



ARGOSY UNIVERSITY | SARASOTA
Academic Catalog Addendum 2006–2007

Effective September 1, 2006 – August 31, 2007

This catalog was prepared by Argosy University, Two First National Plaza, 20 South Clark Street Chicago, Illinois 60603. The information contained herein applies to the academic years 2006–2007. Curriculum, fees, expenses and other information described herein, while current at the time of publication, are subject to change without notice at the discretion of Argosy University. For more information, write to the above address or phone 1.800.377.0617.

Table of Contents

Section One

Accreditation and Programs

| | |
|---|---|
| Campus Description | 3 |
| Institutional Accreditation | 3 |
| State Licensing | 3 |
| Programmatic Accreditation | 3 |
| Argosy University/Sarasota Programs | 3 |

Section Two

General Academic Program Requirements

| | |
|--|---|
| Comprehensive Examination Requirements | 5 |
| Doctoral Program Dissertation Requirements | 5 |
| Writing Style Requirements | 6 |
| Graduate Transfer Credit Criteria | 6 |
| Non-Academic Competence Policy | 7 |

The Sarasota School of Professional Psychology and Behavioral Sciences

Section Three

Master of Arts in School Counseling Program

| | |
|-------------------------------|----|
| Program Overview | 11 |
| Admission Requirements | 11 |
| Enrollment Requirements | 12 |
| Graduation Requirements | 12 |
| Program Requirements | 12 |

Section Four

Master of Arts in Marriage & Family Therapy Program

| | |
|-------------------------------|----|
| Program Overview | 13 |
| Admission Requirements | 13 |
| Enrollment Requirements | 14 |
| Graduation Requirements | 14 |
| Program Requirements | 14 |

Section Five

Master of Arts in Mental Health Counseling Program

| | |
|-------------------------------|----|
| Program Overview | 17 |
| Admission Requirements | 18 |
| Enrollment Requirements | 18 |
| Graduation Requirements | 18 |
| Program Requirements | 19 |

Section Six

Doctor of Education in Counseling Psychology Program

| | |
|-------------------------------|----|
| Program Overview | 20 |
| Admission Requirements | 20 |
| Enrollment Requirements | 20 |
| Graduation Requirements | 21 |
| Program Requirements | 21 |

Section Seven

Doctor of Psychology in Clinical Psychology Program

| | |
|---|----|
| Program Overview | 23 |
| Admission Requirements | 24 |
| Enrollment Requirements | 25 |
| Graduation Requirements | 26 |
| Program Requirements | 26 |
| Course/Credit Transfer | 30 |
| Course Registration Policy for Students | 30 |

Appendix I

| | |
|------------------------------------|----|
| Schedule of Tuition and Fees | 31 |
|------------------------------------|----|

Appendix II

| | |
|----------------------------|----|
| Faculty Descriptions | 33 |
|----------------------------|----|

Accreditation and Programs

The information listed in this addendum applies to the *Argosy University Academic Catalog 2006–2007*. To ensure that this information is applied to the proper publication please refer to the effective date, September 1, 2006–August 31, 2007 on the front cover of the *Academic Catalog*. If you have questions related to information this addendum, please contact your academic advisor or program chair for assistance.

ARGOSY UNIVERSITY/SARASOTA

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CAMPUS DESCRIPTION

The Argosy University/Sarasota campus is housed in a 33,000 square-foot facility located at 17th Street and Honore in beautiful northeastern Sarasota, Florida. The location provides easy access from Interstate 75 at Exit 210, north from Fruitville Road or exit 213, south from University Parkway, as well as from major streets in surrounding communities. The facility has been specifically designed for seminar-style instruction, and features a research library, and computer systems with extensive online research databases and data retrieval capabilities. The classrooms are organized primarily for small-group instruction, with classes normally conducted as seminars. Parking is ample, covering more than two acres.

Library

The Argosy University/Sarasota Library maintains a focused collection of print and electronic resources to support the studies of or students and faculty members in the fields of business, information technology, education, human development, professional psychology and behavioral sciences. The library houses specialized collections of books, journals, dissertations and online databases to provide easy access to information needed for research and study. When working on- or off-campus, students have access to electronic library resources and databases. To access the Argosy University/Sarasota databases, students need Netscape Navigator or Microsoft Internet Explorer and Adobe Acrobat Reader. Enrolled students are provided with passwords to access specialized academic online databases. Database addresses and passwords are subject to change and are posted on the library section of Embanet/First Class, Argosy University/Sarasota's electronic communication intranet service. Full-text databases, such as Ebsco's Academic Abstracts, Psychology & Behavioral Science Collections at <http://search.epnet.com/login.asp>, LIRN's <http://www.lirn.net/auth>, ABI Inform, Student Resource Center and a variety of other databases support the curriculum. In addition, students have access to full-text books via the library online catalog at <http://library.argosyu.edu>

INSTITUTIONAL ACCREDITATION

Argosy University is accredited by the Higher Learning Commission and is a member of the North Central Association (NCA) (30 North LaSalle Street, Suite 2400, Chicago, IL 60602, 1.800.621.7440, www.ncahlc.org).

STATE LICENSING

Argosy University/Sarasota is licensed by the Commission of Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399, 1.888.224.6684.

PROGRAMMATIC ACCREDITATION

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has granted accreditation to the following programs at Argosy University/Sarasota: Master of Arts in Mental Health Counseling. Council for Accreditation of Counseling and Related Educational Programs, 599 Stevenson Avenue, Alexandria, VA 22304, 703.823.9800, www.cacrep.org.

ARGOSY UNIVERSITY/SARASOTA PROGRAMS **College of Business and Information Technology**

Bachelor of Science (BS)

- Business Administration (Degree Completion Program)

May choose one of five optional concentrations:

Customized Professional Concentration
Finance
Healthcare Management
International Business
Marketing

Master of Business Administration (MBA)

- Business Administration

Must choose one of seven concentrations:

Customized Professional Concentration
Finance
Healthcare Administration
Information Systems Management
International Business
Management
Marketing

Doctor of Business Administration (DBA)

Must choose one of six concentrations:

Accounting
Customized Professional Concentration
Information Systems
International Business
Management
Marketing

*Professional Graduate Business Certificate*¹

- Finance
- Healthcare Administration
- Information Systems Management
- International Business
- Marketing

*Advanced Professional Graduate Business Certificate*¹

- Accounting
- Information Systems
- International Business
- Management
- Marketing

College of Education and Human Development

Master of Arts in Education (MAEd)

- Educational Leadership
- Instructional Leadership

Education Specialist (EdS)

- Educational Leadership
- Instructional Leadership

Doctor of Education (EdD)

- Community College Executive Leadership
- Educational Leadership

Must choose a concentration in either:

Higher Education Administration
K–12 Education

- Instructional Leadership

Must choose a concentration in either:

Education Technology
Higher Education
K–12 Education

**The Sarasota School of Professional Psychology
and Behavioral Sciences**

Bachelor of Arts (BA)

- Psychology (Degree Completion Program)

May choose an optional concentration in:

Criminal Justice

Master of Arts (MA)

- Forensic Psychology
- Marriage & Family Therapy
- Mental Health Counseling
- Professional Counseling
- School Counseling
- School Psychology

Education Specialist (EdS)

- School Counseling

Doctor of Education (EdD)

- Counseling Psychology
- Counselor Education & Supervision
- Organizational Leadership
- Pastoral Community Counseling

Doctor of Psychology (PsyD)

- Clinical Psychology

¹ Certificate programs may be eligible for federal financial aid programs.
Contact the Admissions Department for information.

General Academic Program Requirements

COMPREHENSIVE EXAMINATION REQUIREMENTS

The Comprehensive Examination Petition

After a student has successfully completed the requirements outlined in his or her degree program plan of study, and consulted with his or her advisor, he or she may petition to take the Comprehensive Examination for that degree program. Students may not complete 50 percent or more of their required program credit hours with Argosy University in an online or distance learning format. Students completing degree course requirements without meeting the in-residence format requirement will be required to complete additional in-residence courses to achieve this in-residence format percentage standard. It is the student's responsibility to ensure that his or her transcript is current and reflects all courses taken and transferred prior to submitting the Comprehensive Exam Petition.

Petition Approval and Registration for the Comprehensive Examination

Several levels of review and approval are necessary. Therefore, students are advised to submit the petition at least six weeks prior to a regularly scheduled examination in order to assure time for obtaining full approval prior to exam dates. Students may petition when they have completed or are enrolled in their final course requirement for taking the Comprehensive Exam in their program. Students who have final grades pending at the time of submission may be conditionally approved pending successful completion of all required courses and submission of all grades prior to sitting for the Comprehensive Exam. The Comprehensive Examination Petition Form and Transfer Credit Petition Form are available from the Student Services Department and through Embanet/First Class. Completed Comprehensive Exam Petitions should be submitted to the Student Services Department for processing.

DBA Students and Registration for the Comprehensive Examination

Doctor of Business (DBA) students are required to follow the instructions posted on the Embanet/First Class for electronic submission of the Comprehensive Exam Petition.

Enrollment

Once the student's petition is fully approved, enrollment in ADJ COMP Comprehensive Exam will be automatically processed for the semester during which the student plans to sit for the exam. No credit hours are earned for enrollment, but it allows students to maintain a less-than-half-time active enrollment status for up to one semester while taking a Comprehensive Exam. It also creates a transcript record, reflecting enrollment for the Comprehensive Examination and the ultimate outcome of all attempts, with a final grade of "CR" or "NC." Enrollment in ADJ COMP does not constitute enrollment for student loan deferment purposes because it carries no credit hours. Enrollment requirements for maintaining half-time and/or full-time status are outlined in the current *Argosy University Academic Catalog*.

DOCTORAL PROGRAM DISSERTATION REQUIREMENTS

Petition for Establishing Candidacy and a Dissertation Committee

Students who are approaching the dissertation phase of their doctoral programs should review the *Guide to Dissertation at Argosy University/Sarasota* and complete a Petition for Establishing Candidacy and a Dissertation Committee (PECDC). Both publications are available through Embanet/First Class. The *Guide to Dissertation* contains guidelines related to forming a dissertation committee as well as detailed information regarding all dissertation requirements.

Students are expected to nominate three potential individuals to serve on their committee after securing their consent for the nomination. The dean approves the final committee in consultation with the student's faculty advisor and the approved committee may be different from the individuals nominated. Questions about the selection of committee members should be addressed with the student's academic advisor. Students should consult with their academic advisor and potential committee members to discuss tentative research topics prior to submitting a PECDC. A copy of the student's dissertation prospectus must be attached to the PECDC and will be forwarded to each approved committee member with a copy of the petition.

Once a student has consulted with his/her advisor and prospective committee members, a completed PECDC should be submitted to the Student Services Department for review and processing. Upon receipt of the PECDC, the Student Records Department will print the transcript and financial ledger history to be sure that the student is appropriately enrolled, all required coursework is successfully completed, the student is making satisfactory academic progress and that the student's account is current. The PECDC will then be forwarded to the dean of the student's school for approvals.

Petition Approval and Dissertation Registration

If a PECDC is conditionally approved or disapproved, the student should work with his or her academic advisor to remediate deficiencies. Once all deficiencies are remediated, the student should contact Student Services for release of the PECDC to school for final approval. Once a PECDC is approved, the student has completed all the requirements to be admitted to candidacy as outlined in his or her degree program, and the student in properly registered for dissertation, the student may begin dissertation research with the assigned committee.

Students who are ready to begin the dissertation should contact the Student Services Department to complete a Dissertation Registration Plan Form in cooperation with a registration coordinator. Approved students may begin dissertation at the beginning or midpoint of a semester. Students should consult the program section of this addendum and the *2006–2007 Argosy University Academic Catalog* for information regarding the exact number of

credits required for dissertation. Each student will be automatically enrolled for a portion of the required credit hours (typically 3) each semester from the start of the dissertation process until passing his/her final defense. Automatic registration begins with the first semester of enrollment and commences with completion of all dissertation requirements.

If the dissertation is completed in less than the normal length of time stipulated by the program, the student must still register for the required minimum number of credit hours before final dissertation will be granted. In other words, students who finish in less than the normal number of semesters will need to register for more credit hours in the last semester in order to earn the required credit hours. Students who take longer than the normal length of time to complete a dissertation will be required to register for 3 additional credit hours of dissertation each semester until passing his/her final defense. Students who take more than six semesters to complete the dissertation will need the written permission of the dean of his or her program to continue the dissertation past six semesters.

At the end of each semester, the dissertation chair will issue a grade of "Progressing" ("PR") indicating that the student is progressing toward completion of the dissertation or a grade of "No Credit" ("NC") indicating that the student should receive no credit for dissertation that semester. All "PR" grades will be changed to "Credit" ("CR") once the student has successfully completed all dissertation requirements. Any grade of "NC" will be permanent and will not count toward the credit hour requirement for completion of dissertation.

Continuous enrollment in dissertation credits is required from the beginning of the dissertation process until all dissertation requirements are completed unless an official leave of absence is granted. Students must maintain current enrollment in dissertation in order to work towards completion of the dissertation.

See the current *Argosy University Academic Catalog* and *Argosy University/Sarasota Dissertation Guide* for academic requirements regarding the dissertation.

WRITING STYLE REQUIREMENTS

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association: Fifth Edition* (2001), American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association: Fifth Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the *Argosy University Academic Catalog* for further information regarding academic dishonesty and plagiarism.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission

of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Students may be asked to submit their course assignments through Turnitin, (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to the student's instructor. This comparison detects papers that share common information and duplicative language.

Argosy University's policies call for all written work to be submitted typed and in standard written English. If necessary, students may employ an editor to assist with grammar and style, but not content. The editor's name, address, and telephone number must appear on the document, and the student's original unedited work must be attached.

Writing Program

There is a strong emphasis placed on the ability to write professionally throughout the curricula at Argosy University/Sarasota. Students who recognize the need to strengthen their writing proficiency are encouraged to enroll in a writing skills course during their first year of enrollment. Areas for improvement may be identified by faculty members at the point of admission or during the completion of program requirements. When such issues are identified, the student will be notified in writing of the recommendation or requirement that he/she complete a writing course.

GRADUATE TRANSFER CREDIT CRITERIA

Graduate transfer credit criteria is outlined in the *Argosy University Academic Catalog*. In order to have transfer credits evaluated for transfer to a graduate-level program at Argosy University/Sarasota, students must submit a Graduate Credit Transfer Form to the Student Services Department for each transfer course requested. Requests for transfer credit are generally reviewed for transfer by a faculty content expert, and the dean or a designee. Transfer courses cannot have been used to satisfy the requirements for a prior degree, unless the program is part of the degree being sought at Argosy University/Sarasota. Credits should have been earned no more than seven years before the date of admission to the degree program to which the credit is applied. Some programs may have additional limitations regarding transfer credit limits. Approved transfer credits are generally counted as non-resident courses and do not fulfill the in-residence course format requirement. Students may not complete 50 percent or more of their required program credit hours in an online or distance learning format.

NON-ACADEMIC COMPETENCE POLICY

Argosy University/Sarasota psychology programs subscribe to the policy of the Student Competence Task Force of the Council of Chairs of Training. This means that the faculty, training staff, and site supervisors of Argosy University have a professional, ethical, and potentially legal obligation to:

- 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
- 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, teaching) in an effective and appropriate manner.

Because of this commitment, Argosy University strives not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of the following:

- Sufficient 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)
- Sufficient 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)
- Sufficient 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.
- Sufficient ability to resolve 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).

The policy in its entirety can be found at: http://www.appic.org/downloads/CCTC_Comprehensive_Ev82AA3.pdf

Argosy University/Sarasota

**The Sarasota School of
Professional Psychology and
Behavioral Sciences**

Master of Arts in School Counseling Program

PROGRAM OVERVIEW

Argosy University recognizes the need to provide human services providers with the extensive knowledge and range of skills necessary to function effectively in their profession. Programs have been developed by Argosy University faculty members to enable working professionals to pursue their personal and professional goals through completion of a master's program. Courses and curricula are designed to parallel prevailing licensure and certification requirements as closely as possible. Because of variations among states, each student should check with regional authorities to confirm such requirements.

The Master of Arts (MA) in School Counseling program serves adult students throughout the world. It provides a quality program in school counseling to meet the needs of students and the community. The focus on the program is student preparation and professional development. The program remains faithful to its mission of preparing students to function of a high professional level in a rapidly changing world. The focus of the mission will continue to promote teaching, learning, and service.

The MA in School Counseling program faculty have developed practitioner-oriented program and course objectives. The program objectives were reviewed by the faculty and administration of the Sarasota School of Professional Psychology and Behavioral Sciences at Argosy University/Sarasota and an advisory committee made up of students, alumni, professional, and business people through the local professional community. Students and faculty of the department are expected to behave in accord with the highest ethical and professional standards while engaged in accomplishing this mission.

Program Objectives

The MA in School Counseling program is designed to provide graduates with the knowledge and skills required for successful careers in the field. Specific student learning objectives include:

- Students will explain and interpret all ethical and legal codes for school counselors provided by professional counseling associations and will adhere to these standards at all times.
- Students will demonstrate sensitivity to the impact of multicultural issues on the counseling relationship and on treatment by developing and applying therapeutic approaches and techniques that respect multicultural differences and meet multicultural needs.
- Students will identify and apply core theories and research of the nature and needs of individuals at all developmental levels.
- Students will apply core career developmental theories and decision making models to increase client understanding of career and educational planning and placement.
- Students will use appropriate counseling techniques to engage the client in the interviewing process, to build and maintain rapport, and to begin to establish a therapeutic alliance.

- Students will ethically and effectively conduct group counseling and understand the principles, issues, and dynamics of group work as well as the role of a group counselor.
- Students will identify and employ assessment instruments that would be most helpful in evaluating specific client problems or concerns.
- Students will use, interpret, and apply various research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research, statistical analysis, needs assessment, and program evaluation.

Eligibility for Licensure

Credits and degrees earned from Argosy University/Sarasota do not automatically qualify the holder to participate in professional licensing examinations to practice regulated professions in Florida or in other states. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Persons interested in practicing in a regulated profession should contact the appropriate state regulatory agency in their field of interest.

Endorsement Policy

Argosy University/Sarasota faculty will only endorse students who have completed all formal coursework, including all practicum/internship requirements, for professional placement and licensure. Recommendations for job placement, both oral and written will be specific to school counseling, the employment for which the MA in School Counseling program student is prepared.

ADMISSION REQUIREMENTS

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)

- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student’s academic file. Students accepted on an exception basis will be admitted as regular students on first semester probation. See “Exceptions to Admission Requirements” in section 5 of the *Academic Catalog* under “Admission Policies.”

ENROLLMENT REQUIREMENTS

Satisfactory Academic Progress and Degree Completion Rates

Students must make satisfactory progress towards a degree as outlined here and in the *2006–2007 Argosy University Academic Catalog*. Students must complete this program within six years after matriculation. Students who take an approved leave of absence will have six years plus the length of time they were on the approved leave of absence, not to exceed one year, to complete the program. In order to remain on track for degree completion within the maximum time frame allotted, students are expected to complete credit hours according to the suggested incremental maximum time frame table below:

Suggested Incremental Time Frame Completion Rates

| | |
|-------------------|-----------------|
| End of Year One | 9 credit hours |
| End of Year Two | 18 credit hours |
| End of Year Three | 27 credit hours |
| End of Year Four | 36 credit hours |
| End of Year Five | 45 credit hours |
| End of Year Six | 48 credit hours |

Students are responsible for monitoring and maintaining an enrollment status that ensures their progress towards completion of their programs within the maximum time frame.

GRADUATION REQUIREMENTS

Students who are admitted into the MA in School Counseling program will be responsible for completing the program requirements that are in effect at the time of their admission. However, the school retains the right to modify these requirements in accordance with the demands of the counseling profession.

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty member.
- Satisfactory completion of 48 semester credit hours beyond the bachelor’s degree, with at least nine courses taken in an in-residence format

- A grade point average of 3.0 or higher (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration

PROGRAM REQUIREMENTS

Unless approved otherwise, students may not complete 50 percent or more of their required program credit hours in an online or distance learning format. Students completing degree course requirements without meeting the in-residence course format requirement will be required to complete additional in-residence courses to achieve this in-residence format percentage standard.

The MA in School Counseling program requires the satisfactory completion of 48 semester credit hours distributed as follows: core course requirements, 42 credit hours; and practicum/field experience requirements, 6 credit hours.

Core Course Requirements—Students Are Required to Take the Following

| | |
|-------|---|
| C6035 | Human Growth and Development (3) |
| C6036 | Essentials of Interviewing (3) |
| C6362 | Student Appraisal (3) |
| C6433 | Theories of Personality (3) |
| C6436 | Individual Counseling Theories and Practice (3) |
| C6440 | Ethics in Counseling (3) |
| C6443 | Group Guidance Counseling (3) |
| C6444 | Counseling Exceptional Students and Families (3) |
| C6445 | Social and Cultural Competencies for Counselors (3) |
| C6446 | Substance Abuse Counseling (3) |
| C6452 | Career and Lifestyle Assessment (3) |
| C6459 | Consultation in Education (3) |
| C6510 | Principles of Guidance (3) |
| R6033 | Research in Education (3) |

Core Course Requirements—42 Credit Hours

Practicum and Practicum Seminar Requirements—Students Are Required to Take the Following

| | |
|-------|-------------------------|
| C6492 | Field Experience I (3) |
| C6493 | Field Experience II (3) |

Practicum and Practicum Seminar Requirements—6 Credit Hours

Practicum and Practicum Seminar Requirements

Practicum/field experience courses require the student to arrange an independent and appropriate clinical practicum in school counseling. The student is required to participate in the field experience for a minimum of eight hours per week for 15 weeks. While engaged in the school counseling practicum, the student must be directly supervised by a school counselor who is either employed by the public school system or is certified as a school counselor. While engaged in a mental health practicum, the student must be directly supervised by an appropriately licensed therapist. The purpose of the field experience is to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University mentor. The activity of the student is closely monitored by the course instructor in conjunction with the field supervisor. The progress of the student is formally evaluated by the course instructor and the field supervisor. Expected student outcomes include submission of a reflective journal that chronicles the student’s growth and development, and satisfactory field evaluations. In order to participate in a field experience the student must be enrolled in Field Experience I (C6492) or Field Experience II (C6493).

Master of Arts in Marriage & Family Therapy Program

PROGRAM OVERVIEW

The Master of Arts (MA) in Marriage & Family Therapy program recognizes the need to provide counseling professionals with the extensive knowledge and range of skills necessary to function effectively in their professions. The program introduces students to basic counseling skills that integrate individual and group theoretical foundations of counseling into appropriate client interaction and intervention skills. The program emphasizes the development of attitudes, knowledge, and skills essential in the formation of professional counselors who are committed to the ethical provision of quality services. The program has been developed by the school faculty members to provide working professionals with the opportunity to pursue their personal and professional goals through completion of a master's program.

The MA in Marriage & Family Therapy program is committed to educating and training students to enter a professional career as master's level counseling practitioners who can function ethically and effectively as skilled professionals with demonstrated knowledge of social and cultural diversity. This goal is achieved through a curriculum designed to integrate basic counseling, and practicum/field experience into appropriate client interaction and intervention skills for utilization in a wide variety of settings with diverse clients.

Program Objectives

The MA in Marriage & Family Therapy program is designed to provide graduates with the knowledge and skills required for successful careers in the field. Specific student learning objectives include:

- Students will be able to explain and interpret all ethical and legal codes for counselors provided by marriage and family therapy associations and will adhere to these standards at all times.
- Students will be able to demonstrate sensitivity to the impact of multicultural issues on the counseling relationship and on treatment by developing and applying therapeutic approaches and techniques that respect multicultural differences and meet multicultural needs.
- Students will be able to identify and apply core theories and research of the nature and needs of individuals at all developmental levels.
- Students will be able to apply core career development theories and decision-making models to increase client understanding of career and educational planning and placement.
- Students will be able to use appropriate counseling techniques to engage the client in the interviewing process, to build and maintain rapport, and to begin to establish a therapeutic alliance.
- Students will be able to ethically and effectively conduct marriage/family counseling and understand the principles, issues, and dynamics of such work as well as the role of a marriage/family counselor.

- Students will identify and employ assessment instruments that would be most helpful in evaluating specific client problems or concerns.
- Students will be able to use, interpret, and apply various research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research, statistical analysis, needs assessment, and program evaluation.

Eligibility for Licensure

Credits and degrees earned from Argosy University/Sarasota do not automatically qualify the holder to participate in professional licensing examinations to practice regulated professions in Florida or in other states. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Persons interested in practicing in a regulated profession should contact the appropriate state regulatory agency in their field of interest.

Endorsement Policy

Argosy University/Sarasota faculty will only endorse students who have completed all formal coursework, including all practicum/internship requirements, for professional placement and licensure. Recommendations for job placement, both oral and written will be specific to marriage and family therapy counseling, the employment for which the MA in Marriage & Family Therapy program student is prepared.

ADMISSION REQUIREMENTS

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession of marriage and family therapy

- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students accepted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of the *Academic Catalog* under "Admission Policies."

ENROLLMENT REQUIREMENTS

Satisfactory Academic Progress and Degree Completion Rates

Students must make satisfactory progress towards a degree as outlined here and in the *2006–2007 Argosy University Academic Catalog*. Students must complete this program within five years after matriculation. Students who take an approved leave of absence will have six years plus the length of time they were on the approved leave of absence, not to exceed one year, to complete the program. In order to remain on track for degree completion within the maximum time frame allotted, students are expected to complete credit hours according to the suggested incremental maximum time frame table below:

Suggested Incremental Time Frame Completion Rates:

| | |
|-------------------|-----------------|
| End of Year One | 9 credit hours |
| End of Year Two | 18 credit hours |
| End of Year Three | 27 credit hours |
| End of Year Four | 36 credit hours |
| End of Year Five | 45 credit hours |

Students are responsible for monitoring and maintaining an enrollment status that ensures their progress towards completion of their programs within the maximum time frame.

GRADUATION REQUIREMENTS

Students who are admitted into the Master of Arts in Marriage & Family Therapy program will be responsible for completing the program requirements that are in effect at the time of their admission. However, the school retains the right to modify these requirements in accordance with the demands of the counseling profession.

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty member
- Satisfactory completion of 45 semester credit hours
- A grade point average of 3.0 or higher (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration

PROGRAM REQUIREMENTS

The Master of Arts in Marriage & Family Therapy program requires the satisfactory completion of 45 semester credit hours distributed as follows: core course requirements, 27 credit hours; marriage and family specialty requirements, 12 credit hours; and field experience. Students may not complete 50 percent or more of their required program credit hours in an online or distance learning format. In addition to these credit hour requirements, students must successfully complete the Comprehensive Examination.

Core Course Requirements—Students Are Required to Take the Following

| | |
|-------|---|
| C6035 | Human Growth and Development* (3) |
| C6036 | Essentials in Interviewing* (3) |
| C6432 | Diagnosis and Treatment of Psychopathology* (3) |
| C6435 | Individual Evaluation and Assessment (3) |
| C6436 | Individual Counseling Theories and Practice (3) |
| C6439 | Human Sexuality (3) |
| C6440 | Ethics in Counseling (3) |
| C6446 | Substance Abuse Counseling (3) |
| R6032 | Research and Program Evaluation in Counseling (3) |

Core Course Requirements—27 Credit Hours

* Courses which students must have completed prior to enrolling for Field Experience (C6494).

Marriage and Family Therapy Specialty Requirements—Students Are Required to Take the Following

| | |
|--------|---|
| C6441 | Psychosocial Theories (3) |
| PC6021 | Schools of Family Therapy (3) |
| PC6230 | Theories in Counseling Families and Individuals (3) |
| PC6700 | Couples and Family Counseling (3) |

Marriage & Family Specialty Requirements—12 Credit Hours

Field Experience Requirements—Students Are Required to Take the Following

| | |
|-------|--|
| C6494 | Field Experience* (Practicum/field experience)—Beginning (3) |
| C6495 | Field Experience (Practicum/Field Experience)—Advanced (3) |

Field Experience Requirements—6 Credit Hours

* Students must have successfully completed at least one semester of coursework, which must include the above noted courses, prior to enrolling in Field Experience (C6494). In some cases, students may be required to complete additional coursework prior to enrolling in Field Experience—Advanced (C6495) and Field Experience—Extension (C6496).

Field Experiences for this degree must be 500 clock hours done in a marriage and family therapy setting—with 180 direct client contact hours.

Practicum Field Experience and Seminar Requirements

The practicum/field experience is the primary mechanism of applied training and evaluation in the MA in Marriage and Family Therapy program. Practicum/field experience training is the supervised out-of-class contact of students with a counseling population that takes place within a marriage and family therapy setting. The purpose of practicum/field experience training is to provide the environment and opportunity for students to apply their theoretical knowledge, to implement and develop counseling techniques based on this knowledge, and to foster the professional and personal attitudes important to the identity of a professional counselor.

Evaluation of student progress in practicum/field experience training focuses on three areas:

- Theoretical knowledge
- Counseling skills
- Professional attitudes

The foundation of Argosy University/Sarasota's student practicum/field experience training in counseling is the accurate assessment and understanding of human problems. This assessment and understanding is the basis for the recommendation and/or implementation of effective techniques for the alleviation or resolution of these problems within a climate of absolute respect for the client.

Ethical standards of the American Counseling Association are incorporated into student training. The administration closely monitors academic and professional development during all stages of progress throughout a student's graduate career. This monitoring includes assessment of clinical suitability as well as academic achievement. Thus, aspects of student's personal adjustment, interpersonal relationships, and behavior in all settings are relevant to their progress in their program. Our aim is to assure that students are well qualified and have the potential to become competent and ethical professionals.

A primary goal of practicum/field experience training is the development, by means of supervised direct client contact, of competent therapists who are able to deliver basic and effective assessment and therapeutic intervention skills. The refinement of criteria for professional competency and assessment of competency are ongoing institutional concerns.

The practicum/field experience emphasizes counseling and therapeutic intervention skills. Theoretical orientations, specific treatment options and opportunities and client populations will vary across training settings. Argosy University/Sarasota does not favor a particular theoretical orientation, but instead encourages students to explore a variety of counseling perspectives. The faculty and curriculum are representative of the major theoretical orientations. Students are encouraged to keep an open mind in order to get the full benefit of this general theoretical exposure, and to explore and experiment with a variety of treatment approaches. However, sites are encouraged to provide knowledge and modeling of therapy within an organized theoretical framework, so that students may learn to use this framework to guide their conceptualizations and interventions. It is hoped that students will, with time and experience, recognize strengths and limitations of a variety of approaches and develop proficiency in formulating and working within an approach best suited to their own personal style. The practicum/field experience presents an excellent opportunity for this kind of learning.

General Information

The practicum/field experience is a required training experience. Students may begin practicum/field experience after the successful completion of the required prerequisites. Students are required to attend informational meetings and apply for practicum/field study two semesters before they plan to enroll for this experience.

Students earn 3 semester credit hours of each time they register for practicum/field experience. All students enrolled in practicum/field experience are concurrently enrolled in a practicum/field experience seminar led by a faculty member. The seminar meets on-campus throughout the academic year. Special arrangements will be made for students taking practicum/field experience at distant locations.

Marriage & Family Therapy students must complete 500 hours of practicum/field experience in a marriage and family therapy setting.

Students spend 10–25 hours per week in a site that has been approved by Argosy University/Sarasota. A minimum of one-third of the hours is spent in "direct service" as defined below. The remainder of the students' time is spent in "indirect service," supervision, and "training activities." Students must receive at least one hour of on-site, individual supervision per week.

- "Direct service" includes face-to-face provision of counseling services to individuals designated as clients by the site. "Face-to-face" service includes hours spent co-counseling with a licensed/credentialed professional.
- "Indirect service" may include community outreach, consultation and/or education, program development and/or evaluation, and support services (e.g., report writing, record maintenance).
- "Training activities" include formal supervision, case conferences, case management/utilization review meetings, rounds, administrative/planning meetings, in-service training/seminars. (Hours spent in attendance at practicum seminar count towards the total number of hours of the practicum/field experience.)

Argosy University approves a wide variety of field training sites. All practicum/field experience sites are within the local area unless a student speaks with the program chair to make other arrangements. The program chair shall make this decision on a case-by-case basis.

The training site and seminar leaders evaluate students in writing once each semester. The program chair assigns credit on a "Credit/No Credit" basis.

Restrictions

Students may not train in settings in which they are employed unless the practicum/field study supervisor is clearly different from the employment supervisor.

Professional Liability Insurance

All students enrolled in practicum/field experience must be covered by professional liability insurance. Students must purchase the liability insurance that is provided through Argosy University/Sarasota, and also their own personal liability insurance.

Prerequisites for Practicum/Field Experience

In order for students to apply for practicum/field experience they must be in good academic standing (GPA = 3.0 on a scale of 4.0) and have completed the academic planning which will allow for all the practicum/field experience prerequisite courses to be completed prior to the beginning of the practicum/field experience.

Policy on Training Sites with Creedal Statements

Argosy University/Sarasota has a policy of nondiscrimination against students with regard to race, age, ethnic background, and sexual orientation. In addition, Argosy University/Sarasota is committed to fostering the training of individuals who are members of groups that are currently under-represented in the profession of counseling. Practicum/field experience sites approved by the school are expected to conduct their selection and training in a nondiscriminatory manner. Sites are expected to select applicants without regard to race, sex, age, ethnic background, or sexual orientation unless they have compelling legal or therapeutic reasons for limiting the applicant pool. Sites that have a selection policy that disallows students based on any of the above criteria, must notify the school and clarify the legal and/or therapeutic rationale for such policies. Such sites will be approved by the school only if the program chair determines that an adequate legal and/or therapeutic rationale exists for the selection policies.

Capstone Examination Requirements

Overview

Students in the MA in Marriage & Family Therapy program are required to successfully complete a Comprehensive Examination no later than the end of the fifth year after entering the program. The material covered by the Comprehensive Examination reflects all coursework and material required of students in the program.

Prerequisites

To be eligible to sit for the Comprehensive Examination, students must have successfully completed all courses, excluding practicum/field experience. Courses that are transferred are considered successfully completed.

Students taking the Comprehensive Examination must be students in good standing and have a GPA of at least 3.0 (on a scale of 4.0). An application to take the exam must be submitted to the campus dean or program chair at least one month prior to the date of the examination.

Procedures

The Comprehensive Examination is offered twice a year. Consult the program chair for the specific dates of the examination. All students must submit an application for the Comprehensive Examination. Although letters are sent to students, it is the student's responsibility to know when they are eligible to take the exam and to submit an application.

The program chair reviews students who register to sit for the Comprehensive Examination for eligibility. Students who need special accommodations during the examination are required to request them in writing at the time of application and provide any necessary documentation with the request.

Prior to each exam, an open meeting will be held to allow students an opportunity to ask questions about exam preparation and exam procedures. The format of the examination may change from year to year. The format will be discussed at the meetings prior to each exam.

Students are notified in writing of their exam grade. Possible outcomes are "Pass" or "Fail." If students do not pass, they are required to retake the examination.

Students who fail the Comprehensive Examination are expected to meet with the program chair or appointed faculty to review the problems evident in the examination. The program chair, in consultation with the faculty, will advise the student of specific areas of weakness and possible strategies for remediation. The student will then be allowed to retake the examination one time within the time frame of program completion.

A student who fails the comprehensive exam a second time will be reviewed by the program faculty. The student may be dismissed from the program or may be required to successfully repeat coursework as determined by the program chair after reviewing recommendations made by the program faculty.

After completion of required remediation, student may be eligible to retake the Comprehensive Examination. Any student who fails the examination a third time will be automatically dismissed from the program.

Master of Arts in Mental Health Counseling Program

PROGRAM OVERVIEW

The Master of Arts (MA) in Mental Health Counseling program is designed to provide students with a sound foundation for the eventual practice of mental health counseling. The program introduces students to basic counseling skills that integrate individual and group theoretical foundations of mental health counseling into appropriate client interaction and intervention skills. The program emphasizes the development of attitudes, knowledge, and skills essential in the formation of mental health counselors who are committed to the ethical provision of quality services.

Mission Statement

The MA in Mental Health Counseling program serves adult students throughout the world. It provides a quality program in mental health counseling to meet the needs of students and the community. The focus of the program is student preparation and professional development. The program remains faithful to its mission of preparing students to function at a high professional level in a rapidly changing world. The focus of the mission will continue to promote teaching, learning, and service.

The MA in Mental Health Counseling program faculty have used Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards as a guide in the development of all aspects of this practitioner oriented program including its purpose, objectives and courses. The program objectives were reviewed by the faculty and administration of the Argosy University School of Professional Psychology and Behavioral Sciences and an advisory committee made up of students, former students, professional and business people through the local community. These objectives meet the standards of practice of American Counseling Association (ACA) and follow the spirit outlined in the CACREP standards. Students and faculty of the department are expected to behave in accord with the highest ethical and professional standards while engaged in accomplishing this mission.

Program Objectives

The MA in Mental Health Counseling program is designed to provide graduates with the knowledge and skills required for successful careers in the field. Specific student learning objectives include:

- Students will be able to explain and interpret all ethical and legal codes for counselors provided by professional counseling associations and will adhere to these standards at all times.
- Students will be able to demonstrate sensitivity to the impact of multicultural issues on the counseling relationship and on treatment by developing and applying therapeutic approaches and techniques that respect multicultural differences and meet multicultural needs.
- Students will be able to identify and apply core theories and research of the nature and needs of individuals at all developmental levels.
- Students will be able to apply core career development theories and decision-making models to increase client understanding of career and educational planning and placement.
- Students will be able to use appropriate counseling techniques to engage the client in the interviewing process, to build and maintain rapport, and to begin to establish a therapeutic alliance.
- Students will be able to ethically and effectively conduct group counseling and understand the principles, issues, and dynamics of group work as well as the role of a group counselor.
- Students will identify and employ assessment instruments that would be most helpful in evaluating specific client problems or concerns.
- Students will be able to use, interpret, and apply various research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research, statistical analysis, needs assessment, and program evaluation.

Program Formats

Argosy University/Sarasota strives to provide an educational experience with the highest academic quality in a variety of flexible formats designed for the convenience of adult students from various geographical locations. In that respect, regular in-residence, blended/in-residence, tutorial, and online courses are offered during 15-week and 7.5-week academic semesters throughout the year. In-residence courses may also be available in intensive intersession formats that incorporate a combination of distance learning and intensive one-week or two-weekend meetings on-campus in Sarasota. The current course schedule outlines available courses for each semester.

Eligibility for Licensure

Credits and degrees earned from Argosy University/Sarasota do not automatically qualify the holder to participate in professional licensing examinations to practice regulated professions in Florida or in other states. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Persons interested in practicing in a regulated profession should contact the appropriate state regulatory agency in their field of interest.

Endorsement Policy

Argosy University/Sarasota faculty will only endorse students for professional placement and licensure who have completed all formal coursework including all practicum/internship requirements. Recommendations for job placement, both oral and written, will be specific to mental health counseling, the employment for which the MA in Mental Health Counseling program student is prepared.

ADMISSION REQUIREMENTS

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences at Argosy University, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the

Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students accepted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of the *Academic Catalog* under "Admission Policies."

ENROLLMENT REQUIREMENTS

Satisfactory Academic Progress and Degree Completion Rates

Students must make satisfactory progress towards a degree as outlined here and in the *2006–2007 Argosy University Academic Catalog*. Students must complete this program within seven years after matriculation. Students who take an approved leave of absence will have six years plus the length of time they were on the approved leave of absence, not to exceed one year, to complete the program. In order to remain on track for degree completion within the maximum time frame allotted, students are expected to complete credit hours according to the suggested incremental maximum time frame table below:

Suggested Incremental Time Frame Completion Rates

| | |
|-------------------|-----------------|
| End of Year One | 9 credit hours |
| End of Year Two | 18 credit hours |
| End of Year Three | 27 credit hours |
| End of Year Four | 36 credit hours |
| End of Year Five | 45 credit hours |
| End of Year Six | 54 credit hours |
| End of Year Seven | 60 credit hours |

Students are responsible for monitoring and maintaining an enrollment status that ensures their progress towards completion of their programs within the maximum time frame.

GRADUATION REQUIREMENTS

Students who are admitted into the MA in Mental Health Counseling program will be responsible for completing the program requirements that are in effect at the time of their admission. However, the school retains the right to modify these requirements in accordance with the demands of the counseling profession.

To be eligible for graduation, students must meet the following requirements:

- Completion of 60 semester credit hours by the end of the seventh year of matriculation. The total credit hours must include:
 - 48 credit hours of required courses
 - 6 credit hours of elective courses
 - 6 credit hours of practicum and seminar
- Completion of at least 11 courses in an in-residence format
- Successful completion of the Counselor Preparation Comprehensive Evaluation (CPCE)
- A grade point average of at least 3.0 on scale of 4.0
- A completed Petition to Graduate submitted to campus administration

PROGRAM REQUIREMENTS

The MA in Mental Health Counseling program requires the satisfactory completion of 60 semester credit hours, distributed as follows: in-residence course requirements, 24 credit hours; online course requirements, 24 credit hours; elective requirements, 6 credit hours; and practicum and internship requirements, 6 credit hours.

In-Residence Course Requirements—Students Are Required to Take the Following

| | |
|-------|--|
| C6432 | Diagnosis and Treatment of Psychopathology (3) |
| C6435 | Individual Evaluation and Assessment (3) |
| C6036 | Essentials of Interviewing (3) |
| C6438 | Group Theories and Practice (3) |
| C6440 | Ethics in Counseling (3) |
| C6445 | Social and Cultural Comp for Counselors (3) |
| C6452 | Career and Lifestyle Assessment (3) |
| C6460 | Supervision for Counselors (3) |

In-Residence Course Requirements—24 Credit Hours

Online Requirements—Students Are Required to Take the Following

| | |
|-------|---|
| C6431 | Counseling in Community Settings (3) |
| C6433 | Theories of Personality (3) |
| C6035 | Human Growth and Development (3) |
| C6436 | Individual Counseling Theories and Practice (3) |
| C6439 | Human Sexuality (3) |
| C6041 | Foundations of Mental Health Counseling (3) |
| C6446 | Substance Abuse Counseling (3) |
| R6032 | Research and Program Evaluation in Counseling (3) |

Online Course Requirements—24 Credit Hours

Practicum and Internship Requirements—Students Are Required to Take the Following

| | |
|-------|------------------------------|
| C6601 | Practicum—Counseling (1) |
| C6602 | Internship I—Counseling (2) |
| C6603 | Internship II—Counseling (3) |

Practicum and Internship Requirements—6 Credit Hours

Elective Requirements

Students identify appropriate electives in consultation with their advisors. Students are required to take 6 credit hours of elective courses.

Practicum Requirements

The beginning practicum/internship for students in the MA in Mental Health Counseling program requires that students complete a separate practicum of at least 100 clock hours at the beginning of Practicum/Internship (C6601). This practicum experience is designed to provide for the development of supervised individual and group counseling skills. It is also designed to introduce basic skills and concepts involving clinical reasoning, relationship-building, assessment and evaluation, clinical interventions, and professional and ethical awareness. Practicum students will shadow and observe experienced counselors at their clinical sites. Students are required to complete the practicum, which is the first part of a 500-hour practicum/internship experience prior to engaging in the clinical internship.

All practicum students are expected to complete a minimum of 40 hours of direct service with clients including experience in individual counseling and group work. Students are expected to maintain weekly clinical journals of all aspects of their practicum experience and to log these hours. It is expected that both faculty and site supervisor will regularly read, discuss and sign these journals. Students are expected to participate in weekly online and telephone seminars with a designated seminar leader. Evaluation of the student's performance will occur throughout the practicum and will include a formal evaluation at the completion of the 100-hour practicum.

Capstone Examination Requirements

Students are required to take the Counselor Preparation Comprehensive Examination (CPCE) for the first time at the mid-point of their graduate study or as soon as they complete the ten core courses on which it is based. All students must successfully complete the CPCE no later than the semester before the semester in which they plan to graduate.

Internship Requirements

After successful completion of all practicum requirements the student is then permitted to move on to the internship, which requires an additional 400 clock hours.

During the internship, students will continue to develop and refine competencies related to clinical reasoning, relationship skills, assessment skills, and interventions skills. In addition, students will continue to increase their knowledge base of core counseling competencies, as well as to improve their abilities to write clear, well organized reports, and refine their communication skills. Internship students will be expected to enhance their recognition of the rights, responsibilities and ethical guidelines of the profession. They will also be required to demonstrate knowledge of, and sensitivity to, diversity issues in interactions with clients and other professionals.

Doctor of Education in Counseling Psychology Program

PROGRAM OVERVIEW

The Doctor of Education (EdD) in Counseling Psychology program is designed to meet the special requirements of working professionals motivated to develop their knowledge and skills to handle the changing needs of modern organizations. The program is designed to provide working professionals with the opportunity to pursue their personal and professional goals through the completion of a graduate program.

Program Formats

Argosy University/Sarasota strives to provide an educational experience with the highest academic quality in a variety of flexible formats designed for the convenience of adult students from various geographical locations. In that respect, regular in-residence, blended/in-residence, tutorial, and online courses are offered during 15-week and 7.5-week academic semesters throughout the year. In-residence courses may also be available in intensive intersession formats that incorporate a combination of distance learning and intensive one-week or two-weekend meetings on-campus in Sarasota. The current course schedule outlines available courses for each semester.

Eligibility for Licensure

The EdD in Counseling Psychology program is not designed to produce licensed psychologists, but rather to help in the development of the highest level of professional counselor and leaders in the fields of human services, consultation, and education. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice.

Endorsement Policy

Argosy University/Sarasota faculty will only endorse students for professional placement and licensure who have completed all formal course work including all practicum/internship requirements. Recommendations for job placement, both oral and written will be specific to counseling psychology, the employment for which the EdD in Counseling Psychology program student is prepared.

ADMISSION REQUIREMENTS

- A master's degree from a regionally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to a master's degree and in any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

ENROLLMENT REQUIREMENTS

Satisfactory Academic Progress and Degree Completion Rates

Students must make satisfactory progress towards a degree as outlined here and in the *2006–2007 Argosy University Academic Catalog*. Students must complete this program within seven years after matriculation. Students who take an approved leave of absence will have six years plus the length of time they were on the approved leave of absence, not to exceed one year, to complete the program. In order to remain on track for degree completion within the maximum time frame allotted, students are expected to complete credit hours according to the suggested incremental maximum time frame table below:

Suggested Incremental Time Frame Completion Rates

| | |
|-------------------|-----------------|
| End of Year One | 9 credit hours |
| End of Year Two | 18 credit hours |
| End of Year Three | 27 credit hours |
| End of Year Four | 36 credit hours |
| End of Year Five | 45 credit hours |
| End of Year Six | 54 credit hours |
| End of Year Seven | 60 credit hours |

Students are responsible for monitoring and maintaining an enrollment status that ensures their progress towards completion of their programs within the maximum time frame.

GRADUATION REQUIREMENTS

Students who are admitted into the EdD in Counseling Psychology program will be responsible for completing the program requirements that are in effect at the time of their admission. However, the school retains the right to modify these requirements in accordance with the demands of the counseling profession.

To be eligible for graduation, students must meet the following requirements:

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members.
- Satisfactory completion of 60 credit hours beyond the master's degree, including 45 credit hours of coursework and 15 credit hours of dissertation.
- Satisfactory completion of a minimum eight in-residence courses
- A grade point average of 3.0 or higher
- Satisfactory performance on the Comprehensive Examination
- Successful completion and defense of the dissertation
- A completed Petition to Graduate submitted to campus administration

PROGRAM REQUIREMENTS

Students may not complete 50 percent or more of their required program credit hours with Argosy University in an online or distance learning format. Students completing degree course requirements without meeting the in-residence course format requirement will be required to complete additional in-residence courses to achieve this in-residence format percentage standard.

All students must register for the following online course first as they begin the program of study. With the approval of their faculty advisor, they may also register for in-residence courses concurrently.

The EdD in Counseling Psychology program requires the satisfactory completion of 60 semester credit hours distributed as follows: program requirements, 18 credit hours; elective requirements, 9 credit hours; theory requirement, 3 credit hours; professional orientation requirements, 3 credit hours; research requirements, 12 credit hours; and dissertation requirements, 15 credit hours.

One of the theory requirement courses will be required as a prerequisite for Advanced Individual Counseling (C7432).

Program Requirements— Students Are Required to Choose Six of the Following

| | |
|-------|---|
| C7432 | Advanced Individual Counseling (3) |
| C7433 | Advanced Group Counseling (3) |
| C7440 | Marriage and Family Therapy (3) |
| C7443 | Multicultural Issues in Counseling (3) |
| C7445 | Brief Psychotherapies (3) |
| C7454 | Models of Clinical Supervision (3) |
| C7455 | Addictions Counseling (3) |
| C7458 | Diagnosis and Treatment Planning (3) |
| C7460 | Techniques of Child and Adolescent Counseling (3) |
| C7462 | Ethics in Practice (3) |
| C7471 | Treatment of Sexual Dysfunctions (3) |
| C7537 | Special Topics in Counseling (3) |

Program Requirements—18 Credit Hours

Elective Requirements—Students Choose Three of the Following

| | |
|-------|---|
| C7410 | Advanced Assessment (3) |
| C7421 | Etiology of Mental Illness (3) |
| C7439 | Dynamics of Marriage and Family Systems (3) |
| C7451 | Theories of Child and Adolescent Counseling (3) |
| C7453 | Clinical Consultation (3) |
| C7459 | Psychopharmacology for Counselors (3) |
| C7834 | Directed Independent Study in Counseling (3) |
| R7039 | Directed Independent Study in Research (1–3) |

Elective Requirements—9 Credit Hours

Theory Requirements—Students Choose One of the Following

| | |
|-------|---|
| C7434 | Cognitive-Behavioral Theories of Counseling (3) |
| C7435 | Existential-Humanistic Theories of Counseling (3) |
| C7436 | Psychodynamic Theories of Counseling (3) |

Theory Requirements—3 Credit Hours

Professional Orientation Requirements— Students Are Required to Take the Following

| | |
|-------|--|
| C7452 | Professional Development in Counseling (3) |
|-------|--|

Professional Orientation Requirements—3 Credit Hours

Research Requirements—Students Choose Four of the Following

| | |
|-------|---|
| R7031 | Methods and Analysis of Quantitative Research (3) |
| R7032 | Experimental Research Methods (3) |
| R7034 | Advanced Statistical Methods (3) |
| R7035 | Qualitative Research Methods (3) |
| R7036 | Program Evaluation Methods (3) |
| R7037 | Survey Techniques (3) |

Research Requirements—12 Credit Hours

Dissertation Requirements—Students Are Required to Take the Following

| | |
|-------|--------------------|
| C7935 | Dissertation (1–9) |
|-------|--------------------|

Dissertation Requirements—15 Credit Hours

Capstone Examinations— Comprehensive Examination Requirements

Argosy students are required to complete the Comprehensive Examination as part of their graduation requirement. Students may sit for the Comprehensive Examination upon completion of their coursework as indicated on their program of study. Enrollment in ADJ COMP will occur when a student completes all coursework required to take the Comprehensive Exam as defined by their program of study and submits a Comprehensive Exam Petition to the Student Services Department. No credit hours are earned for enrollment but it allows students to maintain a less-than-half-time active enrollment status for up to one semester while taking Comprehensive Exams. It also creates a transcript record, reflecting enrollment for the Comprehensive Examination and the ultimate outcome of all attempts, with a final grade of “CR” or “NC.”

All students must successfully complete the Comprehensive Exam prior to starting the dissertation.

Dissertation Requirements

Students matriculated in the EdD in Counseling Psychology program are required to have a minimum GPA of 3.0, complete all coursework required for the degree, pass the Comprehensive Exam, obtain an approved Petition for Establishing Candidacy and a Dissertation Committee (PECDC), and register for dissertation in order to begin dissertation. Students who are approaching the dissertation phase of their doctoral programs should review the *Guide to Dissertation* at Argosy University/ Sarasota and complete a Petition for Establishing Candidacy and a Dissertation Committee. Both publications are available through Embanet/First Class.

Doctor of Psychology in Clinical Psychology Program

PROGRAM OVERVIEW

The Doctor of Psychology (PsyD) Clinical Psychology program at Argosy University/Sarasota has been designed to educate and train students so that they may eventually be able to function effectively as clinical psychologists. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory, training, and practice. The PsyD in Clinical Psychology program emphasizes the development of attitudes, knowledge and skills essential in the formation of professional psychologists who are committed to the ethical provision of quality services. Specific objectives of the program include the preparation of practitioners of psychology who:

- Are capable of delivering diagnostic and therapeutic services effectively to diverse populations of clients in need of such treatment
- Understand the biological, psychological, and social bases of human functioning
- Are capable of exercising leadership both in the health care delivery system and in the training of mental health professionals
- Are capable of expanding the role of psychologists within society
- Are capable of working with other disciplines as part of a professional team
- Are prepared to evaluate and use clinical research to enhance applications of psychology

The PsyD in Clinical Psychology program at Argosy University/Sarasota offers a unique blended learning format. This format allows for students to complete courses in a variety of course delivery formats, including blended/in-residence, blended/online, and online, as well as supervised experiences in diagnosis, psychological testing, counseling, therapy, and research. The training philosophy of the program emphasizes a generalist approach, therefore, the curriculum, practicum and faculty at the Sarasota School of Professional Psychology at Argosy University/Sarasota will provide students with a broad exposure to theories, models and clinical skills that will best prepare them for professional participation in the field of mental health care. After graduating from the PsyD in Clinical Psychology program, students should be prepared to hold positions in various settings, including, but not limited to, independent practice, mental health centers, hospitals, medical centers, and managed care systems. In addition to these more traditional settings, our graduates will be prepared for utilizing their clinical skills in innovative ways in order to be more competitive in the field today. Such positions may include consulting in various corporate, governmental, academic, multimedia, law, scientific, marketing and industrial settings.

Program Components

Curriculum

The coursework in the Sarasota School of Professional Psychology and Behavioral Sciences at Argosy University/Sarasota is offered in a unique blended format, with a combination of online and in-residence courses. Curriculum within the doctoral program consists primarily of courses that are required of all graduate students. Some of these required courses cover the major theories of modern psychology and their application in current practice; the stages of the development process, and the basis for behavior, psychopathology, and a series of courses dealing with the administration and interpretation of various forms of assessment. Various elective courses cover a wide range of areas including courses in advanced therapy and the treatment of special populations.

Additionally, students are required to participate in at least two years of practicum field experience as well as the seminar that accompanies each practicum. A one-year internship is the final stage in the training process. Program-specific requirements and options may change from time to time.

Professionalization Groups

Doctoral students participate in Professionalization Groups that focus on topics related to professional psychology. Through independent reading and discussions led by faculty members, students begin to develop a professional identity and become familiar with current issues in clinical psychology. The groups provide a comfortable environment in which students can freely exchange concerns, questions, and issue relevant to their studies. These groups will also facilitate and deepen the cohort and advising/modeling relationships within this program.

Practicum

Students in good academic standing participate in the practicum, as approved by faculty and staff responsible for field training. The practicum is a field experience that generally begins in the first semester of the student's second year and continues throughout the remainder of their plan of study. Students can expect to devote approximately 16 to 20 hours per week to their practicum experience. The specific clinical focus of the practicum varies according to the student's program, training needs, interest, and the availability of practicum sites. Because of the critical nature of practicum experience in the training of a clinical psychologist, students are not released from the practicum requirement, regardless of prior work experience. In addition, to assure that the practicum experience is dedicated exclusively to training, students may not complete the practicum in their place of employment.

Practicum Seminar

Students participating in the practicum are enrolled concurrently in a regularly scheduled practicum seminar that meets throughout the academic year. The content and emphasis of the seminars vary according to the practicum setting of the enrolled student and the professional expertise of the faculty member leading the group.

Comprehensive Clinical Evaluation

The Comprehensive Clinical Evaluation (CCE) is a two-part process which allows students to demonstrate that they can integrate the material they have learned into a cohesive and demonstrable form, characterized by breadth, depth, refined organization, and differentiated thinking. The first part of this exam, the Clinical Presentation Evaluation (CPE), consists of a clinical case presentation, in which the student will be required to demonstrate knowledge and skills in the areas of case conceptualization, psychological assessment, and intervention approaches, as well as the ability to use theoretical and empirical literature to guide their case presentation and interventions. The second part of the exam is the Clinical Competency Examination, and will consist of a Comprehensive Examination that will assess the student's mastery of the core academic areas. The successful passage of this examination marks the official acceptance of the matriculated student as doctoral candidate.

Internship

Designated faculty and staff members assist the student in identifying an appropriate location for internship, and to prepare the documentation necessary for internship application. During the course of the internship, those responsible for training continue to monitor the progress of the student and maintain contact with the student and the student's internship supervisors.

Since the needs of students differ during the internship process, all internship sites must receive the approval of the training staff. While an internship may be a paid position, the internship site may not be the student's regular or prior place of employment.

Clinical Research Project

Each doctoral student is required to develop a Clinical Research Project (CRP) as a requirement for graduation. The CRP is intended to be a scholarly work that provides students an opportunity to deepen their knowledge and thought about a particular clinical area; to demonstrate the ability to analyze methodological issues, critically review and integrate related empirical literature, and to produce an original piece of scholarly work in the field of clinical psychology. Assisting the student in this process is a committee of faculty members who will review the material and make recommendations and suggestions to the student. The student should plan to spend a minimum of 9 to 12 months in completing the CRP. Most campuses require the initiation of the CRP prior to the start of internship, although the required dates for completion may vary.

Clinical Training Overview

Doctoral candidates in Argosy University/Sarasota's clinical psychology program pursue the Doctor of Psychology degree (PsyD). The PsyD in Clinical Psychology degree is a well-established and recognized service-oriented degree. The training program adheres to the practitioner-scholar model, with an emphasis on clinical skills. A primary focus of the Sarasota School of Professional Psychology and Behavioral Sciences (SSPCBC) at Argosy University/Sarasota program is training students to be prepared for the expanding and changing roles of psychologists in today's mental health field. In addition to establishing competency in the fundamental areas of psychology, students are exposed to curriculum that allows them to be more flexible in today's marketplace. Curriculum focuses on core scientific knowledge areas, including biological, cognitive/affective, and social aspects of behavior, history and systems of psychology, psychological measurement, and research methodology and data analysis. Clinical areas of focus include individual differences, psychopathology, psychological assessment, clinical interventions, professional ethics and standards, consultation, supervision and management, research and evaluation, and working with diverse populations. Training in specialty areas is also offered through elective courses (e.g., child and adolescent, geriatric, forensic, industrial-organizational).

Minimum System Requirements

Given the reliance on computer technology in the PsyD in Clinical Psychology program, all students admitted to this program are required to meet (and have the ability to effectively use) the following system capabilities:

- Pentium3 1 Ghz (or athlon equivalent)
- 256 MB RAM
- Windows 2000 or Windows XP Professional
- Up-to-date anti-virus software
- Microsoft Office 2000 (or higher)
- DSL or cable internet connection
- Web Cam, compatible with Microsoft NetMeeting

ADMISSION REQUIREMENTS

- A bachelor's degree from a regionally accredited institution or an appropriately certified foreign institution.
- A grade point average of at least 3.25 (on a scale of 4.0) in work leading to the bachelor's degree or any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department of the campus to which application is being made. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of the *Academic Catalog* under "Admission Policies."

Application Deadlines

Admission applications are processed on a continuous basis. Applicants should submit their materials in accordance with the deadlines set by the Admissions Department. Argosy University/Sarasota admits students during the Fall, Spring, and Summer Semesters.

Once an application packet has been completed, the Admissions Committee will review the application materials and notify the applicant if he/she is invited for an interview.

Qualified applicants will be invited to attend a scheduled Interview Day where he or she will be able to meet with current faculty, administration, and a representative from Student Services.

If approved by the program chair, individual interview days may be coordinated by special request. It is strongly recommended, however, that the applicant attend the formal Interview Day if invited. If you have any questions about the admission process, or need to discuss special accommodations, please contact the Admissions Department toll-free at 800.331.5995.

Prerequisites for Admission

Applicants should have completed the following five undergraduate prerequisite for admission foundation courses, or their equivalent:

- Abnormal psychology
- General psychology
- Tests and measures
- Statistics or research methods
- Personality theories

Students who have not completed these courses prior to admission must complete them prior to the completion of their first year of coursework or beginning practicum, and before taking courses for which they are a prerequisite.

ENROLLMENT REQUIREMENTS

Enrollment Requirements for Students in Clinical Research Project

Continuous enrollment is required from the beginning of the Clinical Research Project (dissertation) process until all CRP requirements are completed unless an official leave of absence is granted. Students must maintain current enrollment in the CRP in order to work towards completion of the CRP.

Satisfactory Academic Progress and Degree Completion Rates

Students must make satisfactory progress towards a degree as outlined here and in the *2006–2007 Argosy University Academic Catalog*. Students must complete this program within seven years after matriculation. Students who take an approved leave of absence will have seven years plus the length of time they were on the approved leave of absence, not to exceed one year, to complete the program. In order to remain on track for degree completion within the maximum time frame allotted, students are expected to complete credit hours according to the suggested incremental maximum time frame table below:

Suggested Incremental Time Frame Completion Rates

| | |
|-------------------|-----------------|
| End of Year One | 15 credit hours |
| End of Year Two | 30 credit hours |
| End of Year Three | 45 credit hours |
| End of Year Four | 60 credit hours |
| End of Year Five | 76 credit hours |
| End of Year Six | 95 credit hours |
| End of Year Seven | 98 credit hours |

Students are responsible for monitoring and maintaining an enrollment status that ensures their progress towards completion of their programs within the maximum time frame.

GRADUATION REQUIREMENTS

To be eligible for graduation, students must meet the following requirements:

- Successful completion of 98 semester credit hours
- Successful completion of all sections of the Comprehensive Clinical Evaluation (CCE)
- Successful completion of a one-year, 2000-hour, full-time predoctoral internship or its equivalent.
- Successful completion of the Clinical Research Project (CRP).
- Grade Point Average (GPA) of at least “B” (3.0 on a scale of 4.0)
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

PROGRAM REQUIREMENTS

The PsyD in Clinical Psychology program requires the satisfactory completion of 98 semester credit hours distributed as follows: cultural diversity requirements, 3 credit hours; elective requirement, 9 credit hours; individual differences requirements, 9 credit hours; interpersonal skills/clinical interventions/psychotherapy requirements, 15 credit hours; orientation/professional identity and development requirements, 3 credit hours; professional ethics, standards and conduct requirement, 3 credit hours; professional issues requirements, 6 credit hours; psychological assessment requirements, 14 credit hours; psychological foundations requirements, 12 credit hours; research methods/scientific inquiry requirements, 6 credit hours; supervised practical experience requirements, 15 credit hours; and research requirements, 3 credit hours.

Cultural Diversity Requirements—Students Are Required to Take the Following

PP7340 Issues in the Assessment and Treatment of Diverse Populations^[B/OL] (3)

Cultural Diversity Requirements—3 Credit Hours

Individual Differences Requirements—Students Are Required to Take the Following

PP7010 Lifespan Development^[OL] (3)

PP7300 Psychopathology I^[B/R] (3)

PP7301 Psychopathology II^[B/R] (3)

Individual Differences Requirements—9 Credit Hours

Interpersonal Skills/Clinical Interventions/Psychotherapy Requirements—Students Are Required to Take the Following

PP7365 Clinical Interviewing^[B/R] (3)

PP8038 Interventions I^[B/R] (3)

PP8041 Integrative Approaches to Therapy^[B/R] (3)

PP8060 Group Psychotherapy^[B/R] (3)

PP8073 Interventions II: Advanced Clinical Skills^[B/R] (3)

Interpersonal Skills/Clinical Interventions/Psychotherapy Requirements—15 Credit Hours

Orientation/Professional Identity and Development Requirements—Students Are Required to Take the Following

PP7112 Professionalization Group I^[B/R] (1)

PP7113 Professionalization Group II^[B/R] (1)

PP7114 Professionalization Group III^[B/R] (1)

Orientation/Professional Identity and Development Requirements—3 Credit Hours

Professional Ethics, Standards and Conduct Requirement—Students Are Required to Take the Following

PP7100 Professional Issues: Ethics, Conduct and Law^[B/OL] (3)

Professional Ethics, Standards and Conduct Requirement—3 Credit Hours

Professional Issues Requirements—Students Are Required to Take the Following

PP7350 Consultation and Supervision^[B/OL] (3)

And Two Electives from the Following:

PP7203 Research Methods^[B/R] (1.5)

PP7550 Consultation in Diverse Settings^[B/R] (1.5)

PP8000 Psychological Applications In Administrative Settings^[B/R] (1.5)

PP8155 Practice Development and Marketing for Psychologists^[B/R] (1.5)

Professional Issues Requirements—6 Credit Hours

Psychological Assessment Requirements—Students Are Required to Take the Following

PP7370 Cognitive Assessment^[B/R] (4)

PP7371 Objective Personality Assessment^[B/R] (3)

PP7372 Projective Personality Assessment^[B/R] (3)

PP7373 Integrative Assessment^[B/R] (4)

Psychological Assessment Requirements—14 Credit Hours

Psychological Foundations Requirements—Students Are Required to Take the Following

PP7000 History and Systems of Psychology^[OL] (3)

PP7040 Cognition and Affective Processes^[B/OL] (3)

PP7050 Physiological Psychology^[B/R] (3)

PP7060 Social Psychology^[B/OL] (3)

Psychological Foundations Requirements—12 Credit Hours

Research Requirements—Students Are Required to Take the Following

PP8501 Clinical Research Project (1)

PP8502 Clinical Research Project II (1)

PP8503 Clinical Research Project III (1)

Research Requirements—3 Credit Hours

Research Methods/Scientific Inquiry Requirements—Students Are Required to Take the Following

PP7200 Statistics and Research I^[B/R] (3)

PP7201 Statistics and Research II^[B/R] (3)

Research Methods/Scientific Inquiry Requirements—6 Credit Hours

Supervised Practical Experience Requirements—Students Are Required to Take the Following

PP8201 Practicum I^[B/R] (3)

PP8202 Practicum II^[B/R] (3)

PP8203 Practicum III^[B/R] (3)

PP8204 Practicum IV^[B/R] (3)

PP8214 Summer Practicum I^[B/R] (1.5)
and PP8215 Summer Practicum II^[B/R] (1.5)

–or–

PP8206 Practicum V (3)

Supervised Practical Experience Requirements—15 Credit Hours

B/R *Blended/In-Residence Format. A 15-week course with a 5-day in-residence component.*

B/OL *Blended/Online Format. A 15-week course with a 2-day in-residence component.*

OL *Online Format. A 15-week course with no in-residence requirement.*

Elective Requirements—Students Choose 9 Credit Hours from the Following*

| | |
|--------|---|
| PP7330 | Child and Adolescent Psychopathology (3) |
| PP7331 | Child and Adolescent Assessment (3) |
| PP7349 | Career Assessment and Counseling (3) |
| PP7360 | Clinical Psychopharmacology (3) |
| PP8010 | Cognitive Behavioral Theory and Therapy (3) |
| PP8020 | Person Centered and Experiential Theory and Therapy (3) |
| PP8030 | Psychodynamic Theory and Therapy (3) |
| PP8050 | Family and Couple Therapy (3) |
| PP8175 | Child and Adolescent Therapy (3) |
| –or– | |
| PP8705 | Child Assessment (3) |
| PP8206 | Practicum and Seminar V (3) |
| PP8207 | Practicum and Seminar VI (3) |
| PP8300 | Advanced Practicum (3) |
| PP8601 | Clinical Health Psychology (3) |
| PP8605 | Issues in Pediatric Psychology (3) |
| PP8620 | Introduction to Forensic Psychology (3) |
| PP8645 | Introduction to Neuropsychology (3) |
| PP8646 | Introduction to Neuropsychological Assessment (3) |
| PP8650 | Assessment and Treatment of Substance Use Disorders (3) |
| PP8670 | Human Sexuality (3) |
| PP8690 | Brief Therapy (3) |
| PP8710 | Child Therapy (3) |
| PP8715 | Geropsychology (3) |
| PP8801 | Directed Study (1) |
| PP8802 | Directed Study (2) |
| PP8803 | Directed Study (3) |
| PP8950 | Special Topics (1 – 3 credit) |

Elective Requirements—9 Credit Hours

* Offered as 1–3 credit hour courses or intensive seminars.

Note: Students may choose to take additional elective courses for further specialization.

Professionalization Group Requirements

The Professionalization Groups, which meet on a weekly basis during each of the required three semesters, provide first-year students with important direction and assistance as they begin their education and training. These groups provide students with an orientation to the field of professional psychology as well as an introduction to key issues in the training and professional development of a clinical psychologist.

Practicum and Practicum Seminar Requirements

Practicum is the student's first opportunity for clinical training. Clinical training is the supervised out-of-class contact of students with a clinical population. Through this contact, students apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. By the end of clinical training, SSPPBS students are competent clinicians, possessing effective assessment and intervention skills, and practicing in a highly ethical manner.

During their clinical training, students advance through increasingly challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. In order to advance to the next level of clinical training, the student must pass certain courses, complete practicum and internship, and demonstrate competency in

specific clinical tasks. The *Clinical Training Manual* describes the progression in training and specifies how the student's progress in training is monitored.

All students must be covered by professional liability insurance, purchased through the APAIT Insurance. The coverage is mandatory and applies to course work and practicum, even if the student is otherwise insured. It is the student's responsibility to obtain, document, and maintain the insurance coverage. The coverage must be at the \$1,000,000/\$3,000,000 level.

Practicum Experience

All students in the PsyD in Clinical Psychology program must complete a practicum sequence with a minimum of 1500 hours (usually 20 hours per week for at least 75 weeks). Pre-practicum and additional practicum experiences are also available. All practicum students are also enrolled in a weekly practicum seminar which meets throughout the academic year throughout the training experience. Attendance at practicum seminar is mandatory.

SSPPBS at Argosy University/Sarasota places students in a wide variety of clinical field sites, according to the interests and needs of the students and availability of practicum sites. The practicum sequence generally begins in the student's second year of training. Training sites are selected which teach students clinical skills, expose students to relative treatment populations, and provide supervision by experienced clinicians. The emphasis in training is on the development of the student as a well-rounded and balanced professional. Each practicum takes place in a single agency. However, if multiple opportunities are available within one agency with different supervisors for each program or component, a student may request approval from the Training Committee to remain within the same agency. All practicum sites will be evaluated and approved by the director of Clinical Training (DCT).

Doctoral students accumulate a minimum of 1,500 hours of supervised clinical experience before starting the internship. However to be competitive for internship sites, all students are strongly encouraged to accumulate as many hours as possible. Students are strongly encouraged to pursue additional training through pre-practicum or specialty practicum experiences in order meet the student's specific interests in specialized settings.

Practicum Evaluation

Practicum requirements are not waived for any student. All PsyD in Clinical Psychology program students are encouraged to seek practicum sites that provide varied experiences in order to enhance the diversity of their training. Students are evaluated in writing once each semester by both the practicum supervisor and the faculty seminar leader. Progress is assessed in four basic areas of clinical functioning:

- Theoretical knowledge base
- Clinical skills
- Ethical and professional attitudes
- Personal and interpersonal skills

Supervisors are encouraged to review their written evaluations with the student and provide feedback regarding the student's clinical strengths and areas needing strengthening.

Eligibility Requirements

All students entering the practicum application process must be in good academic standing (GPA = 3.0–4.0). Students should carefully plan to complete all required courses before the beginning of practicum. Students must have attended SSPPBS at Argosy University/Sarasota for a minimum of two semesters before beginning a practicum. In order to remain on practicum during the year, a student must maintain a GPA of 3.0–4.0.

All practicum prerequisites must be passed with a grade of “B-” or better.

In addition to all of the required undergraduate foundation courses, the following courses are prerequisites for practicum.

Practicum Prerequisites

| | |
|--------|--|
| PP7100 | Professional Issues: Conduct, Ethics and Law (3) |
| PP7010 | Lifespan Development (3) |
| PP7112 | Professionalization Group I (0) |
| PP7113 | Professionalization Group II (0) |
| PP7114 | Professionalization Group III (0) |
| PP7300 | Psychopathology I (3) |
| PP7365 | Clinical Interviewing (3) |
| PP7370 | Cognitive Assessment (4) |
| PP7371 | Objective Personality Assessment (3) |
| PP8038 | Interventions I (3) |
| PP8072 | Interventions I: Beginning Clinical Skills (3) |

Pre-Practicum Training

The pre-practicum experience is designed to offer direct clinical training experiences to students with limited mental health exposure prior to applying for regular practicum training. Additionally, direct observational experience is possible. The out-of-class training is with a clinical population in an approved mental health setting. The goal of this training experience is to allow students who have completed a portion of their assessment classes an opportunity to interview clients, administer formal assessment instruments, score and interpret data, and complete written reports. Therapy experiences may also be arranged. The work will be supervised by a licensed clinical psychologist. More experienced students may serve as coaches to the pre-practicum student during the training.

The pre-practicum experience will usually be completed during a single semester. It generally consists of 5–10 hours per week on-site. Pre-practicum experiences are requested by the student, or may be recommended or required by the Clinical Training Committee. The student will be evaluated by the supervisor using the same form that is listed in the *Clinical Training Manual* for practicum students. Students will also attend a concurrent seminar during the training. Required prerequisites for the pre-practicum placement and additional policies and procedures related to pre-practicum training are described in the *Clinical Training Manual*.

Clinical Evaluation Sequence Requirements

The Clinical Evaluation Sequence (CES) is a series of competency-based examinations designed to evaluate the student's mastery of major clinical assessment and therapeutic skills. The examinations take place at designated times prior to the student becoming eligible for progression in the program and internship. The CES monitors the growth and development of the student's acquisition of appropriate skill levels for clinical practice. Demonstrating competency on each section of the CES is a prerequisite for advancing to the next level of training.

Students prepare to demonstrate competency by integrating classroom theoretical work with clinical experience acquired during the practicum. The three sections of the CES and procedures for their passage are as follows:

- *Diagnostic Scoring Competency* Students meet the requirement by passing three SSPPBS at Argosy University/Sarasota assessment courses with a grade of “B-” or better and demonstrating adequate competency on specific skills in each class: Cognitive Assessment (PP7370), Objective Personality (PP7371), and Projective Personality Assessment (PP7372).
- *Diagnostic Interpretation Competency* Students meet the requirement by passing Integrative Assessment with a grade of “B-” or better and demonstrating adequate competency on specific skills in the class.
- *The Comprehensive Clinical Evaluation (CCE)* The Comprehensive Clinical Evaluation is a two-part process which allows students to demonstrate that they can integrate the material they have learned into a cohesive and demonstrable form, characterized by breadth, depth, refined organization, and differentiated thinking. The first part of this exam, the Clinical Presentation Evaluation (CPE), consists of a clinical case presentation, in which the student will be required to demonstrate knowledge and skills in the areas of case conceptualization, psychological assessment, and intervention approaches, as well as the ability to use theoretical and empirical literature to guide their case presentation and interventions. The second part of the exam is the Clinical Competency Examination, and will consist of a Comprehensive Examination that will assess the student's mastery of the core academic areas. The successful passage of this examination marks the official acceptance of the matriculated student as doctoral candidate.

Clinical Research Project Requirements

All students in the clinical psychology doctoral program are required to develop a Clinical Research Project (CRP) as a requirement for graduation. The CRP is intended to be a scholarly work that provides students an opportunity to deepen their knowledge and thought about a particular clinical area; to demonstrate the ability to analyze methodological issues, critically review and integrate related empirical literature, and to produce an original piece of scholarly work in the field of clinical psychology. Students are expected to apply theoretical and scientific knowledge to the examination of a meaningful question related to the clinical practice of psychology. Assisting the student in this process is a committee of faculty members who will review the material and make recommendations and suggestions to the student. Specific policies and procedures for all components of the CRP process can be found in the *CRP Manual*.

Registration for the Clinical Research Project

Students must obtain permission from their academic advisor prior to being allowed to register for CRP.

Internship Requirements

Successfully completing an SSPPBS at Argosy University/Sarasota approved predoctoral internship is a graduation requirement for a Doctor of Psychology in Clinical Psychology degree. The internship is a one-year (2000-hour), organized training experience which is completed at a site within the United States or Canada. SSPPBS at Argosy University/Sarasota encourages all of its students to obtain internships affiliated with the Association of Psychology Postdoctoral and Internship Centers (APPIC) and, where possible, American Psychological Association (APA) approved internships. The SSPPBS at Argosy University/Sarasota Training Committee must approve all other internship programs.

For full-time students, the internship is completed during the fourth or fifth year. Successfully completing the internship by the end of the seventh year after entrance is required for graduation. The internship is a post-practicum level training experience. The following are internship prerequisites:

- Completed all course work with no grades of “Incomplete”
- Successfully completed all parts of the CES
- Have a GPA of 3.0 on a 4.0 scale
- The director of Clinical Training must approve all proposed internship sites

Internship Application Procedures

Before a student applies for internship, the director of clinical Training (DOCT) reviews the student’s academic and training file. The review focuses on an intern applicant’s strengths and training needs, as stated by practicum supervisors, practicum seminar leaders, and course instructors. The DOCT assesses whether the student has acquired solid theoretical knowledge, effective clinical skills, and appropriate professional attitudes.

All intern applicants review their training interests and needs with the DOCT. The DOCT completes the eligibility and readiness section of the APPIC Psychology Internship Application or where applicable, writes a letter of eligibility, based on the review of the student’s files and the student’s assessment of his/her own strengths and weaknesses.

All students who wish to apply for internship must attend mandatory internship meetings with the DOCT.

Students submit a list of internship preferences to the DOCT for review and approval. In cases where the DOCT has reservations about the student’s readiness for internship, or the appropriateness for a particular internship, the DOCT discusses the situation with the student, the student’s advisor, and the student’s seminar leader. In those cases where there is a shared concern about a student’s overall readiness for internship training, the student is referred to the Training Committee, where a remediation plan is developed.

The student initiates and follows through with all internship application procedures. The DOCT assists in the process in a number of ways:

- Supplying internship information and resource materials
- Advising students on choice of sites
- Providing documentation of eligibility
- Providing students with the APPIC internship selection procedures
- Coaching and providing workshops in all areas of the application, interview, and selection process
- Reviewing intern application materials including vitae and the AAPIC

Evaluation and Remediation

The DOCT maintains contact with internship sites. Where distance prohibits the actual site visitation, the DOCT calls both the intern and the internship training director. Students are required to provide the DOCT with updated contact information upon relocation for internship including the student’s new address, phone number, email address and any changes to internship, including training director, site address and phone number.

Twice a year, the DOCT sends an evaluation form to the internship supervisor. The supervisor assesses the student’s progress, competence, and performance in terms of the learning objectives and other factors of importance to the internship site. The DOCT reviews these forms and monitors ratings, progress, and areas of difficulty. All evaluations are kept as part of the student’s permanent training record.

At the midterm and at the end of the internship, interns evaluate their internship across a number of criteria in order to assess the quality of the training experience they received.

The DOCT periodically reports to the Training Committee on internship remediation needs, either in intern functioning or in the internship site training. The process of consultation and approval by the Training Committee and final approval by the Student Professional Development Committee applies to internship remediation.

Students who receive a grade of “NC” for any portion of internship must repeat the entire 2,000-hour internship.

Interns are reminded to pay careful attention to ethical issues while on internship and to consult the DOCT for guidance should any ethical concerns arise. Interns are also reminded that the use of the title “doctor” orally and/or in writing in the absence of an earned doctorate is a violation of *The Ethical Principles of Psychologists and Code of Conduct*.

COURSE/CREDIT TRANSFER

Transfer of Courses/Credit Taken at Other Institutions

The clinical psychology programs do not automatically accept graduate credit from other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply toward the clinical curriculum. Transfers are not reviewed or granted until the student has been accepted and paid the initial deposit.

Transfer of a course implies that both the requirements to take that particular course have been met and that the credit for the course will be applied to the doctoral degree. Transfers will be considered only for courses that are offered in the clinical psychology program. The total number of hours of a course submitted for transfer must meet or exceed the total number of hours of the Argosy University course. Requests for course transfers must be submitted during the student’s first year of study.

A maximum of 30 credit hours may be transferred and applied to the PsyD in Clinical Psychology degree. Students are advised, however, that only under unusual circumstances would more than a few courses be transferred.

Transfer will be considered for graduate courses:

- Completed with a grade of “B” or higher
- Completed prior to admission to Argosy University
- Earned within five years of matriculation in the clinical psychology program

The program does not accept for transfer any credit earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from schools not regionally accredited.

Transfer of credit will not be considered for courses completed elsewhere after admission to Argosy University.

Please consult the *Argosy University Academic Catalog* for additional policies regarding the transfer of credit.

The following is a list of courses that are not considered eligible for transfer into the PsyD in Clinical Psychology program at Argosy University/Sarasota:

Non-Transferable Courses

| | |
|--------|--|
| PP7100 | Professional Issues: Conduct, Ethics and Law (3) |
| PP7112 | Professionalization Group I (1) |
| PP7113 | Professionalization Group II (1) |
| PP7114 | Professionalization Group III (1) |
| PP7370 | Cognitive Assessment (4) |
| PP7371 | Objective Personality Assessment (3) |
| PP7372 | Projective Personality Assessment (3) |
| PP7373 | Integrative Assessment (4) |
| PP8072 | Interventions I: Beginning Clinical Skills (3) |
| PP8073 | Interventions II: Advanced Clinical Skills (3) |
| PP8201 | Practicum and Seminar I (3) |
| PP8202 | Practicum and Seminar II (3) |
| PP8203 | Practicum and Seminar III (3) |
| PP8204 | Practicum and Seminar IV (3) |
| PP8214 | Summer Practicum and Seminar I (1.5) |
| PP8215 | Summer Practicum and Seminar II (1.5) |

Note: Students who transfer from another Argosy University College of Professional Psychology and Behavioral Sciences may have these courses transferred at the discretion of the campus dean or program chair.

Course/Credit Transfer Procedures

Petition for Course Transfer Forms are available from the Student Services Department, or can be downloaded from Embanet. A student must complete one form for each course for which transfer consideration is requested. When completing a Petition for Course Transfer Form, a student should attach documentation that will facilitate a determination as to whether the submitted course is consistent with a course required in the clinical program. Please consult the *Argosy University Academic Catalog* for additional information regarding course transfers.

COURSE REGISTRATION POLICY

Course Registration Policy for Students

Not Matriculated in the PsyD in Clinical Psychology Program

Students who wish to register for a PsyD in Clinical Psychology program course but are not enrolled in the program must first obtain permission from the program chair. They will be required to submit documentation of the following:

- The degree program in which they are currently enrolled
- Graduate courses completed and grades
- Prior or current work experience within the field
- If the PsyD in Clinical Psychology course has a prerequisite requirement, the student will need to provide documentation that they have met this requirement
- A signed agreement regarding the student’s understanding and acceptance of the course format and level of rigor. The student must also include a statement describing the resources they have available to them that will assist them in succeeding in the course.

Schedule of Tuition and Fees

The following schedule of tuition and fees will become effective September 1, 2006. Argosy University reserves the right to add or change any of the fees or charges listed below at any time without prior written notice.

TUITION

| Business Programs | Cost Per Semester Credit Hour |
|---|--------------------------------------|
| Bachelor of Science (BS) in Business Administration Degree Completion Program | \$ 425.00 |
| Master of Business Administration (MBA) Program | 525.00 |
| Doctor of Business Administration (DBA) Program | 725.00 |
| Education Programs | |
| Master of Education (MAEd) in Educational Leadership Program | 525.00 |
| Master of Education (MAEd) in Instructional Leadership Program | 525.00 |
| Education Specialist (EdS) in Educational Leadership Program | 725.00 |
| Education Specialist (EdS) in Instructional Leadership Program | 725.00 |
| Doctor of Education (EdD) in Community College Executive Leadership Program | 725.00 |
| Doctor of Education (EdD) in Educational Leadership Program | 725.00 |
| Doctor of Education (EdD) in Instructional Leadership Program | 725.00 |
| Psychology Programs | |
| Bachelor of Arts (BA) in Psychology Degree Completion Program | 425.00 |
| Master of Arts (MA) in Marriage & Family Therapy Program | 525.00 |
| Master of Arts (MA) in Mental Health Counseling Program | 525.00 |
| Master of Arts (MA) in Professional Counseling Program | 525.00 |
| Master of Arts (MA) in School Counseling Program | 525.00 |
| Master of Arts (MA) in School Psychology | 850.00 |
| Education Specialist (EdS) in School Counseling Program | 525.00 |
| Doctor of Education (EdD) in Counseling Psychology Program | 725.00 |
| Doctor of Education (EdD) in Counselor Education & Supervision Program | 725.00 |
| Doctor of Education (EdD) in Organizational Leadership Program | 725.00 |
| Doctor of Education (EdD) in Pastoral Community Program | 725.00 |
| Doctor of Psychology (PsyD) in Clinical Psychology Program | 850.00 |

TRAINING AND PROGRAM-RELATED FEES**Program Related Fees—Clinical Psychology and School Psychology****Cost Per Semester**

| | |
|---|-----------|
| Internship (per semester) | \$ 850.00 |
| Professional Liability Insurance (added to all practicum) | 20.00 |

OTHER NON-REFUNDABLE STUDENT CHARGES

| Item | Cost |
|--|-------------|
| Application for Admission Fee ¹ | 50.00 |
| Add/Drop Fee ² | 50.00 |
| Adjunct Enrollment Fee ³ | 25.00 |
| Graduation Fee ⁴ | 150.00 |
| Installment Plan Fee (per semester) | 35.00 |
| Late Payment Fee | 25.00 |
| Returned Check Fee | 35.00 |
| Technology Fee (per credit hour) | 10.00 |
| Transcript Fee | No Charge |
| Express Transcript ⁵ | 20.00 |

1 Non-refundable, except in California.

2 The Add/Drop Fee is charged for dropped courses, or courses added after the first day of class.

3 Adjunct enrollment serves both students who have finished their course work but have not yet met all degree requirements and those who choose not to enroll in regular classes for a given semester.

4 The Graduation Fee is charged to students who have completed all requirements and have petitioned for graduation. This fee is charged to all students, regardless of participation in the graduation ceremony. Petitions to graduate are available from the Student Services Department.

5 An Express Transcript Fee is charged for transcripts requested to be sent via an overnight carrier.

Faculty Descriptions

CORE FACULTY

The members of the teaching faculty of Argosy University/Sarasota are carefully chosen educators and practitioners with proven ability to provide students with a meaningful and stimulating learning experience. All members of the faculty possess a mastery of the theoretical framework that surrounds their disciplines and a practical, hands-on grasp of the implications of that theory for the modern world. They are able to communicate clearly with today's working professional. Argosy University/Sarasota is proud of the capabilities and quality of its faculty members, all of whom possess a combination of solid academic preparation and relevant professional experience.

Curtis P. Ames, EdD

Argosy University
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Michael Barnes, PhD

Florida State University
Associate Professor, Director of Clinical Training, Counseling Programs, The Sarasota School of Professional Psychology and Behavioral Sciences

Calvin Berkey, DBA

Southern Illinois University
Associate Professor, College of Business and Information Technology

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Kathleen Cornett

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Argosy University
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Chair of Undergraduate Programs, The Sarasota School of Professional Psychology and Behavioral Sciences and College of Business and Technology

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Assistant Librarian

Marianne Cowger

Assistant Librarian

Katrina Cromwell

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Receptionist

Tammy Dawson

Director of Human Resources

Suzanne Freel

Student Records Coordinator

Thomas Gamble

Network Coordinator

Diane M Gifford

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Brooke Hamilton

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Julie Kerber

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