formation of adolescent girls/teen women from a social constructionist perspective. The impact of social and contextual factors are considered, including cultural attitudes about women and girls, race, ethnicity, religion, sexual orientation and class, on young women's development. Problems that young women frequently bring to therapy are considered (e.g., eating disorders, selfmutilation, teen pregnancy).

4) **Psychologists Working in Complex Systems** (2 units)

Develops a theoretical foundation for intervention with complex systems based upon the cognitive model, social learning principles and general systems theory. These analytical models are applied to organizational case studies which have been investigated and presented by the students. Practical interventions will be designed, critiqued, implemented and refined throughout the course.

5) **Supervision** (2 units)

An examination of the role of the supervisor and supervisee in psychotherapy and related treatment activities from psychodynamic and other perspectives. The course will focus on the major issues and challenges inherent in the supervision process. Theories of supervision, reviews of recent literature, guidelines for practice will be addressed. There will be ample opportunity for role play, demonstrations of supervision and guest speakers.

6) **Feminist Approach to Supervision, Teaching and Consultation** (2 units)

This course emphasizes collaboration rather than competitive models in teaching. The course also teaches team building and cooperation in conflict resolution and consultation. The course also emphasizes empowerment and collaboration in supervision.

7) **Educational Consulting: Developing Effective Interventions for Behavior and Learning Problems in Children** (2 units)

An in-depth look at a model intervention program for young children ages two to five and at delivery of effective interventions to school-age children. Core competencies include teacher and parent interviewing, classroom observation and functional assessment, teambased problem solving, evaluating intervention design and outcome and legal and ethical safeguards. Includes discussion of the Individualized Education Plan process, understanding medications for children, AB3632 services, wraparound family team processes and emergency responses to trauma in schools.

## Course Descriptions

- 8) **Self Psychology** (3 units)  
Traces the development, major concepts and clinical application of psychoanalytic self psychology. Emphasis will be placed on current perspectives and interventions.
- 9) **Integration of Individual and Systemic Therapy** (3 units)  
Encourages students to integrate individual and systemic therapeutic approaches. Both theory and practice of integrated model will be taught and discussed.
- 10) **Psychotherapy East and West** (3 units)  
Explores Eastern concepts of consciousness, personal identity and sanity and compares and contrasts these with Western views, especially psychodynamic and existential perspectives. Emphasis is placed on integrating Eastern and Western concepts into a unified view of the nature of change and transformation. Acquaints students with the phenomenology of transcendental experience, including similarities and differences between mystical and psychopathological experience.
- 11) **Metaphorical Interventions in Psychotherapy** (3 units)  
Uses metaphorical/symbolic interventions in contrast to literal/analytical communication to promote therapeutic change. Through skill training emphasizing visio-spatial, perceptual, imagery, and holistic/systemic skills, students learn to use metaphorical interventions in their therapy. The role of metaphorical therapy in psychodynamic, cognitive-behavioral and family systems therapy is explored.
- 12) **Forensic Psychology** (3 units)  
Examines the nature of forensic evaluations, reports and expert witness testimony and the professional and ethical responsibilities involved. Surveys the primary areas of the law including family law, mental health law, criminal law, child abuse and juvenile law, personal injury law and Workers' Compensation. Students role-play the presentation of testimony in trial simulations.
- 13) **Understanding Violence and Nonviolence** (3 units)  
Focuses on understanding of structural, interpersonal and intrapersonal dynamics that contribute to war and other forms of violence versus the creation of peace. Emphases on processes of problem definition, in creation of theory, research and intervention for prevention of violence and promotion of peace on a community, national and international basis. Dynamics of justice, equality and connectedness are related to peace and processes of separation, dominance and oppression are related to war and violence. Roles for professional psychologists are stressed.
- 14) **Dream Interpretation** (3 units)  
The interpretation of a dream in a psychodynamic setting requires the therapist's full understanding of and ability to apply advanced analytic concepts. This course will focus on the therapist's exploration of and development of capacity with the client's intrapsychic functioning, free association, resistance and censoring, and ability to remember and work through. Students will also explore the therapist's unconscious process when listening to a dream as well as the therapist's ability to provide meaning for the dream in relation to the client's current life and conflict. The reading will cover both Freudian and Jungian perspectives on interpretation.
- 15) **Employee Assistance Programs** (1 unit)  
Includes a history and overview of employee assistance programs, clinical interventions in the workplace, organizational development, substance abuse in the workplace, the role of the psychologist in employee assistance programs and opportunities for employment in the field.
- 16) **Clinical Empathy in Theory and Practice** (3 units)  
Explores the definition and concept of empathy from classical psychoanalytic and self psychology points of view. Designed for internship level clinicians who have already gained experience in the therapeutic process. Provides the opportunity to reflect on their developing clinical style and to sensitively examine those touching moments of "I-thou" interaction that embody the essence of psychotherapy. Covers the factors that contribute to good and poor empathic connection in the clinical situation. Students share interactions from their own case material or personal work.
- 17) **Family Violence and Sexual Abuse** (2 units)  
Critically examines differing theoretical models that seek to explain the existence and continuity of family violence in our society. Explores current research in the areas of family violence and sexual abuse. Studies individual, family and societal characteristics that are associated with domestic violence. Examines multiple types of abuse and victims of abuse. Familiarizes students with therapeutic models of intervention for domestic abuse and how to determine the efficacy of those treatment models and programs.
- 18) **Suicidality/HIV Treatment** (1 unit)  
The first part of this course focuses on suicide rates, demographics, correlates and explanatory theories. The second half of the course is an up-to-date review of treatment approaches for HIV-positive clients.
- 19) **HIV Treatment** (1 unit)  
Update on treatment approaches for HIV-positive clients.
- 20) **Eating Disorders** (1 unit)  
The historical and sociocultural context of anorexia nervosa and bulimia nervosa is discussed. Course focuses on diagnosis, testing, assessment and treatment.
- 21) **Gay and Lesbian Issues from a Multicultural Perspective** (1 unit)  
This course is designed to provide students with an introduction to the theoretical and applied issues related to working with ethnic minority gay and lesbian clients. The course takes a historical/social approach to the issues related to population and balances with perspective to issues related to intrapsychic development.
- 22) **Suicidality** (1 unit)  
Suicide rates, demographics, correlates and explanatory theories.
- 23) **Spirituality and Spiritual Development in Psychotherapy** (3 units)  
An examination of the role of religion and spirituality in psychotherapy and the psychological healing process. Course focuses on critical analysis of representative literature, discussion of the ethical implications of the use of spirituality in psychotherapy and identifying and understanding countertransference issues that relate to religion and spirituality. Spiritual factors within faith traditions and their impact on mental health and mental health service delivery is explored. Attention is given to the role of the therapist's spirituality, the process of spiritual development, spirituality as an integral part of one's cultural heritage and community ties and therapeutic approaches that are appropriate with religiously oriented clients both at the individual and community levels in prevention as well as intervention efforts.
- 24) **Belief Systems and Psychotherapy** (3 units)  
This course explores interrelationships between spirituality, cultural diversity and the process of psychotherapy. Examines recent literature in this area. The goal of this course is to expand awareness of the range of diverse belief systems held by human beings and to increase the student's skills in working with culturally diverse clients. Integrates didactic material with group and individual learning experiences to facilitate exploring potential areas of transference and countertransference. Students are challenged to examine personal values, beliefs and assumptions and how these impact their work as psychotherapists.

25) **Clinical Aspects of Dream Interpretation** (3 units)

Clinical implications and the implementation of dream interpretation in the psychotherapeutic process will be discussed. Freud's thoughts on dreams as well as later psychoanalytic revisions or modifications of these ideas will be reviewed to provide a conceptual context for dream interpretation. The amount of emphasis given to the interpretation of dreams, the timing of such interpretations, the repetitive dream and childhood dreams are among the technical aspects to be considered.

26) **Interprofessional Collaboration for Psychologists: Individual, Group, Organizational and Cultural Contexts** (2 units)

Given the need for psychologists to work effectively with professionals from a diversity of disciplines and backgrounds (e.g., school, law enforcement, probation, medical, legal, social service), this course presents the philosophy, theory, ethics and practice of interprofessional collaboration. With the goal of preparing psychologists for the evolving healthcare environment, multiple professional roles and creative/effective interventions for underserved populations in diverse settings (schools, hospitals, community mental health, child welfare, etc.), the course will present practice skills in interprofessional collaboration. These include: diagnosis and intervention in dysfunctional collaboration, eco-systemic and transorganizational systems thinking, team development and leadership, negotiation/ conflict resolution, unconscious group dynamics and self-assessment of interpersonal needs.

27) **The Creative Imagination in Psychotherapy: A Case Seminar** (3, 3 units)

The goal of this year-long track sequence is to help students develop and use their own and their clients' creative imagination in psychotherapy. Through lectures, in-class supervision, role-playing, student presentations and experiential exercises, students will (1) learn to use client-generated metaphor and imagery in language, dreams, early memories and behavioral patterns to increase the depth and perhaps accelerate the rate of change in their therapy; (2) deepen their empathy for their clients and increase their ability to use their own inner experience, affective/metaphoric imagery and creative imagination, to resolve therapeutic impasses; and (3) develop an understanding of resistance as cocreated by both client and therapist as a conflict of their unconscious goals. Class discussion will include comparative/ integrative case conceptualization and interventions using psychodynamic, cognitive-behavioral and family systems approaches.

28) **Clinical Case Conference with Multicultural Populations** (3, 3 units)

This course will examine multiculturalism and its impact on the treatment process. Through readings, lectures, classroom discussion and formal case presentations students look at the issues of race, ethnicity, gender, class, age and sexual orientation as critical factors in psychotherapy. Explores how these factors interact with psychological theories and traditional psychotherapeutic approaches to enhance the treatment of multicultural populations.

29) **Analytic Dream Interpretation** (2 units)

Introduction to Jungian dream interpretation. Will review the basic working techniques of association and amplification and clarify dream functions as well as subject and object levels of interpretation. Completion of P522 encouraged for students prior to enrollment.

**PSY 8605 Functional Neuroanatomy and Neuropathology** (3 units)

An introductory course designed to provide clinical neuropsychology students with the understanding of central nervous system structure and function necessary to pursue research. Specific content areas include neuroanatomy, neuropathology, brain-behavior relationships and neurobehavioral syndromes. For neuropsychology emphasis only. *Prerequisite: PSY 6105, which may be taken concurrently.*

**PSY 8610 Ecosystemic Child Theory, Assessment and Treatment Planning** (2 units)

Presents core theory and treatment conceptualization underlying the ecosystemic approach to clinical work with children and adolescents.

**PSY 8612 Advanced Family Systems Theory** (2 units)

An intensive examination of the theory and practice of strategic systematic, narrative, or other special approaches to family therapy. Includes extensive use of video and role play examples. *Prerequisite: PSY 7529.*

**PSY 8614 Sex Therapy** (3 units)

This course is offered with the conviction that sexuality is a major aspect of human experience. While the course focuses on dysfunction, it naturally assumes that one also understands what is meant by healthy homosexual and heterosexual sexual functioning. Students will be taught how to conceptualize sexual dysfunctions and how to treat them therapeutically.

**PSY 8625 Concepts of Health Promotion and Disease Prevention** (3 units)

This course introduces the student to major principles of behavioral epidemiology and theories of health promotion and disease prevention. The scientific literature relating behavior to health and illness is surveyed. Students acquire a knowledge of the relationship between health promotion principles and their application to various medical problems.

**PSY 8626 Administration of Mental Health Services** (3 units)

Familiarizes students with the basic components of administering mental health agencies. Discusses the range of activities required to maintain effective agency functioning, to meet agency goals and to create a humane and supportive workplace where mental health specialists can function in an environment that allows them to use their abilities to the utmost and experience profound satisfaction in their work.

**PSY 8631 & PSY 8632 PsyD Program Track Sequences** (3, 3 units)

This two-semester course is designed by faculty in the health psychology, individual and family clinical psychology and multicultural community clinical psychology emphasis areas. Advanced courses in professional psychology for the practitioner. Topics and methodologies vary each year.

**PSY 8642 Community Consultation** (2 units)

Provides exposure to the professional role of psychologists as consultants and an overview of the theories, types, and strategies of consultation. Consultation skills are emphasized with attention to all phases of the consultation process: entry, assessment, diagnosis, development, intervention and termination. Students plan, implement and evaluate a small consultation project. The course focuses on community-based efforts with particular attention to multicultural issues, prevention and mental health consultation. Other issues covered include: competence and ethics, organizational dynamics, conflict resolution and manifestations of resistance.

**PSY 8645 Grant Writing** (2 units)

The processes of researching and applying for grants for research and applied projects. Attention will be paid to the funding sources available in both the private and public sectors.



## Course Descriptions

### **PSY 8800 Advanced Seminar**

- 1) Treatment of Depression
- 2) Conduct Disorders and Anti-Social Behavior
- 3) Theoretical Psychodynamic Issues
- 4) Object Relations
- 5) Integrative Psychology
- 6) Humanistic Psychology
- 7) Research and Empirical Foundations of Psychoanalysis
- 8) Hypnotherapy

### **PSY 8805 Advanced Seminars in Theoretical Issues (3 units)**

Advanced seminars cover various psychotherapeutic approaches.

*Prerequisite: P805.*

- 1) Brief Therapies
- 2) Object Relations
- 3) Self Psychology
- 4) Feminist Theory
- 5) Psychoanalytic Applications and Issues
- 6) Forensic Family/Child Psychology
- 7) Conduct Disorders and Antisocial Behavior

### **PSY 8900 PhD Doctoral Dissertation Research and Design (3 units)**

#### **PSY 8900a Doctoral Project Proseminar (1 unit)**

### **PSY 8901 & PSY 8902 Doctoral Project (2-3, 2-3 units)**

Students conduct literature reviews, commit to projects and write doctoral project proposals with an emphasis on focus, feasibility and design. The proposals are implemented with ongoing supervision and a written work is completed. Methodologies include program development, program evaluation, use of video in clinical psychology, case study, empirical project and manuals or primers on special topics.

### **PSY8903 PsyD Doctoral Project Extension (2 units)**

Extension of doctoral project work beyond two semesters. Registration is required each semester, excluding summer, for any student who has not finished the doctoral project after enrolling in PSY8901 and PSY8902

### **PSY 8905 & PSY 8906 Research in Applied Settings (3, 3 units)**

This two-semester course focuses on the development of research skills that can be utilized in a variety of settings and contexts where mental health services are provided (e.g., clinics, hospitals, schools, correctional facilities, etc.). Topics include consultation strategies, grantwriting, evaluation research, multicultural issues in research, psychotherapy outcome research, use of the Internet for research and other relevant issues. Students have the opportunity to serve as "research consultants" to an organization and conduct a small-scale project that meets a need determined by that organization.

*Prerequisites: Statistics, Multivariate Statistics, Research Design, Practicum in Contemporary Research.*

### **PSY 8907 & PSY 8908 Dissertation Development (4-5, 4-5 units)**

Students work individually or in a small group to develop theoretical and conceptual antecedents necessary for the derivation of workable hypotheses for the doctoral dissertation. Feasibility and design problems are emphasized in the development of a dissertation proposal.

### **PSY 8912 PsyD Project Development (2 units)**

Focuses on selection of project committee members, development of methodology and completion of proposal.

*Prerequisite: ORG 8911.*

### **PSY 8913 & PSY 8914 PsyD Clinical Dissertation (3, 3 units)**

Required of third year PsyD students. Planning, designing and carrying out a PsyD dissertation. *Prerequisites: PSY 7003 and PSY 7004, PSY 8005 and PSY 8006; completion of dissertation proposal orals.*

### **PSY 8980 PsyD Clinical Dissertation Group (1-4 units)**

Advanced small group seminar with the goals of 1) progress in the PsyD dissertation, 2) integration of academic foundations and practice and 3) professional development.

*Prerequisite: PSY 7910 and completion of Competency Exam and Writing Proficiency.*

### **PSY 8990 PhD Doctoral Dissertation Research Design and Research Seminar (1-6 units)**

Progressive seminar on planning, designing and conducting individual research. Consultation and guidance on all phases of the research process from early levels of exploration of an area, literature search and formulation of a specific research idea through research designs, data collection and analysis.

*Prerequisites: PSY 6021, PSY 6022, and PSY 6023.*

### **PSY 8998 Topics in Research (1-2 units)**

Special topics preparatory to or parallel with research or other investigation. Several sections of this course may be offered simultaneously on different topics. Methodological topics include computer use, special multivariate analysis, phenomenological procedures and development of the dissertation proposal. Subject matter areas include psychopathology, test construction and intervention. May be repeated for credit with instructor's permission.

### **PSY 9310 Advanced Seminar: MFT (2-4 units)**

Examination of a variety of topic areas and will rotate each time offered. Seminar offerings will include such areas as Bowen Theory, sex therapy and others. May be repeated for credit.

### **PSY 9320 Supervision in MFT I (3 units)**

A didactic and experiential course on current theory, research, practice and dilemmas in marriage and family therapy supervision. This course is intended to provide the foundation for developing effective supervisory skills. It includes information on the major models of MFT supervision, the ethical dilemmas and legal responsibilities of supervision and various techniques that can be used in supervision. The course is modeled after the AAMFT supervision standards.

*Prerequisites: At least 2 of the following: Psy 8311, Psy 8314, PSY 8315.*

### **PSY 9321 Supervision in MFT II (3 units)**

This course contains the experiential, techniques portion of the MFT supervision training process. It includes 18 hours of supervision of supervision.

*Prerequisite: PSY 9320, Approval of instructor*

### **Psy 9324 Advanced MFT Research: Quantitative (3 units)**

This course presents the principles of experimental, quasi-experimental, correlation, causal-comparative, descriptive and meta-analytic research in marital and family therapy. Students learn to critically evaluate published quantitative MFT research as well as to design research studies to address a variety of different MFT problems. Issues in MFT program design and evaluation are also addressed.

*Prerequisite: Psy 6021, Psy 7302 or equivalent.*

### **PSY 9325 Advanced MFT Research: Qualitative (3 units)**

This course presents the principles and philosophy underlying qualitative methods of research in the larger field of behavioral sciences along with a specific focus on the field of MFT. Students learn to evaluate published qualitative research, to critically review the most widely used qualitative methods of research and to design qualitative studies relevant to the practice of MFT.

*Prerequisite: Psy 7302 or equivalent.*

**PSY 9360 MFT Advanced Practicum (3 units)**

This course focuses on case presentations by doctoral candidates. Although there is no field placement requirement, all students must be working in an on-going capacity with individuals, couples and families. Didactic material will supplement case supervision by the instructor. This class is designed as a seminar where advanced MFT students learn techniques and methods from each other as well as the instructor. Must be taken twice.  
*Prerequisites: PSY 8314, PSY 8315*

**PSY 9388 Internship (3 units)**

Supervised experience in an approved clinic, hospital, or counseling center. Includes individual and group supervision of marriage and family therapy and individual and group psychotherapy, assessment, evaluation and consultation by a licensed psychologist. Total internship requirement is a minimum of 1500 hours at 30-40 hours per week.  
*Prerequisite: All required doctoral courses and approval of the MFT Training Coordinator.*

**PSY 9415 Organizational Psychology PsyD Internship (8 units)**

Advanced internship for PsyD students.  
*Prerequisites: Vary by campus.*

**PSY 9421 Consulting Psychology Internship: Individual/Group (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 PSY 9807 Professional Development Group is required.

*Prerequisites: 3rd year graduate standing; PSY 7423, PSY 7429, PSY 7435.*

**PSY 9422 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 PSY 9807 Professional Development Group is required.

*Prerequisites: 4th year graduate standing, PSY 8415, PSY 9421.*

**PSY 9500 Advanced Clinical Elective (3 units) (Topics vary)****1) Interventions with Adolescents**

Focus is on the systemic influences and context in which adolescents live and thrive, while attending to the individual changes and experiences occurring within the adolescent. Students learn how to evaluate adolescents and their families for treatment, how to decide on the most appropriate interventions and how to implement these interventions within the context of physical, emotional, social, cognitive, family, peer and school systems across these three stages: early, middle and late adolescence. This is an interactive and experiential course. Students are expected to participate in roleplays, practice interventions, provide supportive feedback to their classmates and be willing to explore, disclose and integrate their own experiences as an adolescent into what they learn in this course.

**2) Training and Supervision in Couple, Sex, and Family Therapy**

Highly experiential advanced course is designed to provide intensive, hands on training in couple and sex therapy. Students will have the opportunity to be in the role of therapist, supervisor, team consultant and family member. They will work with diverse couples with a variety of presenting problems. Students will be trained through videotape supervision as well as live supervision throughout the session. Students will learn to become competent therapists and they will also be taught the skills of live and videotape supervision. This advanced seminar will help you to sharpen the accuracy of your clinical lens and help you to maintain a well differentiated clinical stance. Important goals of this class are to: aid you in validating yourself, assist you in holding on to yourself and soothing your anxiety when working with difficult cases. Encourage students to look more closely themselves in their own families of origin.

**PSY 9505 & PSY 9506 PsyD Internship (1st rotation) (15 units per year)**

The first of two half-time internship rotations in an approved agency for PsyD program students; 38 weeks required per year.

*Prerequisites: PSY 8537 and PSY 8531; advancement to doctoral candidacy; completion of dissertation proposal orals.*

**PSY 9507 & PSY 9508 PsyD Internship (2nd rotation) (15 units per year)**

The second of two half-time internship rotations in an approved agency for PsyD program students; 38 weeks required per year.

*Prerequisite: PSY 9505.*

**PSY 9509 & PSY 9510 PsyD Internship (full-time) (12, 12, 6 or 15, 15 for 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: PSY 8537 and PSY 8531; advancement to doctoral candidacy; completion of dissertation proposal orals.*

**PSY 9515 & PSY 9516 PhD Internship (1st rotation) (15 units per year)**

The first of two half-time internship rotations in an approved agency for PhD program students; 38 weeks required per year.

*Prerequisites: PSY 8531 and PSY 8535; advancement to doctoral candidacy; completion of dissertation proposal orals.*

**PSY 9517 & PSY 9518 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: PSY 9515.*

**PSY 9519 & PSY 9520 Full Time Predoctoral Internship in Clinical Psychology (12, 12, 6 or 15, 15 for 30 units per year) (clinical PhD students)**

Full time, year long, APPIC approved clinical psychology internship for students in the clinical PhD program.

*Prerequisites: Clinical program enrollment; PSY 8531 and PSY 8535; or PSY 8531 and PSY 8537; advancement to doctoral candidacy; completion of dissertation proposal orals.*

**PSY 9525 & PSY 9526 Full Time APA-accredited Predoctoral Internship in Clinical Psychology (12, 12, 6 or 15, 15 for 30 units per year)**

Full time, year long, APA approved clinical psychology internship for students in either the clinical PsyD or clinical PhD program.

*Prerequisites: Clinical program enrollment; PSY 8531 and PSY 8535; or PSY 8531 and PSY 8537; advancement to doctoral candidacy; completion of dissertation proposal orals.*

**PSY 9531 & PSY 9532 Full-Time Predoctoral Internship in Clinical Psychology (12, 12, 6 or 15, 15 for 30 units per year)**

Experience in a multidisciplinary mental health setting which meets California requirements for licensure. Forty hours per week, 2080 hours total.

*Prerequisite: Clinical program enrollment.*

## Course Descriptions

### **PSY 9556 & PSY 9557 Professional Roles**

(3, 3 units)

This course facilitates the transition from a student role to one of a beginning professional. The course explores skills and knowledge needed by the PsyD and PhD professional psychologist including consultation, program development, teaching and administration. Professional issues (ethics, licensing, law, professional organizations) are also examined. A substantial part of the course is a practicum in supervision. Experiential exploration of self concept as it relates to developing a professional identity is encouraged.

### **PSY 9581 First Half-time Internship** (6-7.5 units)

For students completing their first half-time internship. Minimum 20-hours/week (minimum 1,100 hours total each year) (varies by campus) at an appropriate mental health setting designed to meet California Board of Psychology licensure requirements.

*Prerequisites:* PSY 7550 and clinical program enrollment. Must be taken concurrently with PSY 8551 for 1.5 units.

### **PSY 9582 Second Half-time Internship**

(6-7.5 units)

For students completing a second half-time internship. This course has the same requirements as those listed under PSY 9581.

*Prerequisites:* PSY 9581 and clinical program enrollment. Must be taken concurrently with PSY 8552 for 1.5 units.

### **PSY 9585 & PSY 9586 Full-time Internship**

(12, 12, or 15, 15 for 30 units per year)

An optional full-time (40 or more hours per week) predoctoral internship which may be taken in the fourth/fifth year by both PsyD and PhD students. Some PsyD students with prior graduate degrees in psychology who are eligible to waive most first and second year courses may qualify for full-time internship placements in the fourth year. The majority of full-time internships take place in training programs that are accredited by the APA, or are members of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and which are nationally competitive in the intern selection process.

### **PSY 9807 Professional Development Group**

(1 unit)

Scheduled meetings of Consulting Psychology students in field placement to discuss issues related to practice in organizations. Invited speakers address current issues and career development.

### **PSY 9901 MFT Dissertation** (3, 5, or 8 units)

Successful completion of the doctoral dissertation, passing of the final oral exam and acceptance of a completed, corrected copy by the Library.

*Prerequisites:* PSY 9324, PSY 9325; Special Field Exam

### **PSY 9905 Research Internship** (7, 7 units)

Students build additional research and scientific writing skills beyond those required in the clinical PhD program by working with an established researcher in programmatic research.

### **PSY 9923 Supplemental Dissertation** (4 units)

Required of all dissertation extension students attending less than half-time status. (DEX Students)

### **PSY 9925 PhD Doctoral Dissertation**

(5-10, 5-10 units)

Required of fourth year PhD students. Planning, designing and carrying out a dissertation proposal.

### **PSY 9925 PhD Doctoral Dissertation**

(4-7.5, 4-7.5 units)

Required of fifth year students working on dissertations.

### **PSY 9927 & PSY 9928 Research Clusters**

(4th Year) (3-10, 3-10 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 PSY 6015 for further information on research clusters.

*Prerequisite:* PSY 8005.

### **PSY 9985 PsyD 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.

### **PSY 9995 PhD Clinical 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.

## Psychology - Japan Only

### **PSY 6005 Research Methodologies and**

**Statistics** (3 units)

This course prepares students to be able to read, understand, and use the literature of psychological science to inform clinical practice. The basic concepts of psychological research methods and statistics are described and discussed in terms of practical use of these concepts in consuming psychological research. Exposure to and practice of basic statistical methods used in psychological science are provided. Students will become familiar with statistical software commonly used in social sciences research. Students also will gain a basic understanding of how to evaluate the quality of psychological research, why such evaluation is important, and how psychological research can inform psychological practice.

*Prerequisite:* Enrollment in the Clinical Psychology MA program - Japan

### **PSY 6115 Developmental Psychology** (3 units)

This course focuses on developmental issues and life events from infancy to old age and their effects upon individuals and family relationships. Both theory and practical application of psychological issues affecting individual and family development will be discussed with attention paid to different stages of life and important transitions. The course has a life-span approach and includes the basic theories of Piaget, Erickson, Freud, Bowlby, Kohlberg, and others.

*Prerequisite:* Enrollment in the Clinical Psychology MA program - Japan

### **PSY 6141 & PSY 6142 Clinical Psychology**

(2, 2 units)

This two-part course provides an overview of the history of clinical psychology and its major theories (Freud, Jung, Adler, Rogers, Cognitive Behavioral, Behavioral), highlighting their relevance for basic psychotherapy practice. Through lectures, video presentations, discussions, and student presentations, translation of theory to practice is accomplished. There are also opportunities for focus on more specialized therapies such as hypnotherapy, family therapy, psychodrama, play therapy, Japanese therapies (Naikan therapy, Morita therapy) for work in study groups.

*Prerequisite:* Enrollment in the Clinical Psychology MA program - Japan

### **PSY 6203 & PSY 6204 Psychopathology**

(1.5, 1.5 units)

In this two-part course, diagnosis is presented for both childhood and adult disorders from the perspective of the Diagnostic and Statistical Manual of Mental Disorders (DSM) from DSM-IV and beyond. The emphasis is examining questions such as: what is psychopathology in terms of basic disorders, how should one do diagnosis, how does one recognize disorders, and then basic treatment issues for different disorders.

*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan*

### **PSY 6214 & PSY 6213 Clinical Interviewing**

(2, 2 units)

In this two-part course, basic theoretical and practical aspects of the clinical interview with individuals and families are reviewed. Students receive extensive opportunities to practice interviewing skills. Emphasis is placed on development of basic interviewing and communication skills, rapport building, intervention strategies, consideration of gathering data, clinical judgment of mental status, and the ability to organize information. The goal is to prepare the student with the interviewing skills and strategies necessary to begin interventions with clients. Special issues such as transference/counter-transference are discussed, as are interview skills for specific points in the therapeutic relationship (e.g., intake, diagnosis, crisis management), as well as the type of information to gather (e.g., strengths and weaknesses, barriers to treatment).

*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan*

### **PSY 6221 Professional Ethics (2 units)**

This course offers an overview of professional ethics from a psychological perspective. Instruction provides opportunities for students to become familiar with the ethical codes of conduct advanced by the American Psychological Association, as well as those advanced by groups such as the Japanese Psychological Association and others. Additionally, the course presents a model of ethical decision-making, along with opportunities for students to discuss practical case approaches to ethics in the everyday work of a master's level psychologist. Distinctions between ethical and legal codes of conduct will be discussed as well.

*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan*

### **PSY 6516 Psychotherapy Techniques – Child Emphasis (3 units)**

This course offers a basic overview of psychotherapy with an emphasis on working with children. Content covers psychotherapy theories and approaches for work with child clients. There is also a focus on in-depth practice with at least two approaches to working with cases including utilization of video of case materials and role-play.

*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan*

### **PSY 6527 Personality Theories (3 units)**

Presents comprehensive overview theories of personality and personality development from a psychological perspective. Approaches from major schools of thought, such as psychoanalytic, behavioral/social learning, existential theories, will be surveyed. Key concepts, diagnostic nomenclature, and important historical modifications to personality theories will be highlighted. Contemporary clinical and research issues of theory and its application will be discussed.

*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan*

### **PSY 6535 & PSY 6536 Sociopathology**

(1.5, 1.5 units)

This two-part course reviews psychological issues and problems in a variety of sociological structures, such as families, and examines methods of intervention. Sociological and anthropological knowledge necessary for psychotherapy, as well as the effects of parent-child relationship on child development will be covered. Students engage in critical thinking as to how various problems experienced within the modern Japanese society are tied to clinical psychology. Students will engage in discussions to present their own viewpoints regarding these issues. Current concerns such as addiction, family violence/trauma, suicide, and Japanese specific concerns (e.g., social withdrawal syndrome, refusal to marry, refusal to have children) are discussed in terms of treatment implications.

*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan*

### **PSY 6557 & PSY 6558 Professional Development and Group Approaches (First Year) (.5, .5 unit)**

This two-part course assists students with understanding how the role of graduate student relates to a continuum of professional development, helping students reflect upon and understand the basic approach and attitude of a professional psychotherapist in relationship to clients. Through role-play, group exercises, group discussions, and use of a Yalom text, students become aware of various confusions and difficulties that may occur in therapy, how to cope with them, and also the value of group support. There will also be opportunities to discuss credentialing issues.

*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan*

### **PSY 6581 & PSY 6582 Clinical Assessment**

(2, 2 units)

This two sequence course is designed to give students an introduction to the essentials of psychological testing, psychological batteries, report writing, how to give feedback and recommendations to clients, and ethical issues related to psychological assessment. The course focuses on projective techniques and intelligence testing. Instruments covered will include the most up-to-date versions appropriate to use in Japan for instruments like the MMPI, WAIS, WISC, TAT, Rorschach, House-Tree-Person, family-related evaluations, Japanese-specific intelligence-related and personality-related tests. This course is accompanied by reading list of companion texts that students are encouraged to read prior to beginning their third year.

*Prerequisite: Enrollment in the Clinical Psychology MA program – Japan*

### **PSY 6991 & PSY 6992 Master's Paper in Clinical Psychology (1, 1 units)**

In this two-part course, the student works with a primary instructor and secondary reader. The class is designed to assist the student in the preparation of a scholarly paper on a child-family psychology topic that reviews, analyzes, synthesizes, and proposes practical application in an area of clinical psychology studies. The paper must integrate relevant multicultural issues and include an evidence based practice perspective.

*Prerequisite: Enrollment in the Clinical Psychology MA program – Japan*

## Course Descriptions

### **PSY 6993 Master's Paper, Continuation, Fall** (1 unit)

This course provides an opportunity for students continuing work on their master's paper to continue working with their primary and secondary readers, integrate feedback into their paper, do additional research and writing as needed, and prepare for their teleconference and final paper preparation.

*Prerequisite: Enrollment in PSY 6992; enrollment in the Master's Program in Clinical Psychology - Japan*

### **PSY 6994 Master's Paper Continuation, Spring** (1 unit)

This course provides an opportunity for students continuing work on their master's paper to continue working with their primary and secondary readers, integrate feedback into their paper, do additional research and writing as needed, and prepare for their teleconference and final paper preparation.

*Prerequisite: Enrollment in PSY6993; enrollment in the Master's Program in Clinical Psychology - Japan*

### **PSY 7520 Community Psychology** (3 units)

This course provides students with an opportunity to observe contemporary community approaches to psychological practice in the United States, providing students with an opportunity to compare and contrast approaches to similar problems found in Japan, as well as to interact with US-based practitioners and scholars in discussions regarding problems unique to psychological practice in communities in Japan. Special topics to be addressed in this course include issues such as family issues such as domestic violence, child abuse, and addiction, how such issues are how such issues are dealt with in community settings such as clinics and courts.

*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan*

### **PSY 7531 & PSY 7532 Basic Practicum** (1, 1 units)

This two-sequence course provides a comprehensive overview of issues related to the practice of psychology, including relevant legal and ethical considerations, and contemporary research findings. Through case discussions, presentations, and readings, students will learn how to conceptualize a case, make a working diagnosis and treatment plan goals, and make a presentation of the case diagnosis/conceptualization in a professional setting. How to provide and receive constructive feedback and its integration to client care will be discussed.

*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan*

### **PSY 7539 Family and Couples Psychotherapy** (3 units)

This course offers an overview of family and couples psychotherapy. There is an emphasis in this course on what the major theories are and how they can be applied in practice. Theories coverage includes Bowen, Minuchin, the Palo Alto group, Satir, and others. Video presentations, discussion, and role-play exercises are used in this course.

*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan*

### **PSY 7557 & PSY 7558 Professional Development and Group Approaches (Second Year)** (.5, .5 unit)

This two-part course is the second year continuation of the first year professional development and group approaches course.

Emphasis is placed on preparation for practicum, the necessary knowledge for beginning clinicians, and fostering professional development as a master's level clinical psychology practitioner. The students also build upon group therapy skills through reading, participation in group projects, discussion, and other experiences.

*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan*

### **PSY 7573 & PSY 7574 Advanced Practicum** (2, 2 units)

This two-sequence course is a practical field experience in an applied setting where psychotherapeutic therapies, assessment, and other services are offered. Students work in clinical settings with a clinical supervisor in all aspects of providing clinical treatment. The experience will include activities such as advanced reading, charting, telephone crisis counseling, observation of therapy, co-therapy, assessment, report writing, and supervised clinical work with children, adults, families, and groups.

*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan*

### **PSY 7575 Practicum Continuation, Fall** (3 units)

This course provides an opportunity for students continuing work on their advanced practicum to continue working with site supervisor and the Practicum Director in order to complete the requirements for practicum.

*Prerequisite: Enrollment in PSY7574; enrollment in the Master's Program in Clinical Psychology - Japan*

### **PSY 7576 Practicum Continuation, Spring** (3 units)

This course provides an opportunity for students continuing work on their advanced practicum to continue working with site supervisor and the Practicum Director in order to complete the requirements for practicum.

*Prerequisite: Enrollment in PSY7575; enrollment in the Master's Program in Clinical Psychology - Japan*

### **PSY XXXX Dissertation Lab** (.5 unit)

This laboratory experience provides hands-on instruction and experience in the use of advanced statistical methods pertinent to the dissertation. Note: This course needs to be assigned a course number.

## Senior Experience

### **SEN 4900 Project** (3 units)

Extended individual research or project under the direction of a faculty member and approved by the program director or dean. Projects may include library or empirical research, analysis and written or oral presentation of a report on a topic in the student's major field.

*Prerequisite: Students must be seniors.*

### **SEN 4910 Internship** (3 units)

Internship in-business, school, nonprofit organization, volunteer organization or in another group or organization approved by the program director or dean. Must be in the student's major area of study. A minimum of 180 hours required. (Grading is credit/no credit)

*Prerequisite: Students must be seniors.*

## Sociology

### **SOC 2201 Introduction to Sociology** (3 units)

Dynamics of group life, social process, and social organization; social institutions and systems (family, education, economics, politics, religion, health); fundamental theoretical concepts underlying sociology, their use in organizing and elucidating data on social phenomena, and relationship to contemporary social issues and problems.

*(Alliant Mexico only)*

### **SOC 2202 U.S. Diversity: Ethnicity, Class, and Gender** (3 units)

Sociocultural heterogeneity of American life; summary of history of racial, ethnic, and gender relations; theories of inter-racial and inter-ethnic group relations; American culture and society as a case study illuminating ethnic diversity, social stratification, social class, and majority/minority relations.

### **SOC 2205 The Family in the U.S.** (3 units)

Historical roots and development of American kinship. Focuses on the structure, function, and changing dynamics of family life in the U.S.

*Prerequisite: ENG 1106*

*(Alliant Mexico only)*

**SOC 2210 Sociology of Interpersonal Interactions** (3 units)

History of the study of human behavior: 1600 – present; examines individualistic and social models of human behavior, the psychological importance of the human group, and perspectives and methodology used in micro-sociological analysis. (Alliant Mexico only)

**SOC 3301 Social Problems** (3 units)

Problems of deviance, social inequality, violence, crime, and delinquency in the U.S. and other countries; sociological causes and consequences; sociological definition and analysis of problems; special emphasis on exploring possible amelioration of the world's contemporary social problems.

**SOC 3305 Deviant Behavior** (3 units)

Ways people violate norms and laws in their societies; social norms and value structures; theories of deviance and their relation to various social conditions: social inequality, sexual variation, substance abuse and chemical dependency, physical and mental illness, and disruptive or criminal activity.

**SOC 3310 Family and Kinship in a Multicultural Context** (3 units)

Systems and practices of courtship, mate selection, marriage, parenting, and family life within a culturally diverse setting such as U.S. and other industrialized parts of the world; ethnic diversity and social inequality and kinship functions; bi-cultural marriages.

**SOC 3315 Sociology of Intercultural Relations** (3 units)

Comparison of sociocultural institutions in various societies; focuses on dominant theoretical orientations—techno-economic, ideological, psychological, social structural, and environmental; processes of socialization and acculturation.

**SOC 3500 Social Conflict and Resolution** (3 units)

Conflict at intrapsychic, interpersonal, social, organizational, national and international levels, focusing on the destructive as well as the constructive functions of individual and social conflict.

**SOC 4010 Social Inequality in the U.S.** (3 units)

Social stratification, social status and resulting social inequalities; age, gender, health, race, and ethnicity as factors; possibilities for continued cultural pluralism or assimilation and amalgamation.

**SOC 4015 The City in the U.S.: Problems and Solutions** (3 units)

Socio-historical analysis of urban America; field studies; urbanism as a way of life; inquiry into social problems and possible solutions.

**SOC 4021 Collective Behavior in Diverse Contexts** (3 units)

The nature of collective behavior, specifically crowds, masses and mass communication, and social movements; focuses on methodologies in the study of collective behavior, both quantitative and field approaches.

**SOC 4025 Perspectives on the Future of Human Society** (3 units)

Theories of social change and evolutionary, functional, and ecological orientations; the structure and dynamics of human society during the 21st century.

*Prerequisite: ENG 1106*

## Spanish

**SPN 1000 Beginning Spanish I** (3 units)

First course in a sequential series; study basic language skills of listening, speaking, reading, and writing; course conducted in Spanish. C– or higher competency required to take SPN 1001. (Course not open to native speakers of Spanish or to students with more than one year of high school Spanish unless courses completed more than five years ago.)

*Prerequisite: ENG 1106 (Alliant Mexico only)*

**SPN 1001 Beginning Spanish II** (3 units)

Second course in a sequential series; basic language skills continued. C– or higher competency required to take SPN 1002. (Course not open to native speakers of Spanish or to students with more than two years of high school Spanish unless courses completed more than five years ago.)

*(Alliant Mexico only)*

**SPN 2000 Intermediate Spanish I** (3 units)

Study texts of contemporary literary and social interest while focusing on improvement of listening, speaking, reading, and writing skills; course conducted in Spanish. (Course not open to native speakers of Spanish.)

*Prerequisite: SPN 1001 or three years of high school Spanish. (Alliant Mexico only)*

**SPN 2001 Intermediate Spanish II** (3 units)

Study texts of contemporary literacy and social interest while focusing on improvement of listening, speaking, reading and writing skills; course conducted in Spanish. (Course not open to native speakers of Spanish.)

*Prerequisite: SPN 2000 or three years of high school Spanish. (Alliant Mexico only)*

**SPN 2500 Advanced Grammar and Composition** (3 units)

Systematic review of grammar with written compositions on various topics; course conducted in Spanish and English.

*Prerequisite: SPN 2001 (Alliant Mexico only)*

**SPN 3001 Literature in Spanish I** (3 units)

Analysis and interpretation of outstanding works of literature in Spanish; course conducted in Spanish.

*Prerequisite: SPN 2500 (Alliant Mexico only)*

**SPN 3002 Literature in Spanish II** (3 units)

Analysis and interpretation of outstanding works of literature in Spanish; course conducted in Spanish.

*Prerequisite: SPN 3001 (Alliant Mexico only)*

**SPN 3004 Advanced Spanish I** (3 Units)

Study of Spanish through an integrated skills approach; emphasis on the development of reading, writing and oral communication skills.

*Prerequisite: Second-year Spanish.*

**SPN 3005 Advanced Spanish II** (3 Units)

Study of Spanish through an integrated skills approach; emphasis on the development of reading, writing and oral communication skills.

*Prerequisite: Advanced Spanish I.*

**SPN 4000 Culture and Civilization of Spain** (3 units)

Study of the history, arts, and important personages of Spain; course conducted in Spanish.

*Prerequisite: SPN 2500 (Alliant Mexico only)*

**SPN 4005 Culture and Civilization of Latin America** (3 units)

Study of the history, arts and important personages of Latin America; course conducted in Spanish.

*Prerequisite: SPN 2500 (Alliant Mexico only)*

## Special Seminars

**S201 Independent Clinical Supervision** (0 units)

**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.

## Course Descriptions

### **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.

### **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.

### **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.

## Special Topics

From time to time, faculty design and offer special courses. Check with department chairs for course titles and descriptions of upcoming offerings. These courses will be offered on a demand basis.

The following numbers are used for Special Topic courses:

#### **(Disciplinary prefix) 1999 and 2999**

Used for lower division undergraduate courses

#### **(Disciplinary prefix) 3999 and 4999**

Used for upper division undergraduate courses

#### **(Disciplinary prefix) 5999**

Used for teacher education prerequisite courses to doctoral programs

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#### **Disciplinary prefix) 6999 and 7999**

Used for master's courses

#### **(Disciplinary prefix) 8999 and 9999**

Used for doctoral courses

## Sustainable Business

### Alliant San Diego Courses

#### **SUB 6500 Sustainable Management** (3 units)

This course reviews the foundations and principles of sustainable business management. The goal of this course is to help students develop a better understanding of the approaches that can be used to manage resources and people sustainably, resolve conflicts, and create new business applications and opportunities. This class is designed to help prepare professionals to be effective workers and leaders in Sustainable Management by develop the necessary capacities, skills and knowledge to lead companies and organizations in ways that are more responsible as well as successful.

#### **SUB 6510 Environmental Management Reporting** (3 units)

This course reviews the foundations and principles of environmental management reporting. Environmental management reporting is a rapidly evolving area of management, accounting and finance. It enables an organization and its stakeholders to evaluate the organization's performance with economic, social and environmental measures. This requires careful and thoughtful use of accounting tools, measurements, auditing, analysis and creativity in developing and applying company specific metrics. Emphasis is placed on improved consideration of all costs and compliance with new international standards such as (ISO14000), the EU Eco-management and Audit Scheme, and the Global Reporting Initiative.

#### **SUB 6520 Sustainable marketing** (3 units)

This course provides a background of the sustainable marketing orientation as it evolves from the societal, consumer and environmental marketing perspectives. The goal of this course is to help students develop responsible marketing objectives and create effective marketing strategies that consider economic benefits, environmental concerns and social equity. Students will gain knowledge and background about green market segmentation, integrated marketing management, stakeholder involvement, and issues such as "greenwashing" "sustainable advantage" and "long term sustainability

#### **SUB 6530 Ecopreneurship** (3 units)

Ecopreneurs are individuals or groups who imagine new green business opportunities and then take on the risks required to convert these ideas into reality. Ecopreneurship develops when enterprising individuals and groups identify and solve critical problems and meet unmet needs in ways that improve the profitability and sustainability of operations, institutions, and products. Ideally ecopreneurship will meet triple bottom line of providing profits, while improving people's health and restoring the environment. Ecopreneurship is the task of meeting human needs in ways that provide satisfaction, comfort, joy, and health without diminishing the options or richness for future generations.

#### **SUB 6540 Environmental Science and Law** (3 units)

Managers benefit from having an understanding of the scientific method and the function of both managed and natural ecosystems. The basic problems and strengths of environmental science are reviewed in relation to manufacturing, materials, maintenance, and disposal of waste. The relevant environmental laws will be discussed and used to illustrate the application of environmental science to real problems. Students will be introduced to the U.S. laws [such as the Clean Air and Water Acts, the Endangered Species Act, and CERCLA, SARA Title III (EPCRA), and RCRA] and European and international rules and regulations.

#### **SUB 6550 Sustainable Development and Planning Strategy** (3 units)

Managers are often called upon to make strategic decisions about placement of facilities and strategic planning for providing services and products. This course provides an introduction into the increasingly complex world of planning and sustainable development, ranging from destination resorts to urban infill on "brownfields" sites. The tools for design with nature and ecosystem analysis are introduced and used in case studies and problem solving exercises.

#### **SUB 6560 Sustainable Products and Services** (3 units)

This course provides an interactive introduction to design and meeting human needs with eco-effective goods and services. It explores how we interact with the environment around us, how we can make things fit and feel better (ergonomics), improve productivity and health, and how we can substitute services for ownership. Emphasis is placed on the use of materials and manufacturing methods that are earth and people friendly. This course includes case studies, design projects, labs, and experiments. It is also designed to help students rediscover their creativity and ability to find new solutions to complex problems.

**SUB 6570 Sustainable Operations and Production** (3 units)

This course reviews the foundations and principles of production and operations management from an environmental and sustainability perspective. The goal of the course is to help students develop a better understanding of production and operations impact the environment and resource use, and to identify and evaluate alternatives to mitigate or avoid those impacts. Topics covered include a review of common production technologies and processes, process mapping (flow diagramming), material balances, waste minimization and pollution prevention, design for environment, industrial ecology, and sustainability principles applied to production processes.

**SUB 6580 Ecotourism** (3 units)

This course reviews the foundations and principles of ecotourism, a growing part of the enormous tourism industry. The goal of this course is to develop a better understanding of ecotourism, ecological economics, enterprise accounting, and the approaches that can be used to manage resources sustainably, resolve conflicts, and create new ecotour business applications and opportunities. Ecotourism opportunities in agriculture, adventure, guiding, and destination management are discussed and explored. Skill development in research, analysis, and communication are key elements of this course.

**SUB 6590 Triple Bottom Line Leadership** (3 units)

This course explores the leadership challenge in bringing sustainable practices into use. Having good ideas and excellent solutions is not sufficient without the leadership to change internal company philosophies and thought processes, assumptions and behaviors to embrace the new tools and techniques. Organizational and cultural changes are the missing ingredients in the implementation of triple bottom line management. This course covers the challenge of improving governance and leadership. The first step in becoming this new type of leader is developing a better sense of the total person in relationship to the natural environment and the universal responsibility we bear as crew members of spaceship Earth.

**Sustainable Management**  
Presidio World College Courses**SUS 6000 Managerial Accounting** (4 units)

This course integrates the principles of financial and managerial accounting to prepare the manager to use accounting to assess and manage the health of the organization. Topics include financial statements and their interpretation; the bookkeeping process and transaction analysis; accounting for assets, liabilities, and owners' equity; cost-volume-profit relationships; budgeting; and internal analysis techniques. The class will also explore environmental, social, and ethical accounting issues, which challenge students to apply existing accounting systems to new settings and critically analyze existing and proposed accounting systems. The goal is to equip students to become managers and/or designers of accounting systems that produce relevant information to facilitate corporate and organizational decision-making, and to assure that appropriate information is tracked so managers can make more successful and sustainable decisions.

**SUS 6010 Principles of Sustainable Management** (4 units)

In an Arthur D. Little survey of 481 companies, 95% of responding executives counted sustainable development as important to their business future. The issues of sustainable management—a concept integrating economic success, environmental quality, and social equity—hold increasing interest for organizational leaders. This course examines the steps of assessing current realities (i.e., social and environmental impacts); defining a sustainable vision; setting measurable results; and designing a strategy to fill the gap. The course will include a historical review of the field of sustainability, environmental justice and social responsibility, including The Natural Step, Natural Capitalism and other sustainable models of management. The course will also introduce systems theory, whole systems thinking and biomimicry as frameworks for managing business. Includes one-unit survey of business statistics.

**SUS 6015 Business, Government and Civil Society** (3 units)

This course provides an overview of definitions, frameworks and perspectives regarding the role of business in society. The goal is to understand the history and the theoretical perspectives that underpin arguments for responsible business and will aid students in: 1) analyzing the relationships between various stakeholders 2) better understanding the policy and governance context 3) identifying appropriate programs and 4) exploring and building the business case for sustainability and social justice.

**SUS 6020 Managerial Economics** (4 units)

Managerial Economics is designed to provide an introduction to the traditional field of microeconomics as it applies to business decision-making. Topic covered include: supply and demand theory; production theory; profit maximization; firm structure; types of markets, pricing strategies, and the economics of information. As an addition to the traditional MBA economic curriculum, this course will also consider how neo-classical economics fails to adequately incorporate ecological constraints into models and assumptions, and will suggest ways that traditional economic theory can better include these constraints. To this end, the course will also cover: market failure; the steady-state economy; natural capital; economics and entropy; and optimal scale. The course includes a one-unit survey of introductory economics.

**SUS 6030 The Human Dimension of Leadership: Theory and Practice** (3 units)

This is the introductory course of the College's unique human dimension of business education. The course begins by asking the fundamental human question, "Who am I?" The design is structured to combine experiential learning with theoretical knowledge, leading to practical application. Because this course operates as both an introduction and survey of the human dimension in business education, a number of leading business practitioners "present" to the class and ongoing facilitation connects the learning experiences and supports the development of the cohort's learning community. Ongoing reflection journals and integrative term papers and projects supplement the student's lived experience. Students will explore their life calling. Topics include transformative learning; diversity consciousness; personal mastery and coaching; creativity; cooperative inquiry; self-awareness through personality exploration; and daily orientation practice and its application to business and organizational life.

**SUS 6040 Managerial Finance** (4 units)

This course begins with a survey of the finance area, including financial ratios; management of current assets and liabilities; liquidity; long-term capital; rate of return and net present value. The focus then moves to developing the necessary skills to be an effective financial manager. These skills include analysis of cash flow; financial planning and forecasting; and risk assessment and management. Students will explore decision-making through the capital asset pricing model, as well as construct and utilize pro forma financial statements, and assess the feasibility of projects and capital budgeting. The course will address the skills needed to be a persuasive oral and written communicator of corporate financial information. Socially responsible investment (SRI) models and the relationship between human, natural and financial capital will be examined.



## Course Descriptions

### **SUS 6050 Strategic Management (4 units)**

This course presents cutting-edge ideas on how strategy is evolving and the implications for socially and environmentally engaged management. Through considering classical approaches to strategy (such as resource-based views of the firm that capture capability logic), modern approaches (such as hyper-competition and high-velocity perspectives that embody guerrilla logic), and emerging approaches (such as eco-systemic and chaos theory-based views that incorporate a complexity logic), the course covers traditional, mainstream and progressive perspectives on strategic management. As a whole, it provides conceptual tools and practical methodologies for catalyzing organizational transformation based on a strategic, systemic and sustainable appreciation of change. The knowledge, skills and attitudes developed throughout the course focus on consideration of the emerging trends and new areas of opportunity to be taken into account in developing strategies and designing processes and structures in sustainable organizations of the 21st century.

### **SUS 6060 Managerial Marketing (4 units)**

This course aims to introduce a framework for marketing management and the implications for sustainability. Managerial Marketing is an integrative course and builds on previous MBA course work, particularly Principles of Sustainability, Human Dimensions of Leadership, Strategic Management and Managerial Economics. The course is structured around three interconnected dimensions: Marketing (concepts, strategies and tools), Sustainability and the Pathfinder Pragmatic Inquiry.

### **SUS 6090 Sustainable Products and Services (3 units)**

The evolving principles of sustainable management will be leveraged to explore the creation and development of sustainable products and services. The course merges theory and practice, investigates the linkages between products and services, examines historic, current, and future examples of sustainable products and services, and guides students toward practical tools of inquiry and application that will serve them in their careers in sustainable management. The final course outcomes are professional-quality group projects to be published (or be deemed publishable by Presidio faculty) in a major trade or academic journal.

### **SUS 6105 Culture, Values and Ethics (4 units)**

"Culture, Values and Ethics" builds upon the personal development and experiential work done in the human dimension of sustainable management during the first year of course work. Topics for study include: impact of societal issues on sustainable management; stakeholder identification and analysis; ethical issues between organizations, people, cultures and the natural world; and key issues of social responsibility with particular emphasis on how these topics enhance commercial success.

### **SUS 6110 Operations and Production (4 units)**

This course provides an overview of strategic, tactical, and operational issues facing service and manufacturing companies. Major topics include process analysis, quality management, just-in-time production, supply chain management, service systems management, and operations strategy. These issues are explored through lectures, case studies, and videos pertaining to a broad spectrum of industries, with a special focus on companies who are implementing sustainability initiatives in their operations. Includes one-unit survey of production/operations management.

### **SUS 6135 Implementation of Sustainable Business Practices (4 units)**

To integrate the skills and knowledge accumulated over the two years of the Sustainable Management MBA, students examine and use the Natural Capitalism Group taxonomy for guiding organizations to a more sustainable future. Calling on the four strands of coursework, money, markets, people and sustainability, students explore the step-by-step process for transforming a company, both internally and externally.

### **SUS 6145 Integrative Capstone Venture Plan (4 units)**

The purpose of the integrative capstone course is to plan, start or build an ethical, sustainable, and profitable venture for an existing or new business, NGO or governmental organization. Students may work individually or in a group to complete a strategic business plan that will include a management plan, financial statements, risk analysis, operations and marketing plan as well as an action plan to implement the venture. Course instruction will center around a series of integrated modules that will focus on the practical implementation of all aspects of the curriculum. Students will explore the interconnections between the strategic foundation of the venture and the cultural, sustainable and spiritual aspects of their values, core purpose and goals within a global business context. The result will be evidence of mastering the core MBA competencies and fulfilling the student's purpose for attending Presidio World College to define and implement their calling.

### **SUS 6175 Economics, Capital Markets and Law (4 units)**

Building upon the fundamentals of finance introduced during the first year, this course explores sustainable finance at national and international levels. Topics include financing enterprises through venture capital and private equity funding, initial public offerings (IPOs), fixed income securities offerings, commercial paper, and angel investing. Financial instruments in a global market will be examined through a review of spot exchange, currency forwards, hedging, options, swaps as well as international bonds and equities. Fundraising in the non-profit sector will likewise be considered. The course also surveys the legal aspects of organizing, financing and operating a business enterprise, with emphasis on torts, contracts, agency, government regulation, intellectual property rights, competition policy, employee rights, business fraud, corporate governance and shareholder rights, environmental law, product liability, as well as the national and international finance and investment systems, including a sustainability critique and reorientation.

### **SUS 6180 The Inner Dimension of Leadership (4 units)**

The process of creating and managing socially and environmentally sustainable organizations, economies and societies depends primarily on human beings in their individual and collective diversity and complexity. This course focuses on the cognitive and experiential understanding of the inner dimension of this diversity and complexity, including the conscious and unconscious motivational and inspirational forces and conceptual frameworks that support and hinder the understanding and practical implementation of sustainability. This learning empowers students to function more effectively by supporting their inquiry into meaning and purpose to enable them to act with inspiration and pragmatism.

### **SUS 6195 Effective Management, Communication and Action (3 units)**

This course focuses on developing embodied skills in communication and leadership presence through practice, for the sake of becoming more effective managers, leaders, and entrepreneurs. The course will direct this foundation to the issues of making offers of sustainable business that are commercially valuable in the world, building and working together on effective teams, making and managing promises of value to others, and developing a presence of a leader that produces trust and commitment from others. The skills identified and developed in this course are fundamental to participants' future results in ventures and leadership, and will be used in the participants' capstone projects and in their real world ventures and careers.

## Teaching

### **TCH 7621 Critical Thinking for Teaching and Learning** (3 units)

An in-depth study of the art of critical thinking and its application to teaching at all levels of education. Three dimensions of reasoning are examined including the elements of critical thinking, universal intellectual standards and intellectual virtues, which in combination make up the process of fair-minded critical thinking. The course includes application of specific critical thinking strategies to the classroom from elementary to adult education.

### **TCH 7640 New Models of Instruction and Learning** (3 units)

Exploration of a variety of instructional strategies, curriculum theories and research. Investigation of emerging trends in instructional delivery systems. Exploration of effective instructional strategies in culturally diverse classrooms. Focus on active involvement in constructing a personal repertoire of teaching behaviors in order to encourage an equity pedagogy.

### **TCH 7660 Methods of Assessment** (3 units)

Critical examination of contemporary and traditional techniques for evaluating both individual learners and learning environments. Roles of various types of assessments including performance-based psycho-educational, portfolio and others.

### **TCH 7670 Preparation for National Board Certification** (3 units)

Focuses on the knowledge, skills and dispositions required for National Board Certification. Begins preparation of required portfolio.

### **TCH 7680 Current Issues in School Environment** (3 units)

This course focuses on compelling issues in today's schools such as violence and conflict management and resolution; ethics, behavior and self-worth; technology and social behavior; and assessment and accountability. Students will be able to utilize appropriate strategies and develop curriculum that address these issues.

### **TCH 7685 Research Seminar** (3 units)

A survey of research methodology applicable to schools in data-driven environments. Technology applications in research. Articulates guidelines for development of the Practicum/Curriculum Project as the capstone for the Master of Arts in Education: Teaching.

### **TCH 7690 Practicum/Project in Teaching** (3 units)

Field-based project involving inquiry and the application of knowledge to solve a classroom teaching problem.

*Prerequisite: Completion of 32 units of study*

## Technology and Learning

### **TEL 7001 Digital Literacy** (3 units)

This course explores the use of technology to facilitate learning. Includes the Windows environment, word processing, databases, spreadsheets, the Internet and applications such as: computer assisted instruction, simulations, games and tools to facilitate writing and communication. Another component of this course includes evaluation of software.

### **TEL 7120 Digital Media in Education** (3 units)

This course provides an introduction to communicating and teaching with digital media. Students will gain hands-on experience with the latest software for developing digital media.

### **TEL 7165 Future Trends in Technology** (3 units)

This course examines current standards in hardware, networking, operating systems and applications. A second component of the course assesses future trends in technology such as wireless networking, handheld devices, display technologies, operating systems and estimates their application and value in enhancing learning environments.

### **TEL 7170 Technology in the Curriculum** (3 units)

This course will cover the integration of technology into the curriculum as it relates to frameworks, standards, and best practices in the field. Focus on constructivist uses of technology and current research on technology and learning. Students will gain first hand experience using the internet, word publishing, spreadsheet, database, sophisticated search engine techniques, and media rich teaching materials and then design lessons based on their use.

### **TEL 7180 Exploration of Web-Based Learning Environments** (3 units)

Exploration of current theories and practices in designing Web mediated, distance learning environments.

### **TEL 8125 Contemporary Topics in Technology and Learning** (3 units)

This course provides an opportunity to conduct in-depth examinations of current theories and practices in the field of education technology. Topics may include: technological trends in education, corporate and educational training models, new methods of communication, technology and the disabled, technology tools for teachers, technology and societal changes, virtual learning communities, and emerging technology.

### **TEL 8130 Computer as a Thinking Tool** (3 units)

A critical examination of using computers to teach thinking skills. The course includes essential components of theoretical backgrounds, research effectiveness, and technological applications in educational settings, e.g. creativity and cognitive aids, visualization tools, and knowledge acquisition tools.

### **TEL 8160 Practicum: Applied Technology** (3 units)

This course provides Candidates the opportunity to apply the theoretical foundations and practical skills in the field of education technology they have acquired to the development of effective learning environments in their chosen field of study.

### **TEL 8170 Planning and Management of Technology** (3 units)

This course addresses principles, approaches, and problem-based explorations of technology planning and management as well as the impact of technological change on the individual, the workplace, and society as a whole.

### **TEL 8175 Integrative Technology Systems in Colleges** (3 units)

This course covers the integration of technology into the curriculum and programming at the college level. The focus is on constructivist uses of technology, assistive technology, new methods of communications, technology for online instruction, training faculty, staff, and students, and emerging technologies and future trends. Technology as a research and knowledge acquisition tool is explored and applied.

### **TEL 8999 Special Topics in Technology and Learning** (3 units)

This special topic course is a flexible course oriented to current issues of concern to educators/administrators, connections between education technology and stated Learning Outcomes for the Higher Education Administration program, and/or special research topics of interest to faculty.

## Course Descriptions

### Teaching English to Speakers of Other Languages (TESOL)

#### **TES 7040 Development of Cross-Cultural Competencies** (3 units)

Influence of culture and society on educational systems, communities and workplaces. Focus on the nature and manifestation of culture, cultural contact and cultural diversity in California, the U.S. and other global settings. Investigation of values, behaviors and beliefs of cultural groups. Development of multicultural and cross-cultural communication skills. Examination of comparative case studies.

#### **TES 7050 Academic Instruction Designed for Culturally and Linguistically Diverse Students (K-12)** (3 units)

Examination of theories and strategies of specially designed content instruction delivered in English. Focuses on designing curriculum, developing lessons and assessment plans and creating materials for content area instruction. Investigates purpose and method of language and content area assessment and student placement procedures.

#### **TES 7410 Theory and Method of Second Language Teaching** (3 units)

Study of theories and methods of English language teaching. Explores psychological, socio-cultural, political and pedagogical factors of first and second language development and related learning theories.

#### **TES 7420 Principles of Linguistics** (3 units)

Investigation of the nature, organization and function of human language. Focuses on the different components of language structure-phonology, morphology, syntax and semantics.

#### **TES 7430 Techniques of Teaching Reading and Writing to Second Language Learners** (3 units)

Exploration of techniques and approaches for teaching reading and writing to second language learners. Provides experience in designing curriculum, creating materials and developing evaluation instruments for assessing reading and writing skills of second language learners.

*Recommended: TES 7410*

#### **TES 7440 Techniques of Teaching Listening and Speaking to Second Language Learners** (3 units)

Examination of theories and approaches for teaching listening and speaking to second language learners. Focuses on successful classroom strategies, development of lessons and assessment tools, creation of materials and design of instructional units.

*Recommended: TES 7410*

#### **TES 7450 Introduction to Psycholinguistics and Sociolinguistics** (3 units)

Overview of psycholinguistics and sociolinguistics. Examination of the relationship between the brain and language and study of first and second language acquisition to develop understanding of language storage, processing and development. Sociolinguistic topics include language variation, dialectology, language planning and policy and bilingualism and multilingualism.

#### **TES 7460 English Grammar for ESL and EFL Teachers** (3 units)

Study of English grammar rules and their application in the ESL and EFL classroom. Focuses on teaching of grammar within the context of student writing and speaking. Examines parts of speech and functions in English sentences, verb tense-aspect system, sentence patterns, sentence types and troublesome aspects of English grammar.

#### **TES 7470 Teaching English as a Foreign Language (TEFL)** (3 units)

This course focuses on methods and strategies needed to teach English in a non-native English speaking environment. Students will develop knowledge and skills in designing curriculum and materials, developing instructional techniques and employing classroom management strategies that are appropriate for EFL settings.

#### **TES 7475 Topics in TESOL Research and Pedagogy** (3 units)

Independent investigation of a current topic in TESOL research and/or teaching. Project proposal is required prior to enrollment in class.

#### **TES 7480 Technology and Teaching English Learners** (3 units)

This course focuses on utilizing technology to support the teaching and learning of English learners. Technology application is presented in context of second language learning theories and classroom practice.

#### **TES 7485 Research Methods and Seminar** (3 units)

This course prepares students to be critical consumers of research literature in preparation for the practicum project and as TESOL professionals. The two principle components of the course are an overview of qualitative and quantitative research design and an analysis of professional writing. Students read and evaluate journal articles in TESOL, become familiar with library and on-line research strategies, design an original research project and review and practice the structure and rules of academic writing.

#### **TES 7490 TESOL Practicum/Project** (3 units)

An applied research project in which students synthesize concepts from learning theories and methodologies presented in their coursework and apply them to specific teaching situations. Students complete one of three general types of projects: curriculum development, original research, or an extended classroom observation and reflective journal. Includes oral presentation of portfolio developed throughout program.

#### **TES 8410 TESOL Theory and Methodology** (3 units)

Examination of selected issues in theory and practice of second language teaching. Critical analysis of current research with focus on pedagogical implications.

*Prerequisite: TES 7410*

#### **TES 8420 Research in Second Language Acquisition and Applied Linguistics** (3 units)

Critical analysis of research in second language acquisition (SLA) with an emphasis on the linguistic, psychological and sociological dimensions of SLA, bilingualism, interlanguage and language transfer. Students are guided through the research process by designing and conducting original investigative projects and presenting results.

#### **TES 8430 Technology and Second Language Teaching** (3 units)

Exploration of the role of technology in second language teaching. This course examines attributes of effective technology-enhanced language learning environments and their relationship to second language acquisition theories and constructs. Focus on research and best practices for using technology to support second language teaching and ESL/EFL teaching training.

#### **TES 8441 Design, Development and Evaluation of Programs for Second Language Learners** (3 units)

Students develop competencies in program and curriculum development and evaluation. Emphasis on needs analysis, program goals and objectives, materials development and adaptation, staff development, testing and assessment and implementation of technology into the curriculum. Students research, design and evaluate second language learning programs in a variety of educational programs.

*Prerequisite: EDU 7431*

#### **TES 8445 TESOL Field Research Project** (1-3 units)

Students conduct an independent field-based research study or project in an area of special interest. Project proposal is required prior to enrollment in course.

**TES 8451 Cultural, Social and Political Issues of Second Language Teaching** (3 units)

Examination of impact of cultural, social and political issues on second language teaching. Focus on gender, race and ethnicity, language planning, language equity, refugee concerns, environmental issues and legislative and governmental policies.

**TES 8460 Sociolinguistics** (3 units)

Introduction to the theories and principles of sociolinguistic studies. Examination of the relationship between social, cultural and linguistic factors that determine language use and language variation in society. The course focuses on variation, language contact, speech communities, dialects, gender and social class, code-switching and code-mixing, bi/multilingualism, ethnography of communication and educational sociolinguistic methodology. Students gain experience with the research process by developing and conducting their own studies and reporting the findings.

**TES 8470 Psycholinguistics and Second Language Learning and Teaching** (3 units)

This course provides advanced study in theory and research in psycholinguistics. Topics include neurolinguistics, the production and comprehension of oral speech, first language acquisition, the reading process and the psycholinguistics of bilingualism. Students gain hands-on experience with various research paradigms.

**TES 8480 Seminar: Current Topics in TESOL** (3 units)

This course offers an in-depth exploration of particular current topics in TESOL research and pedagogy.

**TES 8490 Advanced Linguistics for TESOL** (3 units)

An in-depth examination of the concepts, theories and research in the major areas of theoretical linguistics: phonetics, phonology, morphology, syntax and semantics and how they relate to teaching English as a second language. Students apply these linguistic constructs and use linguistic research methods to solve problems and develop a curriculum project.

**TES 8495 Academic Development Reflection Project** (1 unit)

This course is designed to provide an opportunity for students to reflect upon and assess their progress and achievements at the mid-point of their doctoral coursework. Students engage in an in-depth reflective project, report self assessments, and address future needs.

**Tourism Management****TOU 3020 International Travel and Tourism** (3 units)

Description and geography of international travel from the viewpoint of the North American traveler and travel entrepreneur, problems encountered in travel; popular international destinations; major gateway cities and routes for international air travel.

*Prerequisite: Introduction to Hospitality and Tourism Management*

**TOU 4010 Tourism Management** (3 units)

A study of tourism management methods currently used in advanced and developing countries. Topics include tourism planning and policy issues, resource and market analysis, conceptual and master plans, economic and financial plan implementation and human resources development..

*Prerequisite: Introduction to Hospitality and Tourism Management*

**TOU 4020 Tourism Development** (3 units)

Study of the planning and development of tourism destinations from a political, social, cultural and economic perspective.

*Prerequisite: Introduction to Hospitality and Tourism Management*

**TOU 4030 Tourism Economics** (3 units)

A review of the economic aspects of tourism; economics of hotels/motels, restaurants, airlines and other tourism sectors; introduction to the multiplier effect, forecasting tourism demand, linear programming and other econometric models.

*Prerequisites: Introduction to Hospitality and Tourism Management, Microeconomics, Macroeconomics*

## 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 Alliant as freshmen. Pass = 500
Foreign Language (6 units)	Subject Exam in French Language, College Level	Pass = 50
	Subject Exam in German Language, College Level	Pass = 50
	Subject Exam in College Spanish	Pass = 50
HIS 2005 Major Social Movements in U.S. History	Subject Exam in American History II: 1865 to the Present	Pass = 50
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 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

For information regarding CLEP examination, see page 15.

### Advanced Placement Test Equivalents

Advanced Placement	Alliant Equivalent	No. of Quarter Hours
American History	HIS 2005 and Elective	6 units
Art History	FAR 1000 and Elective	6 units
Biology	Two Natural Science Courses	6 units
English	ENG 1106/2206	6 units
European History	Elective	6 units
French	Elective	6 units
German	Elective	6 units
Latin	Elective	6 units
Spanish	SPN 1000, 1001	6 units

# Faculty

## University Professors

### Geoffrey M. Cox

*President, Alliant International University;*  
*University Professor,*  
PhD, 1987; University of Chicago

Research interests: social and political philosophy, leadership in higher education

### Marshall Goldsmith

*University Professor*  
PhD, 1977; University of California Los Angeles

Research interests: leadership, 360-feedback; managerial excellence, executive coaching

### Ian Mitroff

*University Professor*  
PhD, 1967; University of California Berkeley

Research interests: crisis management, spirituality and work; strategy

## California School of Professional Psychology

### Core Faculty

#### Diane M. Adams

*Associate Dean of CSPP and Associate Professor,*  
*San Francisco, PsyD Program*  
PhD, 1983; The Wright Institute

Research and practice interests: adult development; psychotherapy; biographical interviewing; case histories and theoretical or conceptual analytic thesis; clinical and theoretical issues involving ethnic minority populations, particularly African American and the application of psychoanalytic theory in practice and research

#### Kristi Alexander

*Associate Professor, San Diego, PhD Program*  
PhD, 1992; University of Alabama

Research interests: pediatric and child clinical psychology with special interest in social skills and children's injuries

#### Sue Ammen

*Professor, Fresno, PhD Program Coordinator,*  
*Infant-Preschooler Mental Health Certificates*  
*Program; Fellow, Rockway Institute*  
PhD, 1989; California School of Professional Psychology, Fresno

Research interests: parent-child relationship assessment; early childhood intervention program evaluation; qualitative research methods Clinical interests: attachment; infant-preschool mental health; pediatric psychology; gay/lesbian families; disaster psychology

#### John Bakaly

*Associate Professor, Los Angeles, PsyD Program*  
PhD, 1988; University of Southern California

Research interests: clinical intervention with children and adolescents and their families; treatment of depression, anxiety and general childhood disorders

#### Leena Banerjee

*Professor, Los Angeles, PsyD Program*  
PhD, 1985; Virginia Polytechnic University

Research interests: presence and self awareness, multicultural psychology interfaces with family systems therapy, and infant family mental health, paradigms of knowledge

#### Lynette E. Bassman

*Assistant Director, PsyD Program; Coordinator of*  
*the Health Psychology Emphasis Area; Professor,*  
*Fresno, PsyD Program*  
PhD, 1990; New York University

Research interests: alternative treatments for mental health; psychodynamic correlates of self care behavior; defense mechanisms and health Clinical interests: Fibromyalgia, Chronic Fatigue Syndrome, eating behavior, self-care, coping with illness

#### Linda Beckman

*Distinguished Professor, Los Angeles, PhD Program*  
PhD, 1969; University of California, Los Angeles

Research interests: women's health; substance abuse; population psychology; social-psychological models in health promotion

#### Anabel Bejarano

*Assistant Professor, San Diego, PsyD Program*  
PhD, 2000; City University of New York

Research interests: childhood trauma, Latino mental health, child development and attachment, multicultural psychology

#### Debra Bekerian

*Lecturer: Fresno, PsyD Program*  
PhD: University of California, Berkeley  
Chartered Psychologist, Chartered Scientist:  
British Psychological Association  
Accredited Gestalt Practitioner: British  
Association of Counseling and Psychotherapy

Research Interests: Adult and Child Event Memory (qualitative/quantitative paradigms); Child Development, inc. impact of abuse on development and attachment; cognitive models of trauma; applied psychology. Clinical Interests: Group Psychotherapy; Trauma, inc. PTSD; Chronic Mental Health Issues; Abuse

#### Ellin L. Bloch

*Professor and Program Director, Clinical Psychology*  
*PhD Program; Director of Professional Field*  
*Training, Los Angeles*  
PhD, 1972; University of Cincinnati

Research interests: post-traumatic stress disorder; trauma and crisis intervention

#### Stephen Blum

*Professor, San Francisco, PsyD Program*  
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; national as well as international research, programs, and policy which intersect multicultural concerns with their attendant values

#### Edward F. Bourg

*Professor, San Francisco, PsyD Program*  
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

## Faculty

### Milton Z. Brown

Assistant Professor, San Diego, PhD Program  
PhD, 2002; University of Washington

Research interests: personality disorders; suicidality and self-injury; shame and self-hatred rejection sensitivity cognitive-behavior therapy exposure therapy and dialectical behavior therapy

### Stephen Brown

Associate Professor, Irvine, MFT Program  
PhD, 1966; University of Southern California

Research interests: quantitative and qualitative research design in MFT; measurement and evaluation in MFT; statistical analysis; professional education and teaching; performance improvement and quality assurance in mental health service delivery

### Walter Brown

Assistant Professor, Los Angeles, PsyD Program  
PhD, 1995; University of California, Los Angeles

Research interests: pediatric psychology; substance abuse; bariatric assessment and treatment; the training of health and mental health professionals

### Steven F. Bucky

Interim Systemwide Dean, CSPP; Director of Professional Training; Professor, San Diego, PsyD Program  
PhD, 1970; University of Cincinnati

Research interests: childhood psychopathology; chemical dependency; forensic psychology; ethics; alcoholic family; children of alcoholics; sports psychology

### Robin Denise Bullette

Assistant Professor, Irvine, Marital and Family Therapy Program  
PsyD, 2000; United States International University

Research interests: MFT teaching, training and supervision; courtship, marital therapy and family systems

### Elaine Burke

Associate Professor, Los Angeles, PsyD Program  
PsyD, 1989; University of Denver

Research interests: pediatric and adult neuropsychology; assessment and culture; health and culture; gender and culture

### John V. Caffaro

Professor, Los Angeles, PsyD Program  
PhD, 1989; The Fielding Institute

Research interests: child maltreatment; sibling relationships; post-traumatic stress disorder; group psychotherapy

### Benjamin Caldwell

MFT Site Director, Sacramento; Assistant Professor, Sacramento, MFT Program  
PsyD, 2004; Alliant International University, San Diego

Research interests: marital myths; couples therapy outcome; sex education; MFT cost-effectiveness research

### Joanne E. Callan

Distinguished Professor, San Diego, PhD and PsyD Programs  
PhD, 1970; University of Texas

Research interests: life span development (including child and adolescent development, adjustment, and psychopathology; female development and psychology; and gender development); psychoanalytic theory and clinical applications, (including attachment and object relations); parenting and school support (preschool through high school); education and training in professional psychology; and professional ethics

### Shannon Casey-Cannon

Assistant Professor, San Francisco, PhD Program  
PhD, 2002; Stanford University

Research interests: adolescents within diverse family and school contexts, multicultural identity and women's issues, depression, and eating disorders

### Tai Chang

Assistant Professor, San Francisco, PsyD Program  
PhD, 1999; University of Illinois at Urbana-Champaign

Research Interests: acculturation and identity development processes as well as their relations to adjustment and help-seeking, particularly among Asian Americans; the interface of counseling and the Internet, including online support and online information regarding mental illness and psychology

### William Chien

Assistant Professor, Los Angeles, PsyD Program  
PsyD, 1996; California School of Professional Psychology, Los Angeles

Research interests: (professional interests) Asian-American mental health issues, psychotherapy with Asian-Americans, bereavement, depression

### Eddie Chiu

Director, Psychological Service Center and Assistant Professor, San Francisco, PsyD Program  
PhD, 1996; California School of Professional Psychology, Los Angeles

Research interests: ethnic minority stress and coping; immigrant and refugee mental health; cultural specific assessment and intervention; problem gambling; child and family issues

### Victor Cohen

Associate Professor, Los Angeles, PsyD Program  
PhD, 1981; University of Michigan

Research interests: counter transference phenomenon and the interpersonal processes in therapist-client psychotherapy relationships; psychotherapist self-development and teaching and training of clinical skills; alternative paradigms for studying subjective and experiential aspects of the psychotherapy process

### Janice W. Cone

MFT Site Director, Irvine and Associate Professor, MFT Program  
PhD, 1984; University of Pittsburgh

Research interests: chronic illnesses and family systems; AIDS; sexual abuse; sexuality; family and couple violence; MFT process and outcome research

### Harriet Curtis-Boles

Associate Professor, San Francisco, PsyD Program  
PhD, 1984; University of California, Berkeley

Research interests: issues related to multiculturalism and peoples of color; psychotherapy process and outcome with African-American clients; influence of violence exposure on children and families in the inner cities; African-American women and substance abuse

### Constance J. Dalenberg

Professor, San Diego, PhD Program  
PhD, 1983; University of Denver

Research interests: countertransference; memory for trauma child abuse; trauma-related disorders, dissociation; recovered repressed memory; ethics and standards in psychology; empirical foundations of psychoanalytic concepts; trauma related to racism and discrimination

### Sean Davis

Assistant Professor; Clinical Training Coordinator, Sacramento, MFT Program  
PhD, 2005; Syracuse University

Research interests: common factors across effective MFT models; MFT training and supervision; commonalities of healthy and distressed couples; process and outcome research; observational research; bridging the scientist/practitioner gap in MFT

### David J. Diamond

Associate Professor, San Diego, Clinical PsyD Program  
PhD, 1983; University of Michigan

Research interests: reproductive trauma (infertility, perinatal loss, disorders of pregnancy and postpartum, adoption, surrogacy, etc.); other topics related to the reproductive process; parenting and the development of parental identity; topics in psychoanalytic theory and practice.

**Dalia Ducker**

*Program Director and Professor, San Francisco, PhD Program*  
PhD, 1974; City University of New York

Research interests: psychology of women, including role strain, work and health; gender roles; issues relevant to the practice of professional psychology; and graduate education

**Marina Dorian**

*Assistant Professor, San Diego, PsyD Program*  
PhD, 2007, University of Illinois at Urbana-Champaign

Research interests: adaptation and resilience in the family stress process; couples and family intervention; gender roles in marriage; couple's communication; cross-cultural studies of couples and families; intimacy, mindfulness and acceptance; family caregivers of the mentally ill; family economic stress

**Ron E. F. Duran**

*Associate Professor, Los Angeles, PhD Program*  
PhD, 1994; University of California, Los Angeles

Research interests: group-based interventions for persons living with chronic and life-threatening medical conditions; collaboration with community-based agencies to improve health-related service delivery; the measurement of social and academic adjustment of non-traditional undergraduate and graduate students

**Donald Eulert**

*Professor, San Diego, PsyD Program*  
PhD, 1968; University of New Mexico

Research interests: C. G. Jung's theories; postmodern cultural and spirituality issues; moral development; creativity; integrative psychology

**Janice Ewing**

*Assistant Professor, San Diego, MFT Program*  
PhD, 1997; Virginia Polytechnic Institute and State University

Research interests: postmodern family therapy; clinical training; emotion and physical health; supervision; gender issues in therapy

**Manuel Figueroa-Unda**

*Professor, Fresno, PhD Program*  
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  
Clinical Interests: obesity, separation-individuation, adolescent self-image and eating disorders

**Wesley T. Forbes**

*Director of Clinical Field Placement, Professor, Fresno, PsyD Program*  
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

**Sharon L. Foster**

*Distinguished Professor, San Diego, PhD Program*  
PhD, 1978; State University of New York, Stony Brook

Research interests: childhood social competence and peer relations; aggression in girls; treatment of disruptive behavior disorders

**Darryl Freeland**

*Associate Professor, San Diego/Irvine, MFT Program*  
PhD, 1972; University of Southern California

Research interests: family dynamics; epistemology; chaos theory; women's issues; imagination and the therapy process

**Ronald L. Gandolfo**

*Coordinator of the Clinical Forensic Emphasis area, Professor, Fresno, PsyD Program*  
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

**Richard N. Gevirtz**

*Distinguished Professor, San Diego, PhD Program*  
PhD, 1971; DePaul University

Research interests: physiological patterning in stress-related disorders; clinical protocols for biofeedback training; mediators of autonomic control; anxiety disorders

**Samuel Gerson**

*Professor, San Francisco, PsyD Program*  
PhD, 1978; University of Texas, Austin

Research interests: intersubjectivity; gender and sexuality; interaction of affect and clinical judgment; the process of therapeutic interactions; schools of psychodynamic psychotherapy

**Robert-Jay Green**

*Distinguished Professor, San Francisco, PhD Program; Executive Director of the Rockway Institute: Alliant's National Center for LGBT Research & Public Policy, San Francisco*  
PhD, 1975; Michigan State University

Research interests: Gay, lesbian, bisexual, and transgender (LGBT) research and public policy in the fields of couple/family relations, mental health care, education, and the workplace. Family psychology. Male gender roles.

**Veronica Gutierrez**

*Assistant Professor, San Diego, PsyD Program*  
PhD, 2004; University of California, Santa Barbara

Research interests: issues of multiculturalism; lesbian, gay, and bisexual issues; therapist competence in multicultural issues; therapeutic process and outcome; Dr. Gutierrez' professional background includes work with diverse student populations, specifically Latinos

**Frederick J. Heide**

*Associate Professor, San Francisco, PsyD Program*  
PhD, 1981; Pennsylvania State University

Research interests: charismatic communication; using humor in psychotherapy; constructivist therapies transpersonal psychology; cognitive therapy; psychedelics

**Tracy L. Heller**

*Associate Dean and Associate Professor, Los Angeles, PhD Program*  
PhD, 1994; University of California, Los Angeles

Research interests: children with Attention Deficit Hyperactivity Disorder; behavioral, social and cognitive components of ADHD; multimodal treatments of ADHD

**Judith Holloway**

*Assistant Professor, Los Angeles, PsyD Program*  
PhD, 1991; California School of Professional Psychology, Los Angeles

Research interests: issues in ecopsychology; relationships between health, well-being and relationship with nature and the natural world; use of therapeutic adventure programming as an adjunct to psychotherapy, and as a tool in the training of psychologists; LGB issues.

**Derek K. Iwamoto**

*Assistant Professor, Los Angeles, PhD Program*  
PhD, 2007; University of Nebraska-Lincoln

Research Interests: Examining the relationship between racial and ethnic identity, intergenerational conflict, masculinity and gender role strain to positive psychological well being, depression and substance abuse use among Asian Americans



## Faculty

### Davis Ying Ja

*Professor, San Francisco, PhD Program*  
PhD, 1981; University of Washington

Research interests: substance abuse and AIDS treatment and prevention in multicultural communities; program evaluation in behavioral health systems including managed care systems; juvenile and adult justice systems including drug courts and alternative community approaches in juvenile probation; organizational systems with a focus on managed behavioral health policy, evaluation, and analysis; early childhood prevention and intervention; multicultural influences in family therapy; cost analysis; studies in programs for assertive community treatment (PACT)

### Valata Jenkins-Monroe

*Professor, San Francisco, PsyD Program*  
PhD, 1978; California School of Professional Psychology, Berkeley

Research interests: cognitive styles and problem-solving abilities of Third World children; development of children of substance abusive mothers; child sexual abuse treatment; African American women and substance abuse; intergenerational study of black teen parenting; race and racism; special needs children; forensic psychology

### Paula Johnson

*Professor, Los Angeles, PhD Program*  
PhD, 1974; University of California, Los Angeles

Research interests: peace studies; values related to war; gender roles and power; community psychology models of system interventions; social policy research using social and community psychology models; values and methodology

### Susan Johnson

*Research Professor, MFT Programs, San Diego*  
EdD, 1984; University of British Columbia

Research interests: emotionally focused therapy, process and outcome research. Dr. Johnson is the primary developer of emotionally focused therapy and is an internationally recognized leader in the area of couples therapy, theory and research. Dr. Johnson resides in Ottawa, Canada and visits the San Diego AIU campus to lecture and engage in research activities.

### Debra Kawahara

*Assistant Professor, San Diego, PsyD Program*  
PhD, 1994; California School of Professional Psychology, Los Angeles

Research interests: multicultural and cross-cultural psychology; Asian-American mental health; women's issues; cultural competency in mental health services; qualitative research methodology

### Mojgan Khademi

*Assistant Professor, San Diego, PsyD Program*  
PsyD, 1992; Indiana University of Pennsylvania

Research interests: psychodynamic theory and treatment; work at several university counseling centers has led to interest in psychotherapy intervention and treatment outcome studies; supervises dissertations in treatment outcomes, eating disorders, suicide, and multicultural issues; teaches first year psychotherapy sequence and advanced seminars in feminism and eating disorders

### Dennis S. Klos

*Professor, Los Angeles, PsyD Program*  
PhD, 1974; Harvard University

Research interests: interpersonal conflict resolution; assessment and intervention with couples; professional development; academic administration

### Richard R. Kopp

*Distinguished Professor, Los Angeles, PsyD Program*  
PhD, 1972; University of Chicago

Research interests: use of metaphor in psychotherapy; Adlerian psychology; psychotherapy integration; resolving interpersonal and intrapersonal power conflicts

### Sue A. Kuba

*Associate Program Director, Online PsyD Program and Professor, Fresno, PsyD Program; Fellow, Rockway Institute*

PhD, 1981; California School of Professional Psychology, Fresno

Research interests: women's health; eating disorders in multi-cultural populations; phenomenology; sister relationships; women's development; gay and lesbian issues  
Clinical Interests: GLBT issues, mother-daughter-sister relationships, multicultural LGBT issues

### Ann Lawson

*Professor, San Diego, MFT Program*  
PhD, 1988; United States International University

Research interests: family chemical dependency, intergenerational family processes, family therapy evaluation

### Gary W. Lawson

*Professor, San Diego, PsyD Program*  
PhD, 1975; Southern Illinois University

Research interests: clinical psychology, marriage and family therapy, and chemical dependency

### Paul Lebby

*Associate Professor, Fresno, PhD Program*  
PhD, 1994; University of California, Berkeley

Research interests: methods used to assess neurocognitive function in children, adults and geriatrics  
Clinical interests: neuropsychological assessment, medical rehabilitation, child and adolescent brain injury, forensic neuropsychology

### Elizabeth Limberg

*Assistant Director, Clinical PsyD Program; Assistant Professor, Sacramento, PsyD Program*  
PhD, 1999; California School of Professional Psychology, Fresno

Research interests: parent-child interaction, child development  
Clinical interests: infant- preschool mental health; family therapy; play therapy; community mental health

### Alan S. Lincoln

*Professor, San Diego, PhD Program*  
PhD, 1980; California School of Professional Psychology, San Diego

Research interests: early childhood psychopathology; biological and neuropsychological basis of autism and neurodevelopmental disorders; neurodevelopmental effects of child abuse; attention deficit/hyperactivity and severe language disorders; assessment of children; differential diagnosis and treatment of childhood psychopathology

### James N. Madero

*Professor, San Diego, PsyD Program*  
PhD, 1975; Catholic University

Research interests: projective tests; differential diagnoses; workplace violence prevention; school violence prevention

### Glenn Isoa Masuda

*Associate Professor, Los Angeles, PsyD Program*  
PhD, 1988; University of Washington

Research interests: Asian-American mental health, community mental health service delivery, interventions with adolescents, diversity competency training

### Richard Mendoza

*Professor, Los Angeles, PhD Program*  
PhD, 1980; University of California, Irvine

Research interests: acculturation among refugees and immigrant individuals; implications for mental health, psychopathology, and psychotherapy

**Gerald Y. Michaels**

*Director of the PSC Child/Family Program; Associate Professor, San Francisco, PsyD Program*  
PhD, 1981; University of Michigan

Research interests: developmental psychopathology; transition to parenthood; adolescent pregnancy; parents' and children's social perceptions in the family; children of divorce; primary prevention strategies in mental health

**Marianne Miller**

*Assistant Professor, San Diego, MFT Program*  
PhD, 2003; Texas Tech University

Research interests: cross-cultural issues, feminist issues, post-modernism

**Valory Mitchell**

*Coordinator of the Gender Studies Emphasis Area; Professor, San Francisco, PsyD Program*  
PhD, 1983; University of California, Berkeley

Research interests: psychology of women; development of personality across the lifespan; lesbian/gay issues; interface of feminist, self, relational, and psychodynamic theory

**Eduardo Morales**

*Professor, San Francisco, PhD Program*  
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

**Rajeswari Natrajan**

*Assistant Professor, Irvine, MFT Program*  
PhD, 2004; Purdue University

Research interests: family interventions and therapy; children in therapy, therapeutic outcome assessments; families in multicultural societies; family therapy training and evaluation; family therapy supervision; and multicultural issues

**Nicholas Noviello**

*Associate Professor, Los Angeles, PhD Program*  
PhD, 1985; University of California, Irvine

Research interests: personality traits and emotional expressiveness, content analysis of speech and text, personal belief systems, well-being

**Randy Noblitt**

*Professor and Program Director, Los Angeles, PsyD Program*  
PhD, 1978; University of North Texas

Research Interests: cult and ritual abuse, child abuse, trauma and dissociation, dissociative identity disorder, psychopharmacology

**Kevin J. O'Connor**

*Program Director, Clinical Psychology PhD and PsyD Programs; Coordinator, Ecosystemic Clinical Psychology Emphasis Area; Fellow, Rockway Institute; Professor, Fresno/Sacramento*  
PhD, 1980; University of Toledo

Research interests: parent-child attachment, child psychotherapy process; play therapy  
Clinical interests: attachment disorders, child abuse, impact of chronic illness, impact of parental narcissism, child development, sex role socialization, ecosystemic child psychotherapy, play therapy art therapy and Theraplay

**Rhoda Olkin**

*Distinguished Professor, San Francisco, PsyD Program*  
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

**Fernando Ortiz**

*Assistant Professor, San Diego, PhD Program*  
PhD, 2005; Washington State University

Research interests: cross cultural and multi-cultural issues; personality assessment and personality structure; mental health and minority populations

**Siobhan O'Toole**

*Assistant Program Director, Clinical PhD Program; Assistant Professor, Fresno*  
PhD, 2000; California School of Professional Psychology

Research interests: Evaluating cultural competence in clinicians; child abuse, primarily physical and verbal; body image

**Elena Padrón**

*Assistant Professor & Director of Professional Training, San Francisco, PsyD Program*  
PhD, 2003, University of Minnesota

Research interests: developmental psychopathology and attachment theory, particularly disorganized attachment; socio-emotional development and psychopathology; early childhood development; intergenerational transmission of parenting and trauma; child and family psychotherapy; culturally sensitive therapeutic models for use with Latino families.

**Suni Petersen**

*Assistant Professor, Sacramento, PsyD Program*  
PhD, 1997; University of Florida

Research interests: health psychology with minority populations, Creating and testing evidence-based interventions for underserved minority populations: cardiovascular disease, cancer, health promotion, and using computerized interventions for cost-effective approaches to health behavior change.

**Patrick Petti**

*Assistant Professor, San Francisco, PsyD Program*  
PhD, 1991; California School of Professional Psychology, Alameda

Research interests: education and training in psychology, clinical competency evaluation, child development and treatment approaches in child therapy

**Jason J. Platt**

*Program Director, MA Counseling Psychology, Mexico; MFT Site Director, Mexico; Assistant Professor*  
PhD 1986; Syracuse University

Research interests: clinical competency, evaluation, supervision and family therapy training practices; gender and multiculturalism; clinical outcome research; brief family therapy

**Natalie Porter**

*Professor, San Francisco, PhD Program*  
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

**John D. Preston**

*Professor, Fresno/Sacramento, PsyD Program*  
PsyD, 1979; Baylor University  
ABPP Diplomate in Counseling Psychology

Research interests: psychopharmacology; neuropsychology; trauma; aging

**Adele S. Rabin**

*Professor and Interim Program Director, San Diego, PhD Program*  
PhD, 1984; University of Houston

Research interests: women's mental health; assessment and treatment of unipolar depression; psychological factors affecting physical health

**Susan J. Regas**

*Professor, Los Angeles, PhD Program*  
PhD, 1983; Purdue University

Research interests: sex, intimacy and relationship problems; differentiation assessment; couple therapy effectiveness

**Neil G. Ribner**

*Program Director, Professor, San Diego, PsyD Program*  
PhD, 1971; University of Cincinnati

Research interests: family studies; divorce; stepfamilies; custody; parenting; siblings

## Faculty

### **Richard A. Rodriguez, PhD**

*Assistant Professor, CSPP, Psy.D. Program San Francisco*  
Ph.D., University of Utah, 1991

Research Interests: Chicano/Latino mental health, Identity Development (intersection of race/ethnicity, gender, sexual orientation), Gender Studies, Multicultural Training, HIV, Adult Survivors of Child Abuse, Disability.

### **Irwin S. Rosenfarb**

*Professor, San Diego, PhD Program*  
PhD, 1986; University of North Carolina at Greensboro

Research interests: schizophrenia; mood disorders; the role of the family in the course and treatment of severe psychopathology

### **Kristin Samuelson**

*Assistant Professor, San Francisco, PhD Program*  
PhD, 1998; University of Virginia

Research interests: trauma/posttraumatic stress disorder; neuropsychological and psychodiagnostic assessment; pediatric psychology

### **Julie Shulman**

*Assistant Professor, San Francisco, PsyD Program Ph.D., 2003; The University of Memphis*  
Research interests: sexual and gender identity, same-sex couples, feminist theory and practice, gender issues in therapy, experiential therapy, multiculturally competent therapy, and supervision/training

### **Ronald Stolberg**

*Assistant Professor, San Diego, PsyD Program*  
PhD, 2001; Pacific Graduate School of Psychology

Research interests: personality assessment instruments with an emphasis on the MMPI-2/MMPI-A; assessment instruments use among practicing clinicians; standard of care practices; suicide; clinical work with adolescents

### **Erika E. Swift**

*Assistant Professor, San Diego, PhD Program*  
PhD, 2002; Case Western University, Department of Psychology

Research interests: pediatric psychology and child clinical psychology, health-promoting behaviors and beliefs, quality of life among pediatric patients; obesity/overweight; Type 1 and 2 diabetes; sleep disorders

### **Alan J. Swope**

*Professor, San Francisco, PsyD Program*  
PhD, 1969; Columbia University  
ABPP Diplomate: American Board of Professional Psychology

Research interests: psychoanalytic psychotherapy; the core curriculum in professional psychology; psychology and technology; theories of culture; evaluation of clinical competency; music and personality

### **Brandon C. Silverthorn**

*Assistant Professor – Irvine, MFT Programs*  
PhD, 2005, Michigan State University

Research interests: Contextual family therapy, client suicide, MFT professional development, therapist well-being, fatherhood, cross-cultural issues.

### **Narumi Taniguchi**

*Assistant Professor, San Diego, MFT Program*  
PhD; 2006; Texas Tech University

Research interests: cross cultural issues; family of origin; couples therapy, work/family/parenting issues; statistics and quantitative methodology

### **Daniel O. Taube**

*Program Director, Professor, San Francisco, PsyD Program*  
PhD, 1987; Hahnemann University;  
JD, 1985; Villanova University

Research interests: ethical and legal issues for mental health professionals; child maltreatment; substance abuse; child and family forensics

### **Ronald W. Teague**

*Professor, Fresno, PsyD Program*  
PhD, 1973; California School of Professional Psychology, San Francisco; ABPP, Diplomate in Clinical Psychology

Research interests: psychology of antiquity; psychohistory phenomenology; Jungian psychology; psychoanalysis; psychoanthropology; psychology and the humanities; history of psychology  
Clinical Interests: acculturation problems, spirituality, analytic dream therapy, psychologist burnout, mid-life adaptation

### **Jeffrey Tirengel**

*Professor, Los Angeles, PsyD Program*  
PsyD, 1991; California School of Professional Psychology, Los Angeles

Research interests: positive psychology in diverse cultural communities, resilience, strength-based approaches, wellness, cardiac psychology, attachment, couples, emotionally focused interventions, evidence-based practice and practice-based evidence, applications of Choice Theory in education, counseling, and management

### **Steven R. Tulkin**

*Program Director, Clinical Psychopharmacology, San Francisco*  
PhD, 1971; Harvard University

Research interests: psychopharmacology; behavioral medicine in primary care; chronic pain; chemical dependency

### **Luis Vargas**

*Assistant Professor, San Diego, MFT Program*  
PhD; 2005; Loma Linda University

Research interests: cross-cultural family therapy; therapy process

### **Donald J. Viglione, Jr.**

*Professor, San Diego*  
PhD, 1981; Long Island University

Research interests: Rorschach and personality assessment; assessment of malingering; child psychopathology; trauma, dangerousness and sexual offenses

### **Linna Wang**

*MFT Site Director, San Diego and Associate Professor*  
PhD, 1996; Brigham Young University

Research interests: Native American studies; cross cultural issues; women's issues; marriage and family evaluation; survey research; impact of family factors on children

### **Paul D. Werner**

*Professor, San Francisco, PhD Program*  
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

### **Kathryn White**

*Professor, Los Angeles, PhD Program*  
PhD, 1982; University of North Carolina; HMD, 1995; Hahnemann College of Homeopathy; MTDM, 1995; Emperor's College of Traditional Oriental Medicine

Research interests: psychology and complementary and alternative medicine (acupuncture, Chinese medicine, herbology, homeopathy, Ayurveda, nutritional medicine); psychotherapy East-West; psychology and meditation; clinical health psychology; somatic therapies; sexual and physical abuse; women's issues; object relations; self psychology

**Scott R. Woolley**

*Systemwide Director, Marital and Family Therapy Programs; Professor, San Diego*  
PhD, 1995; Texas Tech University

Research interests: emotionally focused therapy; courtship, marriage, couples therapy; MFT process and outcome research; observational research; cultural issues in couple relationships; MFT supervision processes; MFT therapy training; chemical dependency

**Diane Zelman**

*Coordinator of the Health Psychology Emphasis Area; Professor, San Francisco, PsyD Program*  
PhD, 1989; University of Wisconsin, Madison

Research interests: health psychology; families and chronic illness; anxiety disorders; neuropsychology; addictions; psychopharmacology

**Lecturer Faculty****Terece S. Bell**

*Principal Lecturer, Los Angeles, PhD Program*  
PhD, 1982; University of Southern California, Los Angeles

**Krystal Edmonds-Biglow**

*Lecturer, Los Angeles, PsyD Program*  
PsyD, 2001; California School of Professional Psychology, Los Angeles

**Barbara Filipone**

*Instructor*  
MA; Pepperdine University

**Erica Holmes**

*Lecturer, Los Angeles, PsyD Program*  
PsyD, 2001; California School of Professional Psychology, Los Angeles

**Joan Murray**

*Principal Lecturer, Los Angeles, PsyD Program*  
PhD, 1979; , University of California, Los Angeles

**Visiting Faculty****Susan G. Millstein**

*Lecturer, San Francisco PhD Program*  
PhD, 1983, University of California, San Francisco

**Christina Zampitella**

*Lecturer, San Diego, PsyD Program*  
PhD, 1983, University of California, San Francisco

**Master of Arts in Clinical Psychology – Japan Faculty****Akira Enatsu**

MA, 1992; Institute of Transpersonal Psychotherapy  
Research interests: dream analysis; narrative therapy; transpersonal and spiritual psychology

**Mikang Hong**

PsyD, 2006; California School of Professional Psychology, San Diego

Research interests: multicultural issues

**Tomoko Ishii**

*Assistant Program Director, Clinical Psychology Master's Program – Japan, San Francisco and Tokyo*  
PhD, 2002; SCalifornia School of Professional Psychology

**Miwako Y. M. Ishii**

*Assistant Director, Clinical Psychology Master's Program – Japan, San Francisco and Tokyo*  
MS, 2002; San Francisco State University

**Angelica Junko Isomura**

PhD, 2002; Pacific Graduate School of Psychology

Research interests: neuropsychological assessment; neuroimaging; Alzheimers; family support

**Yoshiyuki Kogo**

MA, 2000; California Institute of Integral Studies (CIIS)

Research interests: problems of youth in Japan, e.g. Hikikomori, wrist cutting; treatment of victims and perpetrators of DV; transpersonal psychology

**Shinya Maruya**

PsyD, 1996; American School of Professional Psychology, Honolulu, Hawaii

**Kazumi Nishio**

PhD, 1982; California School of Professional Psychology, San Francisco

Research interests: DV and child abuse issues; trauma treatment

**Nahoko Nishizawa**

PsyD, 2004; California School of Professional Psychology, San Francisco

Research interests: children and youth issues; multicultural issues

**Chie Okuda**

PhD, 1998; California School of Professional Psychology, San Francisco

**Joseph Obegi**

PsyD, 2005; California School of Professional Psychology, San Diego

**Akiko Jun Ohnogi**

PsyD, 1996; California School of Professional Psychology, San Diego

Research Interests: children's issues, including play therapy; trauma care

**Rumiko Okada**

*Lecturer, Los Angeles, PsyD Program*  
PhD, 1988; California School of Professional Psychology

**Satoru Saito**

MD, 1968; Keio University; PhD, 1989; Keio University

Research interests: ACA issues; DV and child abuse issues; eating disorders; trauma care

**Yong S. Song**

*Instructor, California School*  
Master of Arts in Clinical Psychology

**Yoko Kay Tanaka**

*Assistant Director, Clinical Psychology Master's Program - Japan, San Francisco and Tokyo*  
PhD, 2001; Loma Linda University

Research Interests: psychotherapy and assessment issues of children; ADHD; couples therapy

**Reiko H. True**

*Program Director, Clinical Psychology Master's Program - Japan, San Francisco and Tokyo*  
PhD, 1976; California School of Professional Psychology, San Francisco

Research Interests: multicultural psychology; gender issues

**Sayuri Wada**

MA, 1992; Chiba University; ABD, 1997; University of Tokyo

Research Interests: Big Five Model of Personality and its application; scale and survey development; multivariate data analysis

**Toshiko Watanabe**

PsyD, 1998; California School of Professional Psychology, Los Angeles

Research Interests: CBT; multicultural issues

**Masters of Arts in Counseling Psychology – Mexico City Faculty****Laura Patricia Betancourt Arriaga**

PhD, 1998; Universidad Iberoamericana

**Darryl Freeland**

PhD, 1972; University of Southern California

**Ann Lawson**

PhD, 1988; United States International University

**Gary Lawson**

PhD, 1975; Southern Illinois University

## Faculty

### Jason Platt

*Program Director and Associate Professor*  
PhD, 2003; Syracuse University

### Luis Vargas

PhD; 2005; Loma Linda University

### Scott Woolley

PhD; 1995; Texas Tech University

## Post-Doctoral Master of Science in Clinical Psychopharmacology Faculty

### Steven R. Tulkin

*Program Director, Clinical Psychopharmacology, San Francisco*  
PhD, 1971; Harvard University

Research interests: psychopharmacology; behavioral medicine in primary care; chronic pain; chemical dependency.

### Claire Advocat

*Faculty, Clinical Psychopharmacology, San Francisco*  
PhD, 1975; Rutgers University

Research interests: psychopharmacology, research design

### John Bolter

*Faculty, Clinical Psychopharmacology, San Francisco*  
PhD in Clinical/Neuropsychology, 1984; University of Memphis

Research interests: neuropsychological dysfunction in adults and children, neuropsychological assessment procedures, and the consequences of head trauma

### Thomas Brady

*Faculty, Clinical Psychopharmacology, San Francisco*  
MD, 1982; School of Medicine, University of Alabama, Birmingham

Research interests: child and adolescent psychiatry, treatment of trauma, depression, crisis management

### Joseph Comaty

*Faculty, Clinical Psychopharmacology, San Francisco*  
PhD, 1992; Finch University of Health Sciences, The Chicago Medical School

Research interests: psychopharmacology, chronic pain patients

### Mary Gutierrez

*Faculty, Clinical Psychopharmacology, San Francisco*  
PharmD, 1987; University of Southern California

Research interests: pharmacogenetics, drug-drug interactions, clinical psychopharmacology, and sexual function/dysfunction

### Rita Hargrave

*Faculty, Psychopharmacology, San Francisco*  
MD, 1979, Howard University

Research interests: geriatric psychiatry, ethnic minority elderly, psychosomatic medicine

### David Presti

*Faculty, Clinical Psychopharmacology, San Francisco*  
PhD in Clinical Psychology, 1990; University of Oregon; PhD in Molecular Biology and Biophysics, 1979; California Institute of Technology

Research interests: molecular psychopharmacology, treatment of severe drug and alcohol dependence problems often co-occurring with combat-related PTSD

### John D. Preston

*Faculty, Clinical Psychopharmacology, San Francisco; Professor, Clinical Psychology, Sacramento, PsyD Program*  
PsyD, 1979; Baylor University

Research interests: psychopharmacology; neuropsychology, trauma, aging

### Morgan T. Sammons

*Faculty, Clinical Psychopharmacology, San Francisco*  
PhD, 1989; Arizona State University

Research interests: psychopharmacology; pharmacotherapeutics

### Randall Tackett

*Faculty, Clinical Psychopharmacology, San Francisco*  
PharmD, 1979; University of Georgia

Research interests: pathophysiological changes that occur in the development of cardiovascular diseases and the impact of drug therapy

### Alice Van Alstine

*Faculty, Clinical Psychopharmacology, San Francisco*  
MD, 1981; University of California, Davis

Research interests: women's health, education and promotion of healthy lifestyles

## Graduate School of Education

### Core and Non-Core Faculty

#### Joseph Adwere-Boamah

*Assistant Professor, San Francisco; Program Coordinator, Educational Leadership*  
PhD, 1970; University of California Berkeley

#### Frederick Ansoff

*Assistant Professor, San Diego, Educational Leadership and Management*  
PhD, 1998; Georgetown University

Research interests: statistical analyses

#### Hassana Alidou

*Professor, San Diego/Irvine; Program Coordinator, TESOL*  
PhD, 1997; University of Illinois, Urbana-Champaign

Research interests: sociolinguistics; teacher training in TESOL

#### Shirley Baker

*Director of the International Language and Cultural Center; Instructor, Fresno, TESOL*  
MA, 1987; University of Kentucky; MA, 1989; United States International University

Research interests: TESOL program description, TESOL teacher preparation

#### Suzanne Borman

*Professor, San Diego, Teacher Education, Technology and Learning*  
EdD, 1983; Teachers College of Columbia University

Research interests: curriculum and instructional planning

#### Mary Ellen Butler-Pascoe

*Systemwide Program Director, Teaching English to Speakers of Other Languages (TESOL) and Language Education; Professor, San Diego*  
EdD, 1990; United States International University

Research interests: ESL/EFL Teacher Training; integration of technology and second language instruction; EFL/ESL program and curriculum design

#### Ana Guisela Chupina

*Assistant Professor, San Francisco, Teacher Education, Higher Education*  
PhD, 2004; Iowa State University

Research interests: cross cultural studies and higher education leadership

**Geoffrey M. Cox**

President, Alliant International University; Professor, San Francisco, Higher Education  
PhD, 1987; University of Chicago

Research interests: social and political philosophy, leadership in higher education

**Trudy Day**

Systemwide Assistant Dean of the Graduate School of Education; Systemwide Director, TeachersCHOICE; Assistant Professor, San Francisco, Teacher Education, Higher Education  
EdD, 1996; University of Louisville

Research interests: leadership and crisis, first year teachers, shared governance, instructional strategies for the university professor

**Steven Fisher**

(Interim) Systemwide Director, Educational and School Psychology, Assistant Professor, San Diego

PsyD, 1998; United States International University  
Research interests: clinical psychology

**Xuanning Fu**

Program Coordinator, Educational Leadership and Management; Assistant Professor, Fresno  
PhD, 1993; Brigham Young University

Research interests: program analysis and evaluation

**James Hiramoto**

Program Director, Educational and School Psychology; Principal Lecturer, San Francisco  
PhD, 2004; University of California, Berkeley

Research interests: current theories of cognitive abilities and their relationship to neuropsychological functioning, and finding innovative teaching methods/curriculum to reach the hard to reach

**Kenneth Kelch**

Director, International Languages and Cultural Center; Assistant Professor, San Diego, TESOL  
EdD, 2005; Alliant International University

Research interests: TESOL pedagogy

**Jerry Kill**

Assistant Professor; Coordinator, Educational Leadership and Management, Irvine  
EdD, 2005; California Coast University

Research interests: educational leadership, school administration

**Yury Kostin**

Assistant Professor, Fresno  
EdD, 2003; California State University, Fresno

**Robert D. Kreger**

Associate Professor, San Francisco  
PhD, 1980; University of Michigan

Research interests: teacher preparation, child development and disorder issues in education, special education

**Irving Leung**

Assistant Professor; Director of Special Education, Teacher Education-Early Completion Option, San Francisco

EdD, 1998; University of San Francisco

Research interests: bilingual education, special education

**Estela C. Matriano**

Professor, San Diego; Secretary for the World Council for Curriculum and Instruction  
EdD; 1968; Indiana University

Research interests: global education

**Jerold D. Miller**

Professor, San Diego; Program Director, Teacher Education; Director of Partners for Success Tech and Media Center

EdD, 1985; United States International University

Research interests: technology planning and curriculum development

**Beverly J. Palley**

Systemwide Program Assessment Coordinator, Assistant Professor, Teacher Education  
EdD, 2003; Fielding Graduate Institute

Research interests: teacher training programs, Improving alternative certification approaches in teacher internship programs

**Carlton Parks**

Professor, Los Angeles; Campus Program Director, Educational Psychology, Los Angeles  
PhD, 1986; University of Minnesota

Research interests: interpersonal relations, interpersonal violence, sexual and ethnic minorities, psychosocial aspects of HIV infection/AIDS, feminist studies, spirituality and mental health

**Suzanne Power**

Systemwide Program Director, Educational Leadership and Management; Assistant Professor, San Diego

EdD, 2006; Alliant International University

Research interests: Educational leadership, curriculum and instruction design, administrator preparation and support, school innovation and educational reform

**Debra Reeves-Gutierrez**

Assistant Professor, San Francisco, Teacher Education-Early Completion Option  
EdD, 2005; University of Pacific

MRResearch interests: ulticultural & bilingual education pedagogy; cooperative & collaborative learning practices & theory; teacher education theory & practices that promote multiculturalism, critical pedagogy, & teaching for social justice; Diaspora theory; segmented assimilationism

**Robert Reyes**

Program Coordinator, Educational Leadership and Management; Assistant Professor, Los Angeles  
PhD, 2001; Berne University

Research interests: English language development, educational leadership, global education

**Karen Schuster Webb**

Systemwide Dean of the Graduate School of Education, San Francisco; Professor, Systemwide, Higher Education and TESOL  
PhD, 1980; University of Bloomington

Research interests: language and cognition, discourse pragmatics, inclusive pedagogy

**Edward Shenk**

Program Director, Educational Leadership and Management; Higher Education; Associate Professor, San Francisco  
EdD 1981; University of Oregon

Research interests: student discipline issues, leadership in higher education: community colleges

**George Stamos**

Associate Professor, San Francisco, Teacher Education  
EdD, 1996; Northern Arizona University

Research interests: teacher education reform

**Barbara Stein-Stover**

Assistant Professor, Los Angeles and San Diego; Program Director, Teacher Education-Early Completion Option  
EdD, 2006; Alliant International University

Research interests: adolescent mental health issues, pedagogy

**Holly Wilson**

Associate Professor, San Diego; Program Coordinator, TESOL  
PhD, 1999; University of New Mexico

Research interests: second language learner errors, grammar instruction, proposer of covert grammar

## Faculty

### Donald Wofford

*Program Director, Educational and School Psychology; Assistant Professor, Irvine*  
PsyD, 2002; California School of Professional Psychology

Research interests: school based mental health

### Adjunct Faculty

#### Christine Alexander

*San Diego*  
EdD, 2001; United States International University

#### Remijio Alvarez

*Lecturer, Irvine*  
MA; 1976 Pepperdine University

#### Robert Appenzeller

*San Diego*  
MA, 1987; United States International University

#### Tomiko Lynn Bobo

*Los Angeles*  
PPS Credential in School Counseling, National University

#### Celeste Cusumano

*Senior Lecturer, Fresno*  
EdD, 1984; University of the Pacific

Research interests: program evaluation and curriculum design

#### Greg Dhuyvetter

*Lecturer, Irvine*  
MA, 2002; United States International University

#### Diane di Bari

*San Francisco*  
MS, 1976; California State University, Fresno

#### Richard G. Duke

*Fresno*  
EdD, 1981; Brigham Young University

#### Krystal Edmonds-Biglow

*Los Angeles*  
PsyD, 2001; California School of Professional Psychology, Alliant International University, LA

#### Joe Fox

*Irvine*  
MA, 1966; University of Northern Colorado

#### Mary Lou Hamaker

*Lecturer, Irvine*  
PhD, 1986; University of Southern California

#### Leanne Harmon-Doyle

*Los Angeles*  
PsyD, 2003; Alliant International University

#### Christine A. Hoffman

*Irvine*  
EdD, 1997; Northern Arizona University

### Erica L. Holmes

*Los Angeles*  
PsyD, 2001; California School of Professional Psychology, Alliant International University, LA

### Elena M. Ingrao

*San Diego*  
MS, 1993; National University

### Adina Janzen

*Fresno*  
MA, 1968; California State University, Fresno; JD, 1985; San Joaquin College of Law

### Vallarie Johnson

*Los Angeles*  
PsyD, 2004; Alliant International University, LA

### Dan Kettlehake

*San Diego*  
PhD, 1997; Bowling Green State University

### Lori Lambertson

*Lecturer, San Francisco*  
MA, 1993; San Francisco State University

### Bill Madigan

*San Diego*  
MA, 1990; San Diego State University

### Sally Madruga

*San Diego*  
MA, 1981; San Diego State University

### N. Bert McIntosh, Jr.

*San Diego*  
MA, 1969; San Diego State University

### Erv Metzgar

*San Diego*  
MA; San Francisco State University

### Susan Moore

*San Diego*  
EdD, 2005; Alliant International University

### Emil Nolte

*Lecturer, Irvine*

### Romelia Orozco

*San Diego*  
EdD, 2002; Alliant International University?

### Cyndi Paik

*Lecturer, Irvine*  
MA, 2002; United States International University

### Walter T. Parry

*San Diego*  
MA, 1964; Stanford University

### Ernest Proud

*Los Angeles*  
PhD; California School of Professional Psychology

### Thomas Ryerson

*Los Angeles*  
PsyD, 2004; Alliant International University

### Jerry Salazar

*Lecturer, Irvine*  
MA, 1972; CSU, Long Beach

### Marilyn Shepherd

*Fresno*  
EdD, 1996; University of California, Davis

### Erlinda Teisinger

*Fresno*  
EdD, 2000; University of Southern California  
Research interests: second language pedagogy

### Marvin Warner

*San Diego*  
MA, 1978; Azusa Pacific College

## Marshall Goldsmith School of Management

### Marshall Goldsmith

*University Professor*  
PhD, 1977, University of California Los Angeles

Research interests: leadership; 360-feedback; managerial excellence, executive coaching

### James. A. Goodrich

*Founding Dean*  
PhD, 1979; University of California at Los Angeles

Research interests: leadership, executive coaching, and strategic alliances

### Ian Mitroff

*University Professor, San Francisco*  
PhD, 1967, University of California Berkeley

Research interests: crisis management, spirituality and work; strategy

## Business and Management Division

### Core and Non Core Faculty

#### David Bainbridge

*Associate Professor, San Diego; Coordinator, Sustainable Management Concentration*  
MS, 1973; University of California at Davis

Research interests: sustainable management, true cost accounting, and environmental management reporting

**Ute Jamrozky**

Assistant Professor, San Diego  
PhD, 1996; Clemson University

Research interests: consumer psychology, sustainable and international marketing, and sustainable tourism

**Louise Kelly**

Professor, San Diego  
PhD, 1996; Concordia University, Canada

Research interests: strategic management

**Mohamed Ali Khalil**

Professor, San Diego  
PhD, 1967; University of California at Los Angeles

Research interests: finance

**Meenakshi S. Krishnamoorthy**

Professor, San Diego  
PhD, 1960; Manchester University

Research interests: quantitative methods and TQM

**Rachna Kumar**

Professor, San Diego  
PhD, 1994; New York University

Research interests: software process and productivity metrics, transfer of technology skills to developing cultures, technology synchronization and organizational performance, technology mediated learning and knowledge retention, technology intervention and emotional maturity

**Alfred Lewis**

Professor, San Diego  
DBA, 1989; United States International University

Research interests: strategic management

**René M. Naert**

Associate Professor, San Diego  
PhD, 1996; Walden University

Research interests: information systems

**Fred Young Phillips**

Associate Dean, Business and Management Division and International Studies Division; Professor, San Diego

PhD, 1978; University of Texas at Austin

Research interests: technology management, technology-based economic development, and intersectoral relations

**Hamid Rahman**

Professor, San Diego  
PhD, 1987; Syracuse University

Research interests: finance

**James V. Sullivan**

Associate Professor, San Diego  
PhD, 1993; United States International University

Research interests: management and economics

**Ruth Troeller**

Core Faculty, Mexico City  
PhD, 1966; London School of Economics, England

Research interests: economics and philosophy

**Guillermo Zarate**

Core Faculty, Mexico City  
PhD, 1976; North Carolina State University

Research interests: statistics and business intelligence

**Adjunct Faculty****Xavier Aguilar**

Adjunct Faculty, Mexico City  
PhD, 1970; Heidelberg and Saarland Universities, Germany

**Alejandra Alvarado**

Adjunct Faculty, Mexico City  
MA, 2000; ITAM, Mexico  
MA, 1989; University of London, England

**Frederick Ansoff**

Adjunct Faculty, San Diego  
PhD, 1998; Georgetown University

**Barbara Bennett**

Adjunct Faculty, Mexico City  
M.Ed., 2003; Endicott College, Mexico City

**Christian M. H. de Greef**

Adjunct Faculty, San Diego  
MBA, 1962; Pepperdine University

**John Dunk**

Adjunct Faculty, San Diego  
JD, 1990; Pepperdine University School of Law

**Eduardo Dyer**

Adjunct Faculty, Mexico City  
MA, 1975; Philips Executive School, The Netherlands  
MBA, 1977; TEC de Monterrey, Mexico

**Richard Gardner**

Adjunct Faculty, San Diego  
MA, 2002; San Diego State University

**Eduardo Garcia Garza**

Adjunct Mexico City  
MIBA, 2001; Alliant International University, Mexico

**Amando Gaspar**

Adjunct Faculty, San Diego  
MBA, 1971; Northwestern University, Chicago, IL

**Karl Lananne**

Adjunct Faculty, Mexico City  
MBA, 2001; TEC de Monterrey, Mexico

**Gregory Lorton**

Adjunct Faculty, San Diego  
DBA, 2006; Alliant International University, San Diego

**Andrea Luoma**

Adjunct Faculty, San Diego

**Sky Magdalin**

Adjunct Faculty, San Diego  
DBA, 2006; United States International University  
MBA, 1992; San Diego State University

**Hamid Maleki**

Adjunct Faculty, San Diego  
PhD, 1970; University of Geneva, Switzerland

**Bijan Massrouf**

Adjunct Faculty, San Diego  
DBA, 1994; Alliant International University, San Diego

**Margaret McGavin**

Adjunct Faculty, Mexico City  
M.Ed., 2003; Endicott College, Mexico City

**John K. Miller**

Adjunct Faculty, Mexico City

**Aberlardo Mitre**

Adjunct Faculty, Mexico City  
MBA, 1980; Georgia College

**Jack Phadungtin**

Adjunct Faculty, San Diego  
PhD, 2003; Alliant International University

**Joel Pilco**

Adjunct Faculty, San Diego  
MIBA, 2003; Alliant International University, San Diego

**Patrick Pilz**

Adjunct Faculty, San Diego  
MBA, 1998; United States International University

**Claud Pitts**

Adjunct Faculty, San Diego  
DBA, 1980; United States International University

**Ignacio Prado**

Adjunct Faculty, Mexico City

**Marcela Revilla**

Adjunct Faculty, Mexico City  
MBA, 2002; Institute d'Etudes Politiques de Paris, France

**Juan Manuel Rodriguez**

Adjunct Faculty, Mexico City  
PhD, 1969; UNAM, Mexico



## Faculty

### David Schweiger

*Adjunct Faculty, San Diego*  
MBA, 1992; Washington State University

### Dennis Weis

*Adjunct Faculty, San Diego*  
PhD, 1971; Brown University

### Leon White

*Adjunct Faculty, San Diego*  
MBA, 1976; Northwestern University, Chicago, IL

### Ralf Wilhelms

*Adjunct Faculty, San Diego*  
MBA, 1990; United States International University

### Mary Yonker

*Adjunct Faculty, Mexico City*  
Ed.S., 2003; University of Michigan at Ann Arbor  
MA, 1999; University of Michigan at Ann Arbor

## International Studies Division

### Core and Non Core Faculty

#### Arturo Cherbowski

*Professor, Mexico City*  
PhD, 2000; Yale

Research interests: public policy and development, and Latin American affairs

#### David Felsen

*Assistant Professor and Program Coordinator, International Studies Division*  
DPhil, 2001; Oxford University

Research interests: international relations, comparative politics, and public policy

#### Hector Maymi

*Visiting Professor, San Diego*  
PhD, 1996; University of Wisconsin

Research interests: economic development and Latin American politics

#### Mohamad Z. Yakan

*Professor, San Diego*  
PhD, 1965; University of Michigan

Research interests: international relations, political science, international law, organization, economics, and political theory

### Adjunct Faculty

#### David Fisk

*Adjunct Faculty, San Diego*  
PhD, 2007; University of California at San Diego

### Cullen Hendrix

*Adjunct Faculty, San Diego*  
PhD candidate, (expected 2007); University of California at San Diego

### Ghaleb Krame

*Adjunct Faculty, Mexico City*  
MA; University of Sheffield  
PhD candidate, (expected 2008)

### Camilio Perez

*Adjunct Faculty, Mexico City*  
JD; Northeastern University Law School

### Ana Christina Peterson

*Adjunct Faculty, Mexico City*  
PhD; (ABD) UNAM, Mexico

## Organizational Psychology Division

### Core and Non Core Faculty

#### Herbert George Baker

*Program Director, Organizational Psychology Division, San Diego; Professor, San Diego*  
PhD, 1977; United States International University

Research interests: leadership assessment and development; performance management; organizational climate surveys

#### Carol Boyce

*Lecturer, San Diego*  
PhD, 1994; University of Akron Ohio

Research interests: consulting, leadership, measurement

#### Steven M. Crane

*Lecturer and Field Placement Coordinator, San Francisco*  
PhD, 2000; California School of Professional Psychology

Research and practice interests: organizational culture, change and development, organizational performance, relationship between human and financial capital, organizational design, small to medium enterprise advising, coaching, and learning

#### Nurcan Ensari

*Associate Professor, Los Angeles*  
PhD, 1999; University of Southern California

Research interests: intergroup relations, prejudice, personalization; charismatic leadership and self-efficacy; cross-cultural psychology; leaderless group discussion

### Mary J. Fambrough

*Associate Professor, San Francisco*  
PhD, 2000; Case Western Reserve University  
*Fellow, Rockway Institute*

Research interests: multiculturalism in groups and organizations; gender and sexuality in the workplace, the experiences of marginalized individuals and groups in organizations; critical theory and critical thinking, adult learning and development and pedagogy; and qualitative research methods

### Bernardo M. Ferdman

*Professor, San Diego*  
PhD, 1987; Yale University

Research interests: diversity, multiculturalism, and inclusion in organizations; ethnic and cultural identity; group and intergroup behavior; Latinos/Latinas in the United States; organization development; organizational behavior; psychology in the Americas

### Jay Finkelman

*Associate Dean, Organizational Psychology Division Professor and Program Director, Los Angeles, Organizational Psychology Division - Los Angeles; Professor, Los Angeles*  
PhD, 1970; New York University

Research interests: forensic industrial-organizational psychology; gender, race, age, disability and other sources of employment discrimination; sexual harassment; contingent workforce productivity; attitudes and organizational citizenship; human resource management practices; and human factors engineering

### Dale N. Glaser

*Lecturer, San Diego*  
PhD, 1993; California School of Professional Psychology, San Diego

Research interests: multivariate statistics, statistical modeling, psychometric testing, and survey research

### Kathryn Goldman Schuyler

*Associate Professor, San Francisco*  
PhD, 1979; Columbia University

Research interests: design and implementation of strategic change, executive development and leadership, building healthy organizations, somatic foundations of organization learning, the organizational consulting process, ethics and social responsibility

**Barry Grossman**

*Principal Lecturer, San Francisco*  
PhD, 1975; *Indiana University (Bloomington)*  
MBA, 1983; *Golden Gate University*

Research interests: consulting models and addressing resistance, consulting identity and personal models of action, and system innovation and change in averse settings

**Calvin C. Hoffman**

*Principal Lecturer, Los Angeles*  
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

**John Kantor**

*Associate Professor, San Diego*  
PhD, 1988; *California School of Professional Psychology*

Research interests: leadership; organizational diagnosis; survey development; consumer research

**Toni A. Knott**

*Program Director, Organizational Psychology*  
*Division, MGSM - Fresno Programs; Associate Professor, Fresno*  
PhD, 1999; *The Fielding Graduate Institute*

Research interests: collaboration, team development, appraisal systems (feedback, appreciative inquiry), international organization development, and organizational change

**Ira Levin**

*Program Director, Organizational Psychology*  
*Division - San Francisco; Professor, San Francisco*  
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

**Rodney L. Lowman**

*Provost and Vice President for Academic Affairs;*  
*Professor, Los Angeles and San Diego*  
PhD, 1979; *Michigan State University*

Research interests: interface of 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; organizational consulting; executive coaching

**Patricia Denise Lopez**

*Assistant Professor, Los Angeles*  
PhD, 1996; *Columbia University*

Research interests: managerial and team effectiveness; motivation and employee engagement; organizational assessment and change; gender and cross-cultural management; organizational issues related to globalization

**Carl Mack**

*Lecturer, Sacramento*  
PhD, 1975; *University of California, Berkeley*

Research interests: groups in organizations; leadership and authority; executive coaching; large group dynamics; group relations conferences (Tavistock Model); organizational change and transformation

**John Renner**

*Program Coordinator, Consulting Psychology PhD Program; Assistant Professor, San Diego;*  
*Director, Organizational Consulting Center*  
PhD, 1968; *University of Alberta*

Research interests: management transitions; individual, group, and organizational factors associated with more and less successful managerial transitions

**Jyotsna Sanzgiri**

*Professor, San Francisco*  
PhD, 1977; *University of Pittsburgh*

Research interests: women in management; cross-cultural comparison of core values; social responsibility in business; international organizational behavior

**Catherine Sim**

*Assistant Professor, San Diego*  
PhD, 1998; *University of Vienna*

Research interests: organizational behavior; comparative and international research; culture

**Norbert Tanzer**

*Associate Professor, San Diego*  
PhD, 1983; *University of Vienna*

Research interests: Psychological and organizational measurement; individual differences; quantitative methods; program evaluation; cross-cultural research

**Jonathan Troper**

*Principal Lecturer and Director, Center for Innovation and Change*  
PhD, 1997; *University of California, Los Angeles*

Research interests: group leadership and learning; performance assessments; corporate training; organizational change

**Rebecca Turner**

*Professor, San Francisco*  
PhD, 1987; *George Washington University*

Research interests: emotion and social processes in organizations; qualitative and quantitative approaches in organizational assessment; leadership development; team dynamics; attachment theory and psychodynamic perspectives on organizational behavior; consulting in organizations

**Adjunct Faculty****Patricia Adesso**

*San Diego*  
PhD, 1998; *United States International University*

**Lysha Albright**

*Adjunct Faculty, San Francisco*  
PhD, 1997; *California School of Professional Psychology*

**Verna Allee**

*San Francisco*  
MA, 1989; *JFK University*

**Renato Almanzor**

*San Francisco*  
PhD, 1998; *California School of Professional Psychology, Alameda*

**Cynthia Alt**

*Adjunct Faculty, Los Angeles*  
PhD, 1993; *California School of Professional Psychology, San Diego*

**Patricia Marrone Bennett**

*Adjunct Faculty, San Francisco*  
PhD, 2004; *Fielding Graduate Institute*

**Christopher Beverly**

*Adjunct Faculty, Fresno*  
PsyD, 2004; *Alliant International University*

**James Bramson**

*San Diego*  
PsyD, 1999; *University of Northern Colorado*

**David Chaudron**

*Adjunct Faculty, San Diego*  
PhD, 1991; *United States International University*

**Jeanne Cherbeneau**

*San Diego*  
PhD, 1981; *Union University and Institute*

**Jason Cole**

*Adjunct Faculty, Los Angeles*  
PhD, 2002; *California School of Professional Psychology at San Diego*

**Joanie Connell**

*Adjunct Faculty, San Diego*  
PhD, 2000; *University of California at Berkeley*

## Faculty

### **Ann Davis**

*Adjunct Faculty, San Diego*  
PhD, 2006; Fielding Graduate Institute

### **Karen Marie Erickson**

*Adjunct Faculty, Fresno*  
PsyD, 2006; Alliant International University

### **Patrick Giannetto**

*Adjunct Faculty, San Diego*  
PhD, 1995; California School of Professional  
Psychology, San Diego

### **Margaret (Peggy) Grant**

*Fresno*  
MAOB, 1994; California School of Professional  
Psychology, Fresno

### **Donald Grayson**

*San Diego*  
PhD, 1979; University of Utah

### **Jean Greaves**

*San Diego*  
PhD, 1991; California School of Professional  
Psychology, San Diego

### **Paul Hersey**

*Adjunct Faculty, San Diego*  
EdD; University of Massachusetts at Amherst

### **Davis Ying Ja**

*San Francisco*  
PhD, 1981; University of Washington

### **Suresh Kanekar**

*San Diego*  
PhD, 1972; University of Iowa

### **James Kimbrough**

*San Diego*  
PhD, 1980; University of Pittsburgh

### **Charles Klein**

*San Diego*  
PhD, 1994; United States International University

### **Robert Koenigs**

*San Diego*  
PhD, 1973; St. Louis University

### **Jan Lamb**

*San Diego*  
PhD, 1991; United States International University

### **Martin Landau-North**

*Adjunct Faculty, San Diego*  
PsyD, 2006; Alliant International University

### **Leora Lawton**

*Adjunct Faculty, San Francisco*  
PhD, 1991; Brown University

### **Nancy Lorsch**

*San Diego*  
PhD, 1981; University of California, Santa Barbara

### **Maryam Malek**

*Adjunct Faculty, San Diego*  
PsyD, 2000; United States International University

### **Maurice Monette**

*Adjunct Faculty, San Francisco*  
EdD, 1991; Columbia University

### **Michelle Neal**

*San Diego*  
PhD, 1998; United States International University

### **Mark Nicholson**

*San Diego*  
PhD, 2002; United States International University

### **Susannah Paletz**

*Adjunct Faculty, San Francisco*  
PhD, 2002; University of California at Berkeley

### **Marissa Pei**

*Los Angeles*  
PhD, 1990; California School of Professional  
Psychology

### **David Peterson**

*Adjunct Faculty, San Francisco*  
PhD, 1993; University of Minnesota

### **Paul E. Pierce**

*Fresno*  
MA, 1998; University of San Francisco

### **Eric Roth**

*Adjunct Faculty, San Diego*  
PhD, 1997; University of Georgia at Athens

### **Jacqueline L. Ryle**

*Fresno*  
PhD, 1994; The Fielding Institute

### **George Seymour**

*Adjunct Faculty, San Diego*  
PhD, 1978; University of Missouri at Columbia

### **John Shantz**

*Adjunct Faculty, Fresno*  
PsyD, 2003; Alliant International University

### **Upkar (September) Singh**

*Adjunct Faculty, Fresno*  
MA, 2003; University of Missouri

### **Greg Timberlake**

*Adjunct Faculty, Fresno*  
PsyD, 2004; California School of Professional  
Psychology

### **Lynne Valek**

*Adjunct Faculty, Fresno*  
PhD, 1999; The Fielding Graduate Institute

### **John W. Watkins**

*Adjunct Faculty, San Francisco*  
EdD, 1997; Harvard Graduate School of Education

### **Etienne Wenger**

*Adjunct Faculty, San Francisco*  
PhD, 1990; University of California at Irvine

### **Lisa Williams**

*Adjunct Faculty, San Diego*  
PhD, 1992; The Ohio State University

### **Esther Wyss-Flamm**

*Adjunct Faculty, San Francisco*  
PhD, 2002; Case Western University, Cleveland,  
Ohio

### **Ron Young**

*Adjunct Faculty, Fresno*  
PsyD, 2003; California School of Professional  
Psychology

## **Adjunct Research Faculty**

### **Renato Almanzor**

*San Francisco*  
PhD, 1997; California School of Professional  
Psychology

### **Steven Ashworth**

*San Diego*  
PhD, 1983; University of Houston

### **Leora Lawton**

*San Francisco*  
PhD, 1991; Brown University

### **Maurice Monette**

*Adjunct Research Faculty, San Francisco*  
EdD, 1991; Brown University

### **Delbert M. Nebeker**

*San Diego*  
PhD, 1972; University of Washington

### **B. Charles Tatum**

*San Diego*  
PhD, 1973; University of New Mexico

### **John W. Watkins**

*San Francisco*  
EdD, 1997; Harvard Graduate School of Education

### **Ester Wyss Flamm**

*San Francisco*  
PhD, 2002; Case Western University

## Presidio World College – Faculty

### Nicola Acutt

Lecturer, Presidio World College  
PhD, 2003; University of East Anglia

Research interests: corporate environmentalism (Researcher at the Centre of Social and Economic Research on the Global Environment in the UK)

### Dwight Collins

Lecturer, Presidio World College  
PhD, 1973; Cornell University

Research interests: strategic planning, supply chain design and optimization and sustainable business

### Alexander Laszlo

Lecturer, Presidio World College  
PhD, 1992; University of Pennsylvania

Research interests: social innovation and sustainable development

### Kathia Laszlo

Lecturer, Presidio World College  
PhD, 2000; Saybrook Graduate School

Research interests: systems thinking, strategy, organizational learning, educational change and sustainable development

### Byron F. Nahser

Lecturer and Provost, Presidio World College  
PhD; DePaul University

Research interests: managerial marketing and integrative capstone (developed a consultative business model known as Pathfinder® Pragmatic Inquiry which has been used by 3-M, Levi-Strauss, Time, Inc., Stanford University Business School and many other organizations)

### Paula Thielen

Lecturer, Presidio World College  
PhD, 2005; Fielding Graduate University

Research interests: managerial accounting and finance

### Margrethe Winslow

Lecturer, Presidio World College  
PhD, 2002; University of California, Berkeley

Research interests: environmental policy, distributional impacts of energy use and energy policy

## Center for Forensic Studies

### Core Faculty

#### Eric Hickey

Director, Professor, Center for Forensic Studies,  
Fresno

PhD, 1990; Brigham Young University

Research interests: serial killers, sexual paraphilias, criminology, forensic psychology

#### Annette Ermsar

Assistant Professor, Los Angeles  
PhD, 2000; Loma Linda University

Research interests: Neuropsychological and Cognitive Assessment, Forensic Psycholegal Assessments (Emotional Damage, Psychological Capacity, Insanity, Competence to Stand Trial, Sex Offender Evaluations, Violence Risk Assessment, Malingering), Psychopathy Evaluations/The Criminal Mind

#### Bill Holcomb

Program Director, Fresno, Acting Program Director,  
Los Angeles

PhD, MBA, ABPP, 1979; University of Missouri-Columbia

Research interests: sexual violence, longitudinal outcomes of your severe mentally ill

#### Robert Leark

Associate Professor, Los Angeles  
PhD, 1982; United States International University

Research interests: death penalty cases, Neuropsychology (brain-behavior relationships), test construction

#### Eva McKenzie

Assistant Professor, Fresno  
PhD, 1985; Fuller Graduate School of Psychology

Research interests: domestic violence, child maltreatment, and family and dependency court evaluations

#### Jana Price-Sharps

Assistant Professor; Interim Program Director,  
Fresno; Acting Program Director, Los Angeles  
EdD, 1999; University of the Pacific

Research interests: drug and alcohol abuse and its behavioral and neurological consequences; attention deficit hyperactivity disorder

#### Sherry Skidmore

Assistant Professor, Los Angeles  
PhD, ABPP 1975; United States International University

Research interests: criminal, personal injury, Court martial, licensing board and custody cases

### Lecturer Faculty

#### Burton Alpersen

Lecturer, Los Angeles  
PhD, 1967; Michigan State University

#### Philip Corrado

Lecturer, Los Angeles  
PhD, 1997; California School of Professional Psychology, Los Angeles

#### Gaetano Pascale

Lecturer, Fresno  
PhD, 2007; Bologna University, Italy

#### Sean Sterling

Lecturer, Los Angeles and Irvine  
PhD, 1996 California School of Professional Psychology, Berkeley/Alameda

#### David Tanner

Lecturer, Fresno  
PhD, 1984; Texas A&M University

#### Amy Tillery

Lecturer, Fresno  
PhD, 2007; Alliant International University

### Adjunct Faculty

#### Natalie Claussen-Rogers

Fresno  
PsyD, 2003; Alliant International University, California School of Professional Psychology

#### Dennis Dixon

Los Angeles  
PhD, 2006; Kennedy Krieger Institute Johns Hopkins University School of Medicine

#### Peter English

Fresno  
PhD, 2003; University of Arizona

#### James Kelly, Jr.

Fresno  
JD; Hastings College of Law, University of California

#### Rachel Latter

Fresno  
PsyD, 2003; Alliant International University, California School of Professional Psychology

#### William McTaggart

Los Angeles  
JD, cum laude, 1978; Loyola Law School

#### Deborah Miora

Los Angeles  
PhD, 1987; California School of Professional Psychology

**Randy Noblitt**

*Irvine*  
PhD, 1978; University of North Texas

**Joe Reed**

*Los Angeles*  
PhD, 1992; California School of Professional Psychology, JD, 1995; University of California, Hastings College of Law

**Michael Reid**

JD, 1992; San Joaquin College of Law

**Matthew Sharpe**

PhD, 1986; University of Colorado - Boulder

## Center for Undergraduate Studies

### Core and Non Core Faculty

**Miles Beauchamp**

*Assistant Professor, San Diego*  
PhD, 2005; Warnborough University  
Research interests: writing, media, American literature

**Mary Ellen Brooks**

*Associate Professor, San Diego*  
PhD, 1983; United States International University  
Research interests: sociology, family studies and parenting, and qualitative methods of research

**Wendy V. Chung**

*Principal Lecturer, San Diego*  
PhD, 1992; Howard University

Research interests: leadership and organizational culture, intercultural communication, diversity issues, marketing public relations

**Judy Law**

*Assistant Professor, San Diego*  
EdD, 2003; Alliant International University  
Research interests: English as a second language, French, linguistics, and intercultural studies

**Danielle L. Piver**

*Lecturer*  
PhD, 2002; Claremont Graduate University  
Research interests: emotional development in children, cross cultural issues in child development

**Linda J. Swanson**

*Associate Provost, Undergraduate Education and Professor, San Diego*  
PhD, 1996; Claremont Graduate University  
Research interests: intercultural studies; intercultural communication; diversity issues; TESOL

**Dennis G. Weis**

*Professor, San Diego*  
PhD, 1971; Brown University  
Research interests: applied mathematics, mathematics education, and natural science

**Al Zolynas**

*Professor, San Diego*  
PhD, 1973; University of Utah  
Research interests: creative writing, poetry, English and comparative literature, composition

### Adjunct Faculty

**Hallie Ben-Horin**

*San Diego*  
PhD, 2001; California School of Professional Psychology

**Richard W. Gardner**

*San Diego*  
MA, 2002; San Diego State University

**Todd Havert**

*San Diego*  
MS, 1998; Elmira College

**Robert Loiselle**

*San Diego*  
MA, 1974; Westchester University

**Errol Palmer**

*San Diego*  
PhD, 198

## Mexico Faculty

### Core and Non-Core Faculty

**Arturo Cherbowski**

*Division of International Studies Professor, Mexico City*  
PhD, 2000; Yale  
Research interests: public policy and development; Latin American affairs

**Margaret McGavin**

*Business and Management Division*

**Jason Platt**

*Psychology Lecturer, Mexico City*  
PhD

**Ignacio Prado**

*Liberal Arts Lecturer, Mexico City*  
PhD; New York University  
Research interests: Spanish language and culture

**Ruth Troeller**

*Business and Management Division Lecturer, Mexico City*  
PhD; London School of Economics, England  
Research interests: economics and philosophy

**Guillermo Zarate**

*Business and Management Division Lecturer, Mexico City*  
PhD; North Carolina State University

Research interests: statistics and business intelligence

### Adjunct Faculty

**Xavier Aguilar**

*Business and Management Division*  
PhD; Heidelberg and Saarland Universities, Germany

**Alejandra Alvarado**

*Business and Management Division*  
MA, 2000; ITAM, Mexico; MA, 1989; University of London, England

**Gernot Antretter**

*Business and Management Division*  
PhD; Vienna University  
Research interest: international finance

**Steven Bell**

*Business and Management Division*  
MBA; University of California at Berkeley  
Research interests: marketing, strategic planning

**Barbara Bennett**

*Business and Management Division*  
M.Ed, 2003; Endicott College, Mexico City

**Laura Betancourt**

*Psychology*

**Eduardo Dyer**

*Business and Management Division*  
MA, 1975; Philips Executive School, The Netherlands; MBA, 1977; TEC de Monterrey, Mexico

**Eduardo García Garza**

*Business and Management Division*  
MIBA, 2001; Alliant International University, Mexico City  
Research interests: strategic management; operations; international business

**Norman Garret**

*General Education*

**Myra Ingmanson**

*Liberal Arts*  
MA; Universidad Interamericana, Puerto Rico  
Research interest: English language and culture

**Jerrilou Johnson**

*Business and Management Division, Psychology*  
MA; Colorado College, MA; Roosevelt University,  
MA; United States International University,  
Mexico

Research interests: literature, leadership, and  
psychology

**Ghaleb Krame**

*International Studies Division*

PhD candidate (expected 2008); University of  
Sussex; MA; University of Sheffield

Research interests: security issues, conflict,  
arbitration, and conflict resolution

**Karl Lananne**

*Business and Management Division*  
MBA; TEC de Monterrey, Mexico

**Herman Littlewood**

*Psychology*

MA; University of Akron, USA

**Margaret McGavin**

*Business and Management Division*

M.Ed., 2003; Endicott College, Mexico City

**John K. Miller**

*Business and Management Division*

**Abelardo Mitre**

*Business and Management Division*

MBA, 1980; Georgia College

Research interests: accounting, finance, strategic  
planning

**Camilo Perez**

*International Studies Division, Liberal Arts*

JD; Northeastern University Law School, USA

**Ana Christina Petersen**

*International Studies Division*

PhD; (ABD) UNAM, Mexico

**Philip George Philip**

*International Studies Division*

PhD; University of Kent at Canterbury, England

Research interest: international relations

**Harry Porter**

*General Education*

MA; Dallas Theater Center

**Marcela Revilla**

*Business and Management Division*

MBA; Institute d' Etudes Politiques de Paris, France

**Juan Manuel Rodriguez**

*International Studies Division*

PhD, 1969; Universidad Nacional Autónoma de  
México

Research interests: international economics and  
finance

**Raul Nuñez Sheriff**

*International Studies Division*

JD; Seton Hall University

Research interest: international law

**Mary Yonker**

*Business and Management Division*

Ed.S., 2003; University of Michigan at Ann Arbor;

MA, 1999; University of Michigan at Ann Arbor

**Emeriti Faculty****I.M. Abou-Ghorra**

*Founding Campus Dean, 1973-1981*

*Fresno Campus*

PhD, 1961; University of Southern California

**Lambert Baker**

*Professor Emeritus of Teacher Education*

*San Diego*

PhD; United States International University

**Richard C. Baker, Ph.D.**

*Professor Emeritus*

*San Diego*

Ph.D., 1981, University of New Mexico

**James L. Chipps**

*Professor Emeritus*

*San Diego*

PhD, 1954; University of Washington

**John D. Cone**

*Professor Emeritus*

*San Diego*

PhD, 1968; University of Washington

**James V. DeLeo**

*Professor Emeritus*

*San Diego*

PhD; 1976; California School of Professional  
Psychology, San Diego

**Anwar Dil**

*Professor Emeritus*

*San Diego*

PhD; Indiana University

**Afia Dil**

*Professor Emeritus*

*San Diego*

PhD; Stanford University

**Lucy Rau Ferguson**

*Professor Emeritus*

*San Francisco*

PhD, 1957; University of California, Berkeley

**Thomas S. Gale**

*Professor Emeritus of International Relations*

PhD; School of African and Oriental Studies,

London University

**Kelin Gersick**

*Professor Emeritus*

*Los Angeles*

PhD, 1976; Harvard University

**Bill R. Hampton**

*Professor Emeritus of Education, San Diego*

Edd; St. Louis University

**Ann Hozier**

*Professor Emeritus*

*Los Angeles*

PhD, 1957; University of Kansas

**Young Hum Kim**

*Professor Emeritus*

*San Diego*

PhD, 1960, University of Southern California

**Frederick R. Korf**

*Professor Emeritus of Business Administration*

*San Diego*

PhD; Columbia University

**Arthur L. Kovacs**

*Professor Emeritus*

*Los Angeles*

PhD, 1958; University of Michigan

**Norman Livson**

*Professor Emeritus*

*San Francisco*

PhD, 1951; University of California, Berkeley

**Thomas F. McGee**

*Professor Emeritus*

*San Diego*

PhD, 1960; University of Chicago

**Julian Meltzoff**

*Professor Emeritus*

*San Diego*

PhD, 1950; University of Pennsylvania

**Terry G. Newell**

*Professo Emeritus, 1973-1989*

*Fresno Campus*

PhD, 1967; University of Minnesota

**Mary Philips**

*Professor Emeritus of Performing Arts*

*San Diego*

PhD, University of California at Los Angeles

## Faculty

### **Kenneth E. Richardson**

*Professor Emeritus*

*San Diego*

PhD; Claremont Graduate University

### **Mark Sherman**

*San Diego*

PhD, 1970; University of Connecticut

### **Donald E. Smith**

*Professor Emeritus of Art*

*San Diego*

PhD; Florida State University

### **Lawrence Solomon**

*San Diego*

PhD, 1954; University of Illinois

### **Richard C. Sorenson**

*Professor Emeritus*

*San Diego*

PhD, 1965; University of Washington

### **Patrick A. Sullivan**

*University Professor Emeritus of Strategic  
Management*

*San Diego*

DBA; United States International University

### **Walter Teutsch**

*Professor Emeritus of Music*

*San Diego*

JUD; University of Wuerzburg

### **Christopher D. Tori**

*Professor Emeritus, San Francisco, PsyD Program*

PhD, 1971; University of Kentucky

### **Jack Tygett**

*Professor Emeritus*

*San Diego*

University of California, Los Angeles

### **Lelia Veaco**

*Associate Professor*

*Fresno*

EdD, 1973; University of the Pacific

### **John R. Walker**

*Professor Emeritus of Hotel, Restaurant, and  
Tourism Management*

*San Diego*

DBA, United States International University

### **Sidney Warren**

*Professor Emeritus of Political Science*

*San Diego*

PhD, Columbia University



# Academic Calendar 2007-2008

This is a systemwide academic calendar. Please check campus calendars for campus-specific dates.

## Fall Semester 2007

**Aug. 20 Monday**

Faculty contract begins

**Aug. 20-25 Monday - Saturday**

New student orientation (check online campus calendar for campus-specific dates –www.alliant.edu/academics). Attendance is mandatory for new students.

### Convocation Ceremonies

Monday, August 20 - San Diego  
Tuesday, August 21 - Los Angeles  
Wednesday, August 22 - Sacramento  
Thursday, August 24 - Irvine/  
San Francisco  
Friday, August 24 - Fresno

**Aug. 27 Monday**

Instruction begins for Fall Semester (full-term and session 1 courses). Last day for payment of tuition and fees without paying late fee of \$60. Last day to withdraw from the University and receive a full refund.

**Sept. 3 Monday**

Labor Day Holiday. Classes do not meet. University offices are closed.

**Sept. 10 Monday**

Add/Drop Deadline for full-term and session 1 classes. Last day to add or drop a full-term or session 1 course without paying \$110 late fee. Last day to drop a full-term course and receive a full refund. See catalog for refund schedule.

**Sept. 14 Friday**

Student Health Insurance Waiver deadline

**Sept. 21 Friday**

Last day to withdraw from a session 1 course in good standing.

**Oct. 19 Friday**

Last day to withdraw from a full-term course in good standing. Last day of session 1 courses.

**Oct. 22 Monday**

Instruction begins for session 2 courses.

**Nov. 2 Friday**

Add/Drop Deadline for session 2 classes. Last day to add or drop a session 2 course without late fee. See catalog for refund schedule.

**Nov. 12 Monday**

Veterans' Day Holiday observed. Classes do not meet. University offices are closed.

**Nov. 16 Friday**

Last day to withdraw from a session 2 course in good standing.

**Nov. 22-23 Thursday-Friday**

Thanksgiving Holiday. Classes do not meet. University offices are closed.

**Dec. 9 Sunday**

Last day of full-term classes.

**Dec. 10-16 Monday-Sunday**

Final Examinations; make up classes (in case of holidays, etc.); semester-end activities.

**Dec. 16 Sunday**

Last day of session 2 classes. Faculty off-contract.

**Dec. 22- Saturday - Tuesday Jan. 1**

Semester Break. University offices are Closed

**Jan. 4 Friday**

Fall Semester Grades due to Registrar's Office.

## Winter Intercession 2008

**Jan. 1 Monday**

Re-application period begins for students who need financial aid for Fall 2008 through Summer 2009.

**Jan. 2 Wednesday**

Faculty contract resumes. Instruction begins for Winter Intercession. Last day for payment of tuition and fees without paying late fee of \$60. Last day to withdraw from the University and receive a full refund for intercession

**Jan. 4 Friday**

Add/Drop Deadline for Winter Intercession classes. Last day to add or drop a course without paying \$110 late fee. See catalog for refund schedule.

**Jan. 10-11 Thursday - Friday**

All Faculty Meeting in San Jose

**Jan. 11 Friday**

Last day to withdraw from a Winter Intercession course in good standing.

**Jan. 20 Sunday**

Last day of Winter Intercession classes.

**Jan. 21 Monday**

Dr. Martin Luther King, Jr. Holiday. Classes do not meet. University offices are closed.

**Feb. 1 Friday**

Winter Intercession Grades due to Registrar's Office.



### Spring Semester 2008

- Jan. 14-18 Monday-Friday** New student orientation (check on-line campus calendar for campus-specific dates –www.alliant.edu/academics). Attendance is mandatory for new students.
- Jan. 22 Tuesday** Instruction begins for Spring Semester (full-term and session 1 courses). Last day for payment of tuition and fees without paying late fee of \$60. Last day to withdraw from the University and receive a full refund.
- Jan. 25 Friday** Doctorate applications due for Spring Graduation 2008 to Registrar's Office.
- Feb. 1 Friday** Add/Drop Deadline for full-term and session 1 classes. Last day to add or drop a full-term or session 1 course without paying \$110 late fee. Last day to drop a full-term or session 1 course and receive a full refund. See catalog for refund schedule.
- Feb. 8 Friday** Student Health Insurance Waiver deadline.
- Feb. 15 Friday** Last day to withdraw from a session 1 course in good standing.
- Feb. 18 Monday** President's Day Holiday. Classes do not meet. University offices are closed.
- Mar. 2 Sunday** Deadline to file FAFSA in order to receive priority financial aid from Alliant for 2008-09 year.
- Mar. 7 Friday** Bachelor's and Masters applications due for Spring Graduation 2008 to Registrar's Office.
- Mar. 14 Friday** Student Leadership Conference

- Mar. 16 Sunday** Last day to withdraw from a full-term course in good standing. Last day of session 1 courses.
- Mar. 17 Monday** Instruction begins for session 2 courses.
- Mar. 28 Friday** Add/Drop Deadline for session 2 classes. Last day to add or drop a session 2 course without paying \$110 late fee. See catalog for refund schedule.
- Mar. 31 Monday** Cesar Chavez Day Holiday. Classes do not meet. University offices are closed.
- Mar. 31-6 Apr. Monday - Sunday** Spring Break. Classes do not meet. Faculty off-contract.
- Apr. 18 Friday** Last day to withdraw from a session 2 course in good standing.
- May 11 Sunday** Last day of full-term Spring Semester classes.
- May 12-18 Monday-Sunday** Final Examinations; make up classes (in case of holidays, etc.); semester-end activities.
- May 18 Sunday** Last day of session 2 classes.
- May 26 Monday** Memorial Day Holiday. University offices are closed.
- May 29 Thursday** Spring Semester Grades due to Registrar's Office.

<b>Commencement Ceremonies</b>	
May 23	Friday - San Diego
May 30	Friday - San Francisco
May 31	Saturday - Fresno
June 1	Sunday - Los Angeles/Irvine

### Summer Term 2008

- June 2 Monday** Faculty contract ends.
- June 2 Monday** Instruction begins for Summer Term (full-term and session 1). Last day for payment of tuition and fees without paying late fee of \$60. Last day to withdraw from the University and receive a full refund.
- June 13 Friday** Add/Drop Deadline for full-term and session 1 classes. Last day to add or drop a full-term or session 1 course without paying \$110 late fee. See catalog for refund schedule.
- June 20 Friday** Last day to withdraw from a Summer Term (full-term or session 1) course in good standing. Student Health Insurance Waiver deadline.
- July 4 Friday** Independence Day Holiday. Classes do not meet. University offices are closed.
- July 6 Sunday** Last day of session 1 classes.
- July 7 Monday** Instruction begins for session 2 classes.
- July 18 Friday** Add/Drop Deadline for session 2 classes. Last day to add or drop a session 2 course without paying \$110 late fee. See catalog for refund schedule.
- July 25 Friday** Last day to withdraw from a session 2 course in good standing.
- Aug. 10 Sunday** Last day of Summer Term classes (full-term and session 2).
- Aug. 22 Friday** Summer Term Grades due to Registrar's Office.

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