



ARGOSY UNIVERSITY | SCHAUMBURG
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.

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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.

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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/Schaumburg is authorized by the Illinois Board of Higher Education (431 East Adams, Second Floor, Springfield, IL 62701, 1.217.782.2551).

PROGRAMMATIC ACCREDITATION

The Doctor of Psychology in Clinical Psychology program at Argosy University/Schaumburg is accredited by the Committee on Accreditation of the American Psychological Association (APA) (750 First Street, N.E., Washington, D.C. 20002-4242, 1.202.336.5510).

ARGOSY UNIVERSITY/SCHAUMBURG 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 Certificate¹

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

Advanced Professional Graduate Business Certificate¹

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

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

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)

- Educational Leadership

Must choose a concentration in either:

Higher Education Administration
K–12 Education

- Instructional Leadership

Must choose a concentration in either:

Higher Education
K–12 Education

The Illinois School of Professional Psychology

Bachelor of Arts (BA)

- Psychology (Degree Completion Program)

May choose one of three optional concentrations:

Criminal Justice
Organizational Psychology
Substance Abuse

Master of Arts (MA)

- Clinical Psychology
- Community Counseling

Doctor of Education (EdD)

- Counseling Psychology with an optional concentration in Counselor Education & Supervision
- Organizational Leadership

Doctor of Psychology (PsyD)

- Clinical Psychology

May choose one of four optional concentrations:

Child & Family Psychology
Clinical Health Psychology
Diversity & Multicultural Psychology
Forensic Psychology

Postgraduate Certificate¹

- Clinical Health Psychology
- Forensic Psychology

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

Argosy University/Schaumburg

The Illinois School of Professional Psychology

Master of Arts in Clinical Psychology Program

PROGRAM OVERVIEW

The Master of Arts (MA) in Clinical Psychology program has been designed to educate and train students to enter a professional career as master's-level practitioners. The Illinois School of Professional Psychology at Argosy University/Schaumburg provides for its master's students an educational program with all the necessary theoretical and clinical elements that will allow them to be effective members of a mental health team. The program introduces students to basic clinical skills that integrate individual and group theoretical foundations of applied psychology into appropriate client interaction and intervention skills.

In addition, the program offers excellent preparation for those considering application to the Doctor of Psychology in Clinical Psychology program.

Eligibility for Licensure

Graduates of the MA in Clinical Psychology program may wish to pursue licensure in Illinois as a Licensed Clinical Professional Counselor (LCPC). With the addition of two counseling courses, the program curriculum includes courses in each area of study required by the department of professional regulation for master's-level licensure in Illinois. In order to qualify for the LCPC examination, graduates of the MA in Clinical Psychology program must complete two years of supervised clinical work after receiving the master's degree. For more information and application materials to apply for licensure in the state of Illinois, see the Department of Financial and Professional Regulation Web site at www.dpfr.state.com.

Master's-level licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Students interested in pursuing licensure in states other than Illinois should contact their state's department of professional regulation for information. The American Counseling Association frequently publishes information on professional issues of importance to professional counselors, including licensure, on their Web page: www.counseling.org.

ADMISSION REQUIREMENTS

The application process for admission into the MA in Clinical Psychology program requires the submission of materials that will enable the Admissions Department to verify the applicant's academic qualifications to enroll in the MA in Clinical Psychology program. Because the Admission Committee also takes into consideration the qualities essential to becoming an effective master's-level clinician, material is also required which will help to determine the individual's personal integrity, maturity, interpersonal skills, and ability to communicate effectively.

- 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 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."

Accepted applicants are required to remit a non-refundable deposit by the date stipulated on the written notification to reserve a place in the entering class. This deposit will be applied toward the tuition of the student's first semester as a matriculated student.

Prerequisites for Admission

Applicants should have completed the five undergraduate courses, or their equivalent:

- Abnormal psychology or psychopathology
- General or introductory psychology
- Personality theories
- Statistics or research methods
- Psychological assessment or tests and measures

Students who have not completed these courses prior to admission must complete them before the beginning of the second semester of the student's first academic year. These courses provide a foundation for the doctoral clinical psychology curriculum, and in certain areas offer perspectives and information that complement those of the clinical program.

The Illinois School of Professional Psychology at Argosy University/Schaumburg offers non-credit courses in most of the above subject areas, which are available to first-year students periodically during the academic year. Courses in psychological testing require completion of the tests and measures course either before or concurrent with enrollment in the first testing course.

Application Deadlines

All admission materials for the Master of Arts in Clinical Psychology program must be submitted by the following dates:

Fall Admission

| | |
|------------|--------------------------------------------------------------------|
| January 15 | Deadline for early notification of admission for the fall semester |
| May 15 | Final deadline |

Spring Admission

| | |
|------------|----------------|
| October 15 | Final deadline |
|------------|----------------|

Based on availability, applications will be accepted and reviewed after the stated deadlines.

ENROLLMENT REQUIREMENTS

Students have the option to maintain a full-time or part-time course load. Students are encouraged to register for a minimum of 6 credit hours each semester. The most effective way of achieving the program's objectives is to take the theoretical and practical courses over a two or three year period in the order recommended by the faculty.

Additional Requirements for Academic Progress

Students must make satisfactory progress towards a degree by maintaining a grade point average of 3.0 on a scale of 4.0. All students must complete the program within five years after entry into the program. Clinical students must take the Master's Therapy Practicum no later than the third year after entry into the program. Students who receive a grade below "B-" in a core course must retake the course during the next academic year or sooner. Students who have grades lower than "B-" in doctoral program core courses and are subsequently accepted into the doctoral clinical psychology program will be required to retake those courses.

Students who entered the MA in Clinical Psychology program in Fall 2004 or later are required to complete the semester equivalent of 50 credit hours (44 credit hours of courses and 6 credit hours of practicum and practicum seminar). The suggested minimum amount of work that a student should complete each year following matriculation to complete the program appears as follows:

Suggested Incremental Time Frame Rates

| | |
|-------------------|-------------------------------------------------------------|
| End of Year One | 12 credit hours |
| End of Year Two | 22 credit hours |
| End of Year Three | 32 credit hours (including practicum and practicum seminar) |
| End of Year Four | 42 credit hours |
| End of Year Five | 50 credit hours |

GRADUATION REQUIREMENTS

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

- 50 semester credit hours which must be successfully completed by the end of the fifth year of matriculation. The total hours must include:
 - 50 credit hours of required courses (includes practicum seminar and professionalization groups credit hours)
 - 2 semesters of Professionalization Group
 - 6 credit hours (generally one academic year) of practicum and practicum seminar
- Successful completion of the Clinical Competency Examination (CCE)
- Successful passing of the master's Comprehensive Exam
- Obtaining a grade point average of at least 3.0 on a scale of 4.0
- A completed Petition to Graduate submitted to campus administration

WRITING PROGRAM AND REMEDIATION

Students will be evaluated on their writing competency during the first-year Professionalization Group. For students who demonstrate writing deficits, a plan will be developed that may include specific tutoring or attendance in a specified writing course or directed study. Students may also be referred for writing remediation by the Student Evaluation Committee.

PROGRAM REQUIREMENTS

The MA in Clinical Psychology program requires the satisfactory completion of 50 semester credit hours distributed as follows: assessment requirements, 9 credit hours; clinical intervention and psychotherapy requirements, 6 credit hours; ethics and professional conduct requirements, 5 credit hours; human development requirements, 6 credit hours; psychopathology requirements, 6 credit hours; psychotherapy requirements, 9 credit hours; statistics and research methods requirements, 3 credit hours; and practicum and practicum seminar requirements, 6 credit hours.

Assessment Requirements—Students Are Required to Take the Following

- PP7370 Cognitive Assessment (3)
PP7371 Objective Personality Assessment (3)
PP7372 Projective Personality Assessment (3)

Assessment Requirements—9 Credit Hours

Clinical Interventions and Psychotherapy Requirements—Students Are Required to Take the Following

- PP7340 Issues in the Assessment and Treatment of Diverse Populations (3)
PP7368 Initial Interviewing Skills (1.5)
PP7369 Basic Intervention Skills and Models (1.5)

Clinical Interventions and Psychotherapy Requirements—6 Credit Hours

Ethics and Professional Conduct Requirements—Students Are Required to Take the Following

- PP7100 Professional Issues: Ethics, Conduct, and Law (3)
PP7110 Professionalization Seminar Group I (1)
PP7111 Professionalization Seminar Group II (1)

Ethics and Professional Conduct Requirements—5 Credit Hours

Human Development Requirements—Students Are Required to Take the Following

- PP7020 Child and Adolescent Development (3)
PP8470 Adult Development and Aging (3)

Human Development Requirements—6 Credit Hours

Psychopathology Requirements—Students Are Required to Take the Following

- PP7300 Psychopathology I (3) [Theories]
PP7301 Psychopathology II (3) [Diagnostic]

Psychopathology Requirements—6 Credit Hours

Psychotherapy Course Requirements—Students Are Required to Take 3 of the Following

- PP8010 Cognitive-Behavioral Theory and Therapy (3)
PP8020 Person-Centered and Experiential Theory and Therapy (3)
PP8040 Psychoanalytic Theory and Therapy (3)
PP8050 Family and Couples Therapy* (3)
PP8650 Assessment and Treatment of Substance Abuse Disorders2 (3)
PP8060 Group Psychotherapy* (3)
Other intervention electives†

Therapy Requirements—9 Credit Hours

* Recommended if pursuing LPC/LCPC licensure with the MA in Clinical Psychology degree.

† No more than 3 credit hours. Prerequisites must be met.

Statistics and Research Methods Requirements—Students Are Required to Take the Following

- PP7200 Statistics and Research Methods I (3)

Statistics and Research Requirements—3 Credit Hours

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

- PP6201 Master's Therapy Practicum I and Seminar (3)
PP6202 Master's Therapy Practicum II and Seminar (3)

Practicum and Practicum Seminar Requirements—6 Credit Hours

Practicum and Practicum Seminar Requirements

The goal of the practicum at the master's level is to train students in the application of the knowledge, skills, and attitudes developed by their academic experience. This experience includes the direct observation, interviewing, and treatment of clients. Certain sites also afford some students with the opportunity of limited exposure to psychological testing procedures.

The master's in clinical psychology program Therapy Practicum stresses therapeutic intervention. Because there is such a wide range of therapy experience available, students should not expect to experience the total spectrum of therapies during the practicum.

The practicum is the first opportunity provided to students for clinical field training. The practicum provide students with opportunities to work under supervision with a clinical population within a mental health delivery system. The practicum provides an essential part of clinical training and all students are required to participate in the practicum experience. Liability insurance is charged at the time of registration.

The practicum is a required 750-hour training experience that takes place during an academic year, normally beginning in the Fall and concluding at the end of the spring semester or summer I semester. The practicum is treated as a course and carries 3 credit hours per semester or 6 credit hours for the academic year. A practicum may not be done in a student's place of employment, nor may any student waive the practicum requirements. Students who come to the Illinois School of Professional Psychology at Argosy University/Schaumburg with extensive clinical backgrounds may pursue placement in practicum sites in areas where they have an interest and do not have previous experience.

The MA in Clinical Psychology program practicum is not intended to substitute for PsyD in Clinical Psychology program practicum. Students who intend to apply to enroll in the doctoral program after completing the MA in Clinical Psychology program may not waive doctoral-level practicum on the basis of their master's-level practicum.

Practicum Prerequisites and Requirements

All students who enter the practicum application process must be in good academic standing, have a minimum grade point average of 3.0 on a 4.0 scale and have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance at the Illinois School of Professional Psychology at Argosy University/Schaumburg for a minimum of two semesters.

The following courses are practicum prerequisite courses and must be completed and/or waived prior to beginning the practicum:

Practicum Prerequisites

| | |
|--------|--------------------------------------------|
| PP7020 | Child and Adolescent Development (3) |
| PP7110 | Professionalization Seminar Group I (1) |
| PP7111 | Professionalization Seminar Group II (1) |
| PP7300 | Psychopathology I (3) |
| PP7301 | Psychopathology II (3) |
| PP7370 | Cognitive Assessment (3) |
| PP7371 | Objective Personality Assessment I (3) |
| PP7372 | Projective Personality Assessment II (3) |
| PP7368 | Initial Interviewing Skills (1.5) |
| PP7369 | Basic Intervention Skills and Models (1.5) |
| PP8470 | Adult Development and Aging (3) |

The Clinical Training Department and the program chair of the Clinical Psychology program have the discretion to make decisions on any probationary student who is beyond the first year of attendance. This would include the student activities of both seeking a practicum and attending a practicum.

If a first-year student is placed on probation based on fall semester grades, the student may not look for a practicum during the spring semester. If the student has achieved a satisfactory GPA (3.0 on the 4.0 scale) when the spring semester grades are available, the student, at the discretion of the Clinical Training Department and the director of the master's in clinical psychology program, may look for a practicum.

If a first-year student who has accepted a practicum is placed on probation after spring grades are received, the student may not attend the practicum if the GPA is below the minimum requirement after the summer I grades are received. If the GPA is satisfactory after the summer I grades are received, the student, at the discretion of the Clinical Training Department and the director of the master's in Clinical Psychology program, may begin the practicum.

Practicum Seminar

All students enrolled in a practicum must also concurrently enroll in a practicum seminar. The seminar meets weekly throughout the academic year and allows the student to reflect on various practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar varies according to the practicum setting, the focus of the enrolled students, and the professional expertise of the faculty member.

Practicum Evaluation

Evaluation of student progress in clinical field training focuses on three areas: theoretical knowledge base, clinical skills and professional attitudes. A thorough review of site and seminar evaluations is conducted by the Clinical Training Department, and an overall grade of "Credit" or "No Credit" is included in the student's academic record.

Comprehensive Examination Requirements

All Master of Arts in Clinical Psychology program students are required to successfully complete a Comprehensive Examination. The information assessed by the examination covers the courses and material required of students during the two years of study at the Illinois School of Professional Psychology at Argosy University/Schaumburg. The Comprehensive Exam is generally held in July at the conclusion of the second year of study.

Students wishing to sit for the LCPC exam may request an earlier exam date (i.e., May or June) to ensure they have completed application by the LCPC exam deadline provided they have completed all of the necessary requirements prior to the exam date.

Students must have successfully completed all required coursework, with the exception of practicum and practicum seminars, to be eligible to take the Comprehensive Exam.

Additional information regarding registration, qualification, format, and dates of the exam can be obtained from the Student Services Department or program chair of the MA in Clinical Psychology program. Students who are unable to pass the Comprehensive Examination will be allowed to retake the exam a maximum of two additional times. The exam may be retaken during the next scheduled administration of the exam. Students will receive information from the director of the MA in Clinical Psychology program concerning their performance on the examination and assistance from faculty in constructing additional experiences and instruction aimed at enabling them to pass this program requirement.

Clinical Competency Examination Requirements

At the master's level, the Clinical Competency Examination (CCE) consists of a competency-based evaluation designed to evaluate the student's mastery of basic clinical assessment and therapeutic skills.

Students should be capable of demonstrating clinical competence via the Master's Psychotherapy CCE both conceptually and in application. The Illinois School of Professional Psychology at Argosy University/Schaumburg also expects that students who have learned theoretical and applied concepts in classroom courses will have made use of out-of-class clinical contacts (i.e., practicum, practicum seminar group, visiting lecturers) to refine and extend the skills to be evaluated by the CCE. Therefore, passing the seminar and site evaluation do not guarantee a passing grade on the CCE.

Descriptions and Procedures for Successful Completion

Procedures for the Master's Psychotherapy CCE require the student to submit a tape, a transcript, a client assessment and progress report, and a self-critique of a therapy session that the student has conducted with a client. The student will have received supervision on this therapy session from the practicum site supervisor, but this session must not have been submitted for review, supervision or critique at the Illinois School of Professional Psychology at Argosy University/Schaumburg or elsewhere prior to submission for satisfying the requirements of the CCE.

The Psychotherapy CCE is graded “High Pass/Pass/Pass” with “Revision/Fail.” In the event that a student passes the CCE with revision, the practicum seminar leader will develop a remediation plan with the student. All revisions must be completed within one semester of the original CCE.

In the event that a student fails the examination, she or he must seek remediation, and will be permitted to retake the examination the spring semester of the following year. The Clinical Training Committee, in consultation with the initial examining faculty member, will recommend a program of remediation to address concerns noted in the first CCE. The student’s progress in remediation will be taken into account. A student may retake the CCE one time. A second failure will result in dismissal from the school.

Detailed explanations of these procedures are contained in the *Master’s Therapy CCE Advisories* which are distributed to practicum seminar faculty and students at the beginning of the fall semester.

Course Requirements for Counselor Licensure

Those MA in Clinical Psychology program students who wish to take the required coursework to qualify for Licensed Clinical Professional Counselor (LCPC) will need to adjust their programs as follows:

- Add Career and Lifestyle Development (PC6600)
- Add additional course, Counseling Theory (PC6600)
- Program will require an additional 6 credit hours of courses, for a total of 56 semester credit hours.
- Select the following courses as the three therapy course choices:
 Group Psychotherapy (PP8060)
 Family and Couples Therapy (PP8050)
 Assessment and Treatment of Substance Abuse Disorders (PP8650)

RECOMMENDED COURSE SEQUENCE FOR THE MASTER OF ARTS IN CLINICAL PSYCHOLOGY PROGRAM

Student progress through the program is intended to be sequential. First-year students are offered certain courses which provide a theoretical and practical foundation for courses that will follow. In addition, certain advanced courses require the student to have the background of more basic courses or practicum experience in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course before a registration for that course can be considered official. Recommended course sequences for spring starts are available through the program chair or advisor.

Year One

| Fall Semester | | Spring Semester | | Summer Semester | |
|---------------|----------------------------------|-----------------|---------------------------------------|-----------------|--------------------------------------|
| PP7300 | Psychopathology I (3) [Theories] | PP7301 | Psychopathology II (3) [Diagnostic] | PP7020 | Child and Adolescent Development (3) |
| PP7370 | Cognitive Assessment (3) | PP7368 | Initial Interviewing Skills (1.5) | PP7371 | Objective Personality Assessment (3) |
| PP8470 | Adult Development and Aging (3) | PP7369 | Basic Interventions (1.5) | | |
| PP7110 | Professionalization Group (1) | PP7372 | Projective Personality Assessment (3) | | |
| | | PP7111 | Professionalization Group II (1) | | |

Year Two

| Fall Semester | | Spring Semester | | Summer Semester | |
|---------------|---------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------|----------------------------------------------------|--|
| PP6201 | Master’s Practicum I (3) | PP6202 | Master’s Practicum I (3) | Third of three required psychotherapy courses* (3) | |
| PP7200 | Statistics and Research Methods I (3) | PP7340 | Issues in the Assessment and Treatment of Diverse Populations (3) | Comprehensive Examination (0) | |
| PP7100 | Professional Issues: Ethics, Conduct, and Law (3) First of three required psychotherapy courses* (3) | | Second of three required psychotherapy courses* (3) | Clinical Competency Examination (0) | |

* Students choose three courses from list provided under “Program Requirements.”

COURSE/CREDIT TRANSFER

Transfer of Courses/Credit into the Master of Arts in Clinical Psychology Program from Other Institutions

Like other institutions that offer graduate degrees, the Illinois School of Professional Psychology at Argosy University/Schaumburg does not automatically transfer credit from graduate coursework taken at other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply toward a transfer of courses in the curriculum.

For a course to be considered eligible for transfer, the following conditions must be met:

- The course must have been taken no more than five years before the student's entry into the Illinois School of Professional Psychology at Argosy University/Schaumburg, except when students present evidence of ongoing work experience or continuing education in that area, or when students pass a transfer exam for the course.
- The course must have been a graduate-level course, taken for graduate level credit at a regionally accredited college or university. In the case of institutions outside the United States, the appropriate state or national accreditation is required.
- Any course submitted towards a transfer of a 3-credit course must have itself carried 3 or more graduate credit hours.
- A student must have earned a grade of "B" or better on any course submitted for a transfer.
- A maximum of five courses (15 credit hours) may be waived towards the MA in Clinical Psychology program.

The school does not accept any credit earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited schools.

Any student who desires to submit a course for transfer review should notify the Student Services Department and obtain the appropriate transfer request form. This form should be completed and returned to the Student Services Department. Requests must be made in writing. Transfer requests may be submitted any time during the admission process until the end of the first year of matriculation. Transfers are not reviewed or officially granted until a student is officially accepted. Transfers are not recorded on the transcript until the student has paid a transfer fee for each approved transfer.

Students petitioning for transfer are requested to provide course descriptions, syllabi, exams, diagnostic test protocols and write-ups. Transfer are normally granted by the faculty if there is an 80 percent overlap in course content and objectives between the course submitted for transfer and the course as it is offered at the Illinois School of Professional Psychology at Argosy University/Schaumburg. Students may obtain the procedures to be observed in submitting transfer requests from the Student Services Department.

Non-Transferable Courses

In each program at the Illinois School of Professional Psychology at Argosy University/Schaumburg the requirements to successfully complete certain courses may not be met by transfer of credit based on coursework from other institutions. The following are non-transferable courses in the MA in Clinical Psychology program:

Non-Transferable Courses

| | |
|--------|-----------------------------------------------|
| PP6201 | Master's Practicum I |
| PP6202 | Master's Practicum II |
| PP7100 | Professional Issues: Ethics, Conduct, and Law |
| PP7110 | Professionalization Group I |
| PP7111 | Professionalization Group II |

Master of Arts in Community Counseling Program

PROGRAM OVERVIEW

The Master of Arts (MA) in Community Counseling program is designed to provide students with a sound foundation for eventual practice of professional counseling. The program introduces students to basic counseling skills that integrate individual and group theoretical foundations of professional 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 MA in Community Counseling 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 skills, theoretical foundations of professional counseling, and practicum field experience into appropriate client interaction and intervention skills for utilization in a wide variety of settings with diverse client populations. Students are prepared for licensure as professional counselors in the state of Illinois, however, alumni serve clients throughout North America.

Program Identity

Students are encouraged to identify with the counseling profession through participation in professional organizations. The American Counseling Association (ACA) and the Illinois Counseling Association (ICA) are ideal sources for learning more about the profession in the national and statewide level.

Program Outcomes

- 1. Professional Identity** Value all aspects of professional functioning, including history, roles, organizational structures, ethics, legalities, standards, and credentialing
- 2. Social and Cultural Diversity** Apply core theory and research of the cultural context of relationships, issues, and trends in a multicultural and diverse society to the counseling profession
- 3. Human Growth and Development** Interpret and apply core theory and research of the nature and needs of individuals at all developmental levels
- 4. Career Development** Apply core theory and research of career development and related factors
- 5. Helping Relationships** Ethically and effectively deliver a range of counseling and consultation services

- 6. Group Work** Ethically and effectively deliver a range of group counseling methods and skills, and other group approaches
- 7. Assessment** Explain a range of individual and group approaches to assessment and evaluation
- 8. Research and Program Evaluation** Explain research methods, statistical analysis, needs assessment, and program evaluation to the counseling profession

Course Delivery Formats

Weekend Courses

In order to offer a more flexible learning experience for our students with multiple life responsibilities, selected courses are offered in a weekend format.

All courses that have class meetings scheduled exclusively for weekend hours will include a Web-augmented component. The Web-augmented component is meant to supplement the content delivered in the face-to face campus meetings and provide weekly instructional contact with the faculty member teaching the course. Students can expect weekly discussion questions that offer an opportunity to interact with classmates and faculty for that course. In addition, faculty may use the Web-based learning to provide supplemental reading and resources on the internet.

Eligibility for Licensure

Graduates of the MA in Community Counseling program are eligible to pursue licensure in Illinois as a Licensed Professional Counselor (LPC). Upon completion of educational requirements, two years of post-master's supervised practice is required for licensure as a Licensed Clinical Professional Counselor (LCPC). It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. For more information and application materials please contact the Illinois Department of Financial and Professional Regulation, 320 West Washington Street, Springfield, IL 62786, 217.785.0800, or www.dpfr.state.com.

Endorsement Policy

Argosy University/Schaumburg 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 the practice of areas for Licensed Professional Counselors, the employment for which the MA in Community Counseling Program student is prepared.

Eligibility for GSA-NCC

Students in the Master of Arts in Community Counseling program at Argosy University/Schaumburg are eligible to apply for the National Certified Counselor (NCC) credential, while they are still a student, through the Graduate Student Application for the National Certified Counseling (GSA-NCC) program.

Under this program, students may take the National Counselor Examination (NCE) on campus (rather than traveling to another testing site) prior to graduation if they are in the final academic year of the master's program, and upon approval by the program chair. Students who pass the NCE and submit all required documentation are considered Board Eligible National Certified Counselors after graduating. These candidates have up to three years to meet the National Board for Certified Counselors (NBCC) experience and supervision requirements. When all requirements are met, Board Eligible candidates may upgrade to become National Certified Counselors (NCC). For more information, please go to <http://www.nbcc.org/gsabe>.

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 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."

Accepted applicants are required to remit a non-refundable deposit by the date stipulated on the written notification to reserve a place in the entering class. The deposit will be applied toward the tuition of the student's first semester as a matriculated student.

STUDENT-AT-LARGE STATUS

Students are allowed to take up to three courses in the curriculum as a student-at-large (SAL). Students are expected to meet the Argosy University's policy regarding SAL status. Some courses relating to the clinical skills of counseling may be restricted depending on the students prior education. The following professionalization seminars and clinical training courses are excluded for SALs:

Professionalization Seminars and Clinical Training Courses Excluded for SALs

| | |
|--------|------------------------------|
| PC6010 | Professionalization Group I |
| PC6011 | Professionalization Group II |
| PC6400 | Practicum I |
| PC6401 | Practicum II |
| PC6410 | Counseling Practicum |
| PC6415 | Counseling Internship |

ENROLLMENT REQUIREMENTS

Students in the program normally enroll in two 3-credit hour classes per semester, but may need to take additional coursework in order to meet program requirements for initial clinical training placements. During the first semester, students must also enroll in Professionalization Seminar (PC6010) for an orientation to the profession of counseling, as well as the academic and clinical training aspects of the program. In preparation for clinical training experiences, a second Professionalization Seminar (PC6011) is required in the fourth semester of the program. As part of the professionalization seminars, ongoing weekly didactic contact will be maintained via Web-augmented learning throughout the program.

While on internship/practicum, students may enroll in classes and the internship/practicum each semester, or they may enroll in the internship/practicum alone if they have already completed all other coursework.

Additional Requirements for Academic Progress

Students must make satisfactory progress towards a degree by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0. Students must complete this program within four years after matriculation. Students who take an approved leave of absence will have four years plus the length of time they were on the approved leave of absence, not to exceed one year, to complete the program.

Students are required to complete 48 semester credit hours. The minimum amount of work that a student must complete each year following matriculation to successfully complete the program appears as follows:

Suggested Incremental Time Frame Completion Rates

| | |
|-------------------|-----------------|
| End of Year One | 12 credit hours |
| End of Year Two | 24 credit hours |
| End of Year Three | 36 credit hours |
| End of Year Four | 48 credit hours |

GRADUATION REQUIREMENTS

Students who are admitted into the MA in Community 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 profession of professional counseling.

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

- The program requires students to complete 48 semester credit hours by the end of the twelfth semester of active registration.
- A grade point average of 3.0 or better on a scale of 4.0
- Satisfactory performance on the Comprehensive Examination no later than the twelfth semester of enrollment
- Successful completion of the Counseling Competency Examination
- A completed Petition to Graduate submitted to campus administration

PROGRAM REQUIREMENTS

The MA in Community Counseling program requires the satisfactory completion of 48 semester credit hours as distributed as follows:

**Core Counseling Curriculum Requirements—
Students Are Required to Take the Following**

| | |
|--------|-----------------------------------------------|
| PC6000 | Counseling Theory* (3) |
| PC6005 | Maladaptive Behavior and Psychopathology* (3) |
| PC6010 | Professionalization Seminar I* (0) |
| PC6011 | Professionalization Seminar II* (0) |
| PC6025 | Human Growth and Development* (3) |
| PC6104 | Counseling Skills I* (3) |
| PC6300 | Professional and Ethical Issues* (1.5) |
| PC6410 | Counseling Practicum (2) |
| PC6420 | Community Mental Health (3) |
| PC6440 | Child and Adolescent Counseling (3) |
| PC6505 | Group Counseling (3) |
| PC6511 | Social and Cultural Diversity (3) |
| PC6521 | Research and Program Evaluation (3) |
| PC6525 | Appraisal and Assessment (3) |
| PC6600 | Career and Lifestyle Development (3) |
| PC6700 | Couples and Family Counseling* (3) |
| PC6900 | Substance Abuse Counseling (3) |
| PC6415 | Counseling Internship† (4) |

Core Counseling Curriculum Requirements—48 Credit Hours

* Indicates courses required before internship.

† Students register for this twice at 2 credit hours each time.

Note: Group Counseling (PC6505) or Couples and Family Counseling (PC6700) may be taken prior to internship.

Practicum and Internship Requirements

Students should refer to the *Counseling Clinical Training Manual* to review specific requirements for the practicum and internship. The Clinical Training Department provides guidance for the preparation and application process for obtaining training placements. The Clinical Training Department also facilitates documentation related to training placements. These forms are provided in the *Counseling Clinical Training Manual*.

Practicum and Internship Seminars

See the *Counseling Clinical Training Manual*.

Capstone Examination Requirements

All Master of Arts in Community Counseling program students are required to successfully complete a Comprehensive Examination. The information tested by the exam covers the courses and material required of students during the two years of study in the Community Counseling program. The Comprehensive Exam is generally held twice a year in June and December at the conclusion of the student's second year of study. Students must have successfully completed all required coursework, with the exception of practicum and internship seminars, to be eligible to take the Comprehensive Exam. Additional information regarding registration, qualification, format, and dates of the exam can be obtained from the Student Services Department or program chair of the MA in Community Counseling program.

Students who are unable to pass the Comprehensive Examination will be allowed to retake the exam a maximum of two additional times. The exam may be retaken during the next scheduled administration of the exam. Students will receive information from the program chair concerning their performance on the examination and assistance from faculty in constructing additional experiences and instruction aimed at enabling them to pass this program requirement.

Counseling Competency Examination Requirements

At the master's level, the Counseling Competency Examination (CCE) consists of a competency-based evaluation designed to evaluate the student's mastery of basic clinical assessment and therapeutic skills.

Students should be capable of demonstrating clinical competence via the master's in Community Counseling CCE both conceptually and in application. The Community Counseling faculty also expects that students who have learned theoretical and applied concepts in classroom courses will have made use of out-of-class clinical contacts (i.e., practicum, practicum seminar group, visiting lecturers) to refine and extend the skills to be evaluated by the CCE. Therefore, passing the seminar and site evaluation do not guarantee a passing grade on the CCE.

Descriptions and Procedures for Successful Completion

Procedures for the Counseling Competency Examination (CCE) require the student to submit a tape, a transcript, a client assessment and progress report, and a self-critique of a therapy session that the student has conducted with a client. The student will have received supervision on this counseling case from the practicum site supervisor, but the analysis of the specific session submitted for review should reflect the student's own work.

The CCE is graded "High Pass," "Pass," "Pass with Revision," and "Fail." In the event that a student earns a grade of "Pass" with revision, the practicum seminar leader will develop a remediation plan with the student. All revisions must be completed within one semester of the original CCE.

In the event that a student fails the examination, she or he must seek remediation, and will be permitted to retake the examination. The Clinical Training Committee, in consultation with the initial examining faculty member, will recommend a program of remediation to address concerns noted in the first CCE. The student's progress in remediation will be taken into account. A student may retake the CCE one time. A second failure will result in dismissal from the school.

Detailed explanations of the outline to organize the CCE are contained in the *CCE Advisories* which are distributed to students by the seminar faculty in the fall semester.

RECOMMENDED COURSE SEQUENCE FOR THE MASTER OF ARTS IN COMMUNITY COUNSELING

MA in Community Counseling students complete a 48 credit hour minimum course of study that includes two semesters of professionalization groups and six credit hours of supervised practicum experience. Students can begin the program at the any of the three semesters.

Note: Internship and seminars can be concurrent with second-year courses or deferred until a third year.

**Fall 2005 Start
Year One**

| Fall Semester | | Spring Semester | | Summer Semester | |
|---------------|----------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------|
| PC6010 | Professionalization Group I (0) | PC6025 | Human Growth and Development* (3) | PC6420 | Community Mental Health (3) |
| PC6000 | Counseling Theory† (3) | PC6700 | Couple and Family Counseling* (3) | | |
| PC6104 | Counseling Skills I† (3) <i>(Only offered on campus)</i> | PC6300 | Professional and Ethical Issues Seminar II* (1.5) <i>(Complete second half of seminar with same instructor)</i> | | |
| PC6005 | Maladaptive Behavior and Psychopathology† (3) | | | | |
| PC6300 | Professional and Ethical Issues Seminar I* (1.5) <i>(Every other week in the evening)</i> | PC6410 | Practicum (2) | | |

* Denotes internship prerequisite. These courses are generally taken in the first-year of study and considered a foundation for the other courses. First-year students are encouraged to consult with their advisor before taking courses that are not first-year courses.

† Denotes practicum prerequisite.

Year Two

| Fall Semester | | Spring Semester | | Summer Semester | |
|---------------|----------------------------------|-----------------|------------------------------------------------------------|-----------------|--------------------------------------|
| PC6011 | Professionalization Group II (0) | PC6440 | Child and Adolescent Counseling (3) | PC6600 | Career and Lifestyle Development (3) |
| PC6525 | Appraisal and Assessment (3) | PC6511 | Social and Cultural Diversity (3) <i>(Two sections)</i> | | |
| PC6900 | Substance Abuse Counseling (3) | PC6521 | Research and Program Evaluation (3) | | |
| PC6505 | Group Counseling (3) | PC6415 | Counseling Internship (2) | | |
| PC6415 | Counseling Internship (2) | | | | |

**Spring 2006 Start
Year One**

| Spring Semester | | Summer Semester | | Fall Semester | |
|-----------------|----------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------|---------------|------------------------------------------------------|
| PC6010 | Professionalization Group I* (0) | PC6420 | Community Mental Health (3) | PC6025 | Human Growth and Development* (3) |
| PC6000 | Counseling Theory* (3) | PC6300 | Professional and Ethical Issues Seminar II (1.5) <i>(Complete second half of seminar with same instructor)</i> | PC6005 | Maladaptive Behavior and (3) Psychopathology* (3) |
| PC6104 | Counseling Skills I* (3) <i>(Only offered on campus)</i> | | | PC6700 | Couples and Family Counseling* (3) |
| PC6300 | Professional and Ethical Issues Seminar I* (1.5) <i>(Every other week in the evening)</i> | | | | |

* Denotes internship prerequisite. These courses are generally taken in the first-year of study and considered a foundation for the other courses. First-year students are encouraged to consult with their advisor before taking courses that are not first-year courses.

Year Two

| Spring Semester | | Summer Semester | | Fall Semester | |
|-----------------|-------------------------------------|-----------------|--------------------------------------|---------------|--------------------------------|
| PC6440 | Child and Adolescent Counseling (3) | PC6600 | Career and Lifestyle Development (3) | PC6525 | Appraisal and Assessment (3) |
| PC6511 | Social and Cultural Diversity (3) | | | PC6900 | Substance Abuse Counseling (3) |
| PC6521 | Research and Program Evaluation (3) | | | PC6505 | Group Counseling (3) |
| PC6410 | Counseling Practicum (2) | | | PC6415 | Counseling Internship (2) |
| PC6011 | Professionalization Group II (0) | | | | |

Year Three

| Spring Semester | | Summer Semester | | Fall Semester | |
|-----------------|---------------------------|-----------------|--|---------------|--|
| PC6415 | Counseling Internship (2) | | | | |

COURSE/CREDIT TRANSFER

Transfer of Courses/Credit into the Master of Arts in Community Counseling Program from Other Institutions

Like other institutions that offer graduate degrees, Argosy University/Schaumburg does not automatically transfer credit from graduate coursework taken at other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply toward a transfer of courses in the curriculum. Transfers are not reviewed or granted until students have been accepted.

For a course to be considered eligible for transfer, the following conditions must be met:

- The course must have been taken no more than five years before the student's entry into the program, except when students present evidence of ongoing work experience or continuing education in that area.
- The course must have been a graduate level course, taken for graduate level credit at a regionally accredited college or university. In the case of institutions outside the United States, the appropriate state or national accreditation is required.
- Any course submitted towards a transfer of a 3-credit hour course must have itself carried 3 or more graduate credit hours.
- A student must have earned a grade of "B" or better on any course submitted for a transfer.
- A maximum of five courses (15 credit hours) may be transferred towards the program.

The school does not accept any credit earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited schools.

A student who desires to submit a course for transfer review should notify the Student Services Department and obtain the appropriate transfer request form. This form should be completed and returned to the Student Services Department. Only requests made in writing are reviewed.

A request form is required for each course a student submits for review. A fee will be assessed only if the transfer is granted.

Non-Transferable Courses

In each program at the Illinois School of Community Psychology at Argosy University/Schaumburg, the requirements to successfully complete certain courses may not be met by transfer of credit based on coursework from other institutions. The following are non-transferable courses in the MA in Community Counseling program:

Non-Transferable Courses in the MA in Community Counseling Program

| | |
|--------|------------------------------|
| PC6010 | Professionalization Group I |
| PC6011 | Professionalization Group II |
| PC6400 | Practicum I |
| PC6401 | Practicum II |
| PC6410 | Counseling Practicum |
| PC6415 | Counseling Internship |

**Transfer of Courses/Credit to the Doctor of Psychology
in Clinical Psychology Program from the
Master of Arts in Community Counseling Program**

Certain courses in the MA in Community Counseling program may be considered to waive the corresponding courses listed in the doctoral program in clinical psychology. Contact the program chair of the MA in Community Counseling program for more information.

Doctor of Education in Counseling Psychology Program

PROGRAM OVERVIEW

The Doctor of Education (EdD) in Counseling Psychology program with an optional concentration in Counselor Education & Supervision 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.

Eligibility for Licensure

This degree does not prepare graduates for licensure. In the counseling field, licensure is generally earned at the masters level. The licensure laws vary from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. In Illinois, the license to practice independently is the Licensed Clinical Professional Counselor (LCPC). Practitioners in closely related fields (social work, clinical psychology, marriage and family therapy) also qualify for independent licensure as practitioners. The doctoral curriculum expands upon the general preparation of masters-level practitioners.

The Illinois School of Professional Psychology at Argosy University/Schaumburg emphasizes the importance of an applicant having met local licensure/certification requirements as a counselor/mental health care provider. Because the EdD in Counseling Psychology program does not lead to any credential as a provider of counseling services, the degree is of limited value without having first achieved those credentials at the master's level. In no way should the doctoral degree be seen as preparation for entry-level practice.

ADMISSION REQUIREMENTS

- A master's degree from a regionally accredited institution approved and documented by the faculty and the 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 the 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.

The Admissions Department will notify all applicants of the Counseling Psychology Admissions Committee's decisions. Accepted applicants are required to remit a non-refundable deposit by the date stipulated on the written notification to reserve a place in the entering class. The deposit will be applied toward the tuition of the student's first semester as a matriculated student.

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

- Completed Application for Admission
- 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

Students in the program normally enroll in two 3-credit hour classes per semester, but may need to take additional coursework in order to decrease the overall time to complete the required coursework.

Additional Requirements for Academic Progress

Students must make satisfactory progress towards a degree by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0. 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.

Students are required to complete 60 semester credit hours. The minimum amount of work that a student must complete each year following matriculation to successfully complete the program appears 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 |

GRADUATION REQUIREMENTS

Satisfactory completion of 60 semester credit hours beyond the master's degree, including 48 credit hours of coursework and 12 credit hours of dissertation.

- A grade point average of 3.0 or better
- Satisfactory performance on the Comprehensive Examination
- Successful completion and defense of the dissertation
- A completed Petition to Graduate submitted to campus administration

PROGRAM REQUIREMENTS

The EdD in Counseling Psychology program with a concentration in Counselor Education & Supervision requires the satisfactory completion of 60 semester credit hours distributed as follows:

Core Requirements— Students 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) |
| C7458 | Diagnosis and Treatment Planning (3) |
| C7460 | Techniques of Child and Adolescent Counseling (3) |
| C7462 | Ethics in Practice (3) |
| C7537 | Special Topics in Counseling (3) |

Core Requirements—18 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

Research Requirements Required— Students Are Required to Take the Following

| | |
|-------|---------------------------------------------------|
| R7000 | Introduction to Academic Research and Writing (3) |
| R7031 | Methods and Analysis of Quantitative Research (3) |
| R7035 | Qualitative Research Methods (3) |
| R7036 | Program Evaluation Methods (3) |

Students Choose One of the Following

| | |
|-------|-----------------------------------|
| R7032 | Experimental Research Methods (3) |
| R7034 | Advanced Statistical Methods (3) |
| R7037 | Survey Techniques (3) |

Research Requirements—15 Credit Hours

Elective Requirements— Students Choose Three of the Following

| | |
|-------|-------------------------------------------------|
| C7421 | Etiology of Mental Illness (3) |
| C7439 | Dynamics of Marriage and Family Systems (3) |
| C7451 | Theories of Child and Adolescent Counseling (3) |
| C7455 | Addictions Counseling (3) |
| C7459 | Psychopharmacology for Counselors (3) |

Elective Requirements—12 Credit Hours

Optional Concentration in Counselor Education & Supervision— Students Are Required to Take the Following

| | |
|-------|------------------------------------------------------|
| C7452 | Professional Development in Counseling (3) |
| C7453 | Clinical Consultation (3) |
| E7033 | Leading and Managing Change in a Diverse Society (3) |
| C7465 | Teaching in Higher Education (3) |

Concentration Requirements—12 Credit Hours

Dissertation Requirements— Students Are Required to Take the Following

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

Dissertation Requirements—12 Credit Hours

Comprehensive Examination Requirements

Satisfactory performance on the Comprehensive Examination is a graduation requirement for all doctoral students.

In completing the Comprehensive Exam, students achieve the following:

- Demonstrate integration and synthesis of your learning throughout the course of your doctoral and preceding educational experiences.
- Demonstrate competency in the areas delineated in the Program Outcomes: Advanced Practice, Counselor Supervision, Counselor Education, Social and Cultural Issues, Qualitative and Quantitative Research, Assessment, Ethics, and Multicultural Competence.

Dissertation Requirements

The dissertation process at the Illinois School of Professional Psychology at Argosy University/Schaumburg can be thought of as having four major components:

- *Pre-Dissertator Stage* Formation of the Prospectus, completion of comprehensive examinations, and preliminary Formation of the Dissertation Committee.
- *Block I* Final formation of the dissertation committee. Development of the formal proposal (including preparation and approval of introductory chapter; methodology chapter; review of literature, and (if applicable) historical chapter). Defense of the proposal.
- *Block II* Conducting the study, gathering data, analysis of data.
- *Block III* Preparation of the Results chapter. The Defense of the Dissertation and The Submission of the Dissertation for Binding.

The Prospectus and Formation of the Committee

After the student has completed the required coursework and passed the school's Comprehensive Examination, the student is ready to begin the dissertation process. In Block I, the first step is to discuss dissertation requirements with the faculty advisor. In that discussion, students should seek guidance about using the *Guide to the Dissertation Process* and how to proceed with the process.

RECOMMENDED COURSE SEQUENCE FOR THE DOCTOR OF EDUCATION IN COUNSELING PSYCHOLOGY PROGRAM

Students in the EdD in Counseling Psychology program with a concentration in Counselor Education & Supervision complete a 60 semester credit hour minimum course of study that includes 12 credit hours of dissertation. Students can begin the dissertation at the completion of their coursework. See the program chair for suggested course sequence.

COURSE/CREDIT TRANSFER

Transfer of Courses/Credit into the Doctor of Education in Counseling Psychology Program from Other Institutions

Like other institutions that offer graduate degrees, Argosy University/Schaumburg, does not automatically transfer credit from graduate coursework taken at other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply toward a transfer of courses in the curriculum. Transfers are not reviewed or granted until students have been accepted.

For a course to be considered eligible for transfer, the following conditions must be met:

- The course must have been taken no more than five years before the student's entry into the program, except when students present evidence of ongoing work experience or continuing education in that area.
- The course must have been a doctoral level course, taken for graduate level credit at a regionally accredited college or university. In the case of institutions outside the United States, the appropriate state or national accreditation is required.
- Any course submitted towards a transfer of a 3-credit hour course must have itself carried 3 or more graduate credit hours.
- A student must have earned a grade of "B" or better on any course submitted for a transfer.
- A maximum of three courses (9 credit hours) may be transferred towards the program.

The school does not accept any credit earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited schools.

A student who desires to submit a course for transfer review should notify the Student Services Department and obtain the appropriate transfer request form. This form should be completed and returned to the Student Services Department. Only requests made in writing are reviewed.

Doctor of Psychology in Clinical Psychology Program

PROGRAM OVERVIEW

The Doctor of Psychology (PsyD) in Clinical Psychology program has been designed to educate and train students 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 at the Illinois School of Professional Psychology at Argosy University/Schaumburg 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 following:

- The training of practitioners capable of delivering diagnostic and therapeutic services effectively to diverse populations of clients in need of such treatment;
- The development of mental health practitioners who understand the biological, psychological and sociological bases of human functioning;
- The training of practitioners who are capable of exercising leadership both in the health care delivery system and in the training of mental health professionals;
- The preparation of mental health practitioners capable of expanding the role of psychologists within society;
- The education of psychologists capable of working with other disciplines as part of a professional team.

Students enrolled in the PsyD in Clinical Psychology program may choose to focus on one of four optional concentrations:

- Child & Family Psychology
- Clinical Health Psychology
- Diversity & Multicultural Psychology
- Forensic Psychology

Clinical Training Overview

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, Illinois School of Professional Psychology at Argosy University/Schaumburg students possess effective assessment and intervention skills, and practice in a highly ethical manner.

During their clinical training, students advance through progressively more 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.

ADMISSION REQUIREMENTS

The application process for admission into the PsyD in Clinical Psychology program requires the submission of material that will enable the Admissions Department to verify the applicant's academic qualifications to enroll in the doctoral program in professional psychology. Because the admission process also takes into consideration the qualities essential to becoming an effective clinical psychologist, material is also required which will enable the Admissions Committee to make a determination of the individual's personal integrity, maturity, interpersonal skills, and ability to communicate effectively.

- 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

All admission materials for the Doctor of Psychology in Clinical Psychology program must be submitted by the following dates:

Fall Admission

| | |
|------------|----------------------------------------------------------------------------------------|
| January 15 | Priority deadline (interviews conducted in February/March; final notification April 1) |
| May 15 | Final deadline (dependent on space availability) |

Spring Admission

| | |
|------------|------------------------------------------------------------------------------------------|
| October 15 | Final deadline (interviews conducted in early November; final notification mid-November) |
|------------|------------------------------------------------------------------------------------------|

Based on availability, applications will be accepted and reviewed after the stated deadlines.

After the interview, the Admissions Committee meets to review the applicant in order to render a final decision as to the applicant’s acceptance into the PsyD in Clinical Psychology program. The Admissions Department will notify all applicants of the Admissions Committee’s decision as soon as the decision has been made. Accepted applicants are required to remit a non-refundable deposit by the date stipulated on the written notification to reserve a place in the entering class. This deposit will be applied toward the tuition of the student’s first semester as a matriculated student.

Prerequisites for Admission

Applicants should have completed the following five undergraduate courses, or their equivalent:

- Abnormal psychology or psychopathology
- General or introductory psychology
- Personality theories
- Psychological assessment or tests and measures
- Statistics or research methods

Students who have not completed these courses prior to admission must complete them no later than the beginning of the student’s second semester of the first academic year of enrollment. Special transfer requests should be directed to the program director.

These courses provide an academic foundation for the doctoral clinical psychology curriculum, and offer perspectives that complement those of the clinical psychology program.

The Illinois School of Professional Psychology at Argosy University/Schaumburg offers non-credit courses in-residence and online in most of the above subject areas, which are available to first year students periodically during the academic year.

ENROLLMENT REQUIREMENTS

Students must enroll for a minimum of 6 credit hours each semester except during and after internship. Doctoral students wishing to be enrolled less than 6 credit hours per semester should meet with Financial Aid and the program chair of the clinical psychology program.

No pre-internship doctoral students will be permitted to take less than the equivalent of 3 credit hours per semester except those students who have fewer than 3 credit hours of required coursework to take prior to internship. Students registered for Clinical Research Project are considered half-time.

Additional Requirements for Academic Progress

Students must make satisfactory progress toward a degree by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0, and completing the program within seven years after matriculation. All coursework and practicum must be completed by the end of the fifth year after matriculation. Students who take an approved leave of absence will have seven years plus the length of time that they were on the approved leave of absence, not to exceed one year, to complete the program.

Students who receive a grade lower than “B-” in a core course must retake the course within the next twelve months and receive a grade of “B-” or better. Students who take a core course required for the Doctor of Psychology in Clinical Psychology program while enrolled in the Master of Arts in Clinical Psychology program must retake the course no later than the end of the first twelve months after matriculation into the doctoral program and achieve a grade of “B-” or better. Core courses in the doctoral program in clinical psychology are designated in “Program Requirements.”

Students are permitted to request an “Incomplete” in courses where all of the requirements for that course have not/will not be met by the end of the semester. Approval of the “Incomplete” is at the discretion of the instructor. However, no student is permitted to request more than four “Incompletes” during their degree. Any student who desires more than four “Incompletes,” regardless of whether all other “Incompletes” have been successfully remediated, will need the written approval of the program chair.

Students must complete a minimum amount of academic work by the end of each year in the program following matriculation to demonstrate satisfactory progress. The suggested incremental maximum time frame schedule for students in the doctoral program is described below. Students should familiarize themselves with this time frame to insure that they are meeting the incremental and cumulative maximum time frames for the program.

Students are required to complete 98 credit hours within the incremental maximum time frame requirements listed below:

Suggested Incremental Time Frame Completion Rates

| | |
|-------------------|--------------------------------------------------------------------------------------------|
| End of Year One | 20 credit hours |
| End of Year Two | 38 credit hours |
| End of Year Three | 56 credit hours |
| End of Year Four | 74 credit hours |
| End of Year Five | 92 credit hours (includes Clinical Competency Evaluation and Oral Qualifying Examinations) |
| End of Year Six | 98 credit hours |
| End of Year Seven | 98 credit hours including internship |

GRADUATION REQUIREMENTS

To be eligible for graduation, students matriculating Fall 2005 or later must meet the following requirements (other students should consult the program handbook for their year of matriculation):

- 98 semester credit hours which must be completed by the end of the sixth year of matriculation
The total hours must include:
 - 71 credit hours of required classes (includes Professionalization Group)
 - 12 credit hours of electives
 - 12 credit hours (two years) of practicum and practicum seminar
 - 3 credit hours of Clinical Research Project
- Successful completion of the two Clinical Competency Examinations (CCE—Diagnostic and CCE—Psychotherapy). Students admitted *before Fall 2004* must also complete the Oral Clinical Qualifying Examination (CQE).
- Successful completion of the Clinical Research Project (completion required prior to beginning the internship)
- Successful completion of a one-year, full-time internship or its equivalent
- A completed Petition to Graduate submitted to campus administration

WRITING PROGRAM AND REMEDIATION

Students will be evaluated on their writing competency during the first-year Professionalization Group. For students who demonstrate writing deficits a plan will be developed that may include specific tutoring or attendance in a specified writing course or directed study. Students may also be referred for writing remediation by the Student Professional Development Committee.

PROGRAM REQUIREMENTS

The Doctor of Psychology in Clinical Psychology program requires the satisfactory completion of 98 semester credit hours distributed as follows: assessment requirements, 10.5 credit hours; clinical intervention and psychotherapy requirements, 22.5 credit hours; consultation and supervision requirements, 3 credit hours; elective requirements, 12 credit hours; ethics and professional conduct requirements, 5 credit hours; human development requirements, 6 credit hours; psychology foundations: basic science/psychology requirements, 12 credit hours; psychopathology requirements, 6 credit hours; statistics and research methods requirements, 6 credit hours; clinical research project requirements, 3 credit hours; and practicum and practicum seminar requirements, 12 credit hours.

Students who register for Personality Assessment I: Objectives (PP7371), Personality Assessment: Projectives and Integrated Battery (PP7372), or Cognitive Assessment (PP7370) must have completed an undergraduate course in psychological assessment or tests and measurements or be enrolled concurrently in this course. Students enrolling in Statistics and Research I (PP7200) must have the necessary undergraduate background in statistics or research methods.

Assessment Requirements—Students Are Required to Take the Following

| | |
|--------|---------------------------------------|
| PP7370 | Cognitive Assessment (3) |
| PP7371 | Objective Personality Assessment (3) |
| PP7372 | Projective Personality Assessment (3) |
| PP7373 | Integrative Assessment (1.5) |

Assessment Requirements—10.5 Credit Hours

Clinical Interventions and Psychotherapy Requirements—Students Are Required to Take the Following

| | |
|--------|-------------------------------------------------------------------|
| PP7340 | Issues in the Assessment and Treatment of Diverse Populations (3) |
| PP7360 | Clinical Psychopharmacology (1.5) |
| PP7368 | Initial Interviewing Skills (1.5) |
| PP7369 | Basic Intervention Skills and Models (1.5) |
| PP8010 | Cognitive-Behavioral Theory and Therapy (3) |
| PP8020 | Person-Centered and Experiential Theory and Therapy (3) |
| PP8040 | Psychoanalytic Theory and Therapy (3) |
| PP8050 | Family and Couples Therapy (3) |
| PP8060 | Group Psychotherapy (3) |

Clinical Interventions and Psychotherapy Requirements—22.5 Credit Hours

Consultation and Supervision Requirements—Students Are Required to Take the Following

| | |
|--------|----------------------------------|
| PP7350 | Consultation and Supervision (3) |
|--------|----------------------------------|

Consultation and Supervision Requirements—3 Credit Hours

Ethics and Professional Conduct Requirements—Students Are Required to Take the Following

| | |
|--------|-------------------------------------------------------|
| PP7100 | Professional Issues: Ethics, and Conduct, and Law (3) |
| PP7110 | Professionalization Seminar I (1) |
| PP7111 | Professionalization Seminar II (1) |

Ethics and Professional Conduct Requirements—5 Credit Hours

Human Development Requirements—Students Are Required to Take the Following

| | |
|--------|--------------------------------------|
| PP7020 | Child and Adolescent Development (3) |
| PP8470 | Adult Development and Aging (3) |

Human Development Requirements—6 Credit Hours

Psychology Foundations: Basic Science/Psychology Requirements—Students Are Required to Take the Following

| | |
|--------|---------------------------------------|
| PP7000 | History and Systems (3) |
| PP7040 | Cognition and Affective Processes (3) |
| PP7051 | Biological Bases of Behavior (3) |
| PP7060 | Social Psychology (3) |

Psychology Foundations: Basic Science/Psychology Requirements—12 Credit Hours

Psychopathology Requirements—Students Are Required to Take the Following

| | |
|--------|------------------------|
| PP7300 | Psychopathology I (3) |
| PP7301 | Psychopathology II (3) |

Psychopathology Requirements—6 Credit Hours

Statistics and Research Methods Requirements—Students Are Required to Take the Following

| | |
|--------|----------------------------------------|
| PP7200 | Statistics and Research Methods I (3) |
| PP7201 | Statistics and Research Methods II (3) |

Statistics and Research Methods Requirements—6 Credit Hours

Clinical Research Project Requirements—Students Are Required to Take the Following

| | |
|--------|-------------------------------|
| PP8501 | Clinical Research Project (3) |
|--------|-------------------------------|

Clinical Research Project Requirements—3 Credit Hours

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

| | |
|--------|-------------------|
| PP8201 | Practicum I (3) |
| PP8202 | Practicum II (3) |
| PP8203 | Practicum III (3) |
| PP8204 | Practicum IV (3) |

Practicum and Practicum Seminar Requirements—12 Credit Hours

Elective Requirements

12 credit hours of electives are available for advanced general studies or specialization areas. All students will be required to take 1.5 credit hours of coursework that qualify as advanced interventions and 1.5 credit hours of coursework that focus on special populations.

Retaking Courses

Any required course in which a grade below “B-” is received must be retaken. An elective in which a grade below “B-” is received need not be retaken. A student who receives a grade “F” or “No Credit” in any course must retake the course during the current or next academic year.

Postdoctoral Supervision Hours

Depending on the licensure requirements of the state in which a student is making application, graduates may begin counting post-doctoral supervision hours toward licensure upon successful defense of their Clinical Research Project (CRP) by the CRP chair and committee members, provided that internship and other degree requirements have been met. Requirements for when a student may begin to count postdoctoral hours vary from state to state. Students may not refer to themselves as “Doctor” or use the title of PsyD until internship and all program requirements have been completed and a bound copy of the student’s CRP has been submitted to the Student Services Department.

Practicum and Practicum Seminar Requirements

The practicum is the first opportunity provided to the Illinois School of Professional Psychology at Argosy University/Schaumburg students for clinical field training. Within the series of practicum courses, the Illinois School of Professional Psychology at Argosy University/Schaumburg provides students with the opportunity of working under supervision with a clinical population within a mental health delivery system. The practicum is an essential part of clinical training and all students are required to participate in the practicum experience. Liability insurance is charged at the time of registration for practicum.

Full-time students will normally be placed in a Psychodiagnostic Practicum and Seminar during their second year of study and in a Psychotherapy Practicum and Seminar during the following year. For registration purposes, the practicum and seminar are treated like a course. The practicum/seminar carries 3 credit hours per semester and 6 credit hours per academic year. Practicum usually begin in September and conclude in June. Students may be required to take a supplemental practicum. However, many practicum programs also begin in July or August, and finish in June. Students must minimally accumulate a total of 2,000 hours of supervised practicum training between their Psychodiagnostic,

Psychotherapy, and/or Advanced practicum. For each of the Psychodiagnostic and Psychotherapy Practicum years, the student will be required to spend a minimum of 800 hours in the practicum training experience. If students only complete the minimum (i.e., 800 hours), then an advanced or supplemental practicum must be completed.

A practicum may not be done in a student’s place of employment, nor is any student waived from the practicum requirements. Students who come to the Illinois School of Professional Psychology at Argosy University/Schaumburg with extensive clinical backgrounds are placed in practicum sites in areas where they have an interest and do not have previous experience.

Practicum Requirements

All students who enter the practicum application process must be in good academic standing, have a minimum grade point average of 3.0 on a 4.0 scale and have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance at the Illinois School of Professional Psychology at Argosy University/Schaumburg for a minimum of two semesters.

To be eligible for a Psychodiagnostic Practicum, a student must have successfully completed or waived the following prerequisite courses:

Psychodiagnostic Practicum Prerequisites

| | |
|--------|------------------------------------------------------------------|
| PP7020 | Child and Adolescent Development (3) |
| PP7110 | Professionalization Seminar Group I (1) |
| PP7111 | Professionalization Seminar Group II (1) |
| PP7300 | Psychopathology I (3) |
| PP7301 | Psychopathology II (3) |
| PP7368 | Initial Interviewing Skills (1.5) |
| PP7369 | Basic Intervention Skills and Models (1.5) |
| PP7370 | Cognitive Assessment (3) |
| PP7371 | Personality Assessment I: Objective Personality Assessment (3) |
| PP7372 | Personality Assessment II: Projective Personality Assessment (3) |
| PP8470 | Adult Development and Aging (3) |

Requirements for the Psychotherapy Practicum include:

- Successful completion of the Psychodiagnostic Practicum and Psychodiagnostic CCE
- Good academic standing

The director of Clinical Training has the discretion to make decisions on any probationary student who is beyond the first year of attendance. This would include both searching for practicum and participating in practicum.

If a first-year student is placed on probation based on fall semester grades, the student may not look for a practicum during the spring semester. If the student has achieved a GPA of 3.0 when the spring grades are available, the student may, at the discretion of the director of Clinical Training, search for a practicum.

Types of Practicum

Psychodiagnostic Practicum emphasizes the clinical observation and diagnostic interviewing and psychological testing of clients. Time is allocated to direct diagnostic contact, seminars, and supervision.

Psychotherapy Practicum emphasizes some aspect of therapeutic intervention. Time is allocated to direct therapeutic contact, seminars, and supervision.

Advanced/Supplemental Practicum is an elective training opportunity for students to gain further experience in psychological assessment, psychotherapy or other interventions, such as bio-feedback, eye movement desensitization response (EMDR), neuropsychological assessment, etc. Further information is available in the *Clinical Training Manual*.

Practicum Seminar

All students enrolled in a practicum will be concurrently enrolled in a practicum seminar. The seminar meets weekly throughout the academic year and allows the student to reflect on practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar varies according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member.

Practicum Evaluation

The goal of the practicum is to foster the training of competent clinicians capable of providing basic and effective assessment and therapeutic intervention. Evaluation of student progress in clinical field training focuses on three areas: theoretical knowledge base, clinical skills and professional attitudes. A thorough review of all practicum students' site and seminar evaluations is conducted by the Training Department, and an overall grade of "Credit" or "No Credit" is included in the student's academic record.

Clinical Competency Examination Requirements

Students entering in Fall 2005 or after in both the doctoral Psychodiagnostic Practicum and the doctoral Psychotherapy Practicum must successfully complete a written and oral clinical proficiency examination in the spring semester. The Clinical Competency Examination (CCE) is composed of a written case conceptualization and self-critique with accompanying audio or video tape, transcript of a psychotherapy or diagnostic session, and an oral portion consisting of a discussion of the above issues and other relevant clinical data in the presence of the seminar leader and the other faculty member.

Students demonstrate their conceptual abilities, theoretical knowledge, and applied clinical skills obtained through the integration of classroom theoretical work, clinical field training and supervision at their practicum, and in the practicum seminars.

In the event that a student passes either the written, oral, or both portions of the CCE with revision, the practicum seminar leader will develop a remediation plan with the student. All revisions must be completed within one semester of the original CCE submission date.

In the event that a student fails the examination, she or he must seek remediation, and will be permitted to retake the examination the spring semester of the following year. The Clinical Training Committee, in consultation with the initial examining faculty member, will recommend a program of remediation to address concerns noted in the first CCE. The student's progress in remediation will be taken into account. A student may retake the CCE one time. A second failure will result in dismissal from the school. Further details regarding specific requirements of the CCE are available in the *Counseling Clinical Training Manual*.

Descriptions and Procedures for Successful Completion

Procedures for the Psychotherapy and Psychodiagnostic CCE require the student to submit a tape, a transcript, a client assessment and progress report, and a self-critique of a therapy session or clinical interview that the student has conducted with a client. The student will have received supervision on this session from the practicum site supervisor, but this session must not have been submitted for review, supervision or critique at the Illinois School of Professional Psychology at Argosy University/Schaumburg or elsewhere prior to submission for satisfying the requirements of the CCE.

The Psychotherapy or Psychodiagnostic CCE is graded "High Pass," "Pass," "Pass with Revision," and "Fail." In the event that a student passes the CCE with revision, the practicum seminar leader will develop a remediation plan with the student. All revisions must be completed within one semester of the original CCE.

Detailed explanations of these procedures are contained in the *CCE Diagnostic and Therapy Advisories* which are distributed to practicum seminar faculty and students at the beginning of the fall semester.

Qualifying Examination Requirements¹

The Qualifying Examination (QE) is an oral examination which follows and is contingent upon successful passage of either the CCE Diagnostic or CCE Psychotherapy written analysis and work sample. Following successful passage of the CCE, the student works with their seminar faculty to schedule an oral Qualifying Examination (QE). A committee composed of the practicum seminar facilitator and one additional core faculty member will be selected at that time. The second member will be chosen after the practicum seminar faculty member consults with the student. The final decision, however, rests with the practicum seminar facilitator. During the QE, the student answers questions based, in part, upon the CCE materials. Additionally, the student's fund of knowledge regarding foundations in clinical psychology will be assessed.

This format is designed to provide an assessment of the student's clinical reasoning within diverse conceptual frames. Formulations must be based on the relevant literature and on core psychological knowledge and science; specifically with regard to the ability to gather and use clinical data; to devise a treatment plan; and to direct interventions appropriately and in accordance with this plan.

¹ Only applies to students entering before Fall 2004.

The CCE/QE is taken during the spring semester of the student's psychotherapy (five-year plan) or psychodiagnostic (four-year plan) practicum year prior to applying for the internship. A student is ineligible for internship until he or she has passed the examination. In the event of a failure, the examination may be retaken once.

Students admitted in or after Fall 2004 will complete an oral component of the Diagnostic and Therapy CCE instead of a single CQE. Requirements for this portion of the CCE will be provided to students in the Fall semester of their practicum years.

Eligibility for the Qualifying Examination¹

Students are eligible to schedule the CCE or QE if they are in good academic standing and are making satisfactory progress in the practicum. A student's matriculation into a four- or five-year PsyD in Clinical Psychology program, inclusive of the internship, must be solidified by the student, their advisor, and the administration well in advance of taking the CCE and the QE. Each student must submit a CCE/QE Request Form to the director of Clinical Training after registration for the spring semester.

Procedure for the Oral Qualifying Examination

Procedures for completion of the oral qualifying examination are as follows:

1. Review CCE and QE Guidelines
2. Obtain, complete, and submit CCE/QE Request Form
3. After successful completion of the CCE, in advance of the Oral Qualifying Examination, provide the second Committee member with copy of the written and taped materials. Include copies of the Consent to Tape Form.

Detailed explanations of the following procedures are contained in the CCE and QE Advisories which are distributed to practicum seminar faculty and students at the beginning of the fall semester.

Evaluation of the Qualifying Examination

The Oral Qualifying Examination is graded "High Pass," "Pass," "Pass with Revision," "Fail." During the QE, the committee will conduct questions in order to arrive at independent ratings of "Pass" or "Fail" for each of the criteria. Once each member is satisfied that he or she has been able to rate the student in each of the areas, the committee is encouraged to call the student back if more information is needed to reconcile a discrepancy in ratings. If no agreement can be reached, review of all written materials will be submitted to a third judge to resolve the discrepancy.

Failure and Remediation Policy

In the event that a student passes the QE with revision, the Examination Committee will develop a remediation plan with the student. All revisions must be completed within one semester of the original QE.

In the event that a student fails the examination, she or he must seek remediation, and will be permitted to retake the examination the following year. A student may retake the QE one time. Re-examination will occur in the spring semester of the subsequent year, as determined by the school's Clinical Training and/or Student Affairs Committee. The student's progress in remediation will be taken into account. No student may initiate the internship application process without successfully completing the CCE and QE. A second failure will result in dismissal from the school. Students who entered in Fall 2004 or after are not required to take the QE.

Clinical Research Project Requirements

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, and to produce an original piece of scholarly work in the field of Clinical Psychology.

The philosophy of the PsyD program faculty with respect to research, research skills, and the CRP is consistent throughout the program.

In our practitioner-scholar model, we expect our students to understand research and use research findings as a primary resource for their clinical work. We expect our students to read current research articles and understand the methods and statistics, draw appropriate conclusions from research, and critique research in terms of internal and external validity. All of these skills are important and necessary when integrating information in our field and, more generally, in being a qualified clinical psychologist. We do not expect that most students will be involved in publishing large-scale scientific studies. They may, however, be involved in case studies, evaluation research, and qualitative research.

Further information regarding the CRP may be found in the Department's *Clinical Research Project Manual*.

Types of Clinical Research Projects

There are several types of Clinical Research Projects that students may elect to accomplish. Following are some examples:

Comprehensive Case Study

The goal is to develop a clinical question linked to the case presented in the Clinical Comprehensive Exam (CCE). This should be a theoretical discussion of a novel or innovative approach in treatment and/or conceptualization of an individual case. It should integrate materials which both assist in understanding the case dynamics and may support treatment approaches and case conceptualizations.

¹ Only applies to students entering before Fall 2004.

Theoretical CRP

The theoretical CRP is a work “in which the author draws on existing research literature to advance theory in any area of psychology.” This project should include a new integration of theory based on a review of significant literature in the area addressed by the CRP. By organizing, integrating, and evaluating previously published material, the author of a theoretical CRP considers the progress of current research toward clarifying a problem. Thus, one first conducts a literature review that defines and clarifies the problem, summarizes previous investigations in order to inform the reader of the state of current research, identifies relations, contradictions, gaps and inconsistencies in the literature and suggests the next steps in solving the problem.

The author traces the development of theory in order to expand and refine theoretical constructs. The author may present a new theory, or may analyze existing theory, pointing out flaws or demonstrating the superiority of one theory over another. In this type of theoretical analysis, the author customarily examines a theory’s internal and external consistency, that is, whether a theory is self-contradictory and whether the theory and empirical observation contradict each other (paraphrased from *Publication Manual of the American Psychological Association, 5th ed.*).

Empirical Studies

CRP studies that employ qualitative and/or quantitative approaches are an option to the Illinois School of Professional Psychology at Argosy University/Schaumburg students, recognizing the limitations of time and resources in order to effect an acceptable study. Reports of empirical studies are reports of original research. They typically consist of distinct sections that reflect the stages in the research process and that appear in the sequence of these stages:

- 1. Introduction** Development of the problem under investigation and statement of the purpose of the investigation.
- 2. Review of literature** Description of previous research pertaining to the topic.
- 3. Method** Description of the method used to conduct the investigation.
- 4. Results** Report of the results that were found.
- 5. Discussion** Interpretation and discussion of the implications of the results.

Clinical Research Project Committee

The Clinical Research Project is expected to take no more than 12 months to complete with a steady commitment of time. During this period the student works closely with the chairperson in order to develop a proposal and then to complete an acceptable draft that is reviewed by the other member of the committee. The chair works on a regular basis with the student in order to develop an organized and individualized experience. The chair may require the student to come to campus for consultation even if the student is residing out of state. The chair of the committee functions as a guide and facilitator to the CRP process and should be expected to refine and suggest enhancement, rather than to develop or initiate hypotheses. The reader, as well, works with the chair in assisting the student-scholar to add dimension and clarity to the process.

The goals of this activity are to help the student develop a procedure for the production of scholarly work, to deepen their knowledge and thought about a particular clinical area, to learn both methodological issues and critical thought processes and to produce an original scholarly work.

The committee will consist of two faculty members, a chairperson and a reader. The chairperson must be a faculty member while the reader may be faculty or associate faculty. A second outside reader may be added with the permission of the chair.

Timeline for Completion of the Clinical Research Project

Students must register continuously for 1 credit hour of CRP per semester beginning no later than the fall semester of their fourth year. Until the CRP is completed, the program chair may require and/or the student may request summer registration. A maximum of 3 credit hours of CRP may count toward the degree.

The time frame for completion of CRP tasks will be connected to the internship application time frame:

- Proposal accepted by committee by October 15, when applications are sent.
- First draft of completed project must be reviewed by chairperson by February 1 (internship notification day is the third week in February).
- Final draft must be accepted by committee by May 30 prior to internship.

Failure to comply with any of these three deadlines without written permission from the CRP chair and approval from the director of Clinical Training will result in the student’s removal from the internship process.

Internship Requirements

All students are required to complete a one-year (12 month) internship as a condition for graduation. This intensive and supervised contact with clients is essential for giving greater breadth and depth to the student’s overall academic experience. Typically, full-time students will begin the internship during their fifth year of enrollment.

In order to be eligible to apply for internships, the student must have completed the following requirements:

- Be in good academic standing (i.e. must not be on academic probation)
- Successfully pass the Oral Qualifying Examination (for students admitted before Fall 2004).
- Resolved all grades of incomplete by October 1 of the year they apply.

Any student who does not meet one or more of these requirements, must petition the Clinical Training Committee in order to obtain permission to apply for internships.

Internship Application Procedure

The Clinical Training Department actively provides guidance and support for students throughout the internship search process—in both group and individual format. The following are the general steps in the process:

1. The student formally declares intent to apply for internship.
2. The student arranges to have the Illinois School of Professional Psychology at Argosy University/Schaumburg faculty members and practicum supervisors write letters of recommendation on his or her behalf.
3. The student meets with the director of Clinical Training to review the student's eligibility and to discuss procedures related to the internship application process.
4. The student researches a range of internship sites both in the Schaumburg area and nationally. Various resources are available to conduct this research, such as the directory of the internship-governing agency (i.e. APPIC), the Web sites of APPIC and internship sites, and files available in the Clinical Training Department.
5. The student submits a list of internship sites that he or she is requesting approval to apply to. The Clinical Training Department carefully reviews all applicants' requests and decides which sites to approve based on compatibility, rank order, and site application limits.
6. The student sends application materials directly to his or her approved sites. The Clinical Training Department will coordinate the processing and sending of letters of recommendation as well as other necessary documents (e.g., APPIC verification of the applicant's eligibility and readiness).
7. The student arranges to meet with internship personnel at those sites where they are offered interviews.
8. The Clinical Training Department assists the student in preparing for Match Day in February when students will receive their match results online through the National Matching Service Web site.
9. In the event a student does not receive an internship on Match Day, the Clinical Training Department provides guidance and assistance to him or her in continuing the search process, through Clearinghouse and other resources.
10. Students will be permitted to begin their internship if they are in good academic standing, have completed all doctoral academic requirements (including any course incompletes), have successfully passed all CCE tasks and have completed their CRP.

Learning Contracts

Interns are responsible for discussing their training goals and interests with their internship training director or primary supervisor in order to develop a formal learning contract soon after internship begins. This contract will be a written document sent to the Clinical Training Department by the student within a month after the start of internship.

Evaluation and Remediation of the Internship

Internship supervisors complete a mid-year and final internship progress report. These forms are an evaluation of the student's progress, competence, and performance relative to the learning objectives as well as other factors of importance to the internship site program. These forms are carefully reviewed by the Clinical Training Department to make sure that the student is making satisfactory progress.

The Clinical Training Department actively works to address areas of significant difficulties, and, as necessary, coordinates with the internship site supervisor in implementing a remediation plan. If, at any point during the internship process, a student is in need of remediation, the Illinois School of Professional Psychology at Argosy University/Schaumburg campus procedures for practicum and internship remediation will be implemented. At the completion of the internship year, the Clinical Training Department makes the final determination whether or not the internship requirements have been met. If post-internship remedial work is required, the student, the Clinical Training Department, and the internship site director will develop a written contract specifying clinical areas needing improvement, methods by which such improvement will be achieved, and criteria by which improvement will be measured. The process of consultation and approval by the Clinical Training Department and final approval and/or hearing of student appeal by the Clinical Training Committee applies to internship remediation.

Please refer to the *ISPP/Schaumburg Training Manual* for a more detailed description of training requirements and guidelines. All students are responsible for being familiar with the information contained in the *Training Manual*.

RECOMMENDED COURSE SEQUENCE FOR THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM — FIVE-YEAR CURRICULUM (STANDARD PROGRAM)

Student progress through the program is intended to be sequential. First-year students are offered certain courses that provide a theoretical and practical foundation for courses that will follow in subsequent years. In addition, certain advanced courses require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course before a registration for that course can be considered official. Students planning their coursework should be aware that electives are not primarily offered in summer semesters I and II. Some foundation courses and electives are offered in more than one semester per academic year. Please contact the program chair for proposed course offerings.

Year One

| Fall Semester | | Spring Semester | | Summer Semester | |
|---------------|----------------------------------|-----------------|--------------------------------------------|-----------------|--------------------------------------|
| PP7300 | Psychopathology I (3) | PP7301 | Psychopathology II (3) | PP7331 | Objective Personality Assessment (3) |
| PP7051 | Biological Bases of Behavior (3) | PP7040 | Cognition and Affective Processes (3) | PP7020 | Child and Adolescent Development (3) |
| PP7370 | Cognitive Assessment (3) | PP7368 | Initial Interviewing Skills (1.5) | | |
| PP8470 | Adult Development and Aging (3) | PP7369 | Basic Intervention Skills and Models (1.5) | | |
| PP7110 | Professionalization Group I (1) | PP7372 | Projective Personality Assessment (3) | | |
| | | PP7111 | Professionalization Group II (1) | | |

Year Two

| Fall Semester | | Spring Semester | | Summer Semester | |
|---------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------|--|
| PP8185 | Social Psychology and Difference (3) | PP7201 | Statistics and Research Methods II (3) | Required Clinical Interventions and Psychotherapy course* (3) | |
| PP7200 | Statistics and Research Methods I (3) | PP7340 | Issues in the Assessment and Treatment of Diverse Populations (3) | Elective course (1.5) | |
| PP7373 | Integrative Assessment (1.5) | Third of Five required Clinical Interventions and Psychotherapy courses* (3) | | | |
| PP8201 | Practicum I (3) Required Clinical Interventions and Psychotherapy course* (3) | PP8202 | Practicum II (3) Required Clinical Interventions and Psychotherapy course* (3) | | |

Year Three

| Fall Semester | | Spring Semester | | Summer Semester | |
|---------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------|---------------------------------------------------------------|----------------------------------|
| PP8203 | Practicum III (3) | PP8204 | Practicum and Seminar IV (3) | PP7350 | Consultation and Supervision (3) |
| PP7100 | Professional Issues: Ethics, Conduct, and Law (3) | Elective (1.5) | | Elective (1.5) | |
| PP7360 | Clinical Psychopharmacology | PP7350 | Consultation and Supervision (3) | Elective (1.5) | |
| PP7000 | History and Systems (3) Required Clinical Interventions and Psychotherapy course* (3) | Required Clinical Interventions and Psychotherapy course* (3) | | Required Clinical Interventions and Psychotherapy course* (3) | |

Year Four

| Fall Semester | | Spring Semester | | Summer Semester | |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------|
| PP8501 | Clinical Research Project (1) Elective (1.5) Elective (1.5) Possible Advanced/Supplemental Practicum Apply for Internship | PP8502 | Clinical Research Project (1) Elective (1.5) Possible Advanced/Supplemental Practicum | PP8503 | Clinical Research Project (1) Elective (1.5) |

Year Five

| Fall Semester | | Spring Semester | | Summer Semester | |
|--------------------------------------------------------------------------|--|-----------------|--|-----------------|--|
| PP8900/PP8901 (part-time/full-time) Internship — one-year full-time† (0) | | | | | |

* See clinical interventions and psychotherapy courses under "Program Requirements" earlier in this section.

† Internship fee applies.

COMPLETING THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM IN FOUR YEARS (ADVANCED TRACK)

Some students, because of their previous graduate experience, clinical acumen, or ability to commit their full attention to the doctoral program, may seek approval to complete their degree in less than five years. The faculty are committed to ensuring that these students meet the rigorous requirements of pre-doctoral internship placement and have achieved the highest level of required competency. Students seeking this track should meet the following standards:

- Doctoral GPA of 3.75 or higher
- Completion of their MACL (either at the Illinois School of Professional Psychology (ISPP) at Argosy University/Schaumburg or other regionally accredited institution)
- No grades below “B-” on their ISPP transcript
- Satisfactory yearly student reviews
- No referral to the Student Professional Development Committee
- Satisfactory reviews from all practicum sites
- A score of “High Pass” on at least one portion (written or oral) of the Diagnostic CCE and a minimum score of “Pass” on the other portion
- Letter of endorsement from their advisor
- Written letter to the program chair stating their intention to pursue the four-year plan

Note: Students should be aware that these are suggested schedules only. Actual course offerings may vary. All students should meet with their academic advisor to plan their course of study for the school year. Some foundation courses and electives are offered in more than one semester per academic year. Please contact the program chair for proposed course offerings.

Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program—Four-Year Curriculum Year One

| Fall Semester | Spring Semester | Summer Semester |
|-----------------------------------------|---------------------------------------------------|---------------------------------------------|
| PP7300 Psychopathology I (3) | PP7301 Psychopathology II (3) | PP7371 Objective Personality Assessment (3) |
| PP7370 Cognitive Assessment (3) | PP7372 Projective Personality Assessment (3) | PP7020 Child and Adolescent Development (3) |
| PP7110 Professionalization Group I (1) | PP7040 Cognition and Affective Processes (3) | |
| PP8470 Adult Development and Aging (3) | PP7368 Initial Interviewing Skills (1.5) | |
| PP7051 Biological Bases of Behavior (3) | PP7369 Basic Intervention Skills and Models (1.5) | |
| | PP7111 Professionalization Group II (1) | |

Year Two

| Fall Semester | Spring Semester | Summer Semester |
|---------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------|
| PP7000 History and Systems (3) | PP7350 Consultation and Supervision (3) | Elective (1.5) |
| PP7200 Statistics and Research Methods I (3) | PP7201 Statistics and Research Methods II (3) | Required Clinical Interventions and Psychotherapy course* (3) |
| PP8185 Social Psychology and Difference (3) | Required Clinical Interventions and Psychotherapy course* (3) | Elective (1.5) |
| Required Clinical Interventions and Psychotherapy course* (3) | Elective (1.5) | |
| PP7373 Integrative Assessment (1.5) | PP8203 Practicum II (3) | |
| PP8201 Practicum I (3) | PP7340 Issues in the Assessment and Treatment of Diverse Populations (3) | |

* See clinical interventions and psychotherapy courses listed under “Program Requirements” earlier in this section.

Year Three

| Fall Semester | Spring Semester | Summer Semester |
|---------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------|
| PP8203 Practicum III (3) | PP8204 Therapy Practicum/Practicum IV (3) | Elective (1.5) |
| PP7100 Professional Issues: Ethics, Conduct, and Law (3) | Required Clinical Interventions and Psychotherapy course* (3) | Elective (1.5) |
| Required Clinical Interventions and Psychotherapy course* (3) | Elective (1.5) | PP8503 Clinical Research Project (1) |
| Elective (1.5) | PP8502 Clinical Research Project (3) | |
| Elective (1.5) | | |
| PP8501 Clinical Research Project (3) | | |
| PP7360 Clinical Psychopharmacology (1.5) | | |
| Apply for Internship | | |

Year Four

| Fall Semester | Spring Semester | Summer Semester |
|--------------------------------------------------------------------------|-----------------|-----------------|
| PP8900/PP8901 (part-time/full-time) Internship — one-year full-time† (0) | | |

* See clinical interventions and psychotherapy courses listed under "Program Requirements" earlier in this section.

† Internship fee applies.

CONCENTRATIONS IN THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM

Students in the PsyD in Clinical Psychology program have the opportunity to select program concentrations focused on select populations or problem areas. These concentrations will include the selection of particular elective courses, choosing relevant practicum and training experiences and focusing their Clinical Research Project (CRP) topic on their chosen concentration. The selection of a concentration will allow students to focus their interests in a structured manner and build on the strong skill and competency-based education and training they are receiving in Clinical Psychology. The selection of a concentration is not required and many students will choose to focus electives, training and scholarship in a more generalist or eclectic fashion or emphasize other areas of interest not formally designated as concentrations. All students are required to take at least one advanced interventions course in one of our core treatment orientations (Cognitive-Behavioral, Psychoanalytic, Person-Centered/Experiential, Child and Family or Group Psychotherapy).

Concentrations generally require up to 9 credit hours of elective courses. The student should consult with the concentration coordinator for details on specific concentration requirements.

The concentrations to be offered in the 2006–2007 academic year include:

Child & Family Psychology Concentration — Examples of Courses to be Offered in this Concentration

| | |
|--------|---------------------------------------------------------------------------------|
| PP8102 | Advanced Family and Couples Therapy (3) |
| PP8175 | Child and Adolescent Therapy (3) |
| PP8333 | Assessment and Treatment of ADHD (1.5) |
| PP8703 | Advanced Couples Psychotherapy (1.5) |
| | Special Topics: Specialized Assessment of Childhood and Adolescent Trauma |
| | Special Topics: Assessment of Learning Disabilities in Children and Adolescents |

Clinical Health Psychology Concentration — Examples of Courses to be Offered in this Concentration

| | |
|--------|--------------------------------------------------------|
| PP8220 | Adult Neuropsychological Assessment (1.5) |
| PP8330 | Rehabilitation Psychology (1.5) |
| PP8646 | Introduction to Neuropsychological Assessment (1.5) |
| PP8661 | Eating Disorders (1.5) |
| PP6675 | Introduction to Clinical Hypnosis (1.5) |
| PP8811 | Pediatric Neuropsychology (1.5) |
| | Special Topics: Advanced Hypnosis Skills |
| | Special Topics: Introduction to Health Psychology I |
| | Special Topics: Introduction to Health Psychology II |
| | Special Topics: Advanced Medical and Health Psychology |
| | Special Topics: Pain Assessment and Treatment |

Diversity & Multicultural Psychology — Examples of Courses to be Offered in this Concentration

| | |
|--------|-------------------------------------------------------------------------|
| | Advanced Treatment Issues: Racial and Cultural Issues in Practice |
| PP8199 | Sexual Orientation Diversity in Clinical Practice (1.5) |
| | Special Topics: Conceptual and Cultural Factors in Cognitive Assessment |
| | Special Topics: Psychology of Men |
| | Special Topics: Psychology of Women |
| PP8629 | Psychotherapy and Spirituality (1.5) |

**Forensic Psychology Concentration—
Examples of Courses to be Offered in this Concentration**

| | |
|--------|-----------------------------------------------------------------------------------|
| PP8158 | Sex Offender Treatment (1.5) |
| PP8193 | Correctional Psychology (1.5) |
| PP8441 | Introduction to Forensic Psychology—Civil (1.5) |
| PP8442 | Introduction to Forensic Psychology—Criminal (1.5) |
| PP8533 | Psychology and the Law I (1.5) |
| PP8534 | Psychology and the Law II (1.5) Assessment and Treatment of Juvenile Offenders |
| PP8669 | Domestic Violence (1.5) |
| PP8770 | Clinical Assessment of Malingering and Deception (1.5) Competency Assessment |

Note: Courses without numbers are either special topics seminars or courses in the development phase.

New areas of formal concentration may be developed in the future dependent on student and programmatic needs and interests.

POSTGRADUATE CERTIFICATE IN FORENSIC PSYCHOLOGY

The Postgraduate Certificate in Forensic Psychology provides specialized training in the study of clinical psychology in forensic settings to doctoral clinical psychology students or graduated clinical psychologists or other postgraduate healthcare professionals with relevant background and training. In recognition of the breadth of this arena and the crucial need for competent clinical psychologists working within the justice system, the Postgraduate Certificate in Forensic Psychology (PCFP) seeks to emphasize the application of clinical psychological skills in the following diverse settings:

The Criminal Justice System Which includes issues regarding competency and criminal responsibility; psychological damages in civil trials; civil competencies; and child custody and parental fitness.

Correctional Psychology Which includes issues related to treatment, assessment and consultation in correctional settings.

Allied Treatment Options Which includes coursework relevant to the most common issues effecting forensic populations on an outpatient basis: substance abuse, domestic violence, anger management, parenting skills.

Application and Admission Process

The director/coordinator of the Certificate program will coordinate all admissions with the assistance of the Forensics Psychology Committee. Eligible students must be in good standing at Argosy University/Schaumburg and have the approval of their faculty advisor prior to application. For postdoctoral applicants, the admission process will depend on the review/matriculation of the applicants previous education and experience.

Certificate Requirements

The Postgraduate Certificate in Forensic Psychology requires the satisfactory completion of 12 semester credit hours distributed as follows: core course requirements, 6 credit hours; advanced electives and seminars requirements, 6 credit hours.

Core Course Requirements—Students Are Required to Take the Following

| | |
|--------|----------------------------------------------------|
| PP8441 | Introduction to Forensic Psychology—Civil (1.5) |
| PP8442 | Introduction to Forensic Psychology—Criminal (1.5) |
| PP8533 | Psychology and Law I (1.5) |
| PP8534 | Psychology and Law II (1.5) |

Core Course Requirements—6 Credit Hours

**Advanced Electives and Seminar Requirements—
Students Are Required to Take up to 6 Credit Hours***

Psychological Assessment

| | |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PP8650 | Assessment and Treatment of Substance Use Disorders (3) Forensic Application of Psychological Instruments Writing for the Courts Assessment and Treatment of Juvenile Offenders |
| PP8770 | Assessment of Malingering and Deception (1.5) |

Psychological Interventions in Forensic Settings

| | |
|--------|-------------------------------|
| PP8158 | Sex Offender Treatment (1.5) |
| PP8193 | Correctional Psychology (1.5) |
| PP8669 | Domestic Violence (1.5) |

Seminar-Based Special Topics

| |
|---------------------------|
| Post-Mediation Counseling |
| Custody Evaluations |
| Victim based Treatments |
| Court Consultation |

* Represents a sampling of possible courses available.

Note: Courses without numbers are either special topics seminars or courses in the development phase.

Applied Experience Requirements

PsyD in Clinical Psychology Students

Students in the PsyD in Clinical Psychology program will complete 500 hours of applied training at sites approved by the Forensic Psychology Committee (made up of the coordinator of the Postgraduate Certificate and faculty with a specialty in forensics) on a case-by-case basis. In addition, those students will be required to complete the practicum seminars under the supervision of one of the Forensic Committee members. These students will also be required to complete their Clinical Research Project in a forensics related topic. PsyD in Clinical Psychology students will also be strongly encouraged to complete an APA-approved internship in forensic psychology to help them prepare for professional work and board certification if they desire.

Postdoctoral Applicants

Postdoctoral applicants will be required to undergo a credential review during the application process to determine their qualification for waiver of any coursework. The four core courses cannot be waived unless the applicant can demonstrate equivalency for that particular core course. However, a wide range of forensic electives would be considered for waiver based on the applicant's needs and future goals. Applied training may also be waived in part. However, postdoctoral students will be required to complete

25 percent of their applied clinical hours in a professional seminar to ensure quality and consistency of training. The Forensic Psychology Committee will review the applicant's current and previous work history. Those applicants who can demonstrate supervised hours in a forensic setting at the graduate level or above will be considered for waiver on a case-by-case basis. Postdoctoral students without the opportunity to obtain applied clinical hours will be offered the opportunity to complete this component in a one-year seminar that will meet weekly to provide exposure to forensic assessment and treatment.

See the Postgraduate Certificate in Forensic Psychology coordinator or program chair for specific requirements and application procedures.

COURSE/CREDIT TRANSFER

Transfer of Courses/Credit into the Doctor of Psychology in Clinical Psychology Program from Other Institutions

Like other institutions which offer a doctoral degree, the Illinois School of Professional Psychology at Argosy University/Schaumburg does not automatically transfer credit from graduate coursework taken at other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply toward a transfer of courses in the curriculum. Transfers are not reviewed or granted until the student has been accepted and paid the initial deposit.

For a course to be considered eligible for a transfer, the following conditions must be met:

- The course must have been taken no more than five years before the student's entry into the Illinois School of Professional Psychology at Argosy University/Schaumburg, except when students present evidence of ongoing work experience or continuing education in that area, or when students pass a transfer exam for the course.
- The course must have been a graduate level course, taken for graduate-level credit regionally accredited college or university. In the case of institutions outside the U.S., the appropriate state or national accreditation is required.
- Any course submitted towards a transfer of a 3-credit hour course must have itself carried 3 or more graduate credit hours.
- A student must have earned a grade of "B" or better in any course submitted for a transfer.
- A maximum of twelve courses (36 credit hours) may be waived towards the doctoral program in psychology.
- The school does not accept any credit earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited schools.

A student who desires to submit a course for transfer review should notify the Student Services Department and obtain the appropriate transfer request form. This form should be completed and returned to the Student Services Department. Only requests made in writing are reviewed.

All transfer requests must be submitted during the first academic year of the student's enrollment. Students petitioning for transfers

are requested to provide course descriptions, syllabi, exams, diagnostic test protocols and write-ups. Transfers are granted by a faculty member if there is an 80 percent overlap in course content and objectives between the course submitted for transfer and the course as it is offered at the Illinois School of Professional Psychology at Argosy University/Schaumburg. Students may obtain the procedures to be observed in submitting transfer requests from the Student Services Department.

Non-Transferable Courses

In each program at the Illinois School of Professional Psychology at Argosy University/Schaumburg, the requirements to successfully complete certain courses may not be met by transfer of credit based on coursework from other institutions. The following are non-transferable courses in the Clinical Psychology Doctoral program:

Non-Transferable Courses

| | |
|--------|----------------------------------|
| PP7110 | Professionalization Group I (1) |
| PP7111 | Professionalization Group II (1) |
| PP8201 | Practicum I (3) |
| PP8202 | Practicum II (3) |
| PP8203 | Practicum III (3) |
| PP8204 | Practicum and Seminar IV |
| PP8900 | Internship (0) |
| PP8901 | Half-Time Internship (0) |

QUALIFYING FOR THE MASTER OF ARTS IN CLINICAL PSYCHOLOGY DEGREE AS A DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY STUDENT

Conferral of the Master of Arts in Clinical Psychology degree is not automatic. PsyD in Clinical Psychology program students may petition for the master's degree upon successful completion of the master's program 50 semester credit hours and requirements, substituting the Diagnostic Practicum for the master's practicum and taking the master's Clinical Comprehensive Examination. Students who entered the program prior to Fall 2004 may substitute the oral Clinical Qualifying Exam for the Master's Clinical Comprehensive Exam.

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 | | 750.00 |
| 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 | | 750.00 |
| Education Specialist (EdS) in Instructional Leadership Program | | 750.00 |
| Doctor of Education (EdD) in Educational Leadership Program | | 750.00 |
| Doctor of Education (EdD) in Instructional Leadership Program | | 750.00 |
| Psychology Programs | | |
| Bachelor of Arts (BA) in Psychology Degree Completion Program | | 425.00 |
| Master of Arts (MA) in Clinical Psychology Program | | 850.00 |
| Master of Arts (MA) in Community Counseling Program | | 525.00 |
| Doctor of Education (EdD) in Counseling Psychology Program | | 750.00 |
| Doctor of Education (EdD) in Organizational Leadership Program | | 750.00 |
| Doctor of Psychology (PsyD) in Clinical Psychology Program | | 850.00 |

TRAINING AND PROGRAM-RELATED FEES

| Psychology Program Fees | Cost Per Semester |
|----------------------------------------------------------------------|--------------------------|
| Internship Fee (per semester) | \$ 850.00 |
| Professionalization Fee—Professional Counseling (per semester) | 525.00 |
| Professional Liability Insurance (added to all practicum) | 20.00 |
| Clinical Psychology Program Fees | |
| Testing Resource Fee (added to first testing course) | 100.00 |

OTHER NON-REFUNDABLE STUDENT CHARGES

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

¹ Non-refundable, except in California.

² Students who elect to change their schedule after the semester has started are assessed the Course Add/Drop Request Form. The Course Add/Drop Fee is assessed for each request form submitted to the Student Services Department. Multiple changes may be submitted on one form.

³ A Graduation Fee is assessed to all degree seeking students upon completion of their program of study and prior to the receipt of their diploma.

⁴ Students enrolled in no greater than 1 credit hour each semester are exempt from the Student Activity Fee.

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

Faculty Descriptions

CORE FACULTY

Joel Carnazzo, PsyD

Adler School of Professional Psychology
Associate Director of Correctional Training and Associate Professor, The Illinois School of Professional Psychology at Argosy University/Schaumburg
Scholarship/Research/Clinical Interests: Assessment and treatment of children and families, substance abuse, depressive disorders.

Diana Dobier, PsyD

Adler School of Professional Psychology
Director of Correctional Training, The Illinois School of Professional Psychology at Argosy University/Schaumburg
Scholarship/Research/Clinical Interests: Treatment programs for civilly committed sex offenders, correctional psychology, substance abuse treatment.

Peter Dodzik, PsyD

Florida School of Professional Psychology
Associate Program Chair and Assistant Professor of Clinical Psychology, The Illinois School of Professional Psychology at Argosy University/Schaumburg
Scholarships/Research/Clinical Interests: pharmacological treatment of Alzheimer's disease and vascular dementia, surgical treatment for Parkinson's disease, assessment of developmental dyslexia and ADHD, pediatric and neuropsychological assessment and sleep medicine.

James Dugo, PhD

Illinois Institute of Technology
Professor of Clinical Psychology, The Illinois School of Professional Psychology at Argosy University/Schaumburg
Scholarship/Research/Clinical Interests: Group psychotherapy, evolution of group structure; relationship between process and outcome; development of co-therapy relationship, domestic violence treatment.

Robert Eme, PhD, ABPP

Loyola University of Chicago
Professor of Clinical Psychology, The Illinois School of Professional Psychology at Argosy University/Schaumburg
Scholarship/Research/Clinical Interests: Sex modified differential threshold for child/adolescent psychopathology, sex differences in conduct disorder, outcome of reunion between adoptee and birth parents, attention deficit disorders, child and adolescent development and psychopathology.

Rhonda Goldman, PhD

York University
Associate Professor of Clinical Psychology, The Illinois School of Professional Psychology at Argosy University/Schaumburg
Scholarship/Research/Clinical Interests: Process-oriented psychotherapy research, emotion-focused individual and couples therapy.

Patricia Heaston, PhD

Northwestern University
Professor of Clinical Psychology, The Illinois School of Professional Psychology at Argosy University/Schaumburg
Scholarship/Research/Clinical Interests: Nondiscriminatory assessment, psycho-ethnic significance of locus of control, psychological ecology, and systems theory.

Narjis Hyder, EdD

Concordia University
Assistant Professor, College of Education and Human Development
Scholarship/Research Interests: Stress and higher education and its relation to coursework, competency exams, and writing the dissertation.

LaDon Jackson, PhD

Northwestern University
Associate Professor of Counseling Programs, The Illinois School of Professional Psychology at Argosy University/Schaumburg
Scholarship/Research/Clinical Interests: Stages and processes of change, impact of intra and intercultural variables in counseling/psychotherapy, race and ethnicity, addictions, self-actualizing therapies.

Victoria Junior, PhD

Wayne State University
Associate Professor of Counseling Programs, The Illinois School of Professional Psychology at Argosy University/Schaumburg
Scholarship/Research/Clinical Interests: Alternative therapies, spirituality, substance abuse, special issues of incarcerated women.

Kammie Juzwin, PsyD

Adler School of Professional Psychology
Assistant Professor, The Illinois School of Professional Psychology at Argosy University/Schaumburg
Scholarship/Research/Clinical Interests: forensic pre-employment, management of high-risk patients, self injury, eating disorders and trauma.

Harriet A. Kandelman, PhD

University of Oregon
Professor and Dean, College of Business and Information Technology
Scholarship/Research Interests: Performance evaluation, evaluation research; organizational structure for effectiveness; database strategy and implementation.

Kevin J. Kukoleck, PsyD

Illinois School of Professional Psychology/Chicago
Assistant Professor, The Illinois School of Professional Psychology at Argosy University/Schaumburg
Scholarship/Research/Clinical Interests: Health psychology, gerontology, multicultural psychology, gay/lesbian identity development, lesbian-gay aging issues, cross-cultural relations, person-centered psychotherapy.

Sandra Lema-Stern, PhD

Northwestern University
Professor of Clinical Psychology, The Illinois School of Professional Psychology at Argosy University/Schaumburg
Scholarship/Research/Clinical Interests: Applied learning theory and teaching, group/organizational processes, women's issues, domestic violence, cognitive behavioral therapy, statistics and clinical research design.

Donna Mahoney, PhD

Institute for Clinical Social Work
Assistant Professor, The Illinois School of Professional Psychology at Argosy University/Schaumburg
Scholarship/Research/Clinical Interests: Theoretical and clinical integration of psychodynamic and cognitive-behavioral interventions, self-psychology, treatment of anxiety, treatment of children.

Kathy McCarville, EdD

National Louis University
*Dean, College of Education and Human Development, Argosy University;
Dean, College of Education and Human Development, Argosy
University/Schaumburg*

Scholarship/Research Interests: the dual coding theory and its role in imagery production during reading and mnemonics.

Katie Miley, PsyD

Adler School of Professional Psychology
*Program Chair of the Counseling Programs,
Associate Dean, The Illinois School of Professional Psychology at
Argosy University/Schaumburg*

Scholarship/Research/Clinical Interests: Substance abuse assessment and treatment, family and couples therapy, cognitive-behavioral therapy, distance education.

M. Chet Mirman, PhD

Michigan State University
*Associate Professor, The Illinois School of Professional Psychology
at Argosy University/Schaumburg*

Scholarship/Research/Clinical Interests: Psychology of spirituality, male identity development, the role of the therapy relationship in intensive psychotherapy, shame and selfhood, psychodynamic theory.

Marc Oster, PsyD, ABPH

Forest Institute of Professional Psychology
*Associate Professor, The Illinois School of Professional Psychology
at Argosy University/Schaumburg*

Scholarship/Research/Clinical Interests: Clinical hypnosis (past president of the American Association of Clinical Hypnosis), forensic psychology, behavior medicine and health psychology, and professional practice alternatives.

Barbara K. Parks, PhD

University of Chicago
Assistant Professor, College of Business and Information Technology

Scholarship/Research Interests: Intrinsic motivation, professional development

Mudita Rastogi, PhD

Texas Tech University
*Professor of Clinical Psychology, The Illinois School of Professional Psychology
at Argosy University/Schaumburg*

Scholarship/Research/Clinical Interests: Couples and family therapy, gender issues, ethnicity, and cross-cultural research, attachment and intergenerational approaches to therapy.

Tracy P. Robinson, PsyD

Western Michigan University
*Director of Clinical Training and Assistant Professor,
The Illinois School of Professional Psychology at Argosy
University/Schaumburg*

Scholarship/Research/Clinical Interests: Clinical hypnosis, dynamic-schema-focused cognitive therapy, psychotherapy integration, behavioral medicine, clinical assessment, the assessment and treatment of anger.

Jim Wasner, PhD

Michigan State University
*Dean and Associate Professor, The Illinois School of Professional Psychology
at Argosy University/Schaumburg*

Scholarship/Research/Clinical Interests: The gender framework in psychotherapy, men's experience of therapy and male psychology, family/couple process outcome research, integrative treatment models, and couples, family and child therapy.



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