



Academic Catalog 2015-2016



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Fielding Graduate University was founded in 1974 to serve adult students who need a nontraditional approach to graduate-level education. Our distributed learning model emulates the Oxford independent student/tutorial approach.

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Disclaimer

This catalog is the official catalog of Fielding Graduate University and is intended to provide general information. Policies, regulations, and procedures contained herein were in effect at the time of release. Information provided in this catalog is subject to change without notice and does not constitute a contract between Fielding Graduate University and a student, an applicant for admission, or other individual.

Fielding Graduate University reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any new information and/or changes in provisions listed in this catalog. Fielding Graduate University has established a free student account email system and will periodically email students with important messages. The university will use this email system exclusively for email communication with students.

Degree requirements for Fielding students are generally governed by program information published in the archived bulletin for the academic year in which a student began coursework at the University.

Students are responsible for observing the policies included here; therefore, they are urged to read this catalog thoroughly. This catalog does not include all university policies and procedures for which students are responsible. Students should also consult other publications, such as the online Schedule of Courses, Annual Security Report, program student handbooks, transfer and articulation handbook, program and office websites.

Catalog Committee: Bridget Brady, Editor-in-Chief; Nathan Lewin, Stephanie Patterson-Menk

Non-Discrimination Policy

Fielding Graduate University does not discriminate on the basis of race, color, national origin, citizenship, religion, gender, sexual orientation, marital status, age, disability, medical condition, or veterans status in the administration of its educational programs, activities, admissions or employment policies.

The university complies with federal and state equal opportunity laws and regulations, and through its policies declares harassment, which is based on individual differences (including sexual orientation), to be inconsistent with the university's mission and educational goals.

Program Review

At least every five to seven years, each academic degree program of Fielding will engage in a formal program review. The Provost's Office is responsible for maintaining the schedule for such reviews. When possible, program reviews will be synchronized with specialized accreditation reviews. At the Provost's discretion, a specialized accreditation review may be substituted for the internal process.

In keeping with the recommendations of the Council of Graduate Schools and the standards of the Western Association of Schools & Colleges, program reviews at Fielding will include:

1. A self-study in which the program analyzes its curriculum, modes of delivery, faculty resources, student retention and time to completion, and learning outcomes, and where it reviews assessment studies conducted since the last review.
2. Feedback from both internal stakeholders and external reviewers evaluating these outcomes and their assessment and providing suggestions for improvement.
3. Plans for connecting the program review outcomes to planning and budgeting processes and actions.

It is expected that each program will negotiate the specific focus(i) of a particular program review with the Provost before beginning the formal process.

Institutional Accreditation

Fielding Graduate University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WSCUC). Contact information for WASC is as follows: WASC Senior College and University Commission, 985 Atlantic Avenue, Ste. 100, Alameda, CA 94501. Phone: 510.748.9001. Fax: 510.748.9797. Email: wascsr@wascsenior.org.

APA Accreditation

Fielding's School of Psychology offers the only accredited clinical psychology doctoral program utilizing a distributed delivery model. The program is accredited by the American Psychological Association. Contact information for APA is as follows: APA Commission on Accreditation, 750 First St. NE, Washington, DC 20002. Phone: 202.336.5979.

Continuing Education Approvals

Fielding Graduate University is approved by the following to offer continuing education:

- The American Psychological Association (CE for psychologists)
- California Board of Behavioral Sciences (number PCE 463)
- California Board of Registered Nursing (number 5941)
- National Association of Social Workers (number 94-188)

State Registrations or Approvals

Fielding Graduate University is registered as a private institution with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. The MA degree in Media Psychology is not approved in the state of Minnesota.



Academic Calendar 2015-2016

Calendar Parameters

Fielding's calendar is a trimester calendar of three required terms per academic year. The academic year runs from September through August.

The following parameters apply to all programs on the academic calendar:

1. Terms will start on a weekday; e.g. Monday-Friday, but may not start on Fielding holidays.
2. For the Fall term, the term will end no later than December 23.
3. Schools and programs may authorize courses shorter or longer than the term, subject to the approval of appropriate school and academic/administrative unit review committees.
4. Face-to-face academic credit-bearing events must be scheduled within the academic term dates.

Additional Parameters for Doctoral programs and Postdoctoral and Postbaccalaureate Certificates:

1. Each term will include a minimum of 15 weeks of instruction, ending with the grade deadline.
2. There will be a dedicated assessment week prior to the grade deadline.

Additional Parameters for Masters, all other Certificates:

1. Each term will include a minimum of 11.5 weeks of instruction, starting on the same day as the doctoral program term.
2. The grade deadline will coincide with the grade deadline for the doctoral programs.

Revisions of Calendars

All calendars and any subsequent revisions or exceptions must be approved by the Senate Leadership Committee.

Fall Semester

September 9, 2015-December 22, 2015

| | |
|---------------------------------|---------------------------------------------------------------------|
| Jul 22-Aug 18 (Wed-Tues) | Online registration for Fall 2015 |
| Aug 28-Sept 11 (Fri-Fri) | Onsite orientations (exact dates vary by program) |
| Aug 31 (Mon) | Financial Aid loan disbursement begins |
| Aug 31 (Mon) | Fall 2015 Tuition due |
| Sept 1 (Tues) | IRB Submission Deadline |
| Sept 7 (Mon) | Labor Day - Administrative offices closed |
| Sept 9 (Wed) | Fall semester classes begin |
| Sept 9-22 (Wed-Tues) | Add/Drop period for ODL, Media Psy MA, and ISI Certificate programs |
| Sept 11-Oct 12 (Fri-Mon) | Financial Aid Common Scholarship Application period |
| Sept 17 (Thurs) | Unofficial withdrawal deadline |
| Sept 25 (Thurs) | Financial Aid disqualification appeal deadline |
| Oct 1 (Thurs) | IRB Submission Deadline |
| Nov 2 (Mon) | IRB Submission Deadline |
| Nov 9-14 (Mon-Sat) | PSY Fall residency session |
| Nov 26-27 (Thurs-Fri) | Thanksgiving recess - Administrative offices closed |
| Nov 29 (Sun) | ODL, Media MA and ISI Certificate courses end |
| Dec 1 (Tues) | IRB Submission Deadline |
| Dec 15-21 (Tues-Mon) | Assessment week for doctoral programs |
| Dec 22 (Tue) | Fall 2015 grades due |
| Dec 23-Jan 2 (Wed-Sun) | Term break - Administrative offices closed |

Spring Semester

January 4, 2016-April 17, 2016

| | |
|---------------------------------|----------------------------------------------------------------------|
| Oct 29 (Thurs) | Dissertation to Committee Deadline for Winter Session 2016 Graduates |
| Nov 11- Dec 8 (Wed-Tues) | Online registration for Spring 2016 |
| Dec 2 (Wed) | Degree Audit Deadline for Winter Session 2016 Graduates |
| Dec 23-Jan 2 (Wed-Sun) | Term break - Administrative offices closed |
| Jan 4 (Mon) | Financial Aid loan disbursement begins |
| Jan 4 (Mon) | Spring 2016 Tuition due |
| Jan 4 (Mon) | IRB Submission Deadline |
| Jan 4 (Mon) | Spring semester classes begin |
| Jan 4-17 (Mon-Sun) | Add/Drop period for ODL, Media Psy MA, and ISI Certificate programs |
| Jan 9-20 (Sat-Wed) | Onsite orientations (exact dates vary by program) |
| Jan 12-16 (Tues-Sat) | HOD Winter residency session |
| Jan 15 (Fri) | Unofficial withdrawal deadline |
| Jan 16 (Mon-Sat) | ELC & HOD Winter Session Graduation Ceremonies |
| Jan 18-23 (Mon-Sat) | PSY Winter residency session |
| Jan 23 (Mon-Sat) | PSY Winter Session Graduation Ceremony |
| Jan 22 (Fri) | Financial Aid disqualification appeal deadline |
| Feb 1 (Mon) | IRB Submission Deadline |
| Feb 15 (Mon) | President's Day - Administrative offices closed |
| Mar 1 (Tues) | IRB Submission Deadline |
| Mar 25 (Fri) | ODL, Media MA and ISI Certificate courses end |
| Apr 1 (Fri) | IRB Submission Deadline |
| Apr 10-16 (Sun-Sat) | Assessment week for doctoral programs |
| Apr 17 (Sun) | Spring 2016 grades due |
| Apr 18-May 3 (Mon-Tues) | Term break - Administrative offices closed |

Summer Semester

May 4, 2016-August 17, 2016

| | |
|---------------------------------|---------------------------------------------------------------------|
| Mar 9- Apr 12 (Wed-Tues) | Online registration for Summer 2016 |
| Apr 18-May 3 (Mon-Tues) | Term break - Administrative offices closed |
| May 2 (Mon) | IRB Submission Deadline |
| May 4 (Wed) | Summer semester classes begin |
| May 4-17 (Wed-Tues) | Add/Drop period for ODL, Media Psy MA, and ISI Certificate programs |
| May 7-11 (Sat-Wed) | Onsite orientations (exact dates vary by program) |
| May 13 (Fri) | Unofficial withdrawal deadline |
| May 20 (Fri) | Financial Aid disqualification appeal deadline |
| May 30 (Mon) | Memorial Day - Administrative offices closed |
| Jun 1 (Wed) | IRB Submission Deadline |
| Jun 17-Aug 19 (Fri) | Class dates for CEL program |
| Jul 1 (Fri) | IRB Submission Deadline |
| Jul 4 (Mon) | Independence Day - Administrative offices closed |
| Jul 11-16 (Mon-Sat) | All Schools Summer residency session |
| Jul 22 (Fri) | ODL, Media MA and ISI Certificate courses end |
| Aug 1 (Mon) | IRB Submission Deadline |
| Aug 10-16 (Wed-Tues) | Assessment week for doctoral programs |
| Aug 17 (Wed) | Summer 2016 grades due - all programs except CEL |
| Aug 28 (Sun) | Summer 2016 CEL grades due |

Admissions

Fielding Graduate University admits students of any race, color, nationality, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of gender, sexual orientation, religion, age, disability, race, color, or national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.

For admission to any Fielding program leading to a degree (master's/doctorate), it is required - at minimum - that the applicant submit an official transcript of an earned bachelor's or master's degree from a US college or university accredited by a regional accrediting agency or one recognized by the United States Department of Education and the Council for Higher Education Accreditation, or an equivalent international degree.

In addition, the following Fielding Graduate University programs require that the bachelor's or master's degree institution be regionally accredited by a US regional accrediting agency, or, if an international degree, that the international degree be evaluated by an approved independent agency as equivalent to US regionally accredited degree:

- Clinical Psychology PhD program
- Respecialization in Clinical Psychology certificate program
- Neuropsychology certificate program

For any academic credit bearing activity at Fielding that does not result in the conferral of a degree (certificate programs and non-matriculated academic credit) the program must require for admission, at minimum, an official confirmation via a degree verification service and/or direct confirmation with the awarding institution's records office that the applicant has completed a baccalaureate degree or higher from a regionally accredited US institution or one recognized by the United States Department of Education and the Council for Higher Education, or an equivalent international degree.

Applicants for admission to any Fielding academic credit program who have international degrees will need to have their international transcripts evaluated for degree equivalency, unless their international degree program has an established articulation agreement with Fielding. Applicants should review the information about those organizations that Fielding has approved to provide such evaluations. If the applicant is applying to a non-degree program of less than 24 weeks/two terms, he/she can be admitted prior to evaluation of their international transcripts being completed. If, however, the international transcript evaluation once received does not meet the admissions eligibility criteria, or is not received before the end of the first term, the student will not earn academic credit in their courses and will be dismissed.

Programs are free to enact additional admissions standards as long as they exceed the above requirements. The existing standards for each program can be found in the application materials and admissions web pages.

Financial Aid

The Financial Aid Office helps students obtain additional funding when they have a gap between their personal financial resources and the cost of education at Fielding. The majority of students use one or more of the following financial aid options:

- **Loans:** Many of our students with financial need utilize federal student loan funds (Direct Unsubsidized and/or Direct PLUS for Graduate loans) to support their education. A few students use private student loans. Loans are generally scheduled for one year (three terms) with one disbursement of funds at the start of each term, and then renewed each year as needed.
- **Scholarships/Grants:** Fielding has some scholarship programs available for incoming as well as returning students to help meet a portion of the educational need, but the funding amount and timing varies depending on the scholarship program. Students are also encouraged to look into other scholarship and grant opportunities that are available from wide variety of sources, starting with local community and/or religious organizations that support residents in their city, county, or state.

In general, students receiving financial assistance from any source must remain in good academic standing and maintain satisfactory academic progress each year. Please refer to the Progress to Degree Policies in the Academic Policies and Procedure section of this catalog for specific policy guidelines.

Students who have any questions or special concerns are encouraged to contact the Financial Aid Office at 800.340.1099, ext. 4030, or send an email to finaid@fielding.edu.

Tuition & Fee Information

Payment Information

The first tuition payment is due upon receipt of the orientation reservation or other intent to enroll document. Subsequent payments must be received by the due date; see the Tuition Delinquency policy for details.

Tuition is billed at least one month prior to the due date or during registration for the term, and is considered delinquent if not received by the due date. Delinquent accounts are subject to penalty fees and finance charges.

Tuition due dates for academic year 2015-2016 are as follows:

Fall 2015 - Due 08/31/2015
Spring 2016 - Due 01/04/2016
Summer 2016 - Due 04/29/2016

Students expecting a student loan or tuition reimbursement assistance need to have reserve funds available to cover tuition costs between the time tuition is due and the time of receipt of the loan disbursement or reimbursement. Students are responsible for tuition payments upon enrollment, whether or not a loan or reimbursement is pending.

Payments must be issued in US dollars. Payment can be made online via WebAdvisor in the myFielding portal. WebAdvisor will accept electronic check payments, Visa, Mastercard, American Express and Discover credit cards. Payments may also be mailed to the address noted below:

Fielding Graduate University
2020 De la Vina Street
Santa Barbara, CA 93105-3538
Attn: Student Accounts

Cost of Attendance for Financial Aid

The cost of attendance (COA) budget is used to calculate need eligibility for certain scholarship funds, and it provides a cap for maximum allowable aid. The actual COA is calculated and shown on the Award Letter when a student requests financial aid. Significant cost increases due to individual circumstances, such as disabilities, dependent care, or computer purchase may be considered on an individual basis. These costs are not paid directly to Fielding and are estimates for an average student.

| Other Expenses | Amount | Per |
|--------------------------------------------------------------------|---------|--------|
| Books: Doctoral and Respecialization Certificate | \$500 | term |
| Books: Masters and Certificate | \$25 | credit |
| Transportation: Doctoral and Respecialization Certificate | \$275 | month |
| Transportation: Masters and Certificate with face-to-face meetings | \$300 | term |
| Room/Board/Personal/Miscellaneous | \$1,850 | month |

Doctoral Tuition Rates by Program as of September 1, 2015

| Program | Tuition | Additional Information |
|----------------------------------------------|---------------|-------------------------------------------------------------------------------------------------|
| Educational Leadership & Change (EdD) | \$8,095/term | \$24,285/annually |
| Infant and Early Childhood Development (PhD) | \$8,095/term* | *ICDL teach-out students who entered Fall 2014 through Summer 2015 are charged \$875 per credit |
| Human & Organizational Development (PhD) | \$8,880/term | \$26,640/annually |
| Clinical Psychology (PhD) | \$8,880/term | \$26,640/annually |
| Media Psychology (PhD) | \$8,880/term | \$26,640/annually |

Masters Tuition Rates by Program as of September 1, 2015

| Program | Tuition | Associated Fees | Additional Information |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Collaborative Educational Leadership | \$4,725/term | \$450 - PASC option, charged in first three of four terms for masters students, and charged all three terms for certificate students | \$4,725-\$5,175/term depending on optional PASC fee |
| Media Psychology | \$560/credit | | \$2,240/course - 10 courses |
| Organizational Development & Leadership (self-directed cohort) | \$720/credit. This rate is increased to \$780/credit for Praxis electives taken in residence w/ OSR cohort. | | \$28,800-\$29,520 program total (depending on elective choices) |
| Organizational Development & Leadership (OSR cohort) | \$8,400/term tuition | \$900/term | \$46,500 program total |

Graduate Certificate Tuition and Fee Rates by Program as of September 1, 2015

| Program | Tuition | Associated Fees | Additional Information |
|-----------------------------------------------------|--------------|------------------------|------------------------------------------------------------------------------------------------------------|
| Clinical Psychology (postbaccalaureate) | \$720/credit | | \$20,160 program total - 28 credits |
| Comprehensive Evidence Based Coaching | \$720/credit | \$750/term | \$3,630/term - 3 terms |
| Educational Administration | \$4,725/term | \$450/term PASC fee | \$5,175/term - 3 terms |
| Evidence Based Coaching for Organization Leadership | \$720/credit | \$750/term | \$3,630/term - 2 terms |
| Media Psychology | \$560/credit | | \$2,240/course - 3 courses |
| Nonprofit Leadership | \$560/credit | | \$2,240/course - 2 courses |
| Organizational Consulting | \$720/credit | | \$2,880/course - 3 courses |
| Organizational Development and Leadership | \$720/credit | | \$2,880/course - 4 courses |
| Neuropsychology (postdoctoral) | \$3,960/term | \$1,850/term | \$5,810/term - 6 terms Students needing to continue into year three of the program pay reduced tuition. |
| Respecialization Clinical Psychology (postdoctoral) | \$8,485/term | | \$25,455 annually |

Online Professional Development Tuition Rates by Program as of September 1, 2015

| Program | Tuition |
|---------------------------------|--------------|
| 6 week course | \$1,560 |
| 8 week course | \$1,920 |
| 12 week course | \$2,880 |
| Open Enrollment Knowledge Areas | \$850/credit |

General Fees

| General Fees | |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Application Fee | \$75 non-refundable |
| Deferred Enrollment Deposit | \$200 non-refundable |
| Materials Fees per program: | <ul style="list-style-type: none"> • Preliminary Administrative Services Credential • Evidence Based Coaching Skills • Neuropsychology Supervision • ODL~OSR cohort • World Cafe Materials (non-refundable) |
| | <ul style="list-style-type: none"> • \$450 per three terms • \$750 per three terms • \$1,850 per three terms • \$900 per term • \$50 per course |
| Late Registration Fee (tuition per credit/courses only) | \$150 |
| Re-enrollment application fee | \$100 non-refundable |
| Replacement ID card | \$10 |
| Rush Academic Transcript (overnight mail) | \$45/address |
| Student Governance Fee (Clinical and Media only) | \$20/annually (due Spring term) |

Doctoral Session Attendance Fees

| Category | Standard Registration Fee | Additional Late Fee | Total w/ Late Fee |
|---------------------------------------------------------------------|---------------------------|---------------------|-------------------|
| Student | \$295 | \$100 | \$395 |
| Student attending for Dissertation Committee meeting only | \$125 | \$100 | \$325 |
| Student attending for Final Oral Review or Graduation Ceremony only | No Charge | \$100 | \$100 |
| Student Spouse/Significant Other | \$295 | \$100 | \$395 |
| Alumni or Alumni Spouse Significant Other | \$150 | \$50 | \$200 |

Finance Fees

| Finance Fees | |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Finance Charge (1st of month) | 10% annual |
| Late Payment penalty fee | \$100 |
| Monthly Payment Plan | \$50 setup fee \$25 second time card decline \$25 change account fee (the first six changes/year are free) |
| Returned checks | \$25 |
| Wire Transfer Fee (international students only) | \$25 |

Graduation Fees

| Graduation Fees | |
|---------------------------------------------------|---------------------------------------------------------------------------------|
| Cap and gown | \$55 |
| Fee for guests | Varies |
| Proofreader's fee for dissertation | First \$300 covered by Fielding; any additional charge to be covered by student |
| Diploma/Certificate replacement/Duplicate diploma | \$50 |

Continuing Education Program Discounts

Alumni of Fielding Graduate University's degree-granting programs receive a 20% discount on tuition charged for enrolling in academic credit certificate and continuing education (CE) programs offered by Fielding.

Graduates of Fielding's doctoral or master's programs may request to enroll in additional Organizational Development & Leadership or Media Psychology program courses after graduation at a 20% discount.

Travel, accommodations and incidental expenses are not included in tuition and fees charged by Fielding. Fees, such as material fees, are not discounted.

Policy Revised 11/01/2015

Final Tuition Payments for Doctoral/Postdoc Students

In the doctoral/postdoctoral student's final months of enrollment, tuition will be billed and payable as usual. Tuition stops when all requirements have been completed by the student, approved by the faculty, and received at Fielding's administrative offices. If a student in the doctoral/postdoctoral programs receives a stop tuition date prior to the end of a term the student may receive a tuition refund. See Student Account Refund policy.

Doctoral students must have completed all required academic, clinical, research and residency requirements, and have submitted the final copy of the dissertation, ready for the proofreader, to the Fielding administrative offices in order for tuition charges to cease.

Doctoral students are expected to file the final dissertation with UMI/ProQuest Dissertation Publishing within four months from the date tuition stopped, or their student record will become inactive. When a student record becomes inactive, the student will lose full library access (although the student may

retain alumni access if they have a prior Fielding degree or qualifying certificate and have met financial obligations). In cases where a student record has become inactive, the student will have to be re-admitted to active student standing directly through the Registrar's office. Minor extensions to the four month deadline for filing the dissertation can be granted by the Registrar.

The Registrar's office verifies the completion of requirements, and establishes the tuition stop date for all students in all programs.

Policy Revised 01/01/2016

Financial Aid Adjustments for Leaves

When a student requests a leave of absence, their financial aid will be reviewed and any of the following actions may occur as required by regulations and policies:

- The student's cost of education (or cost of attendance) budget is adjusted for the reduction of months enrolled. The student will be notified by the Financial Aid Office of any changes in current funding levels for any financial aid awarded that must be performed due to a leave of absence.
- A disbursement of federal student aid cannot be made to a student while the student is on leave, and students cannot receive federal student aid funding for time spent on leave. If a student has received a disbursement of loan funds for a term in which a leave is taken, the Financial Aid Office will assess eligibility for those funds, and some or all of the funds may be returned to the lender. The student will be notified by the Financial Aid Office of any funds that must be returned.
- Taking a leave of absence will result in a change of enrollment status, and any change in enrollment status is reported to the loan servicer(s).

Students who have prior or current student loan debt, should contact their loan servicer(s) to have a full understanding of the impact a leave, including a change in their enrollment status, will have on their loans. Some loans, particularly older loans with no grace period, may enter repayment and interest may be capitalized. Current information about federal student loans and contact information for loan servicer(s) is available through the National Student Loan Data System (www.nslds.ed.gov).

Policy Revised Effective 01/01/2016

Proofreading Charges

Fielding will pay the first \$300 of the proofreading charges for the dissertation; students will be charged for proofreading costs that exceed \$300. Proofreading services are contracted with an independent proofreader for all Fielding doctoral dissertations. The range of proofreading charges normally extends between \$300 and \$500, although in a few cases the costs have been much higher. Students are urged to prepare their dissertation copy in as careful and clean condition as possible. A major factor in the variation of the charge, in addition to the length of the dissertation, is the degree to which the copy is already in final condition. Expenses can be controlled considerably if APA-style guidelines are followed consistently.

Policy Revised 07/01/1999

Reduced Tuition for Advancement to Candidacy

Doctoral students who are nearing the completion of their programs are eligible for advancement to candidacy status, which grants a 30% reduction in tuition to eligible students who are paying a flat-rate tuition structure. Students paying tuition at a per credit rate are not eligible for the discount.

Clinical Psychology doctoral students who are advanced to candidacy prior to or while they are on reduced tuition during internship, will receive the cumulative benefit of both the internship and advancement to candidacy discounts.

Policy Revised 06/19/2014

Student Account Refunds

A student may have a credit balance in their account as a result of outside funding (such as a student loan or scholarship disbursement), or from a change in billing (such as a tuition refund caused by dropping a course), or change in status (such as withdrawal or an activated discount).

When to Expect Payment

Student loan refunds will be made in compliance with federal regulations to send any eligible credit balance to the student within 14 days of the disbursement. For all other refunds Fielding will make a good faith effort to issue refund payments within 30 days.

Students may enroll in the echeck refund program through WebAdvisor in order to receive electronic deposit of refunds.

Uncashed checks or returned refunds

Refund checks that are not cashed within 180 days from the date of issuance are not valid. If refund checks are not cashed within 180 days from the date of issuance, the student will be contacted. If the student is unreachable, a stop payment will be placed on the check. No later than 240 days from the date of issuance, the uncashed funds will be applied first to a current or past due balance (within the same award year or for a balance of up to \$200, if federal student loan funds), and any remaining amount will be returned to the original funding source.

If a check or electronic funds transfer is returned to the university, additional attempts will be made to issue a refund to the student. If these attempts are not successful, the student loan funds will be returned to the lender within 45 days of the return.

Sponsors and scholarships

Certain scholarships and sponsors allow students to receive the credit balance of funds based on eligibility and the guidelines provided by the sponsor or scholarship program. If a student is eligible for the credit balance of a sponsor or scholarship credit, the funds will be sent to the student. Fielding will make a good faith effort to issue refunds for sponsor payments and scholarships within 30 days.

Monthly payment plan

Students on the monthly payment plan should consult their payment plan agreement and Student Accounts staff for additional information on refund amounts.

Dropping a course or withdrawing

A student who drops a course or withdraws from the University may be entitled to a tuition refund, and the recorded withdrawal or drop date is used to determine the refund. Non-attendance or non-participation in coursework does not constitute an official drop of the course or withdrawal. For students who have failed to drop a course or withdraw officially, the mid-point of the course period or the last date of academically significant interaction (as determined by the Registrar in consultation with faculty/program staff) will be used to determine the drop or withdrawal date.

Tuition Refund Schedule

The following tuition refund schedule presents the descending scale of tuition refund percentages applying to students who drop a course, withdraw or are dismissed from a program after the first class day has commenced but before completing 60% of the instruction in the course/enrollment period:

| % of Instructional Time Completed | Amount of Refund of Tuition and Fees |
|-----------------------------------|-----------------------------------------------------|
| Prior to first class day | 100% of applicable tuition and 100% returnable fees |
| 1-4% | 95% of applicable tuition and 0% fees |
| 5-9% | 90% of applicable tuition and 0% fees |
| 10-14% | 85% of applicable tuition and 0% fees |
| 15-19% | 80% of applicable tuition and 0% fees |
| 20-24% | 75% of applicable tuition and 0% fees |
| 25-29% | 70% of applicable tuition and 0% fees |
| 30-39% | 60% of applicable tuition and 0% fees |
| 40-49% | 50% of applicable tuition and 0% fees |
| 50-59% | 40% of applicable tuition and 0% fees |
| 60% | no refund of tuition or fees |

Financial Aid Returns

A student who has received financial aid for a term of enrollment is expected to be engaged in academic activity for the duration of that academic term.

The university is required to complete a return of funds calculation for students who received federal student loans and do not complete every day in the academic term (i.e. withdrawal, emergency leave of absence, dissertation submission, etc.). The university will determine the loan amount, if any, that must be returned to the lender in accordance with federal regulations based on the amount of funds received by the university and the number of days the student attended. If a return of federal loan funds is required, the Federal Direct Unsubsidized Loan funds must be returned first, then the Federal Direct Graduate PLUS loan funds.

A return of funds may also be required for other types of financial aid depending on the requirements of the scholarship provider, lender, or other entity providing the funding, and the university will determine what, if any, funds must be returned to comply with those requirements.

The student will be responsible for paying the outstanding balance to the university if the amount that must be returned to the lender exceeds the student's tuition refund.

Policy Revised 01/01/2016

Tuition Delinquency

All Programs

Approximately one month prior to the tuition due date, and in order to provide adequate time for payment to reach us on schedule, students are notified via email of the availability of their statements on WebAdvisor. For those who have not opted out, hard copy statements are also postal mailed. If payment is to be delayed for any reason, please contact Student Accounts.

Please note that disbursement of student loan funds or employer reimbursements may not coincide with billings from Fielding. Since payment of tuition is the student's responsibility, students must plan accordingly and arrange to pay tuition by the due date. If payment is not received on time, students will be notified of the delinquency and penalties may apply.

Fielding will assist students who are seeking student loans or other help with tuition payments in any way that we can. For instance, in addition to government loan programs, there are tuition loan programs from private lending sources that we can bring to your attention. We can also provide information to lenders on your current status at Fielding in support of loan applications. Please contact Fielding's Financial Aid Office if you need information.

Non-payment Penalties for Masters and Graduate Certificate Programs

Payments made after the due date are subject to a late payment charge, see the Finance Fee Schedule for charge amount.

Payment in full, including late charge and any charges from a previous term, is required to complete registration. Partial payments could result in a late charge.

Course registrations not paid for in full by the add/drop deadline will automatically be cancelled for non-payment. Any payment or partial payment received after the add/drop deadline will be applied to any outstanding balance and any remaining funds will be returned to the payee.

For information about the add/drop policy, please see the policy link below; for specific deadline dates, please see the Academic Master Calendar.

Non-payment Penalties for Doctoral and Postdoctoral Certificate Programs

A late payment fee will be assessed on payments received on or after the first day of the term.

For those payments not received in full by the due date, finance charges will be assessed on the average daily balance at a rate of .833% per month, or 10% per year. Finance charges are made on the first business day of each month.

Withdrawal for Non-Payment

Students whose payments are not received within 30 days of the due date are subject to withdrawal for non-payment. Students who are withdrawn for financial reasons may request re-enrollment.

Policy Revised 06/19/2014

Tuition Reduction During Clinical Internships

Clinical PhD Program

Doctoral students in Clinical Psychology who are accepted into, and participate in full-time clinical internship programs as part of their required degree program, will have their tuition reduced by 50% during the internship period of one calendar year. If the internship is half-time, the reduction is available for two calendar years, and is 25%. The reduced tuition is only available for the appropriate calendar year length, regardless of the internship's true end date.

Clinical PhD students who are advanced to candidacy prior to or while they are on reduced tuition during internship, will receive the cumulative benefit of both the internship and advancement to candidacy discounts.

Furthermore, effective as of August 1, 2015, Clinical PhD students may have their tuition reduced by 95% once they have completed all other academic and clinical requirements for the degree, including having completed the Final Oral Review and proofreading dissertation steps, while they await the start of their internship. This is known as All But Internship status, or ABI. If a student receives ABI status prior to the end of a term, the student may receive a tuition refund and/or be required to return some financial aid funds. See Student Account Refund policy. Students who have accepted this ABI discount are not eligible to enroll in additional coursework, as course requirements for the degree and concentration will have already been met. Continuance of this discount status will require approval of the Dean for Student Development for any student who is in this pre-internship discount status for more than 8 months.

Once the internship begins, the ABI discount will end and the above internship and ATC discounts will apply for the duration of the internship.

Respecialization Certificate

Students enrolled in the Respecialization in Clinical Psychology certificate program will have their tuition reduced by 95% once they have completed all academic and clinical requirements for the certificate, excluding the internship. Students who have completed all requirements including the Pre-

Internship Evaluation or Internship Qualification Evaluation (per their catalog), but have a need to continue accruing practicum hours prior to internship will be entitled to an 85% reduction. Once the respecialization student begins their full-time or half-time internship, the reduction is reduced to or continues at 85%. The 85% reduction remains in effect for the remainder of their student tenure.

Neuropsychology Certificate

Neuropsychology certificate students who do not complete their clinical portion of the program within two years, and remain enrolled a third or fourth year, will receive an 85% reduction on tuition while they complete their clinical work.

Policy Revised 01/01/2016

Tuition/Fee Changes and Guarantees

All tuition and fees of Fielding Graduate University are subject to change. Tuition, fees and other charges represented are good faith projections for the academic year; they are reviewed annually and are subject to change as deemed necessary by Fielding in order to fulfill its role and mission and to best serve the needs of its students. Tuition is set by the Board of Trustees annually based on input from Fielding's management, and student and faculty committees during the budget process. Tuition changes take effect September 1 of each academic year. Students are informed of tuition and fee changes in advance.

In the masters programs, students are guaranteed their starting tuition rate for two years (six consecutive terms). When those six terms have elapsed, the masters student will begin to be charged at the current rate of tuition.

In the certificate programs (excluding Respecialization in Clinical Psychology, and postdoctoral Neuropsychology), students are guaranteed their starting tuition rate for one year (three consecutive terms). When those three terms have elapsed, the certificate student will begin to be charged at the current rate of tuition.

The time period guarantee clock begins at the initial term of enrollment in the master or certificate program, regardless of breaks due to leaves of absence or withdrawal periods. The original enrollment date also applies if the student starts at one degree level and switches later to another degree level (e.g., switches from certificate to master).

Policy Revised 08/01/2012

Academic Policies and Procedures

Doctoral and Dissertation Policies

Advancement to Doctoral Candidacy

The Registrar's office will automatically confer the status of Advancement to Doctoral Candidacy upon students who have achieved the academic requirements cited below in their respective doctoral programs.

Students can check with their Graduate Program Advisor or the Registrar's office at any time to see if they have met Advancement to Candidacy requirements, or use the degree audit/program evaluation tool in WebAdvisor.

Students should refrain from referring to themselves as doctoral candidates until official advancement to doctoral candidacy status has been reached.

Advancement to candidacy requires the following academic requirements be completed:

- Completion of the Foundations of Doctoral Study course for the student's program.
- If required of the student's doctoral program catalog, completion of the Comprehensive Assessment/Qualifying Exam, or Internship Qualification Exam and all pre-requisite requirements of same.
- Dissertation proposal approval by chair and faculty readers and formal comments by external examiner, and all pre-requisite requirements of proposal approval (including a dissertation pilot study if one is required by the student's program).
- Additional requirements per program:
 - CLINICAL: Completion of residency and 55 course credits in addition to the above.
 - ELC 2013 curriculum: Completion of the following courses: ELC 721, ELC 724-728, and any 30 credits in addition to the above. Comprehensives are not a requirement for this catalog.
 - Media/HOD/IECD and ELC pre-2013 curriculum: 55 course credits in addition to the above.

Policy Revised 05/01/2015

Dissertation Publishing

Fielding Graduate University upholds the tradition that doctoral candidates have an obligation to make their research available to other scholars. This policy was developed to ensure the widest possible dissemination of student-authored dissertation research.

Doctoral candidates must publish their proofread and corrected dissertations with ProQuest Dissertation publishing. When candidates electronically submit their dissertations to ProQuest:

1. Candidates may choose **either** the "Open Access" option or the "Traditional Publishing" option.

2. Fielding Graduate University has no restrictions on embargos. Candidates may choose whether they wish to embargo their work or not.
3. Candidates must select to have ProQuest copyright their dissertations on their behalf. Fielding Graduate University will pay the copyright fee.

Effective 2013, the submission of hard-copy dissertations to Fielding Graduate University for binding is no longer required of candidates for degree conferral, but is an optional step. If a student does not choose the option to bind at this stage, they will not be permitted to submit copies for binding once the degree has been conferred.

Policy Effective 10/01/2013

Dissertation Research Assistance

The student is responsible for the dissertation under guidance from the faculty members and readers on the dissertation committee. This responsibility can in no way and to no extent be externalized to others. The student is fully responsible for the substance, methodology, quality, completeness, and appropriateness of the dissertation, and must understand all of the work sufficiently to be able to present it independently and justify and explain it to others.

Students sometimes receive assistance from other than committee members and readers with tasks such as editing, data collection, data management and data analysis. None of these tasks may be delegated completely to another individual. Assistance from someone other than a committee member or reader implies that this person has a secondary role in terms of effort and decision-making responsibility.

The dissertation committee members, and in particular the committee chair, should be consulted regarding assistance prior to obtaining it. In addition, the Institutional Review Board (IRB) application requires, among other things, detailed specification of the process of collecting data from participants. This is expected to include descriptions of who will be conducting the actual data collection, what the qualifications of such individuals are, and how they will be supervised by the author of the dissertation. The students should seek their guidance regarding how much assistance is appropriate and how much might exceed acceptable levels in the judgment of the committee. The student must identify in the dissertation those individuals who provided approved assistance and describe what was provided.

Failures to comply with this policy should be referred to the Committee on Academic Integrity as described in the policy on Academic Honesty.

Policy Revised 01/01/2009

External Examiner Qualifications

External examiners appointments for the School of Psychology and HOD PhD programs are approved by the respective Program Directors for each doctoral program.

For all programs, the external examiner on doctoral dissertations must be doctorally qualified and academically respected in a field appropriate for the student's dissertation, with no current or prior affiliation with Fielding as a student, faculty (regular or adjunct), staff, alumnus/a, or administrator.

For all programs, external examiners must have scholarly experience in the field of the student's dissertation, typically evidenced by recent publications in relevant peer review journals or other scholarly publications. External examiners usually have prior experience advising doctoral dissertations.

For all programs, external examiners may not have current or historical relationships which constitute real or apparent conflict of interest that could compromise the ability of the external examiner to provide unbiased review.

The below is to further clarify the School of Psychology's expectations for external examiners beyond what is required of the institutional policy above.

External Examiners for School of Psychology dissertations must:

1. Hold a doctorate and have an extensive background of published research in your dissertation topic area.
2. Not be a current or past Fielding faculty member, student, or alumni and cannot be someone with whom you have a potentially conflictual dual relationship.
3. Not be the owners of datasets to be used in the dissertation, or gatekeepers controlling access to participant samples. Such persons are ineligible and will not be approved to serve in this capacity.

In addition, external examiners chosen for Clinical Psychology dissertations must:

4. Have extensive experience supervising graduate student research, that is, serving on and chairing doctoral dissertation committees.

Policy Revised 07/01/2013

Faculty Reader Eligibility on Dissertations

When composing their dissertation committee, students may wish to have a faculty from a different Fielding doctoral program than their own, serve as their faculty reader. While we are cognizant of potential human resource issues being raised by students utilizing dissertation committee members from other programs, our goal is to promote this collaborative practice as much as reasonable.

Therefore, the student must have approval from the dissertation committee Chair and the Program Director; i.e., the student's school/program and the potential faculty reader's school/program. Committee composition is subject to the individual school and/or program dissertation policies.

It is the Program Director's responsibility to ensure that this extra assignment will fit within the faculty member's workload prior to approval. There will be no sanctions if a faculty member declines to serve for any reason.

When faculty serve on cross-school dissertation committees, the Registrar's Office is to verify the permissions are in order.

Policy Revised 02/01/2013

Final Oral Review Scheduling

The Final Oral Review (FOR) is designed for the doctoral candidate to present his/her research. The FOR has two major purposes:

- It's an evaluative checkpoint for the student and the committee.
- It's a respectful celebration of scholarly research.

Students are encouraged to complete their FORs via web conferencing or similar technology. FORs may also occur at a regularly scheduled Fielding event, such as national/research/clinical sessions, cluster meetings, or New Student Orientations. Prior to an FOR being scheduled, the full dissertation committee must have reviewed and recommended approval of the dissertation upon the completion of revisions. It is permissible for the dissertation draft incorporating the required revisions to be reviewed only by the chair, and not the full committee. The chair of the committee and one committee member (determined by individual schools) authorize the scheduling of the FOR.

FORs held at a venue outside National Sessions (e.g., at a cluster meeting) should take place no sooner than 6 weeks after the developed dissertation has been sent to full committee review. The deadline for distribution of students' dissertations to full committee review prior to any planned FOR being held at a National Session will need to be earlier to accommodate session scheduling needs. The student must consult the Academic Master Calendar for current relevant deadlines.

The FOR is announced to the Fielding community and is open to all members of the Fielding community and invited guests. The announcement should include the date, time and place where the FOR is to be held. The minimum number of committee members in attendance at the FOR should include the chair and one faculty committee member (additional requirements are left to each School's discretion). All committee member(s) can be present either in person or through teleconferencing/video conferencing.

The chair may elect to sign the dissertation title pages at the FOR or may choose to wait until any requested revisions have been completed before signing. In the latter event, it is the student's responsibility to see that the signature pages are signed by the chair before submitting the final version of the pages to Fielding administration.

Specific scheduling requirements per doctoral program/school appear below:

EdD and IECD Programs

This policy is designed to encourage the scheduling of Final Oral Reviews (FORs) outside of National Sessions.

University and EdD/IECD program requires that the chair plus one other member of the core committee is to be in attendance at an FOR. The committee members may be in attendance virtually.

In addition to Fielding's University-wide policy that the FOR should take place no sooner than 6 weeks after the developed dissertation has been sent to the full committee review in the case of FORs not held at National Sessions, EdD/IECD policy is that there must be 30 days between the date the chair authorizes the student to schedule the FOR and the date on which the FOR actually occurs. This 30-day period allows for the student, staff, and faculty members to complete all the logistical work needed to support an FOR (e.g., making the required announcement, completing any needed phone or video conference training and scheduling, and producing the FOR booklet when an audience will be

present). This also provides dissertation committee members time to re-familiarize themselves with the dissertation draft before the FOR is held.

HOD Program

This HOD program policy is designed to encourage the scheduling of FORs at cluster meetings, RaP sessions, and other regularly scheduled meetings.

University and HOD program policy requires that the chair plus one other member of the core committee is to be in attendance if the FOR is during a National Session. The committee members may be in attendance virtually.

The HOD program requires that the chair and at least two other members of the core committee be present either in person or through technology (telephone, web-based communication, video conferencing) if the FOR is held at a cluster meeting, Research Session, Intensive, or other HOD event open to the Fielding community.

School of Psychology

The University requires that Final Oral Review participation include at a minimum the student, the chair, and at least one more Fielding faculty committee member. These individuals may participate virtually.

The School of Psychology requires that FOR participation include at a minimum the student and the chair, and that these individuals be physically present, and that the FOR be held at a regularly scheduled Fielding event that is open to all Fielding community members.

Thus compliance with the University and School levels means that the FOR for School of Psychology students must take place at a regularly scheduled Fielding event and must be attended at a minimum by the student and the chair in person, as well as by at least one more Fielding faculty committee member either in person or virtually.

Policy Revised 07/01/2015

Maximum Units Completed with Individual Faculty

Doctoral and postdoctoral Respecialization students may assess for no more than 29 course units with a single faculty member unless further restricted by an individual program. Dissertation courses are excluded from this measure. The following programs have set these additional restrictions:

- Clinical and Media Psychology doctoral programs/RCP certificate program: Students may assess with the same faculty member for a maximum of 20 units. Dissertation courses are excluded from this measure.

Policy Revised 06/01/2008

Academic Policies and Procedures

Program Specific Policies

Academic Progress Requirements - PSY

Students in the doctoral/postdoctoral programs in the School of Psychology are reviewed annually to ensure program requirements are being met in a timely manner. There are two cycles of annual review, which are based on the time of year the student entered his/her program. The deadlines are fixed and no extensions will be granted.

Media Psychology PhD Requirements for Students in their First and Second Years

Students matriculating into the media psychology program on or after 9/1/2015* must complete the following in their first year:

- PSY-525 Foundations of Critical Theory,, 4 semester credits
- PSY-533 Foundations of Media Psychology,, 4 semester credits

Media students must successfully complete the required first year curriculum by the end of their first review year. Media students who do not successfully complete the NSO, first year curriculum and meet the minimum required units will be placed on academic probation for the following year and clear objectives and timelines are set. If at the subsequent review, the outlined objectives and timelines have not been met, the student will be withdrawn.

Students matriculating into the media psychology program on or after 9/1/2012* must complete the following 18 credits in their second year:

- PSY-526A Generating and Gathering Evidence, 6 semester credits (taken in fall semester of second year)
- PSY-526B Analysis of Evidence, 6 semester credits (taken in spring semester of second year)
- PSY-526C Types of Claims in Media Psychology, 6 semester credits (taken in summer semester of second year for students entering in fall and in summer semester of third year for students entering in spring)

In addition, we highly recommend that Media students follow the remaining suggested curriculum sequence provided by the program and the office of Student Advising, and not deviate from it without careful consultation with either/both their Faculty Advisor or Graduate Program Advisor.

**Prior incarnations of this policy based on matriculation periods for Media students were as follows:
09/01/12-08/31/2015*

First year: PSY-500, 700, 714, 12 credits from PSY-724A/B/C/D/E

Second year: No change from above

Clinical Psychology PhD Requirements for Students in Their First and Second Years

Students who matriculated into the clinical psychology program after 5/1/2015** must complete the following 39 credits in their first year:

- PSY-500 Foundations of Doctoral Study,, 4 semester credits
- PSY-701A Research Methods I,, 4 semester credits
- PSY-708 Psychopathology,, 4 semester credits
- PSY-709 Legal, Ethical & Professional Practice,, 4 semester credits
- PSY-710A Clinical Interviewing,, 1 semester credits
- PSY-710B Cognitive Assessment,, 3 semester credit
- PSY-711A1 Introduction to Psychotherapy: Theory,, 3 semester credit
- PSY-711A2 Introduction to Psychotherapy: Technique,, 1 semester credits
- PSY-715A Psychometric Theory,, 3 semester credit
- PSY-716A Statistical Methods,, 4 semester credits
- PSY-717 Multivariate Statistics,, 4 semester credits
- one 4 credit course chosen from PSY-746 Psychoanalytic Theory/Therapy, PSY-747 Cognitive-Behavioral Theory/Therapy, or PSY-748 Humanistic & Existential Theory/Therapy
- accrue and log 150 clock hours of residency
- attend a minimum of 5 cluster meetings or days
- attend one National Session (Summer or Winter)

Clinical students must successfully complete the required first year curriculum (coursework and activities) by the end of their first year of enrollment. Clinical students who do not successfully complete the NSO-Santa Barbara and the first year curriculum will be dismissed from the program.

Students who matriculated into the clinical psychology program after 05/01/2015** must complete the following 48 credits in their second year:

- 4 credits over two terms of a Practicum Case Seminar orientation; e.g., PSY-629A1 and PSY-629A2 (Psychoanalytic), PSY-629B1 and PSY-629B2 (Cognitive-Behavioral) or PSY-629C1 and PSY-629C2 (Humanistic)
- PSY-632A Internship Qualification Evaluation,, 2 semester credits
- 6 credits of PSY-695 Clinical Practicum (first 500 clock hours)
- 5 credits of PSY-680 Research Practicum: Clinical Psychology
- PSY-701B Research Methods II,, 4 semester credits
- PSY-706 Cognitive & Affective Bases of Behavior,, 4 semester credits
- PSY-707 Biological Bases of Behavior,, 4 semester credits
- PSY-710C Objective Assessment,, 3 semester credit
- PSY-710D1 and PSY-710D2 Projective Assessment: Rorschach (5 credits) or PSY-710E Projective Assessment: Thematic Apperception Test,, 3 semester credit and PSY-710F Cognitive Behavioral Assessment,, 2 semester credits
- PSY-711B Research in Psychotherapy,, 4 semester credits
- PSY-712 Multicultural Psychology,, 4 semester credits
- 3 credits of Research Skills Seminars
- accrue and log an additional 150 clock hours of residency
- attend one National Session (Summer or Winter)

Clinical students must successfully complete the required second year curriculum (coursework and activities) by the end of their second year of enrollment. Students who do not successfully complete

the second year curriculum will be placed on academic probation. If second year requirements are not successfully completed after one additional term, the student will be dismissed from the program.

After the second year, we highly recommend that students follow the model curriculum sequence provided by the program, and not deviate from it without careful consultation with either/both their Faculty Advisor or Graduate Program Advisor. Deviations from the model curriculum sequence may impact a student's ability to start certain aspects of the program on time due to required pre-requisites, and thus negatively affect the student's length of study. Please see the Time to Degree policy.

***Prior incarnation of this policy based on matriculation period for Clinical as follows:*

09/01/2011 – 04/30/2015:

First year: PSY-500, 701A, 701B, 704, 708, 709, 710A, 710B, 711A, 715A, 716A, 717, 150 clock hours of residency, 5 cluster mtgs/days, attend one National Session.

Second year: PSY-706, 707, 710C, 710D or 710E and 710F, 711B, 712, 6 cr. of Practicum Case seminar, 6 cr. of Clinical practicum, 3 cr. Research Skills Seminars, 5 cr. Research Practicum, 150 additional clock hours of residency.

Spring Annual Review - Clinical/RCP/Media Students Entered at March or May Orientation

- Review period: May 1 to April 30 of following year
- Review terms: Summer, Fall, Spring respectively as shown on student's tracking sheet/transcript

Fall Annual Review - Clinical/RCP/Media Students Entered at September Orientation

- Review period: September 1 to August 31 of following year
- Review terms: Fall, Spring, Summer respectively as shown on student's tracking sheet/transcript

All students will receive an email letter with the results of the annual program review. Students who have met or exceeded the annual program requirements will receive a congratulatory email letter with instructions on completing the one-page Annual Student Progress Report. It is due to the Santa Barbara office 45 days from the date the letter was sent.

Students who do not meet minimum program requirements will be placed on a one-year Progress Improvement Plan (PIP) and must complete the minimum requirements (in addition to any new requirements) by the following year's review deadline. The link to the PIP form is provided in the PIP email notification letter. The form must be completed, and reviewed and approved by the student's faculty advisor. The PIP is due to the Santa Barbara office 45 days from the date the PIP notification was sent.

Students who do not meet the one-term PIP requirement are, at the discretion of the school, given another opportunity to demonstrate they can achieve satisfactory progress with an additional PIP for one term. Students must complete a second PIP form and receive approval from their faculty advisor and the Dean for Student Development. It is due to the Santa Barbara office 15 days from the date the PIP notification was sent.

If a student is unable to meet the second PIP requirement, they will be withdrawn from the program for lack of academic progress. The withdrawal decision is not subject to appeal.

Students on any PIP are not eligible for leave without approval from the Leave Appeals Committee.

Policy Revised 09/01/2015

Changing Degree Track - HOD

Students in the Human & Organizational Development doctoral program choose from one of two degree designation tracks upon matriculation: Human Development, or Human & Organizational Systems. This doctoral program has a master's degree credential earned along the way to the conclusion of the PhD requirements for both designation tracks, and those pathway masters requirements can be viewed in the student's degree audit online.

Students may choose different designations at the master's level versus the one they have chosen for the PhD level.

Upon matriculation it is assumed the student's chosen master degree designation is the same as the PhD designation they have chosen. The student may change the master's degree designation prior to the master's degree being conferred or 10 business days after being notified by the Registrar's office that it has been conferred. Ten business days after the master's conferral, this change can no longer be made.

Students on catalog year 2013 or later, or students on earlier catalogs who choose to do a Dissertation Seminar as an elective, must finalize their doctoral degree designation as either Human Development or Human & Organizational Systems prior to registering for the Dissertation Seminar associated with that designation. All other students may make that change prior to PhD degree conferral.

Policy Revised 06/01/2013

Consequences of Failing a PSY Course

A School of Psychology faculty member who determines that a student's initial coursework submission is not acceptable at the doctoral/postdoctoral level will afford that student at least one opportunity to revise and resubmit. This applies to all courses where practical (individual, group, or on-line seminar).

The faculty member will assign a 'C' grade to work that remains unacceptable after revision. As with all assessments, the faculty member will provide written feedback on the student's performance. A student who receives a 'C' grade will receive written notice from the program reminding the student of this policy and its consequences and referring the student to his or her faculty advisor for consultation. If the course was a required course, the student will need to retake the course.

A doctoral/postdoctoral School of Psychology student who receives any combination of two 'C' or 'NC' (No Credit) grades in the same course or in two different courses (excluding RSS, PALs, and elective courses), will be dismissed from the program (Prior to July 2002, a grade of 'NC' was given to the same effect).

A doctoral/postdoctoral student School of Psychology student who has been dismissed under this policy may apply for readmission. A reapplication under these circumstances must clearly document (using external, objective sources), those events or situations that directly affected the student's academic performance and how those have been resolved.

Policy Revised 04/01/2016

First-Year Student Leaves of Absence - PSY

The School of Psychology does not grant leaves of absence to clinical psychology doctoral students until they complete their first term of enrollment. If a student's circumstances require time away from the doctoral program during this period, the student must withdraw from the program. The student may reapply for reenrollment to the program, however reenrollment is not guaranteed.

Clinical psychology doctoral students in the second or third term of the first year are discouraged from taking a leave of absence. However, if extraordinary circumstances arise (e.g., a significant change in health, family, or finances), a student may take a leave.

Students should contact their Graduate Program Advisor in the Office of Student Advising for assistance with leaves of absence or withdrawal and re-enrollment policies/procedures.

Policy Revised 11/01/2015

Licensure - PSY

The Clinical Psychology PhD program curriculum is designed to be consistent with APA accreditation guidelines. The postdoctoral Respecialization Certificate program curriculum is a subset of the Clinical Psychology curriculum. Requirements for licensure usually are similar to APA accreditation guidelines. Nevertheless, specific requirements for licensure do vary from state to state and change over time. Our curriculum may not contain all of the pre-doctoral requirements for licensure in a given state. Respecialization students may not have had all of the non-clinical coursework required for licensure in their doctoral programs. Prospective students are responsible for determining the licensing requirements in the jurisdictions where they intend to practice, for monitoring changes in those requirements while they are completing their program, and for acquiring any additional academic or training background necessary for licensure. Fielding will provide licensing boards with official information to support graduates applications for licensure.

Please note that Clinical Psychology students may not advertise themselves as psychologists (in the yellow pages, on business cards, or otherwise make public statements offering services) until they have received their license.

Other Fielding programs are not intended or designed to meet licensure requirements in any specific field or profession.

Policy Revised 07/01/2005

Students who Relocate Geographically - PSY

For doctoral/postdoctoral students who relocate geographically while in the School of Psychology programs, the program will make every effort, but cannot guarantee, to offer them a place in the cluster nearest to where they live. Students may only join a cluster with the permission of the cluster faculty member.

Policy Effective 04/01/2001

Academic Policies and Procedures

Progress to Degree Policies

Degree and Certificate Conferrals

Final authority for the awarding of a degree, concentration or academic credit certificate lies with the Registrar. Students do not need to initiate the process. Degrees and academic credit certificates are awarded automatically as the final requirement is completed; degree concentrations are awarded in conjunction with the degree. Conferral dates are based on the last day of class or the date the final requirement is completed. Participation in a graduation ceremony is not required for degree, concentration or academic credit completion.

Once a degree, concentration or academic credit certificate has been awarded, the student/new graduate will be notified and provided with information about diplomas and diploma frames.

In the doctoral programs, the degree is not awarded until the student has completed all degree requirements, including the final filing of the dissertation with ProQuest Dissertation Publishing. Students may not call themselves "Dr." or refer to themselves as having earned a PhD or EdD, until they receive written or verbal confirmation from the Registrar that their degree has been awarded and the official degree date.

Policy Revised 10/01/2013

Degree Audit Adjustments

Degree audit is a tool for students and advisors to see which requirements have been completed and which requirements are still incomplete. In addition to coursework completed at Fielding, the degree audit takes into account:

- Approved transfer credit from other institutions
- Approved course substitutions
- Approved course/credit/requirement waivers

Adjustments may occur throughout a student's tenure at the university. Students may appeal for adjustments to specific degree requirements due to special circumstances, such as prior equivalent experience. Programs may also require that a student complete a remediation plan that involves additional academic requirements which will be accounted for in the audit. The Clinical PhD and Respecialization certificate programs will also consider specific adjustments of the following reasons:

- In order to remain competitive for internships, a student whose minimum degree requirement is 1,000 practicum hours may need to complete as many as 500 additional practicum hours.
- In order to obtain licensure in their state, a student whose minimum degree requirement is 1,000 practicum hours may need to complete as many as 500 additional practicum hours.

- Students who have failed their clinical practicum site and are/or in remediation plans may need to repeat coursework and/or accrue 200-500 practicum hours beyond the minimum in order to pass the clinical practicum requirement.

In some cases, students may appeal for exemption from specific degree requirements due to special circumstances, such as prior equivalent experience or updated policies that are applied to graduation requirements.

Student requests for degree audit adjustments are reviewed and decided by the program director for the student's program (or their designee), and in consultation with the student's cluster faculty, if applicable. An adjustment form must be signed by the program director for the student's program, and forwarded to the Registrar's Office for processing in the audit. Degree audit adjustments are not noted on the official transcript.

Policy Revised 10/15/2015

Graduation Ceremony Participation

Students who wish to walk in a graduation ceremony must register their intent to do so by registering for the session at which the ceremony is to be held, and by the published registration deadline in the Academic Master Calendar. Graduation ceremonies for doctoral programs are held in conjunction with National Sessions.

If a doctoral student has completed all other graduation requirements by the published degree audit deadline in the Academic Master Calendar, and assuming there are no major problems which arise at the Final Oral Review, the student will be permitted to participate in the graduation ceremony which is part of the same National Session in which the Final Oral Review was successfully completed. Clinical Psychology doctoral students may also be permitted to walk who have completed all other graduation requirements excluding an in-progress internship that is scheduled to be completed within 60 days from the ceremony.

The doctoral student must have successfully completed the Final Oral Review in order to participate in the graduation ceremony.

If the masters student has completed all graduation requirements prior to the graduation ceremony, the student may participate in the masters graduation ceremony.

Requirements are considered complete when the student's submitted work has been reviewed by faculty as satisfactory, and grades received and recorded at Fielding's administrative offices.

A student must be current in all financial obligations to Fielding in order to walk in the graduation ceremony.

The Registrar is the final authority on who may be permitted to walk.

Policy Revised 01/01/2011

Satisfactory Academic Progress

The Financial Aid Office uses the results of Satisfactory Academic Progress (SAP) reviews to determine student eligibility for Federal Unsubsidized and Graduate PLUS loans. Per federal regulations, failure to

maintain satisfactory academic progress will result in disqualification from federal student aid. Scholarships and other student aid based on academic progress may also be affected if a student fails to maintain satisfactory academic progress.

The Registrar's Office uses the results of SAP reviews to determine student eligibility for veteran's benefits for otherwise qualifying students. Per federal guidance, failure to maintain satisfactory academic progress will result in an inability to be certified for veteran's benefits.

Doctoral Programs

SAP Requirements

Students enrolled in doctoral programs must have their academic progress reviewed annually. Satisfactory Academic Progress is defined as having registered for and completed a minimum of 18 credits with either a passing grade of '**CR**' or a letter grade of '**B**' or better within the annual progress review period.

Students who have completed all degree requirements with the exception of dissertation (ABD), or dissertation and internship (ABD/I), and have completed a registered dissertation research course with a passing grade of '**CR**' and have maintained continuous enrollment (i.e. registered for all three terms in the review period) are considered to have met satisfactory academic progress.

In addition, students must meet the Time to Degree policy requirements to maintain satisfactory academic progress.

New doctoral students matriculating in January or between June and August in a given year, will have an academic progress review at the end of their first term with satisfactory academic progress defined as completion at minimum of the 4 credit Foundations of Doctoral Study course. Subsequent academic progress reviews will be according to the annual doctoral requirements.

Courses with the following grades issued will count toward the number of credits attempted, but not toward the number of credits completed: '**I**' (Incomplete), '**W**' (Withdrawn), '**C**' (Average, Not Acceptable for Doctoral Work), '**R**' (Replaced), '**F**' (Failing) or '**NC**' (No Credit). Courses repeated due to a prior non-passing grade count toward the number of credits attempted, and if passed, toward the number of credits completed. Transfer courses count toward the number of credits attempted and completed overall, but they do not reduce the number of credits required for satisfactory progress at each review period.

Failure to Maintain SAP - Doctoral Programs

If a student enrolled in a doctoral program is determined to have not met satisfactory academic progress in any annual review, they are disqualified from receipt of federal financial aid and any remaining disbursements will be cancelled. Email notification of disqualification and information about reestablishing eligibility to receive assistance under the Title IV, HEA federal student aid programs will be sent.

Students who have been disqualified may reestablish eligibility for federal student aid either by regaining satisfactory academic progress at the next satisfactory academic progress review or through a successful appeal of disqualification.

A student may appeal disqualification on the basis of special circumstances, such as death of a relative, injury or illness, or other unusual event which prevented the student from achieving satisfactory progress. The appeal must be submitted according to the disqualification process outlined below.

If a student is placed on financial aid probation following an appeal, the terms of probation are specified and the student must maintain progress according to their approved progress improvement plan and any other conditions of probation as specified in the official notification in order to remain on probation.

Students on probation will have their academic record reviewed each term during the probation period to determine if progress is being made toward stated expectations.

If a student is determined to have not met the stated expectations at any point during the probation period, the student will be disqualified from receiving further financial aid and current or future loans/disbursements will be cancelled.

Postdoctoral Certificate Programs

SAP Requirements

Students enrolled in postdoctoral certificate programs must have their academic progress reviewed annually. Satisfactory Academic Progress is defined as having registered for and completed a minimum of 12 credits with either a passing grade of '**CR**' or a letter grade of '**B**' or better within the annual progress review period.

Courses with the following grades issued will count toward the number of credits attempted, but not toward the number of credits completed: '**I**' (Incomplete), '**W**' (Withdrawn), '**C**' (Average, Not Acceptable for Doctoral Work), '**R**' (Replaced), '**F**' (Failing) or '**NC**' (No Credit). Courses repeated due to a prior non-passing grade count toward the number of credits attempted, and if passed, toward the number of credits completed. Transfer courses count toward the number of credits attempted and completed overall, but they do not reduce the number of credits required for satisfactory progress at each review period.

In addition, students must meet the Time to Degree policy requirements to maintain satisfactory academic progress.

Failure to Maintain SAP - Postdoctoral Certificate Programs

If a student enrolled in a postdoctoral certificate program is determined to have not met satisfactory academic progress in any annual review, they are disqualified from receipt of federal financial aid and any remaining disbursements will be cancelled. Email notification of disqualification and information about reestablishing eligibility to receive assistance under the Title IV, HEA federal student aid programs will be sent.

Students who have been disqualified may reestablish eligibility for federal student aid either by regaining satisfactory academic progress at the next satisfactory academic progress review or through a successful appeal of disqualification.

A student may appeal disqualification on the basis of special circumstances, such as death of a relative, injury or illness, or other unusual event which prevented the student from achieving satisfactory progress. The appeal must be submitted according to the disqualification process outlined below.

If a student is placed on financial aid probation following an appeal, the terms of probation are specified and the student must maintain progress according to their approved progress improvement plan and any other conditions of probation as specified in the official notification in order to remain on probation.

Students on probation will have their academic record reviewed each term during the probation period to determine if progress is being made toward stated expectations.

If a student is determined to have not met the stated expectations at any point during the probation period, the student will be disqualified from receiving further financial aid and any remaining disbursements will be cancelled.

Masters and Graduate Certificate Programs

SAP Requirements

Students enrolled in masters and graduate certificate programs must have their academic progress reviewed each term by maintaining a satisfactory grade point average and completion rate as defined below:

- The grade point average calculated for purposes of satisfactory academic progress must be 3.0 or higher, and will include all grades for all courses that satisfy the current degree objective, including the original grade earned even when a grade was replaced through a successful grade replacement petition. For the purposes of this policy, '**CR**' grades will be considered to have earned the grade point equivalent of a '**B**' grade (3.0).
- A minimum completion rate of 67% for all attempted coursework, which is calculated by dividing the total number of completed credits including transfer credits by the total number of attempted credits on a cumulative basis. '**I**' (Incomplete), '**R**' (Replaced), '**NC**' (No Credit), and '**W**' (Withdrawn) grades count toward the total attempted credits, but do not count toward the total completed credits.

In addition, students must meet the Time to Degree policy requirements to maintain satisfactory academic progress.

Failure to Maintain SAP - Masters and Graduate Certificate Programs

When a student enrolled in a masters or graduate certificate program is determined to have not met satisfactory academic progress for the first time and it is mathematically possible for the student to regain satisfactory academic progress within one term, the student will be placed automatically on financial aid warning for the subsequent term of enrollment. Financial aid warning is a one term period which allows a student to regain satisfactory academic progress while retaining their federal student aid eligibility for that one term.

A student enrolled in a masters or graduate certificate program who has not made satisfactory academic progress in more than one successive review, or who has not made satisfactory academic progress for a single review but will not mathematically be able to regain satisfactory academic progress within a one term warning period will be disqualified. The student may reestablish eligibility for federal student aid either by regaining satisfactory academic progress in their next satisfactory academic progress review or through a successful appeal to their disqualification.

A student may appeal disqualification on the basis of special circumstances, such as death of a relative, injury or illness, or other unusual event which prevented the student from achieving satisfactory progress. The appeal must be submitted according to the disqualification process outlined below.

If a student is placed on financial aid probation following an appeal, the terms of probation are specified and the student must maintain progress according to their approved progress improvement

plan and any other conditions of probation as specified in the official notification in order to remain on probation.

Students on probation will have their academic record reviewed each term during the probation period to determine if progress is being made toward stated expectations.

If a student is determined to have not met the stated expectations at any point during the probation period, the student will be disqualified from receiving further financial aid and any remaining disbursements will be cancelled.

Appeal of SAP Decision - Administrative Error - All Programs

Students may appeal satisfactory academic progress decisions based on administrative error by submitting an appeal statement to appeal@fielding.edu. Appeal statements must be submitted no later than one month from the date indicated on the progress review decision official notification. Appeal decisions are final and may not be challenged.

Process to Appeal Financial Aid/Benefits Disqualification - All Programs

Per federal regulations, students may appeal disqualification from financial aid and/or VA benefits only on the basis of special circumstances, such as death of a relative, injury or illness, or other unusual event which prevented the student from achieving satisfactory progress.

The disqualification appeal must be submitted by the student in writing to appeal@fielding.edu prior to the Disqualification Appeal Deadline as published on the Academic Master Calendar. The appeal request must include an explanation of the special circumstances, an explanation of what has changed to allow forward progress in the future, and a term-by-term course registration and completion plan to regain satisfactory academic progress within the specified time frame. The student must have a current, detailed academic plan on file with the Advising Office that has been approved by the required program faculty and/or administrators. Academic plan forms are available from the Office of Advising for this purpose. Disqualification appeals submitted without a current approved academic plan on record will not be considered.

Disqualification appeals will be considered by the Financial Aid Appeal Committee and a written response will be sent to the student within two weeks of receipt.

An approved disqualification appeal does not alter the outcome of the satisfactory academic progress review.

If the disqualification appeal is unsuccessful or not submitted within the required time frame, the student may appeal again during a subsequent term prior to the Disqualification Appeal Deadline for that term as published in the Academic Master Calendar.

Policy Revised 10/15/2015

Time to Degree

Students should consult suggested curriculum sequences available from their program for detailed length of study plans.

Doctoral Programs and Respecialization in Clinical Psychology Postdoctoral Certificate Length of Study

All students in doctoral programs, except those who began the Clinical Psychology and the postdoctoral Respecialization in Clinical Psychology certificate program in May 2012 or later, must complete their program in no more than ten years from the date of matriculation, excluding any time periods in which the student is withdrawn. Students entering into the Clinical PhD or Respecialization in Clinical Psychology postdoctoral certificate program in May 2012 or later must complete the program in no more than 8 years from the date of matriculation, excluding any time periods in which the student is withdrawn.

Neuropsychology Postdoctoral Certificate

Neuropsychology certificate students are expected to take no more than three years to complete their program, excluding any time periods in which the student is withdrawn. The third year is at a discounted rate of tuition, and would be used for the purpose of completing supervision hours the student was unable to complete in the first two years.

Masters Programs

All students in the masters programs are expected to complete their program in no more than 4 years from the date of matriculation, excluding any time periods in which the student is withdrawn.

Graduate Certificate Programs

All students in the postbaccalaureate graduate certificate programs are expected to complete their program in no more than two years from the date of matriculation, excluding any time periods in which the student is withdrawn.

Policy Revised 07/01/2014

Academic Policies and Procedures

Registration, Enrollment, Grade Policies

Add/Drops of Courses

Adding Courses/Knowledge Areas

Students in the doctoral degree programs and Respecialization certificate program may contract for an individual Knowledge Area (KA) assessment either in advance of the term or anytime while the term is underway, provided that they have ample time left to submit the completed work for assessment with their faculty member, the course is eligible for individual contracting, and given the constraints of the timely response policy for faculty.

Adding a group/online seminar after the 3rd week of the term will require instructor permission. Contracting for a course in the previous term that has already concluded is not permissible.

School of Leadership Studies Drops

In the School of Leadership Studies doctoral programs, a student may request to drop an ungraded contract/course in a current or future term at any time for any reason. If the student is a financial aid recipient, their request to drop the course will be evaluated as to how it may affect current or future financial aid eligibility, and if an effect is found the student will be so advised before the drop is processed. A grade of '**W**' (Withdraw) may be posted by the Registrar.

School of Psychology Drops

In the PSY programs, if the student terminates an individual contract with the permission of the faculty member prior to completing work or receiving feedback on the assessment, then the contract can become null and void with written permission from both parties or by using the appropriate form. If the student is a financial aid recipient, their request to drop the course will be evaluated as to how it may affect current or future financial aid eligibility, and if an effect is found the student will be so advised before the drop is processed. A grade of '**W**' (Withdraw) may be posted by the Registrar.

In the PSY programs, dropped courses that utilized group study of any kind (FELIX/Moodle seminar or otherwise) have additional criteria that determine the final grade posted for a dropped course, as follows: if the student's withdrawal is agreed to by the PSY faculty member and if the student has not already received feedback or evaluation on completed work, then the grade is '**W**.' If the student unilaterally withdraws from the course or if the student has already received feedback on completed work, then the appropriate grade is '**NC**' (No Credit). If the student withdraws from the course with permission from the faculty member and intends to complete the course with that faculty member at a later time, then the appropriate grade is '**I**' (Incomplete). The '**I**' grade requires a mutually agreeable expiration date (between faculty assessor and student). If a letter grade is not submitted to replace the '**I**' by the expiration date in place of the '**I**', a grade of '**NC**' will be posted by the Registrar.

In all cases of learning modality for PSY program courses: if a student unilaterally elects to terminate a registration and if the student has already received feedback on completed work, then the appropriate grade is '**NC**.'

Clinical Psychology Doctoral and RCP programs Psychological Assessment Labs (PALS) and Research Skills Seminars (RSSs)

In the labs of both types, a student who fails to demonstrate competence according to the standards of the curriculum will be awarded 'NC.' A student who needs to withdraw from the lab prior to completion will receive a 'W.'

Masters Program Course Adds

Masters program students may add courses to their schedule during the first two weeks after classes start. Students who add courses during the add/drop period must either have sufficient funds on deposit in their account or make payment arrangements with the Student Accounts office in advance.

Please note that all approved adds that occur after the pre-term registration period ends will be accompanied by a late registration fee. Please consult the University Master Calendar for specifics on these registration deadlines and the Schedule of Fees for fee amounts.

Masters Program Course Drops

During the first two weeks after classes begin, students may drop courses from their schedule without academic penalty. The refund schedule will apply as published in the refund policy.

Beginning with the third week of classes to the eighth week after classes begin, a student who needs to withdraw from a course may apply to do so with the office of the Registrar. The refund schedule will apply as published in the refund policy. A grade of 'W' will be posted to the transcript.

After the eighth week, if the student withdraws from the course, then the appropriate grade is 'NC.' If the student withdraws from the course with permission from the faculty member and negotiates to complete the course with that faculty member at a later time, then the appropriate grade is 'I.' The 'I' grade requires an expiration date. If a letter grade is not submitted to replace the 'I' by the expiration date, a grade of 'NC' will be posted by the Registrar.

Revised 04/01/2016

Alumni Enrollment

Graduates of Fielding's degree programs are welcome to apply to our other program offerings.

In addition, doctoral program alumni may request to continue study in a specific doctoral program knowledge area course to supplement the academic content of their programs, or as a requirement for licensure in their state. Requests for additional study must be submitted to the Registrar's Office and approved by the Dean or Director of the program in which the course is offered. Such enrollments are valid for one trimester and normal grade policies apply. Under these contracts of study, alumni/students have access to the appropriate faculty member and administrative personnel, and may attend classes, sessions or seminars related to the course being studied during the agreed upon period.

Graduates of Fielding's doctoral or master's programs may request to enroll in Organizational Development & Leadership or Media Psychology program courses after graduation. There is no limit on the numbers of academic courses the graduate may take.

Alumni enrolled in such study will not be eligible for financial aid or in-school deferments, and receive a 20% discount off the regular tuition unless noted as otherwise in the Tuition & Fee Information section of this catalog. Please note that taking additional academic courses does not

automatically enroll the alumni in any of the formal certificate or degree programs; alumni seeking additional certificates or degrees from Fielding must follow admissions procedures for those programs.

Policy Revised 01/01/2013

Concurrent Enrollment

Fielding does not allow, in any of its schools, concurrent enrollment between two degree programs (masters/doctorate). However, the School of Leadership Studies does allow concurrent enrollment between a degree program and some of the short-term certificate programs. The School of Psychology does not permit concurrent enrollment in another program(s) at Fielding for any of their students.

Students should consult with their Graduate Program Advisor for specifics on which programs allow concurrent enrollment and satisfactory academic progress implications.

Bear in mind that separate tuition and fees are charged by each department for each course of study, although discounts are available in some cases. For tuition and fee information, please refer to the Tuition & Fee Information section of this catalog.

Policy Revised 07/01/2013

Course/Seminar/Session Cancellations

Fielding Graduate University reserves the right to cancel classes as instructor availability, enrollment numbers or space issues may demand. Every effort will be made to avoid cancellation or interruption of instruction where possible, and to provide alternate arrangements when necessary to avoid impeding student progress.

Policy Revised 01/01/2009

Enrollment Statuses

Enrollment as a student at Fielding Graduate University is defined as a completed Admission Agreement, signed by the student and the Director of Admission or designee, receipt of the student's first tuition payment and any other required enrollment fees, and successful attendance/participation at the face-to-face orientation for that academic program or other initial event. Enrollment at Fielding Graduate University constitutes an agreement by the student to abide by the rules, regulations, and policies of the university.

Applicants and/or students who voluntarily withdraw or are withdrawn from the enrollment agreement prior to or during the face-to-face orientation will not incur tuition charges and 100% of their tuition payment will be refunded.

Students enrolled in the doctoral programs and the postdoctoral Respecialization certificate program are considered to be fulltime students during their enrollment and are assumed to be continuously enrolled each term if either tuition payments or registration for the term is received.

Doctoral students will be reported as less than halftime when they have completed all academic requirements other than the final filing of their dissertation.

Students in the masters and certificate programs (excluding the postdoctoral Respecialization program), are designated as fulltime for periods where their credit load is 8 credits or more. Students carrying between 6-7.5 credits are designated as three quarter time and those carrying between 4-5.5 credits are designated as halftime. Students carrying less than 4 credits are designated as less than halftime.

Students in the two-year Neuropsychology certificate program will be considered halftime during their first two years as they complete didactic coursework. If a third year is permitted in order for the student to complete supervision or practicum hours, the student will be considered less than halftime beginning with the third year of enrollment.

For all students, beginning with the Spring 2016 term, leaves of absence are reported to the federal government as periods of withdrawal whenever the student is not registered in any coursework for that leave period.

Policy Revised 01/01/2016

Faculty Assignments and Continued Enrollment

Students in the doctoral and other individualized, multi-modal study programs must have an assignment to a faculty advisor/mentor at all times during their active enrollment. Either students or faculty may withdraw from such assignments. Ideally, students will negotiate a replacement faculty advisor/mentor within 30 days of such a change. If not, the school administration will assign a faculty advisor/mentor to the student.

Upon beginning the dissertation process, each doctoral student is responsible for the establishment of their dissertation committee, including the chair of the committee. Either students or faculty may withdraw from such assignments. Students are entirely responsible for the replacement of all members of the dissertation committee, including the dissertation chair. If a doctoral student is unable to successfully negotiate a replacement dissertation committee chair within 90 days, Fielding Graduate University reserves the right to withdraw the student from the program.

Students enrolled in master's degree or academic certificate programs may or may not have faculty advisor/mentor assignments, depending upon the philosophy and delivery of those programs. If such faculty assignments are required, the above policy applies.

Policy Revised 01/01/2003

Grades and Credit

Documentation of courses attempted and completed is maintained in the student's file. Units of credit and grades are recorded on the student's transcript.

Any clinical training, research training, or dissertation steps completions (e.g., steps or hours were accrued) that occurred during a term break will be credited in the previous term, except in cases of exams administered during the term break, which will be credited to the next subsequent term.

After graduation or withdrawal, Fielding keeps only those records necessary to verify the transcript or as required by law.

Credit Hours

The following policy applies to all Fielding courses, regardless of delivery method (e.g., residential with seat-time, independent study, online or hybrid).

For all of Fielding's graduate level academic programs, and except as noted below, one credit hour represents the equivalent of three hours' work per week on the part of a student during a 15 week term. Fielding defines work to include course contact time either asynchronously or synchronously, individual faculty/student contact time, and time spent studying, doing research, and completing homework assignments. Thus, a four unit course will be expected to require 12 hours of total work per week on the part of the student.

A course offered in a term of less than 15 weeks shall contain the same contact hours, preparation time, content, and requirements as the same course would if offered over a 15 week semester.

Unit value for course offerings and justification for same is determined per program in the course or curricula proposal. Credit hour assignments are expected to be reviewed for accuracy during each program's periodic renewal/audit.

Applied Media, Research Practica and Clinical Training Practica/Experiences

A clock hour to semester credit ratio of 40:1 or 80:1, as appropriate and as defined in the course description for the respective course will be used.

Continuing Education

CE credits for psychologists that are offered through the APA approved provider program in the School of Psychology are awarded on the basis of 1 hour equaling 1 credit. Credits awarded through all other continuing education programs at Fielding are based upon the Continuing Education Unit (CEU), which is defined as 10 hours equaling 1 CEU.

Psychological Assessment Labs and Research Skills Seminars

One half semester unit (0.5) is assigned per full lab day (6-8 clock hours).

Variable Units

Courses that are listed for variable units must specify how unit values will be assigned. Requirements should be clearly delineated for each unit value offered.

Grading System

Fielding's faculty assign grades to represent satisfactory completion of graduation requirements. Some degree programs may have more restrictive grading policies than others. Related policies specific to a particular school or program are available elsewhere in this catalog.

- A** Outstanding, original or excellent, demonstrating high competence and participation.
- B** Substantial in quality, demonstrating basic competence and participation.
- C** Average; not acceptable for doctoral level work.
- F** Failing; competence has not been demonstrated.
- CR** Credit; given for areas of study inappropriate to letter grading, or at the student's request, for completion of work at a level of B or better.
- I** Incomplete. See below for additional explanation.

NC No credit; competence has not been demonstrated.

W No credit; student withdrew or was withdrawn from time-bound course.

R Repeated course; original grade replaced.

The grade of '**I**' (Incomplete) may be assigned by the faculty member when the student's work is substantially complete, yet incomplete due to circumstances which were unforeseen and justifiable. A request for an Incomplete should be initiated by the student, and approved by the faculty member, prior to the deadline for submission of grades. The student's request must include the reason for the Incomplete grade request, the deliverables to be completed, and the submission date proposed for the deliverables. If the faculty approves the request for the Incomplete he/she will provide an expiration date for the Incomplete. The expiration date should take into account the student's submission date of coursework and the time necessary for faculty review of the materials in order to grade. Generally, a gap of 1-4 weeks is needed between the submission and expiration dates. The student must submit the required coursework deliverables on or prior to the submission date agreed to, and the faculty must submit the new grade to Fielding's administrative offices for processing prior to the expiration date for the Incomplete. An Incomplete grade not changed by the expiration date will revert to an '**NC**' (No Credit). Incomplete expiration dates may be extended by faculty as necessary, although PSY courses are limited to expiration dates that are no later than one year from the course's end date.

Grade Points and Averages

Fielding emphasizes competence, and encourages students to value learning over grades. However, some students may prefer letter grades for a variety of external reasons. All grades can be calculated on a 4.0 scale, where '**A+**' = 4.3, '**A**' = 4.0, '**A-**' = 3.7, '**B+**' = 3.3, '**B**' = 3.0, etc. Grades of '**I**,' '**CR**,' '**R**,' and '**W**' are not calculated into a student's grade point average. '**NC**' and '**F**' grades both count as zero grade points towards the grade point average. When a course needs to be retaken, both the original grade and credits and the grade and credits earned in repetition will be used in computing the grade point average, except in cases where a student has successfully petitioned to have a grade replaced.

The grade point average calculation for satisfactory academic progress may differ, as specified in the Satisfactory Academic Progress policy.

Grade Deadline

Instructors/faculty are expected to use the online grading system in WebAdvisor whenever possible and as implemented. In general, grades are due at the end of the university's term. Please consult the University Master Calendar for specific grade deadlines.

If the course has been graded with an Incomplete, the expiration date on the Incomplete supersedes the established grade deadline for that course in that term and becomes the new grade deadline.

Grade Changes

Students must contact their assessing faculty/instructor directly if an assigned grade for a completed course is in question. Grades are based upon the substantive judgment of the faculty member, and faculty grading decisions are final. If the assessing faculty member/instructor determines that an assigned grade should be changed, the assessing faculty/instructor should submit the request for the grade change to the Registrar's Office. Such requests must be received within six months of the original grade posting.

Grade Replacement

Students can choose to repeat a course in which they earned a non-passing grade and petition to have the original grade replaced with an '**R**'. For purposes of replacement grade petitions, a non-passing grade is considered a '**B-**' or below for the doctoral, postdoctoral, and postbaccalaureate certificate programs, and a '**C-**' or below for master's and all other graduate certificate programs.

Courses must be repeated within one of the 3 subsequent terms from the original term in which the course was registered to be eligible for grade replacement. For students who withdraw and re-enroll, non-passing grades from before the withdrawn period must be repeated within three terms (12 months) of re-enrolling, or as directed by the university or program as a condition of their re-enrollment in order to be eligible for grade replacement.

If the student has attempted the same course multiple times, only one of the non-passing grades is eligible for petition to be replaced. Students may petition for grade replacement of a maximum of 3 credit-bearing courses (up to 12 credits total) per academic program.

Course grades that have been reviewed by the disciplinary committee for allegations of academic dishonesty may be ineligible for replacement based on the outcomes of those disciplinary findings.

In the case that a course is no longer offered due to a curriculum change, a student may petition for grade replacement of an equivalent course in the new curriculum (if one exists) with the permission of the program.

To petition for grade replacement, students must submit a request to the Registrar's office after the eligible course has been successfully completed. The request for grade replacement must be submitted within one term after successfully completing the eligible course. The registrar's office will determine if the request meets the terms of this policy and if so, a grade replacement will be made.

Within one year of the implementation of this grade replacement policy (e.g., through February 2016), requests for grade replacement that meet all aspects of this policy except the timing of the repeated course will be forwarded from the Registrar's office to the relevant Program Director and the Dean for Student Development for consideration. No other exceptions to the policy will be considered. One year after this policy is implemented, no exceptions to the policy will be considered.

Policy Revised 05/01/2016

Leaves and Withdrawals

Leave of Absence Policy

This leave policy is effective for all students as of January 1, 2016.

The purpose of leave time is to permit students time off from their studies.

Approved leaves of absence are considered a temporary hiatus from study and do not constitute dismissal from Fielding. Students concurrently enrolled in more than one academic program are ineligible to take leave in just one program. Not all academic programs allow for leaves, and others allow for leaves only after the first term or first year of enrollment or re-enrollment has passed. Students should check with the Advising office and/or published leave policies by school or program with questions about the applicability of leaves for their program(s), personal leave eligibility, or the leave policy.

There are three types of leaves available to students at Fielding Graduate University: 1) full-term leave 2) emergency leave, and 3) military leave.

Requests for leave must be made in writing to the Advising office, and approval for the leave must be obtained before beginning the leave. All leave requests must include a specific reason for the leave. Any student taking leave without approval will be considered withdrawn.

Students are not permitted to participate in any academic activity while on leave, including but not limited to: coursework, clinical training, residency, research, internship, or data collection. In addition, instructors are not required to review student work received during the leave period. Students on leave may not attend residency sessions.

This break from academic coursework is best determined by students and can include, for example, time off to deal with health issues (emotional and physical), family, financial, and work related concerns. Furthermore, students are responsible for using these leaves for their intended purposes.

Students on financial aid should be aware that disbursements of student loan funds and in-school deferment statuses can be affected by leaves of absence. A student who is on academic and/or financial aid probation may not meet the terms of probation if the leave is not part of the approved academic plan upon which the probation is based.

Full-Term Leave of Absence

Students are eligible for up to three non-consecutive full-term leaves during their student tenure, no more than one term per 12-month period. A student will not be charged tuition for the period of a term-length approved leave. If a student has already paid tuition for the term-length leave, a tuition credit will be posted to the student account.

Advance request of full-term leave is strongly encouraged in order to adequately plan for the academic and financial repercussions of the leave, and the request must be received no later than the 5th day of the term. Leave requests received after the 5th day of the term will be considered for Emergency Leave of Absence.

Emergency Leave of Absence

If a student encounters an emergency situation after the 5th day of the term that will cause them to be unable to complete their enrolled coursework, the student may be eligible to request an emergency

leave of absence for the remainder of the term. The emergency leave replaces one of the three terms of leave of absence available to the student. No more than 180 days of leave may be taken during any 12 month period.

The request for emergency leave must include an explanation by the student of the situation that has led to the need for the emergency leave. The Dean for Student Development will review all emergency leave requests and must approve an emergency leave before it can be taken. The student must work with their instructors and the Registrar's office to determine if and when any in-progress coursework will be completed, with the Registrar making the final determination about in-progress coursework, if necessary, in compliance with applicable policies and regulations. Students who remain enrolled in their courses (and receive grades of Incomplete) will not receive a tuition refund.

Students who withdraw from all courses will receive a refund in accordance with the tuition refund schedule.

For students on payment plans, monthly payments will continue when a student is on leave.

Military Leave of Absence

Enrolled students in any academic program are eligible for military leave regardless of academic standing. Military leave cannot exceed 180 days in a 12-month period with the student returning to study on or before the end of the 180 day period. If there are multiple deployments, a military leave can be granted for each deployment; however the same 180 day limit in a 12-month time period applies. The leave may start as soon as two weeks after the date of the student being notified of their deployment by the military. The student must provide copies of the official notification.

The student must work with their faculty and the Registrar's office to determine if and when any in-progress coursework will be completed, with the Registrar making the final determination, if necessary, in compliance with applicable policies and regulations.

Students who remain enrolled in their courses (and receive grades of Incomplete) will not receive a tuition refund. Students who withdraw from all courses will receive a refund in accordance with the tuition refund schedule.

Students with federal or private student loans who may be deployed longer than 180 days in a 12-month period should contact their loan servicer(s) to request a Military Deferment on those loans.

Returning from Leaves

All leaves are granted with the expectation that the student will return from the leave on the date indicated in the approval. To return from leave, all past due tuition and fees must be paid by the 15th day of the month prior to the return date. In addition, students must register for academic work within 15 calendar days of the return date. Failure to register for coursework or to pay an outstanding balance upon return may result in withdrawal by the institution.

In certain situations, a student may want to return from leave earlier than originally planned. If a student wishes to return from a leave early, they should make a written request to the Advising office. Requests to return from leave early will be reviewed by the Dean for Student Development, and any decisions made will be final. Tuition will be charged for any applicable period of enrollment.

Requests for Additional Leave

If the student needs additional time away from study beyond one full term or 180 days of Emergency/Military Leave within a 12-month period, the student will need to withdraw and apply for

re-enrollment when circumstances allow it. Students who have been separated from the university may be eligible to re-enroll.

If a student has exhausted their total eligible leave time, any further leave requests will be reviewed by the Dean for Student Development on a case-by-case basis for approval, and any decisions rendered are final. In no situation will a leave be approved that exceeds 180 days in a 12 month period.

Withdrawal Policy

Elective Withdrawals

Students are encouraged to consult with faculty advisors or program directors, their Graduate Program Advisors and other administrative or financial personnel prior to withdrawal in order to receive support in the decision-making process and to discuss any possible alternatives to withdrawal. However, if a student decides to withdraw from their academic program at Fielding, the student must submit a signed, written statement to the Registrar's office, including reasons affecting the decision. Email submissions are acceptable if they are sent from a student's Fielding email account.

Elective withdrawals will be effective as of the first day received by Fielding administration, except in the case of a student who requests to withdraw while still on leave. When an elective withdrawal request is made while the student is on leave or immediately upon return from leave, the withdrawal date will be the date the student began the leave of absence. Students may also request to be withdrawn effective as of a future date, such as at the end of a term.

Unofficial Withdrawals

The Registrar's office will withdraw students when academic engagement cannot be confirmed regardless of whether the student has notified administration of their withdrawal. The withdrawal date will be the last date of confirmed academic engagement or the mid-point of the term, as determined by the Registrar in compliance with applicable policies and regulations.

Policy Revised 10/01/2015

Re-enrollment

If a withdrawn student wishes to re-enter the same program they left, s/he must contact the Advising Office (advisors@fielding.edu) to apply for re-enrollment.

- If the student was in good academic standing at the time of withdrawal, and less than 3 terms have passed since the start of the withdrawal period, s/he is eligible to re-enroll under their same catalog year that was in effect when they withdrew, if that curriculum is still available.
- Students must be in good financial standing in order to re-enroll. All past due tuition and fees must be paid in advance of re-enrollment. Tuition for the upcoming term must be paid ten days prior to the first day of re-enrollment.
- If more than three terms have passed since the start of the withdrawal period, or the student was not in good standing at the time of withdrawal, applicants will be evaluated by the program to determine eligibility to re-enroll. With rare exception, such students will be subject to current catalog/graduation requirements in the program they are re-entering. The student's prior work completed at Fielding will be evaluated for applicability to current program requirements. The university may require that additional conditions be met, including but not

limited to: successful completion of a New Student Orientation or attendance at a national session, and/or completion of specific coursework in the first year of re-enrollment.

- At the discretion of the Dean for Student Development, a new application submitted through the Office of Admissions may be required if the out-of-school period has exceeded 5 years.

Re-enrollment applicants will be asked to document how their circumstances have changed to permit timely completion of the program requirements. Service members whose withdrawal was necessitated by required military service, should document said military service.

Re-enrollment requests are subject to review and re-enrollment is not automatic or guaranteed. The Advising office will be available to provide guidance regarding re-enrollment matriculation dates, academic offerings, financial considerations, and other variables related to a return to school. With rare exception, re-enrolling students are expected to begin study at the start of the term. Applications for re-enrollment must be received prior to the term's re-enrollment application deadline as published on the Academic Master Calendar.

The Registrar's office will notify the student of the outcome of the request for re-enrollment, and any conditions for re-enrollment.

No student will be re-enrolled without first settling her/his financial obligations to Fielding, and signing a re-enrollment agreement.

Re-enrollment Rights of Service Members

Service members who are requesting re-enrollment within 3 years after the completion of the military service that necessitated their withdrawal, will be considered for re-enrollment to the same program to which they were last admitted or the most similar program if that program is no longer offered.

For the first academic year in which the student returns, they will be assessed the tuition and fee charges at the same rate that was in place at the time the student ceased their prior attendance. If the service member is re-enrolled in a different program in which the current tuition/fees is less than the tuition/fees of the prior program, the lesser tuition/fees will be assessed.

Returning service members will be re-enrolled to the same catalog of graduation requirements under which they left, unless the program has changed so substantially that the university determines there are no reasonable efforts (such as refresher courses at no cost) that the university can take to prepare the student to resume the program at the point where he/she left off; or after making such efforts, the university determines the student is not prepared to resume or complete the program.

Policy Revised 10/15/2015

Session Registration

Fielding has a registration deadline for all sessions. This takes place approximately eight weeks prior to the beginning of each session and is clearly stated on the session websites and in each registration booklet. The University Master Calendar lists session dates and registration deadlines.

The needs of students are at the very heart of most Fielding policies and practices and registration deadlines are set in order to provide better services to students, not to keep students from participating. Students spend much time and money attending the sessions and they need to accomplish their goals at the sessions. Therefore, it is important that we have proper room accommodations, correct audio-visual equipment, that student meetings are set up correctly and that

schedules are accurate with correct times, locations, etc. The hotels we work with have strict deadlines for the sort of information we must give them and these deadlines are set shortly after the registration deadline we have set for students. This gives us a small amount of time to set up proper logistics and then provide the information to the hotel.

Student participation and communication are crucial both to the mission of the University and to successfully completing the doctorate. For this reason, there is no limit on the number of students who can attend a national or research session. If 400 students register for each session, we will set up the session to accommodate that number. When working with a group this size, last minute happenings (such as late registrants) can cause major mistakes in the overall schedule because slight changes as they move down the line of people needing to know (both Fielding staff, faculty, and hotel staff) can cause ripple effects. This is the reason we are fairly strict with the deadline; not as a restrictive measure. If an institution does not look out for the whole of the institution, then it is not looking out for the individual. Being a student-driven system does not mean that all students will have things best suited for them, it means systems will work well for MOST students.

Because we know that many students have major life events that impact their decision to attend or not to attend a session, we have a process for late registration. Students who have missed the deadline may appeal to the Appeals Committee. The Appeals Committee will confer and respond in a timely manner to your request.

TO APPEAL:

Write a brief statement explaining why you missed the registration deadline and state why you feel it is important for you to attend this session. Send to Conference and Event Services via email (sessions@fielding.edu).

Anyone who is allowed to register after the deadline will be subject to a \$100 late registration fee. This fee is in addition to the session registration fee. These costs must be paid at the time of registration. Please note: students who are registered late for a session are only registered for the session as a whole and must add individual seminars to their schedule when they arrive at the session.

Policy Revised 03/01/2012

Transcripts

Academic transcript requests will be processed within 5 business days upon receipt of the request in the Registrar's Office. All requests must be in writing or via secure means. There are several ways by which this can be accomplished:

- A Transcript Request form is available at the Office of the Registrar page and can be faxed or mailed. Please be sure to sign the document.
- If you have an authorized email signature form on file with Fielding you may write to transcripts@fielding.edu to request academic transcripts via the email address you specified on the email authorization form.
- Students or alumni with WebAdvisor accounts may use the online transcript request form available there.

RUSH academic transcript processing is available (1-3 day processing and overnight delivery), provided we receive payment by check or credit card information for billing purposes. Currently

enrolled students are not required to make the rush payment in advance, but should be aware that any unpaid fee may incur finance charges and no additional transcripts will be sent until the previous fee is paid.

Holds on academic transcripts will be in place for former students who have not paid all outstanding tuition and fees, and for those former students who have not completed any required exit counseling process in regards to student loans.

Official transcripts of credit earned at other institutions which have been presented for admission and transfer credit purposes become the property of Fielding Graduate University and will not be returned or copied. Copies of these transcripts must be requested from the originating institution.

Current students and alumni may print out unofficial copies of their academic records (tracking sheets) from WebAdvisor.

Policy Revised 11/01/2010

Transferring Your Program of Study

Students who wish to transfer from one Fielding program of study should consult the Transfer and Articulation handbook for related policies, procedures and articulation agreements.

Student Rights & Responsibilities

Behavior

Academic Honesty

Preamble

The ideal of academic honesty is crucial to the integrity of a university, college or institute; conversely, academic dishonesty undermines the very basis upon which institutions of higher education are organized and function. All students, faculty, and staff at the Fielding Graduate University are expected to meet the highest standards of honesty in the performance of their academic work. Students, faculty and staff are expected to report observed cases of academic dishonesty in others to school leadership, and may not do so anonymously. All reported allegations will be treated with an appropriate level of confidentiality. Toward that end, Standards of Academic Honesty and procedures to enforce these standards fairly are hereby adopted by the Academic Policy Committee on behalf of Fielding.

Standards of Academic Honesty

The Standards of Academic Honesty proscribe (but are not limited to) the giving or receiving of unauthorized help in examinations or other assignments, plagiarism and other unacknowledged or undocumented use of source material, and forgery. Students may not re-use their own work without explicit disclosure regarding the nature of its original use and subsequent permission from the faculty assessor.

Violations of Standards

A student shall be subject to discipline for any violation of the Standards of Academic Honesty. Faculty and staff members shall be subject to reprimand for any violation of the Standards of Academic Honesty.

Disciplinary Sanctions

Sanctions available would be those appropriate to the violations and will include, but not be limited to, any one of the following: an official reprimand; a requirement to repeat an assignment, an examination, or a course; a requirement to complete an alternative assignment or examination; a failing grade for an assignment, an examination, or a course; suspension; or expulsion from Fielding. In the case of a faculty or staff member, an official reprimand or dismissal may occur.

Committee on Academic Integrity

1. A Committee on Academic Integrity (CAI) is established.
2. The CAI's primary purposes shall be, in accordance with the procedures outlined below, to receive and evaluate evidence of alleged violations of the Standards of Academic Honesty and to make decisions regarding the disposition of such cases. The CAI shall also make

recommendations to the Provost and to the appropriate governance bodies for changes in standards and procedures, as it deems appropriate, and shall report annually to the Provost.

Procedures

In cases of an alleged student violation, these general procedures will be followed:

1. A faculty member who believes that a student has violated one or more of the Standards of Academic Honesty will promptly so inform the student and present the student with the reasons for this belief. Such an allegation can be in reference to a student's current coursework submitted for review, the student's prior coursework, or both. The faculty member will inform the school's designated Associate Dean for academic affairs, who in turn will inform the student's assigned faculty advisor/mentor or the program director.
2. If, after learning the student's response, the faculty member continues to believe that a violation has occurred, the faculty member shall proceed in one of two ways:
 - A. If the faculty member deems the alleged violation to be minor, the faculty member may attempt to resolve the matter in a manner satisfactory to both the faculty member and the student. If the matter is so resolved, the faculty member shall report the matter and its resolution to the Provost, and the school's designated Associate Dean for academic affairs. If the student is not satisfied with the faculty member's proposed disposition of the allegedly minor violation, the student may independently appeal the issue to the CAI.
 - B. If the faculty member deems the alleged violation to be more serious, the faculty member will refer the matter to the CAI, within five calendar days, giving reasons for the faculty member's belief that a violation has occurred. In that report, the faculty member may recommend a penalty. The faculty should make a reasonable effort to discuss the allegation directly with the student (i.e., give the student 14 calendar days to respond to a message, etc.) before referring the matter to the CAI. Throughout this and any subsequent processes, the school's designated Associate/Assistant Dean for academic affairs will keep the student's assigned faculty advisor/mentor or program director informed of the process.
3. If a faculty member refers an alleged violation to the CAI, or if a student dissatisfied with the penalty imposed by a faculty member for an alleged minor violation appeals to the CAI, the chair of the CAI will inform the student and the faculty member in writing within 10 calendar days, and will consult with them as to the necessity for or desirability of a hearing. If a hearing results from this consultation, the CAI will schedule one as soon as possible, normally within 14 calendar days.
4. The CAI will establish its own procedures for the conduct of a hearing. No attorneys will be present for either party. The hearing process will continue even if a student elects to self-withdraw from Fielding Graduate University.
5. Following the hearing, or in the absence of one, the CAI will promptly decide whether the alleged violation has or has not occurred and will submit a written report of its findings to the student, the alleging faculty member, the student's assigned faculty advisor/mentor or program director, and the Provost, within 10 calendar days from the CAI's decision having been made. The report should address whether or not the CAI believes a violation has occurred and the decision of a penalty, if any, that it deems appropriate. If it decides that a violation has occurred, the CAI will include in its report its decision of a penalty that it considers appropriate. This penalty may be the one recommended by the alleging faculty member or some other penalty in conformity with the disciplinary sanctions aforementioned. The CAI will also transmit the relevant files to the Provost.
6. If the CAI decides to impose a penalty (of whatever kind), the student, within 7 calendar days, may appeal this decision to the Provost.

7. If the student appeals, within 7 calendar days the Provost must either: concur with the decision of the CAI; choose to modify the decision; dismiss the appeal, or remand the case to the CAI for further deliberations. In all actions but the last, the case will be considered closed.

Degrees Awarded/Revoked

If evidence arises that an academic degree was earned in violation of the Standards of Academic Honesty, the CAI may recommend to the Provost that the degree be revoked. The decision of the Provost is final.

Plagiarism Prevention

All academic work submitted to the faculty of Fielding Graduate University is subject to checking through Turnitin.com. The decision whether or not to submit such work for checking is in the discretion of the individual faculty member, and some may elect to not submit such student work. It is recommended for faculty who choose to regularly use this service, that their assessment guidelines and/or syllabi reflect this choice and duly inform students that they must provide electronic copies of their papers.

Any student who objects to such submissions and is subsequently accused of plagiarism based on a hard copy of their work, bears the responsibility for proposing an alternative means of verifying that their work is original work in a manner satisfactory to the faculty concerned/Academic Integrity Committee. Students may also check their own work prior to submission to the faculty, if they so desire, either through their assessing faculty's account, or through the account of a faculty mentor/faculty advisor.

Policy Revised 12/01/2012

Free Speech

There shall be no restrictions placed on the fundamental rights to free speech except those necessary to protect the rights of others and to preserve the order necessary for the university to function as an institution of higher learning. Given the diverse cultural backgrounds of users, Fielding cannot protect individuals against exposure to materials that they may consider offensive. Nevertheless, Fielding reserves the right to take restrictive actions in response to complaints that posted material creates a hostile environment for individuals or classes of individuals. Fielding also has the responsibility to take restrictive action when a user violates Fielding policy or federal, state or local laws.

Policy Revised 07/01/2001

Involuntary Leave Policy

It is the policy of Fielding Graduate University that if any student, because of an apparent medical or psychological condition, poses a threat to the physical well-being of him/herself or any other member of the Fielding Graduate University community, or a threat of serious destruction of property, such student may be placed on an involuntary leave of absence. This policy applies to medical and psychological problems only, and not to matters solely of a disciplinary nature.

Procedures

1. When evidence is brought to the program director of any of the Fielding program (hereafter the "Program Director") that the behavior manifested by a Fielding student poses a threat to the physical or psychological wellbeing of him/herself or another individual, or a threat of serious damage to property, the Program Director may place the student on an involuntary leave of absence for an appropriate period of time. The student will be notified in writing of this action. Again, this policy applies to medical and psychological problems only, and not to matters solely of a disciplinary nature.
2. If the student agrees with the decision made by the Program Director, no further action is necessary and procedures (5) through (6) will be followed.
3. If the student believes that an error in judgment was made in issuing the involuntary leave, he/she must so state in writing within three days following receipt of notice (sent through "certified-return receipt requested") of the suspension. A hearing must be held by the Dean of Student Development within five working days after receipt of the aforementioned notice provided by the student (or as soon thereafter as the student is available). The purpose of such a hearing is to allow the student the opportunity to present evidence indicating that a leave is unwarranted. Evidence to the contrary may also be presented by the faculty, staff, administration, and/or students of Fielding. The following individuals must be given written notice of the date, time, place, and purpose of the hearing: the student, the Graduate Dean, the Registrar, the student's Graduate Program Advisor, and the student's Faculty Advisor (if applicable), and each of the faculty members in whose classes the student is currently enrolled. After all evidence has been presented, the Dean of Student Development must notify all parties listed above in writing of his/her final decision within three days of the hearing.
4. A student who has been on involuntary leave of absence may apply for reinstatement at the end of the leave period and will be subject to the official reinstatement procedures found in the Fielding Graduate University Policy Bulletin.
5. Questions regarding appropriate refund of tuition and fees paid for the term in which the leave began, payment of outstanding tuition/fees, and the like, are left to the discretion of the Program Director and the Chief Financial Officer in cases such as those described herein. In general, students will be held responsible for tuition incurred through the effective start date of the involuntary leave.
6. The transcript of such a student will be annotated in the following manner: "Involuntary Leave MM/DD/YYYY."

Policy Effective 06/01/2013

Research Ethics

Preamble

The decision to undertake research rests upon a considered judgment of the researcher about how best to contribute to the advancement of science and of human welfare. The researcher has an obligation to carry out the research with respect and concern for the dignity and welfare of the people who participate and with cognizance of federal and state regulations and generally accepted professional standards governing the conduct of research involving individuals or groups of persons. In furtherance of that goal, the following policy is set forth to govern research in the Fielding Graduate University.

Policy

The Board of Trustees of Fielding Graduate University affirms the policy that all student dissertation research or other research involving individuals or groups of persons carried out under the aegis or sponsorship of the University should be in adherence to relevant professional ethical guidelines for research dealing with human participation and animal subjects. For human subjects this includes all data collection regardless of whether the contact with subjects is face-to-face, via mailed questionnaires or by a third party collecting the data. Proposals for all research must be reviewed and approved or granted exempt status by the Institutional Review Board of the Fielding Graduate University before the research is undertaken.

Procedure

Fielding Graduate University will maintain an active Institutional Review Board (IRB), appointed by the Provost upon recommendation from the Deans of the academic programs. The procedures used will be in accordance with the Institutional Review Board Guidebook and the Policy Guidance set forth by the Office for Human Research Protections of the United States Department of Health and Human Services. It will be the responsibility of the IRB to develop and oversee all research ethics procedures, including education of the Fielding Graduate University academic community about the importance of research ethics and the guidelines for IRB application process.

Policy Revised 07/01/2006

Student Initiative

Fielding faculty and staff will assist you in planning your academic program. They are not authorized to change established policies of Fielding Graduate University. You are solely responsible for assuring that your academic program complies with the policies and requirements of Fielding Graduate University. For Fielding policy information and information on degree requirements, please contact the Registrar's Office or the Office of Student Advising.

Policy Revised 01/01/2013

Truth in Information

Fielding relies upon the statements made and documents supplied by its applicants and students. If discrepancies appear between statements or documents provided to Fielding and information

otherwise obtained, applicants may be rejected for admission and students may be dismissed without recourse.

Policy Revised 11/01/1997

Student Rights & Responsibilities

Program Specific Policies

APA Ethical Principles - PSY

All psychology students should be aware of Section 7.04, Student Disclosure of Personal Information, in the APA's Ethical Principles of Psychologists and Code of Conduct (2002, 2010 revision). This section states:

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if

1. the program or training facility has clearly identified this requirement in its admissions and program materials or
2. the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

The School of Psychology at Fielding Graduate University places considerable value on personal exploration, requiring students to self-reflect and to be self-aware. As a result, it is the expectation that students will disclose personal information as part of their participation in the doctoral program in psychology. If you have any questions regarding this issue, please contact the Program Director for the Clinical Psychology program.

Policy Revised 06/01/2013

Student Impairment - PSY

Introduction

This document provides policies and procedures for managing problematic student conduct or performance. These policies are consistent with accreditation standards of the American Psychological Association and also incorporate human resources policies of the Fielding Graduate University and the protocol for response to students with academic and/or clinical difficulties approved by the faculty of the School of Psychology. These policies emphasize due process in the school's decisions about students. There are avenues of appeal that allow students to file grievances and to dispute school decisions.

The APA Ethical Principles of Psychologists and Code of Conduct (2002) clearly stipulates the requirement that psychologists meet certain standards of competence and that they be free of personal impediments that could impair professional performance based on generally accepted standards of care. It further stipulates that training programs have the obligation to apply these

standards of performance to students, taking remedial action when possible, and dismissing students when such efforts fail to improve performance to the stipulated levels.

Two types of difficulties and terms denoting them have been noted in the literature:

- Incompetence is reserved for situations where the skills necessary for adequate professional performance is lacking;
- Impairment is reserved for situations of diminishing functioning.

Both types of difficulties may be manifest in graduate students, in either academic, clinical, research, or all components of their programs.

In addition, for purposes of this document student problems are defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior, 2) an inability and/or unwillingness to acquire professional skills in order to reach an acceptable level of competence, and/or 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

While it is a professional judgment as to when a student's behavior becomes more serious (i.e., problematic) rather than just of concern, for purposes of this document a concern refers to a student's behaviors, attitudes, or characteristics which, while of concern and which may require remediation, are perceived to be not unexpected or excessive for professionals in training. Student behaviors become identified as impairments when they include one or more of the following characteristics:

1. the student does not acknowledge, understand, or address the problem when it is identified;
2. the problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training;
3. the quality of academic or clinical work delivered by the student is sufficiently negatively affected;
4. the problem is not restricted to one area of professional functioning;
5. a disproportionate amount of attention by faculty is required,
6. the student's behavior does not change as a function of feedback, remediation efforts, and/or time;
7. the problematic behavior has potential for ethical or legal ramifications if not addressed;
8. the student's behavior negatively impacts the public view of the Fielding Graduate University;
9. the problematic behavior negatively impacts the student population.

The School of Psychology Program continually assesses each student's performance and conduct. Feedback from the assessments facilitates students' professional growth by acknowledging strengths and identifying performance or conduct areas that need improvement. At a minimum, faculty cluster leaders provide written evaluations and meet with the student at specific intervals (e.g., Annual Reviews) to discuss the assessments and offer recommendations. In the meetings, differences between students' and faculty appraisals are expected to surface and, in most cases, are resolved. After the review, the faculty and student sign the annual plan and forward it to Santa Barbara. Faculty will be required to provide documentation of problems encountered.

Students are evaluated within the three components in the Clinical Psychology PhD program: academic, research, and clinical. The academic component consists of a curriculum of areas of study called knowledge areas as well as the comprehensive assessment. The research component includes the research practicum, proposal and dissertation, and the final oral review. The clinical component

includes the practicum, psychological assessment labs, pre-internship evaluation, and internship. Each student is evaluated by the faculty and given feedback and evaluation throughout their student career.

Each component aims to provide the student with the opportunity to begin assuming the professional role of a psychologist consistent with the scholar/practitioner model. This role entails the integration of previous training and further development of the scientific, professional, and ethical bases involved in professional functioning.

School of Psychology Expectation of Students

The expectations of students are divided into three areas:

1. knowledge of and conformity to relevant professional standards,
2. acquisition of appropriate professional skills, and
3. appropriate management of personal concerns and issues as they relate to professional functioning.

Professional Standards

Students are expected to:

1. Be cognizant of and abide by the APA Ethical Principles of Psychologists and Code of Conduct, Specialty Guidelines and any other relevant, professional documents or standards which address psychologists' ethical, personal and/or legal responsibilities.
2. Be cognizant of and abide by the laws and regulations governing the practice of psychology. Such documents include but are not necessarily limited to the appropriate state regulations governing the practice of psychology; relevant local, state and federal statutes; and relevant case law.

It is recognized by the clinical psychology program that mere knowledge of and exposure to the above guidelines and standards are not sufficient. Students need to demonstrate the ability to integrate relevant professional standards into their own repertoire of professional and personal behavior. Examples of such integration include a demonstrated awareness of ethical issues when they arise in work with clients, appropriate decision making in other ethical situations, and awareness of ethical considerations in their own and other's professional work.

Personal Functioning

There is a relationship between the level of personal functioning and effectiveness as a professional psychologist, for example, most notably in one's role delivering direct services to clients. Physical, emotional, and/or educational problems may interfere with the quality of a student's professional and/or educational work. Such problems include but are not limited to 1) educational or academic deficiencies, 2) psychological adjustment problems and/or inappropriate emotional responses, 3) inappropriate management of personal stress, 4) inadequate level of self-directed professional development, 5) inappropriate use of and/or response to supervision/ guidance, 6) violations of civil rights or harassment violating federal, state, and Fielding policies, and 7) violations of any criminal laws.

When such problems significantly interfere with a student's professional functioning, such problems will be communicated in writing to the student during annual reviews or when necessary. The Clinical Psychology Program Director or the Director of Clinical Training, in conjunction with the student, will formulate strategies for ameliorating such problems and will implement such strategies and procedures. If such attempts do not restore the student to an acceptable level of professional

functioning within a reasonable amount of time, discontinuation in the program may result. The specific procedures employed for the notice and acknowledgement and amelioration of student deficiencies will be described later in this policy.

General Responsibilities of the Clinical Psychology Program

A major focus of this program is to assist students in integrating their personal values, attitudes and functioning as individuals with their professional functioning. We are committed to providing the type of learning environment in which a student can meaningfully explore personal issues which relate to his/her professional functioning. The responsibilities correspond to the three general expectation areas (Professional Standards, Professional Competency, Personal Functioning) and are described below:

1. The program will provide students with information regarding relevant professional standards and guidelines as well as providing appropriate avenues to discuss the implementations of such standards.
2. The program will provide students with information regarding relevant legal regulations which govern the practice of psychology as well as providing appropriate forums to discuss the implementations of such standards. The program will further provide students with information regarding academic standards as well as information regarding academic policies of the university. Students will be reminded to review laws and regulations which govern the practice of psychology in their state.
3. The program will provide periodic written evaluation of the student's program with the content of such evaluations designed to facilitate student's progress and growth as professionals. Academic evaluations will address the students' knowledge of each particular knowledge area as determined by the competency standards established by the School of Psychology, as well as personal functioning consequences. Clinical evaluations will address the students' knowledge of and adherence to professional standards, their professional skill competency, and their personal functioning as it relates to the delivery of professional services.

In accepting the above responsibilities, the Dean for Student Development or designee will maintain ongoing communications with the student's cluster faculty regarding the student's progress in all components of the program. The program will provide appropriate mechanisms by which inappropriate student behavior affecting professional and/or educational functioning is brought to the attention of the student.

Student Impairment

Similar to practicing psychologists, students of professional psychology have a responsibility to address personal issues which may impair their performance in academic and/or clinical training, or may jeopardize the well-being of clients.

Students who come to the attention of faculty and administration as experiencing impairment issues will be treated with compassion, support, and dignity. It is a goal of the School of Psychology to help students successfully complete program requirements. Whereas it is clearly preferable for impairment to be dealt with through prevention or voluntary intervention, at times, the School of Psychology is called upon to intervene and assist in a student's remediation of impairment issues.

Student impairment is defined as significant interference in functioning at the academic or professional training level to or associated with a health or mental health condition. More specifically, such health or mental health conditions often include, but are not limited to, the following:

- physical and emotional hardships
- chemical dependency

- stress, burnout
- extreme personal/relationship difficulties
- emotional and mental disorders
- cognitive impairment due to injury or illness

Finally, it is important to point out that impairment is not equivalent to incompetence or problematic behavior. Although individuals experiencing impairment may display problematic or incompetent behavior, such actions are closely linked with a health or mental health condition. Further, a person may experience health or mental health difficulties without being considered impaired.

Dismissal Policy

The dismissal of a student from the School of Psychology is a significant event for both the student and program faculty. It represents the conclusion of the faculty that the student has cognitive, affective, and/or behavioral impairments that interfere with professional and/or educational functioning or, that the student has not demonstrated an adequate level of competency in either academic, clinical or research skills, or professional conduct. Dismissal action is generally the final outcome of several informal and formal communications (as detailed below) with the student regarding his or her unsatisfactory progress through the program and, when appropriate, special efforts at helping the student meet program requirements and training objectives.

Reasons for Dismissal from the Program

At any point during the student's matriculation through the program, the faculty retains the right to review any student circumstances or personal performances that may negatively affect the student's competencies for independent professional practice or that may threaten client welfare. The following are offered as examples of circumstances or performances may be the basis for dismissal action under this policy; many other instances of misconduct (e.g., academic dishonesty) are covered in other University policies, and these policies should be consulted as appropriate:

- Failure to maintain minimum academic standards
- Unsatisfactory performance in practice courses (e.g., practicum or internship)
- Criminal misconduct
- Unethical practices and/or unprofessional conduct as specified in APA or state guidelines for ethical behavior
- Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare.

Interim Suspension

The Program Director for Clinical Psychology or the Director of Clinical Training may recommend to the Dean for Student Development an interim suspension when a student's behavior threatens to disrupt the educational process of the school, or when such behavior places the welfare of clients or others in jeopardy. Upon this recommendation, the Dean for Student Development may suspend the student when the student's behavior threatens to disrupt the educational process or when such behavior threatens the welfare of others. Interim suspension will become effective immediately, without prior notice, and may be terminated by the Dean for Student Development at any time prior to or after the outcome of disciplinary proceedings. Students placed on an interim suspension will not be permitted to participate in some or all of the school's activities, nor will they be allowed to take examinations or submit papers or other course work without written permission from the academic leader who recommended the interim suspension. Interim suspension will remain in effect until the Impairment/Incompetence committee recommends another course of action.

Reporting Impairment/Incompetence

Students are welcome to come forward on their own to discuss any difficulties they believe may impair their ability to function in academic and/or clinical settings. Students who wish to discuss such difficulties can contact any psychology faculty member.

Faculty, students, or staff who are concerned about possible impairment in a School of Psychology student should proceed according to the following procedures:

- First, if possible, talk directly with the student to express concerns about possible impairment/incompetence and to encourage the student to remediate the problem. Provide the student with specific behavioral examples that support concerns.
- Encourage the student to approach the Clinical Psychology Program Director or Director of Clinical Training to discuss the issues involved.
- If faculty, student, or staff is unwilling or unable to talk to the student, they may report the concerns by speaking with either the Clinical Psychology Program Director or Director of Clinical Training. This may come to the administration as a specific complaint, observation at an event at Fielding Graduate University or outside the university, or a circumstance that suggests impairment/incompetence. Be prepared to provide specific behavioral examples that indicate a change in previous functioning.

Once such concerns have been brought to the attention of the program, informal attempts to resolve the problem will be pursued. If informal attempts do not resolve the problem within 30 days, the program will inform the Dean for Student Development of the ongoing problem. A committee chaired by the Dean for Student Development will examine the information in order to determine if there are reasonable grounds to suspect student impairment/incompetence. If the committee finds that a student is in its judgment impaired/incompetent, the committee will decide on a plan to address the concerns. The student will be notified by the committee chair of the committee recommendation(s) (see procedure below) for addressing the student impairment/incompetence.

Review Procedures

To protect student due process rights as well as the rights of faculty to uphold the academic and professional standards of the School of Psychology, the following steps will be taken as part of the retention and dismissal review process:

- The student will be informed in writing by the Dean for Student Development of any complaint, event, or circumstance that suggest impairment/incompetence or violation of University, legal, ethical, or professional codes. Such complaints may emanate from members of the program, school or University faculty, clinical supervisors, clients, students, or professionals and agents outside the university community.
- As part of the above communication, the Dean for Student Development may initially advise the student to seek an informal resolution of the complaint with the accusing party, and to inform the Dean for Student Development of the outcome of this action within 30 calendar days.
- If, however, informal methods at problem resolution are inappropriate or unsatisfactory, the Dean or Program Director for Student Development will inform (in writing) the student, the student's cluster faculty, and other interested parties that the student's status in the program is being reviewed and that a formal meeting of the Impairment/Incompetence Committee will be necessary to evaluate the nature of the problem and to decide on a course of action. Depending on the nature of the complaints, event, or circumstance, a student's status in the

program may be in immediate jeopardy and the goal of the review would then be for the committee to decide whether to retain or dismiss the student from the program.

- The Dean for Student Development may invite any persons judged to have relevant information to submit such information either in person (either physically, or by conference call) at this meeting or in writing prior to the meeting. The student will be given copies of all written materials under consideration in advance of the meeting. The student would be invited to attend this meeting (physically or by conference call) and to present testimony. In addition, the student may invite other individuals who have relevant testimony to present material to the committee. The student will provide the Dean for Student Development with a list of these individuals at least 7 calendar days in advance of the scheduled meeting. The student has no right of cross examination. A student may have counsel present but counsel may not speak or advocate on behalf of the student.
- Following the presentation of testimony and evidence, the committee will convene separately to deliberate and to arrive at a decision regarding the student's standing in the program. This decision may result in either (a) retention of the student in good standing, (b) a judgment to allow the student to continue in the program on probationary status until specified conditions are met, or (c) immediate dismissal of the student from the program. The decision of the committee shall be a collegial decision through reason/judgment of the committee. The decision shall not be subject to civil/criminal standards of proof.
- Following completion of the committee's decision-making, the Dean for Student Development will inform the student and the student's cluster faculty (in writing) of the committee's decision and, if appropriate, clearly specify what if any conditions must be satisfied by the student to maintain his or her good standing within the program. The entire process from the point that it has been determined that an informal resolution could not be reached and a formal meeting of the Impairment Committee was necessary, to the written decision, should not exceed 45 calendar days.
- The student will also be advised that if he or she wishes to appeal the outcome of the committee's decision, he/she will be allowed to appeal to the Provost within 10 calendar days. Failure to appeal within 10 calendar days renders the committee's recommendations final. The written appeal must state the reason(s) why the student believes the committee's recommendations are inappropriate. The Provost will review the case and will provide a decision to the student within 10 calendar days after the receipt of the written appeal. The decision of the Provost will be final.

Policy Revised 03/19/2014

Student Informal Complaints Procedure - EdD and IECD

Pursuant to Fielding Policy

A student complaint/grievance is an allegation by a student that there has been, in an individual case, an arbitrary or discriminatory application of, or failure to act pursuant to, the policies of Fielding Graduate University (specifically within the EdD/IECD programs) in relation to students. To start this procedure, the student sends a formal written request to a designated academic or administrative officer for which specific remedies are requested.

The parties to a grievance are the student filing the grievance and the person(s) against whom the grievance is filed.

Definitions

An academic complaint/grievance is one involving faculty members, associate deans, the program director of a particular program, or the Dean of a particular program. Faculty evaluations and grading of student work are based upon the substantive judgment of the faculty and are not subject to a complaint/grievance.

An administrative complaint/grievance is one involving staff of Fielding Graduate University.

The informal complaint/grievance procedure within the EdD/IECD programs is the process a student initiates prior to filing a formal grievance with the University. The student initiating this process must be the individual against whom the alleged infraction has occurred.

A calendar day is any day of the week. For purposes of computing the time periods specified under steps 1 - 3 below, if the last day of this time period falls on a Saturday or Sunday, the last day will be construed as the Monday following that Saturday or Sunday. If the last day falls on a holiday, the last day will be construed as the next regular calendar day following the end of the holiday time period. If the next regular calendar day falls on a Saturday or Sunday, the last day will be the following Monday.

Edd/IECD Informal Procedure for Filing Academic and Administrative Complaints

Specific Scope

This procedure is designed for dealing with issues relating to knowledge areas/courses; comprehensive assessments; dissertations and dissertation committees; cluster activities; mentor relationships; satisfactory academic progress; sessions; and related organizational work.

1. The student raises the issue of concern with the faculty, administrator, student or other person(s) involved. This should be done within 14 calendar days after the student becomes aware there allegedly has been an arbitrary or discriminatory application of, or failure to act pursuant to, the policies of Fielding Graduate University (specifically within the EdD/IECD programs).
2. If the issue is not resolved between the parties within 14 calendar days, the student may contact, in writing or email, the appropriate Program Director.
3. The Program Director will mediate the dispute, within 14 calendar days after being contacted by the student, with the purpose of finding a resolution. During this process, the student may select another person (no faculty, staff or administrator) to assist them in preparing for and presenting their position at the mediation.
4. If the issue is not resolved, the student may take the matter to the University's formal grievance procedure within 14 calendar days after the mediation.

Policy Revised 10/18/2007

Student Informal Complaints Procedure - PSY

Students are to follow an informal complaint procedure prior to filing a formal academic grievance involving a faculty member. If a student has difficulty with one or more faculty members over an academic matter, these informal procedures can assist the student in resolving the difficulty without the need to file a formal grievance.

1. The student should discuss the problem directly with the faculty member(s) with whom the student has a problem and/or ask the student's faculty advisor to intercede. Faculty members

are expected to respond to such an inquiry within five business days. It is recommended that any written correspondence between parties be saved.

2. If the student is not satisfied with the results of (a), the student should contact a faculty or student member of the Psychology Personnel Committee. The informal complaint to the Personnel Committee member must be made within 45 days of the incident. The committee member contacted must inform the Personnel Committee as a whole within five days of being notified.
3. If an unresolved dispute is with a member of the Personnel Committee, that member will not be included in the discussion by the committee as a whole and will be treated as any other non-committee faculty member in the complaint process. The faculty member who is the subject of the complaint will have an opportunity to respond to the complaint before any action is taken by the Personnel Committee.
4. The Personnel Committee may assign one or more of its members to serve as mediator(s) with the student and faculty member(s). If the mediator(s) are unable to resolve the problem, the student may file a formal grievance.
5. The Personnel Committee must resolve the matter satisfactorily with the student within 75 days of the original incident, so the student can still file a formal complaint within the 90 day time limit required by the formal grievance procedure.

Policy Revised 06/01/2013

Timely Response: Expectations of PSY Students

This policy is a companion to the faculty timely response policy. Just as students can contact faculty, staff, and administrators with the expectation of receiving a timely response, it is the student's responsibility to attend to communications from the institutional personnel that request a response. Student timely communication is necessary for effective institutional functioning and to provide appropriate educational supports.

As a distributed learning environment, faculty, staff, and administrators may send students a communication that requires a response by email, postal mail, or by phone. It is the student's responsibility to respond in a timely manner to those communications. The expectation is that a student will respond within ten calendar days. If there is no response, the sender should make a second attempt. If there is no response within ten calendar days, the sender should notify the Program Director immediately.

The Program Director will attempt to contact the student via registered letter to the student's address on record requesting a response to the last communication in question. Lack of response to the registered letter after two weeks will result in an immediate suspension of 30 days. The Program Director's office will continue to make a good faith attempt to contact the student to determine if there are mitigating circumstances that are preventing a response from the student. If circumstances warrant it, the Program Director may simply reinstate the student from suspension. If unable to make this determination within 30 days or circumstances do not warrant non-response, the Program Director will dismiss the student. Dismissal under these conditions requires an application for re-enrollment.

Policy Effective 07/01/2006

Student Rights & Responsibilities

Rights

Faculty & Staff Timely Response Policy

The following procedures concern the timely response to all communications between students, faculty, and associate deans.

This policy defines the maximum faculty response times. As such, they provide a guide whereby students may conclude that there is a possible problem and make inquiry to faculty about the status of their work. They provide a guide whereby faculty can judge and manage their workloads. They should not be interpreted as minimum or typical response times. It is expected that response times usually will be shorter than the maximums defined in this policy.

Policy

- **Student Communications:** Faculty should acknowledge and respond to student communications within five business days. This includes responses to email notes, phone calls, and regular mail and acknowledgement of receipt of student materials via mail, e.g., assessment and dissertation manuscripts.
- **Assessment contracting:** Drafts of assessment contracts should be reviewed and a response returned to the student within 10 business days after receipt by faculty member.
- **Assessments:** The faculty member is responsible for providing written feedback on the assessment material in a maximum of 30 calendar days of receipt of those materials by the faculty member (or by the date mutually agreed to by the faculty member and student.) The assessment contracting process includes negotiation and specification of the date the student will submit the assessment materials for review. If that date turns out to be unrealistic, the student is responsible for notifying the faculty member as soon as that becomes apparent. The student and faculty should then renegotiate a new submission date. In some cases, this may require the use of an Incomplete grade. Please consult the Grades and Credit policy for further information.
- **Comprehensive assessments/Qualifying Exams:** Feedback is due no more than 30 calendar days after receipt of materials in the Santa Barbara Office.
- **Dissertation:** Feedback on written materials for any phase of the dissertation process, is due to the student in a maximum of 30 calendar days from receipt by any School of Leadership Studies faculty member, and within 21 days for any School of Psychology faculty member.

Exceptions to Policy

- Faculty can experience an unexpected or extraordinary circumstance that makes adherence to the policy impossible at a particular time. The faculty member is responsible for notifying affected students and their programs' Governance Committee that handles personnel matters.
- The days taken by faculty for properly announced vacations and sabbaticals do not count in assessing compliance with this policy.

The days taken up when a faculty member attends a National Session, Research Session, Clinical Session, or New Student Orientation, do not count in assessing compliance with this policy. In addition, the week prior to and following a National Session will not count in assessing compliance.

Policy Revised 01/01/2014

FERPA: Student & Institutional Rights Regarding Public Information

Fielding Graduate University adheres to the Family Educational Rights and Privacy Act of 1974, as amended, concerning student access to files and the release of student information. This and all other Fielding policy statements regarding student rights under FERPA is not intended to be fully explanatory of student rights under FERPA or California law.

The items listed below are designated as "Public" or "Directory" information and may be released at the discretion of Fielding. Students have the right to restrict disclosure of ANY or ALL of the items of public information listed below. Students who decide to inform the institution not to release any or all of these public information items, should know that the specified item(s) will be treated as if they were confidential, and any future requests for this information for purposes other than official Fielding business will be refused. A form for the purposes of restricting directory information is available to students from the Registrar's Office. The request for nondisclosure remains in effect until rescinded by the student. Fielding assumes that failure on the part of any student to specifically request the withholding of public information indicates individual approval for disclosure.

| | |
|----------------------------------|------------------------------------|
| Name | Date of Birth |
| Home Address | Place of Birth |
| Home Telephone Number | Class Roster/Schedule of Classes |
| Work Address | Dates of Attendance |
| Work Telephone Number | Grade Level/Year |
| Fax Number | Major/Area of Study |
| Email Address | Dissertation/Research Topic |
| Mobile/Cell Phone Number | Degrees/Certificates Awarded/Dates |
| Previous Institution(s) Attended | Photograph |

Students are welcome at any time to review directory information holds they have in place, release those holds, and/or make changes to which items they wish held.

Student educational records are available to school officials who have a legitimate need for them in order to fulfill his or her professional responsibility, as determined by the administrator of the office responsible for maintenance of the record. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company

with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

Except for directory information items as listed above, and except for certain parties listed in the FERPA act, the University will not release to outside parties any student's files or information contained in such files unless prior written consent has been obtained from the student concerned, personally signed and dated. Such writing must specify the records to be released, the reasons for such release, and the names of the parties to whom such records may be released. The outside parties excepted by the act generally consist of certain federal and state officials, accrediting organizations, and educational agencies that need the information for valid educational purposes.* Also, the University is authorized to release information contained in student files in any emergency situation where the information is needed to protect the health or safety of the student or other persons.

Students have the right to file complaints with the Department of Education concerning alleged failures by institutions to comply with FERPA. Written complaints should be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

**As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records-including your Social Security Number, grades, or other private information-may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.*

Policy Revised 01/01/2013

Intellectual Property

Section I - Goals

The intellectual property policy of Fielding Graduate University (the "University") is designed to accomplish a set of interrelated goals. First, the policy is meant to encourage innovation among faculty, students, and staff of the University and the University itself. Second, the policy is intended to clarify issues of ownership and other rights in intellectual property in light of changes in the role

technology can play in scholarly and creative activities. Third, the policy is designed to enhance the work of the scholarly and creative community at the University.

This policy governs covered intellectual property created in part or in whole by faculty, students, and staff of Fielding Graduate University in situations in which the parties have not entered into a written agreement concerning the ownership of intellectual property that has or will be created and the apportionment of revenues and other rights that may be derived from such intellectual property.

Section II - Provisions

- A. **Faculty Rights** - As an institution long devoted to the free and open exchange of ideas among scholars, the University recognizes that, except in the circumstances specifically provided in Section II (D), below, members of the faculty are entitled to ownership of intellectual property developed in the course of their regular faculty work. Such intellectual property includes, but is not limited to, the original expression of ideas and concepts fixed in a tangible medium and includes works of authorship such as books, curriculum materials, video and audio recordings, photographs, graphics, software, works of art, and other materials. These intellectual property rights are not dependent on the medium of distribution or dissemination of the intellectual property.
- B. **Student Rights** - As an institution devoted to the growth and development of its students, the University recognizes that, except in the circumstances specifically provided in Section II (D), below, students are entitled to ownership of intellectual property developed in the course of their regular student work. Such intellectual property includes but is not limited to the original expression of ideas and concepts fixed in a tangible medium and includes works of authorship such as books, curriculum materials, video and audio recordings, photographs, graphics, software, works of art, and other materials.
- C. **Staff Rights** - Intellectual property resulting from the regular work of those employed as staff by the University shall be deemed "work-made-for hire," and ownership in the property will reside with the University. This provision includes the work of individuals who are faculty when the intellectual property results from regular work performed in their capacity as administrators of the University. This provision includes the work of individuals who are students when the intellectual property results from regular work performed in their capacity as staff members of the University.
- D. **Rights of the University** - The University asserts ownership of and rights to intellectual property, including intellectual property created by faculty and students, under the following conditions:
 - a. when the work is created with substantial use of University resources. For the purposes of this section, "substantial use" means the use or commitment of University resources of a nature or beyond the level of resources ordinarily provided to faculty and students. "Resources ordinarily provided" includes resources made available to specific groups but not all individuals (e.g., additional travel stipends for pre-tenured faculty). Sabbatical leaves do not constitute substantial use of University resources. All competitive University awards, except student dissertations, constitute substantial use of University resources unless otherwise specified in advance,
 - b. when the work is commissioned by the University,
 - c. when the work is created under the terms of a sponsored project where the terms of the sponsored project require that ownership be in the name of the University, and
 - d. when the work is a work-made-for hire that is not covered in Section II (A), (B), or (C).
- E. **Formal Arrangements** - Whenever Fielding Graduate University asserts rights pursuant to the provisions of Section II (D), above, the affected faculty, students, and/or staff will be informed in writing of the University's assertion of rights in a communication that sets forth

the intellectual property arrangements intended to govern the particular activity, including the nature of the project, the participation of the relevant parties, and the distribution of any proceeds derived from the project.

Section III - Operating Procedures

- A. **Obligation Concerning Disclosure** - Faculty and any other individuals engaged in activities that result in the creation of intellectual property to which the University may claim ownership and/or rights as described in II (D) above are obligated to make a prompt disclosure of such activities in writing to the Office of the Provost.
- B. **Retaining Rights Without Royalty for Academic Uses at the University** - The licensing of books, articles and other non-institutional works described in Section II (A) above is under the control of the faculty members who own such works. However, where the creator retains the rights to such works, he or she shall grant the University a nonexclusive royalty-free license for the use of such work within the University for teaching, research, and other noncommercial University purposes. If any article or other such work is to be published, the creator is urged to seek to reserve for both the creator and the University a royalty-free right to use a reasonable portion of the published work within the University for teaching, research, and other non-commercial University purposes. The right of the University to use such works shall survive the departure of the creators from the faculty or student body.
- C. **Faculty and Student Use of Works Created at and Owned by the University** - Faculty members and students who create works that are owned by Fielding Graduate University under the provisions of this policy shall retain the right to use such works for noncommercial research and instructional purposes. The right of the creators to use their works that are owned by the University shall survive their departure from the faculty or student body.
- D. **Updating and Correction of Works** - Faculty members and students have the right to update and correct works they have created that are owned by Fielding Graduate University under the provisions of this policy. The University may, but is not obligated to, provide support for such updates or corrections.
- E. **Attribution** - All works created by faculty, students, and staff at Fielding Graduate University under the provisions of Section II (D) of this policy shall include the names of the creators of the work, unless the creators request in writing the removal of their names.
- F. **Applicability and Amendments** - This policy will govern all matters of intellectual property at the University from the time of its formal adoption. Regular reports will be issued from the office of the Provost.

Policy Revised 12/01/2012

Students with Disabilities Policy

Fielding Graduate University is dedicated to maintaining an environment that provides equal access to its educational services for all students.

Within that context, Fielding seeks to foster among its faculty, staff and student populations, informed and positive attitudes towards individuals with disabilities.

While the support of students with disabilities is a responsibility shared with all members of the Fielding community, Fielding has designated the Advising office as the initial point of contact for students with disabilities. The Accessibility Coordinator will facilitate requested support and services for students with disabilities, in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. To ensure that individual needs are addressed,

students with identified needs are encouraged to contact the Accessibility Coordinator as early as possible to appropriately document disabilities and make any requests for accommodations.

Requests for services for students with appropriately documented disabilities will be evaluated on an individual basis within a reasonable time frame. A student's preference for accommodation will be considered first, but all types of reasonable accommodation will be considered. At times, alternative methods of accommodation may be used depending upon the resources available to Fielding. While Fielding takes the needs of students with disabilities seriously, it is not able to guarantee that all services or resources requested by the student can be provided. Fielding will make every effort to provide reasonable accommodations to qualified individuals with appropriately documented disabilities, provided that such reasonable accommodations do not include measures that fundamentally alter the academic program of Fielding Graduate University, or that place undue financial burden on Fielding.

For more information regarding documenting of disabilities and making requests for accommodations, go to Disability Services.

Fielding Graduate University respects the independence, rights, and dignity of people with disabilities. Therefore identifying oneself and/or requesting accommodations is completely voluntary.

Student Rights & Responsibilities

Students with disabilities at Fielding have the right to:

- Equal opportunity to learn and to receive reasonable accommodations;
- Equal access to courses, programs, services, activities and facilities offered through Fielding;
- Information available in accessible formats;
- Confidentiality of all information regarding disabilities, and the ability to choose to whom that information may be disclosed (except disclosures as permitted by law).

Students with disabilities at Fielding have the responsibility to:

- Voluntarily identify oneself as an individual with a disability when an accommodation is needed, and to seek information, counsel, and assistance as needed;
- Contact the Advising Office to make requests for reasonable accommodations, and to provide complete documentation from an appropriate source that describes the nature of the disability and the resulting limitations;
- Meet qualifications and uphold Fielding standards (e.g., courses, programs, services, activities).

Fielding Graduate University Rights & Responsibilities

Fielding has the right to:

- Request documentation to identify the need for reasonable accommodations;
- Deny a request for accommodations if appropriate documentation is not provided, or if the documentation does not support the need for accommodations;
- Decide upon equally effective accommodations/alternatives;
- Refuse an unreasonable accommodation that would impose a fundamental revision of a program or activity of the University, or cause an undue financial hardship for the University.

Fielding has the responsibility to:

- Present information to students with disabilities in accessible formats;
- Provide reasonable accommodations for students with disabilities in courses, programs, services, activities, and facilities;
- Maintain confidentiality of records and communication, except where permitted or required by law.

Inquiries regarding this policy may be directed to:

Accessibility Coordinator
 Fielding Graduate University
 2020 De la Vina Street
 Santa Barbara, CA 93105
 805.898.4052
 AccessAbility@fielding.edu

Policy Revised 06/01/2013

Student Complaints and Grievances

The purpose of this procedure is to assure prompt and equitable resolution of problems arising from the implementation of academic and administrative policies of Fielding Graduate University as they affect students. If possible, it seeks to find resolution through mutual agreement between the parties and by a process as close to the original difficulty as possible. At the same time it attempts to be responsive to student concerns and to provide a thorough review and due process with regard to any difficulty that has arisen.

Whenever possible, students will utilize the informal procedures for addressing and resolving complaints. When necessary, students may file a formal grievance according to the procedures described below.

Definition

A **student complaint** is an allegation by a student that there has been, in an individual case, an arbitrary or discriminatory application of, or failure to act pursuant to, the policies of Fielding Graduate University in relation to students.

An **academic complaint** is one involving faculty members, the program director of a particular program, or the Dean of a particular school. Faculty evaluations and grading of student work are based upon the substantive judgment of the faculty and are not subject to a complaint or grievance.

An **administrative complaint** is one involving staff of Fielding Graduate University.

A **grievance** is a formal written request by a student to a designated academic or administrative officer for which specific remedies are requested. In their written request, students must use the terminology that they are filing a "formal grievance."

The **parties to a grievance** are the student filing the grievance and the person(s) against whom the grievance is filed.

Informal Procedure for Resolving Student Complaints

A student is encouraged to discuss her/his complaint with the person(s) who is(are) directly involved in the complaint, in an effort to come to a satisfactory resolution.

If these informal direct discussions are not successful, then the student may pursue one of several different informal avenues. If the matter is an academic complaint, the student may contact 1) her/his Graduate Program Advisor; 2) her/his Faculty Advisor or mentor; 3) the head or the head's designee of the student's academic program; or 4) the Personnel Committee of the student's academic program, or the student representative to that committee. If the matter is an administrative complaint, the student may contact 1) her/his Graduate Program Advisor; or 2) the administrative department head or the program head.

Each program may develop procedures for how that program addresses informal academic complaints; see links at the end of this paragraph for any formalized procedures dealing with complaints. The Graduate Program Advisors can be of assistance in directing a student to the appropriate person, if a student is unclear about who performs these functions.

Formal Grievance

a. Academic

If the informal procedure described above does not resolve the student's issue, s/he may initiate a formal grievance no later than 90 days from the precipitating event or action. For academic complaints, the formal grievance shall be submitted to the program director, in writing, stating the nature and time of the offending action and the person(s) involved in the action or failure to act. If the grievance involves the program director, the grievance should be addressed to the Dean. If the grievance involves the Dean, the grievance should be addressed to the Provost.

The program director, or his/her designee, will follow the academic grievance procedures developed by that program. If the program has not developed grievance procedures, the following procedures will apply: the program director, or his/her designee, will review the grievance. The program director, or his/her designee, will gather information from the parties to the grievance and keep a record or summary of this information. After their review, they will recommend a solution by mutual agreement of the parties, and, if that is not acceptable, they will reach a decision on the grievance. In either case, they will state, in writing, the basis for their recommendation or decision, within 30 calendar days.

b. Administrative

Grievances involving non-academic matters must be addressed to the administrative leader involved with that function, e.g., Student Accounts, Academic and Enrollment Services, Academic Conferencing & Events, etc. The relevant administrator will review the grievance in conjunction with relevant staff other than the person(s) complained against. Together they will gather information from the parties to the grievance and keep a record or summary of this information. After their review, they will recommend a solution by mutual agreement, and, if this is not acceptable, they will reach a decision on the grievance. In either case, they will state, in writing, a basis for their recommendation or decision, within 15 calendar days.

If the grievance involves an administrative leader who reports to the Provost, the grievance should be addressed to the Provost.

c. Appeals

For both academic and administrative grievances, if the parties accept the recommendations of the review group in writing, the formal process terminates. If the recommendations are not accepted, the student grievant(s) will indicate, within 15 calendar days of receipt of the decision, whether s/he/they

desire(s) to appeal for a further review. If s/he/they accept(s) the decision, the formal process terminates.

If the grievant(s) elect(s) to appeal the decision of the program director, his/her designee, or administrative leader, the appeal will go to the Provost with a copy to the Dean, along with the written record from the previous steps.

If the Provost was the original arbitrator of the grievance, the appeal will be referred to the President.

Within 15 calendar days from receipt of the appeal, the Provost will constitute a Special Hearing Committee ("Committee") to hear the grievance. The Committee will arrange for a hearing via teleconference or web-enabling software; there is no requirement that the hearing must be one where all parties are physically present. The Committee will be composed of a Fielding administrator not from the student's program as chair of the committee, and a faculty member and a student from the student's program. The Committee will function as an administrative committee, and it will establish its own rules of procedure, of which it will inform the parties to the grievance at the outset of the hearing. The hearing, and report of its outcome, must be conducted within 45 calendar days after the formation of the Committee has occurred.

At the hearing, all parties to the complaint will participate and testimony will be invited from each. Parties to the complaint may request to be accompanied by another person for support and/or assistance. Any parties to the complaint may not act in the capacity of an attorney. The student may not be represented by an attorney at the hearing. If any party to the complaint wishes to involve an additional person, they should inform the chair of the Committee in advance, so that other parties may be informed. A written and/or taped record of the Committee's proceedings will be maintained. The written record may be a summary of testimony and proceedings, or may be a verbatim transcript, at the discretion of the Committee.

The Committee will either recommend a decision or broker an amicable mutually acceptable potential solution between the involved parties. In either case, the recommendation/solution will be provided in writing to the Provost.

Within 15 calendar days, the Provost will accept, reject, or revise the decision of the Hearing Committee and communicate it to the student grievant(s). This decision will be based on the record of the previous hearing and the Provost will not reopen the hearing for new testimony.

The Provost may:

- a. uphold the Committee's decision;
- b. revise the Committee's decision;
- c. take other appropriate action.

The action of the Provost will be final.

Where a grievance directly involves and is shared by more than one student, the grievances may be joined in a single grievance and treated in a single process, if all parties to the grievance agree to this procedure.

No reprisal of any kind shall be taken against any participant involved in a grievance procedure.

Georgia Residents

Students who are/were living in the state of Georgia during their Fielding enrollment may file a written complaint with the state of Georgia regarding any grievance that was not resolved to the student's

satisfaction, but only after the student has exhausted the University's grievance procedure as outlined above. Such complaints should be addressed to: Nonpublic Postsecondary Education Commission, 2082 East Exchange Pl., Ste. 220, Tucker, GA 30084 Phone: 770-414-3300.

Any Student

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at: 2535 Capital Oaks Drive, Suite 400, Sacramento, CA 95833; Phone: 916.431.6924; FAX: 916.263.1897; website: <http://www.bppe.ca.gov>

Policy Revised 07/01/2015

Student Files

Fielding Graduate University adheres to the Family Educational Rights and Privacy Act of 1974, as amended, concerning student access to files and the release of student information.

Students have the right to inspect and review their educational records. Educational records include any data or information about a student, regardless of the media used to create or maintain the record. Educational records include those records maintained by the institution but exclude records maintained by individuals and available only to those individuals or designated substitutes (e.g. "personal files"). Student educational records are located and maintained by administrators in one or more of the following offices:

Admissions Files: The Admissions Office staff is responsible for maintaining files that contain letters of recommendation for admissions to the University, transcripts of work performed at other institutions, the student's statement of purpose, application materials, admission agreements, and other materials as necessary for admission purposes. All materials submitted become the property of the University. The Admissions Office staff and members of the admissions committees of the various programs have access to these files for the purpose of carrying out the admissions function. After a student has been admitted to the University and actually matriculated for study at Fielding, these files are transferred to the Office of Records/Registrar. The files of applicants who do not matriculate are destroyed one year after the applicant file is determined to be inactive.

Registrar's Files: The Office of Records/Registrar is responsible for maintaining files that contain official transcripts of work performed by Fielding students at other institutions, documentation supporting the official Fielding transcript entries, and copies of occasional correspondence written by faculty and administration along with student replies. Such correspondence is generally related to a student's academic program or progress in that program. Members of the administration and faculty have access to these files as permitted by their student advisement roles. Also, the records office staff have access to these files in order to maintain them and to provide data to authorized persons. After graduation or withdrawal, Fielding maintains only those student records necessary to verify the transcript.

Financial Aid Files: The Office of Financial Aid is responsible for maintaining files that contain applications and award letters for all forms of federal and institutional aid, correspondence with lenders, loan-tracking documents, and information regarding awards from previous institutions. The staff of the Financial Aid Office have access to these files in order to process financial aid applications and advise students. Financial Aid files are destroyed four years after a student has been determined inactive.

Students with Disabilities Files: The Director of Advising maintains files on students who have registered their disabilities with him/her and/or requested accommodations under our policy. Advising and Records office staff have access to those files as necessary to implement approved accommodation requests.

Committee on Academic Integrity Files: The chair of the Committee on Academic Integrity (CAI) maintains files of alleged dishonesty/plagiarism cases that are adjudicated by the CAI.

Provost Files: The Office of the Provost is responsible for maintaining files that contain background information and official documents about alleged student misconduct, disciplinary hearings, and student grievances arising to his/her level. Information about alleged student misconduct, disciplinary hearings, and student grievances is considered to be confidential and is divulged on a strict "need-to-know" basis. The provost and his/her administrative staff have access to the files for the purpose of conducting necessary investigation charges, administering disciplinary or grievance hearings and maintaining institutional records of such hearings. As each investigation is resolved, the file is transferred to the Registrar for permanent maintenance.

Student Accounts Files: The Office of Student Accounts is responsible for maintaining files that contain payment agreements, student and third party payments, authorization to charge or reverse charges, correspondence with the student and with third party sponsors, collections information and bankruptcy documentation. Student Accounts staff as well as members of the University's administration have access to these files in order to justify all data activity and remain compliant with auditors as well as to advise students. Student account files are destroyed seven years after a student has been determined inactive.

In addition to the persons named above, the administrators of the University - the President, Provost, Vice Presidents or Associate Provosts, and Deans have access to all records directly related to Fielding students. The Program Directors have access to all records directly related to students enrolled in their school's programs. Fielding Graduate University faculty and staff, including school attorneys, may access student records in which they have a legitimate education interest, as determined by the keeper of that record in consultation with the Registrar as necessary. Students and former students should contact the Office of Records if they wish to review any of their personal files.

Students will be provided access to their educational record file whenever requested within 45 days. Fielding Graduate University reserves the right to deny copies of transcripts or copies of records not required to be made available under FERPA in any of the following situations:

- The student has an unpaid financial obligation to Fielding Graduate University;
- The student is in default in the repayment of a loan obtained while in attendance under Fielding;
- There is an unresolved disciplinary action against the student.

In addition, Fielding Graduate University is not required under FERPA to permit students to inspect and review the following:

- confidential letters and recommendations placed in their files prior to January 1, 1975;
- confidential letters and recommendations placed in their files after January 1, 1975, to which the student has waived his or her rights to inspect and review and that are related to the student's admission, application for employment or job placement, or receipt of honors;
- education records containing information about more than one student; however, we may permit access to that part of the record which pertains only to the inquiring student.

To request access to your educational record, please contact the Records Office in writing. If copying of any portion of the student record is requested, we reserve the right to charge a reasonable fee based on the number of pages and mailing costs.

The University reserves the right to remove and destroy any material from any student's files, except under the following circumstances: when a student's request to review and inspect their records is pending; or when a student's proposed amendment to the record is pending.

If a student wishes to challenge or amend the contents of any portion of the educational record which they consider to be inaccurate, misleading or otherwise in violation of their privacy or other rights they must follow normal grievance procedures; please see the Student Complaints and Grievances policy. The exception to this is grade changes; for those please see the Grades and Credit policy. Whether or not a student files a grievance, and regardless of the outcome of any such grievance, the student may insert into his or her files a personal written explanation concerning any material the student believes is inaccurate, misleading or otherwise inappropriate.

For University policy on data items considered public information, and the disclosure of same, see FERPA: Student & Institutional Rights Regarding Public Information.

Policy Revised 05/01/2011

Student Lending Code of Conduct

To prohibit a conflict of interest when administering financial aid, the employees of Fielding Graduate University will comply with the following:

1. Fielding Graduate University does not participate in any revenue-sharing arrangements with any lender.
2. Fielding Graduate University does not permit any employee of the school who is involved in the administration of financial aid to accept any gifts of greater than a nominal value from any lender, guarantor, or servicer.
3. Fielding Graduate University does not permit any employee of the school to accept any fee, payment or other financial benefit (including a stock purchase option) from a lender or affiliate of a lender as compensation for any type of consulting arrangement or contract to provide services to a lender or on behalf of a lender relating to education loans.
4. Fielding Graduate University does not permit any employee to accept anything of value from a lender, guarantor, or group of lenders and/or guarantors in exchange for service on an advisory board, commission or other group established by such a lender, guarantor group of lenders and/or guarantors. Fielding Graduate University does allow for the reasonable reimbursement of expenses associated with participation in such boards, commissions or groups by lenders, guarantors, or groups of lenders and/or guarantors.
5. Fielding Graduate University does not assign a lender to any first-time borrower through financial aid packaging or any other means.
6. Fielding Graduate University recognizes that a borrower has the right to choose any lender from which to borrow to finance his/her education. Fielding Graduate University will not refuse to certify or otherwise deny or delay certification of a loan based on the borrower's selection of a lender and/or guarantor.
7. Fielding Graduate University will not request or accept any offer of funds to be used for private education loans to students from any lender in exchange for providing the lender with a specified number or volume of Title IV loans, or a preferred lender arrangement for Title IV loans.

8. Fielding Graduate University will not request or accept any assistance with call center or financial aid staffing from any lender, guarantor, or servicer.

Policy Revised 11/01/2011

Student Rights & Responsibilities

Technology

Copyright Infringement and Peer-to-Peer File Sharing

The unauthorized distribution of copyrighted material by any means, including peer-to-peer file sharing, is a violation of Federal copyright law and a violation of our Technology Resources, Copyright and Intellectual Property policies.

Violations may result in disciplinary action and even criminal prosecution. Per the requirements of the Digital Millennium Copyright Act (DMCA), when copyright holders or industry groups like the Recording Industry Association of America contact the University about specific incidents of infringement, the University must respond by removing or disabling access to the infringing material. Per University policy disciplinary action may include loss of network access privileges or even dismissal, and the University will cooperate fully with any criminal investigation.

Peer-to-peer technologies may be used for legitimate purposes such as instructional gaming, open source downloads, and licensed distribution of media files; however, unauthorized distribution of copyrighted material is subject to civil and criminal liabilities. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For willful infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the Digital Millennium Copyright Act web site of the U.S. Copyright Office at <http://www.copyright.gov/onlinesp/>, especially their FAQ's at <http://www.copyright.gov/help/faq>.

Policy Revised 11/01/2012

Electronic Network Access

In order to ensure the conditions of equal and general access to communication and information within Fielding's geographically dispersed community, all faculty and students are required to have registered individual portal (myFielding) accounts. All community members are expected to review relevant announcement areas weekly. Fielding deems notification or communication that it posts via myFielding to community members to be sufficient notification or communication for both official and informal purposes.

New students are expected to establish their myFielding connection within their first week at Fielding. We recognize that occasional interruptions may occur in an individual's myFielding accessibility and

consider it the individual's responsibility to continue to be informed. Such interruptions are not grounds for being on a list to receive hard copies.

Alumni (e.g., those who have earned a degree or academic credit certificate from Fielding), may retain myFielding accounts after separation from Fielding unless they have:

- a balance owing to Fielding;
- been dismissed by the University.

In addition, Fielding reserves the right to terminate the accounts of myFielding users at our discretion.

Policy Revised 11/01/2015

Email Accounts

Purpose

The use of electronic communication is an integral part of learning and institutional functioning at Fielding Graduate University (FGU). Email is the primary form of communication. The implementation of this policy enhances the management, effectiveness, and authenticity of communication between FGU faculty, staff, and students. This policy was approved by the Policy Review Committee and will be reviewed as needed. Changes will be authorized and communicated appropriately.

Scope

This policy covers all FGU assigned email accounts. It sets forth that FGU assigned email accounts are the official means of communication and as such specific guidelines and expectations must be established as outlined in the policy section.

Policy

- **University email:** As the official means of communication, FGU has the right to send email and expect messages to be read in a timely manner.
- **Assignment of email addresses:** FGU will assign official university email accounts in accordance with a specific naming convention. The naming convention ensures consistency between various services.
- **Redirection of email accounts:** The automatic redirection of all FGU assigned email accounts to another external email address is NOT permitted. Given that email accounts may contain sensitive information auto-forwarding of messages to an external account is considered a security risk.
- **Student agreement:** Students who are provided with FGU email accounts are considered to have agreed to the following conditions:
 - authorizing FGU to accept all correspondence transmitted via electronic mail from the student's @email.fielding.edu account as a valid electronic message from said student
 - authorizing that all communications sent from the student's @email.fielding.edu account is acceptable as a proxy for the student's written signature, including but not limited to financial transactions
 - authorizing that all requests that confidential information be transmitted to the student's @email.fielding.edu account releases FGU from all liability related to the release of the requested confidential information

- **Acceptable Use:** FGU email accounts should primarily be used for FGU academic and business related purposes. Incidental and occasional personal use of email may occur, but it should not incur cost or impact university resources. Unacceptable uses include but are not limited to:
 - use of email for commercial or financial gain;
 - sending inappropriate email that is offensive, intimidating, demeaning, or harassing; use for any illegal or unethical purpose. This includes sending information that is protected by copyright policy;
 - sending mass unsolicited emails for non-university related purposes;
 - without prior authorization, posing as someone other than oneself when sending email.
- **Privacy:** Although the university respects privacy and does employ specific email security measures, it does not guarantee security or privacy for FGU assigned email accounts. FGU will not monitor or inspect university assigned accounts unless under the direction of law officials or the University President. Circumstance for monitoring or inspection include but are not limited to:
 - in the course of an investigation for illegal or inappropriate use;
 - to protect health and safety; to prevent interference with university business or the academic mission;
 - to access critical business information that is not available by other means.
- **Educational Use:** Faculty may determine how email is used for instructional purposes.

Policy Revised 07/01/2013

Technology Resources

1 Introduction

This document sets forth the policies of Fielding Graduate University (“Fielding”) regarding use of email, Internet and web technologies, telephony, interactive video and/or other electronic communication systems including voicemail, facsimiles, computers, telephones and related equipment, collectively referred to as Technology Resources. All users of Fielding’s systems are by such use to comply with the expectations outlined in this policy.

This policy is not new or different, but an extension of the environment within which we already operate. Communication and technology resource policies need to reflect current technical and social environments, which are undergoing rapid development and change. Further, this technology and the social practices that shape its use are changing the nature and boundaries of organizations, personal life, and the public and private domains. In doing so, they are creating areas of social life whose relation to existing informal social norms or public or private policies and laws is not completely clear or resolved. Thus, they call for policies that are regularly and thoughtfully revised to regulate these new, changing areas in a humane and rational way that protects individual and organizational rights and defines individual and organizational responsibilities. As the media in use or the needs of Fielding Graduate University change, this policy will be updated as necessary by the Director of Information Technology and the Vice President for Institutional Planning & Effectiveness and approved by the University Leadership Team.

As an institution founded to support learning, research and the dissemination of knowledge, Fielding Graduate University encourages the free exchange of ideas and information among all of its members and with members of other communities. The tools of communication can be a means of intellectual, social, cultural, emotional and moral growth, but they also can be a means of harassment and

destructiveness. The University as a whole finds a compelling need not only to facilitate the free flow of information, but also to encourage civility, to obey the law and to enforce its own policies and standards. Consequently, members in the Fielding community are expected to exercise responsibility, use computing resources ethically, respect the rights and privacy of others and operate within the bounds of the law and of Fielding's policy and standards.

Information and its related technologies are major institutional resources. Fielding's strategy is to incorporate information technology as an integral part of decision making, competitive positioning, and delivery of services. The availability of policies to govern the use and possible misuse of Fielding's computer resources is vital to the integrity of the University.

All members of Fielding share responsibility for maintaining an environment where actions are guided by mutual respect, integrity, and reason. Abuse of these privileges will be subject to disciplinary action, as established by Fielding's operating policies and procedures. Fielding reserves the right to limit access to technology resources in response to evidence of violations of this policy or federal, state or local laws. All members of the Fielding community are bound by federal, state and local laws relating to civil rights, harassment, copyright, security, pornography, privacy, and other statutes relating to electronic media. It should be understood that this policy does not preclude enforcement under the laws and regulations of the United States of America, the State of California or local communities.

It is our goal to reduce the danger of misuse, destruction, or loss of information especially that of a critical or confidential nature. We attempt to accomplish this without restricting academic freedom or complicating access to information for which members of Fielding Graduate University have a legitimate and specific need.

2 Who is Covered by this Policy

All users of Fielding Graduate University's technology resources are subject to the provisions of this policy, and are hereinafter referred to as "users" (of technology resources).

Use of these technology resources implies consent with this policy, as well as other applicable University policies. For individuals whose access to Fielding University technology resources is provided primarily for special projects, further policies may apply as governed by the needs of the project.

3 Acceptable Use

Everyone issued an account on a Fielding technology resource system (e.g., myFielding), hereinafter "account," will be expected to adhere to the Fielding "Acceptable Use Agreement" (section 3.1). Failure to adhere to the "Acceptable Use Agreement" may be grounds for disciplinary action. Additionally, persons specified in "Who is covered by this Policy" (section 2) are expected to adhere to appropriate communication practices outlined in the Fielding Netiquette Guide.

3.1 Acceptable Use Agreement

The account issued to you by Information Technologies shall be used only in the manner described below.

1. Unless specifically designated for multi-user access when created, the account shall be used only by the person to whom it is issued. You are responsible for the actions of anyone using your account.

2. All passwords issued are to be held privately and securely. Be responsible for all use of your accounts and for protecting each account's password. In other words, do not share computer accounts. If someone else learns your password, you must change it.
3. The account shall be used only for academic and administrative purposes pertaining to the mission of Fielding Graduate University.
4. The account shall not be used for unauthorized access and/or attempts to access technology resources without proper authorization, regardless of whether the computer, software, data, information, or network in question is owned by the university. (That is, if you abuse the networks to which the university belongs or the computers at other sites connected to those networks, the university will treat this matter as an abuse of your Fielding technology resource use privileges.)
5. The user shall not take advantage of another's inexperience or negligence to gain access to any computer account, data, software, or file which he or she has not received explicit permission to access.
6. The user shall not send fraudulent electronic communications, break into another user's account, or gain access to protected information without permission of the owner.
7. The user shall not use Fielding's computing resources to harass or threaten other users.
8. Software, other than freeware/shareware, may NOT be copied or distributed, unless permitted by its license (e.g., for backup purposes).
9. The user is responsible for maintaining the security of his or her own data and for making back-ups of such data.

4 Individual Privileges

The following individual privileges are extended to all users. However, it is understood that each of these privileges is conditioned upon acceptance of the accompanying responsibilities in section 5, "Individual Responsibilities" below.

4.1 Free Expression

There shall be no restrictions placed on the fundamental rights to free speech except those necessary to protect the rights of others and to preserve the order necessary for the university to function as an institution of higher learning. Given the diverse cultural backgrounds of users, Fielding cannot protect individuals against exposure to materials that they may consider offensive. Nevertheless, Fielding reserves the right to take restrictive actions in response to complaints that posted material creates a hostile environment for individuals or classes of individuals. Fielding also has the responsibility to take restrictive action when a user violates Fielding policy or federal, state or local laws.

4.2 Privacy

Users should not reasonably expect electronic mail correspondence to be treated as confidential. Users should be sensitive to the inherent limitations of shared network resources in protecting privacy. Some examples of this may include printing personal messages on a shared printer, leaving downloaded email or a message or account open on a computer in a public computer lab, etc. Specific personal electronic communications and computer files stored on Fielding Graduate University controlled systems will not be searched deliberately to seek evidence of malfeasance except in a clearly overriding emergency or as part of a formal investigation by a duly constituted authority.

Fielding adheres to fair information practices and students at Fielding are covered under the Family Educational Rights and Privacy Act (FERPA).

For website management, information is collected for statistical purposes. This information is used to determine usage patterns that have implications for technical design specifications and identifying

system performance or problem areas as well as for strategic planning. Personal user information is not made available to external agencies, persons or other institutions except as required by law.

4.3 Personal Use

Users of Fielding technology resources may use them for incidental personal purposes provided that, in addition to the foregoing constraints and conditions, such use does not: (i) directly or indirectly interfere with Fielding's operation of electronic communications facilities; (ii) burden Fielding with noticeable and avoidable incremental cost; or (iii) interfere with the user's employment or other obligations to Fielding.

5 Individual Responsibilities

Users of Fielding's technology resources accept responsibilities that include, but are not limited to, the following specific examples.

5.1 Respect for Intended Use of Resources

Fielding's technology resources should not be used for personal benefit or conducting personal business enterprises in ways that conflict with Fielding's mission.

5.2 Respect for Shared Nature of Resources

Users will not encroach on others' use of Fielding's technology resources. No user should attempt to modify the university system or network facilities or to crash systems. Users should avoid activities that unreasonably tax Fielding's technology, resources, including but not limited to: sending an excessive and unreasonable number of messages either locally or over the Internet; participating in electronic chain letters, frivolously printing multiple copies of documents, files or data; excessive game playing; modifying system facilities, operating systems, or disk partitions; or damaging or vandalizing Fielding owned, leased or rented computing facilities, equipment, software, or computer files.

5.3 Respect for Rights of Others

Fielding technology resources will not be used to harm, or threaten to harm, the safety of another individual or individuals. The user must comply with Fielding policies and federal, state and local laws regarding discriminatory harassment. Examples of violations include, but are not limited to: defamation, violation of privacy; intentionally placing a person or persons in reasonable fear of imminent physical harm; giving or causing to be given false reports of fire or other dangerous conditions; or harassment or discrimination based on race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran status.

5.4 Unsolicited Communications

Users of Fielding's electronic communications facilities may send unsolicited mass communications only when authorized to do so in support of Fielding's business and in compliance with Fielding guidelines. Fielding's guidelines must be consistent with this Policy and laws on electronic solicitation.

For the purpose of this section, an unsolicited mass communication is one that is broadly distributed to recipients who have not requested or consented, either explicitly or implicitly, to receive the communication. Voluntary subscription to an electronic communications service implies consent to receive the communications of that service. Email address lists maintained by Fielding may not be "harvested" for purposes of solicitations via email.

5.5 Respect for Intellectual Property

Respect for intellectual labor and creativity is vital to the academic discourse and enterprise. This principle encompasses respect for the right to acknowledgment, and right to determine the form, manner, and terms of publication and distribution. Examples of violations include, but are not limited to: copying copyrighted software without express written permission of the copyright owner; failing to obtain necessary licensing for software or to adhere to all licensing provisions (installation, use, copying, number of simultaneous users, term of license, etc.); plagiarism or inadequate attribution of the intellectual property of others; downloading, sharing or posting of materials such as texts, images, movies, music or other audio works in disregard of copyright restrictions; or unauthorized publication or distribution of another's work or writing.

6 Reporting Violations

In some situations, it may be necessary to suspend account privileges to prevent ongoing misuse while the alleged violation is under investigation. The Chief Information Officer or designee reserves the right to immediate temporary suspension of the account(s) of anyone suspected of a violation, pending the outcome of investigation by the appropriate office. Under normal circumstances, such action will only be taken with the prior notification and concurrence of the program head or direct supervisor. In the case of minor, first time offenses, the Chief Information Officer or designee may choose to resolve the situation informally without reporting the violation to other Fielding officials. Disciplinary decisions and appeals to those actions will be handled according to existing law and Fielding's grievance policies and procedures.

7 Administration and Implementation

Systems administrators will manage network systems in a manner that is consistent with the system's importance for campus communication and the need for privacy of personal electronic mail messages. In connection with their responsibilities, professional staff members may on occasion need access to or monitor parts of the system and thereby be given access to the contents of certain electronic mail messages. System administrators will respect the privacy of personal communications encountered on the systems. However, if, during the course of routine duties, a system administrator encounters information that indicates that a breach of this policy or criminal act has been or is about to be committed, they will report the existence and source of this information to the proper authorities.

Administrators are not responsible for monitoring user activity or content on any network system. However, when they become aware of violations, either through the normal course of duty or by a complaint, it is their responsibility to refer the matter to the appropriate authority for investigation and possible discipline. To forestall an immediate threat to the security of a system or its users, system administrators may immediately suspend access of the people involved in the violation while the incident is being investigated. They may also take other actions to preserve the state of files and other information relevant to an investigation. Specific personal electronic communications and computer files will not be searched deliberately to seek evidence of malfeasance except when the appropriate authorities have reason to believe that it is necessary in order: to enforce policies regarding harassment and the safety of individuals; to prevent the posting of proprietary software or texts, images, or audio works in disregard of copyright restrictions or contractual obligations; to safeguard the integrity of computers, networks, and data either at the university or elsewhere; and to protect Fielding against seriously damaging consequences.

In general, electronic mail is considered information only for the eyes of the sender and recipient(s). There may be exceptional circumstances where Fielding may release electronic mail to other parties. These situations may include, but are not limited to, the death of the account holder, when an absent

or terminated employee has received mail associated with his/her job responsibilities, or during the course of a criminal investigation by authorized legal authorities.

8 Purpose of the fielding.edu Domains

The public area of the web site is to generate interest of prospective students, promote the Fielding mission, participate in the academic world, attract favorable media attention and showcase Fielding's accomplishments. The private area of the site is maintained to support the academic mission of Fielding programs, students, alumni, faculty, and staff.

Policy Revised 07/01/2001- Reviewed 08/15/2003

Campus Safety

Fielding Graduate University is strongly committed to crime prevention and to the safety of the University community. The University considers the personal physical safety of its students and employees necessary for a successful learning environment. It is our hope that a well-informed University community will be a safe one.

The Department of Education collects crime statistics from institutions each fall and makes the data available to the public on these websites: <http://www.collegenavigator.gov> and <http://ope.ed.gov/security>.

Annual Security Report

Fielding Graduate University's Annual Security Report (ASR) is published annually and updated online on our public website on or before October 1. The ASR covers issues concerning crime prevention, crime reporting, sexual assault, alcohol and drug use, and crimes reported to the University over the previous three years that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus, as well as other related matters. Campus statistics for crime, arrest and referral include those reported to the appropriate law enforcement agencies and those University officials designated as Campus Security Authorities.

Students, faculty, staff, prospective employees and interested individuals may also access printed copies of this Report during regular business hours at the Fielding Graduate University Human Resources Office, located at 2020 De la Vina Street, Santa Barbara, California.

Preparation of the ASR and compliance with the Clery Act are University-wide responsibilities. The University requests statistics from local law enforcement with jurisdiction around Non Campus property. The University has very occasional use of On Campus property pursuant to Clery Act definitions.

Campus Security Authorities and Crime Reporting

At any time, a Fielding student, staff or faculty member, or other member of the Fielding community may report a crime to local law enforcement for the jurisdiction they are in and/or the jurisdiction in which the crime occurred by dialing 911. Crimes may also be reported to:

| | | |
|--------------------------------------|--------------------------------------------------------------------------------|--------------|
| HR Specialist | crime_reporting@fielding.edu | 805.898.4083 |
| Director of HR and Employment Equity | crime_reporting@fielding.edu | 805.898.4018 |
| Dean for Student Development | kjacquin@fielding.edu | 805.898.2949 |

Campus Security Authorities:

| | |
|--------------------------------------------------------|------------------------------------------------------------------|
| Marilyn Freimuth, Clinical Psychology Program Director | 805.898.4029 |
| Dorothy Agger-Gupta, HOD Program Director | 805.624.6402 |
| Kathy Tiner, EdD and IECD Program Director | 805.689.6625 |
| Faculty serving as cluster leaders | |
| All administrators at the level of Director or above | |
| All members of the Advising staff | advising@fielding.edu |
| All members of the Conferencing and Events staff | sessions@fielding.edu |

School of Leadership Studies

The School of Leadership Studies offers a multidisciplinary path to scholarship for professionals who want to expand their knowledge, improve their research skills, and create a more reflective practice. Guided by principles of social responsibility, the School of Leadership emphasizes a scholar-practitioner model of engaged learning and develops leaders who are agents of change in their own communities and across the globe. Our students learn to understand, evaluate, and change conditions in the world that are responsible for social and ecological injustices. Through collaborative and customized programs, you can acquire the skills and knowledge you need to implement meaningful change where you live and work.

Our programs cater to the diverse life experiences, learning styles, and complex schedules of adult learners. Our students and alumni use their degrees as consultants, educators, and professionals to inform relevant action and discover theoretical insights in support of a more just and equitable world.

Doctoral Degrees

- Our PhD in Infant and Early Childhood Development is a multidisciplinary doctoral program in mental health and developmental disorders such as autism spectrum, sensory integration, ADHD, and mood disorder.
- Our Doctor of Education program is a minimal residency program that provides doctoral level research and practice through independent study in a collaborative environment. Optional concentrations are offered in Community College Leadership for Change and Leadership of Higher Education Systems.
- Doctoral degree programs with pathway master's degrees awarded along the way in Human Development and Human and Organizational Systems combine individual mentoring, small group study, localized seminars, and conference-based workshops to support scholarly research. Optional concentrations allow focused study in: Aging, Culture, and Society, Information Society and Knowledge Organizations, or Transformative Learning for Social Justice.

Masters Degrees

- The Master of Arts degree in Organizational Development & Leadership uses online learning tools for intensive peer-to-peer and student-faculty engagement in professional problem solving. The programs offers both a primarily online and cohort version of the curriculum.
- Our Master of Arts in Collaborative Educational Leadership program uses a scholarly, hands-on, and community-centered curriculum to develop teacher leaders.

Certificate Programs

Graduate certificate programs link practical theories with immediately applicable tools. Our certificate programs include:

- Comprehensive Evidence Based Coaching
- Educational Administration Certificate
- Evidence Based Coaching for Organization Leadership
- Organizational Development and Leadership
- Organizational Consulting
- Nonprofit Leadership

Collaborative Educational Leadership Programs

Collaborative Educational Leadership, MA

The Master of Arts in Collaborative Educational Leadership (MA-CEL) program requires active participation in learning community sessions, online work, and applied reflective practice. The program includes the following components:

- 8 Core Courses with Guided Practice
- Professional Development Plan
- Portfolio
- Capstone Research Project
- Journal Article

The program offers optional concentrations in:

- Charter School Leadership
- Dual Language

Required Coursework:

Effective date: 01/01/2013

Master's students who declare a concentration will take one or two different courses from the standard curriculum in terms 2-4.

- EDU-552 Collaborative Instructional Leadership, 3 semester credit
- EDU-553 Community, Shared Values & Learning, 3 semester credit
- EDU-554 Understanding Differences: Valuing, Honoring, Supporting & Celebrating Diversity, 3 semester credit
- EDU-558 Empowerment: Learning & Assessment, 3 semester credit
- EDU-559A Guided Practice/Internship, 3 semester credit
- EDU-559B Guided Practice/Internship, 2 semester credits
- EDU-559C Guided Practice/Internship, 3 semester credit
- EDU-559D Guided Practice/Internship, 1 semester credits
- EDU-600A Capstone/Project Design, 1 semester credits
- EDU-600B Capstone Project Specialization/Implementation, 2 semester credits

Core program electives:

- EDU-550 Building Capacity Through Research, 3 semester credit
- EDU-551 Historical/Social Issues & Trends in Education: Tools for Influencing Change, 3 semester credit
- EDU-555 Human Development and Learning, 3 semester credit
- EDU-556 Technology, Communication & Learning, 3 semester credit

Charter School Leadership concentration electives:

- EDU-577 Charter School Program and Petition Design, 4 semester credits
- EDU-578 Organizational Budgeting, Finance, and Resource Allocation, 4 semester credits
- EDU-579 Data Driven Decision-Making, 4 semester credits
- EDU-580 Utilizing Technology to Enhance Learner-Centered Instruction, 4 semester credits

Dual Language concentration electives:

- EDU-560 Dual Language Foundations, 4 semester credits
- EDU-561 Biliteracy Development, 4 semester credits
- EDU-562 Sociocultural Context for Teaching and Learning, 4 semester credits
- EDU-563 Reading and Writing in the Content Areas, 4 semester credits

Total Semester Credits: 36-40

Educational Administration Certificate

This certificate is designed to prepare California educators to become instructional leaders in a collaborative learning community environment. All of the courses are designed to meet the requirements of the Commission on Teacher Credentialing and qualify students for the Preliminary Administrative Services Credential from the State of California. The State requires candidates for the credential to complete in-depth fieldwork with an administrative mentor under the supervision of a field supervisor and in collaboration with a school district. There is an additional fee for this program option due to the additional fieldwork.

A portion of the credits earned in the certificate program may later be applied toward the EdD at Fielding.

Required Coursework:

Effective date: 01/01/2013

Term 1:

- EDU-553 Community, Shared Values & Learning, 3 semester credit
- EDU-554 Understanding Differences: Valuing, Honoring, Supporting & Celebrating Diversity, 3 semester credit
- EDU-559A Guided Practice/Internship, 3 semester credit

Term 2:

- EDU-550 Building Capacity Through Research, 3 semester credit

- EDU-552 Collaborative Instructional Leadership, 3 semester credit
- EDU-559B Guided Practice/Internship, 2 semester credits
- EDU-600A Capstone/Project Design, 1 semester credits

Term 3:

- EDU-556 Technology, Communication & Learning, 3 semester credit
- EDU-558 Empowerment: Learning & Assessment, 3 semester credit
- EDU-559C Guided Practice/Internship, 3 semester credit

Total Semester Credits: 27

Educational Leadership for Change Program

Education, EdD

A multi-day orientation is the only residency requirement of the program. At the New Student Orientation (NSO), and in collaboration with your faculty mentor, you will begin to develop a learning plan that weaves your academic accomplishments with your personal, professional, and academic goals.

The doctoral curriculum focuses on three academic topics: Effective Communication, Approaches to Inquiry and Leadership for Change. You complete courses individually or in a small group, study independently or collaboratively, and work online or offline. You may satisfy course requirements in many ways, including doctoral-level papers, and multimedia presentations. For every course, your faculty assessor provides a written assessment of your work, generally shaped around fulfillment of course level competencies and doctoral level competencies.

Dissertation exploration begins early in the program. You are required to complete an action-oriented or theoretical dissertation that contributes new knowledge to at least one of a wide range of research areas. You will have the opportunity to focus on a topic of your own choice and will complete your dissertation with the guidance and support of your dissertation committee.

Optional concentrations are offered in:

- Community College Leadership for Change
- Leadership of Higher Education Systems

Required Coursework:

Effective date: 05/01/2013

New Student Orientation (4 credits)

Provides a face-to-face setting to introduce you to the program, faculty, and your classmates:

- ELC-699 Foundations of Doctoral Study, 4 semester credits

Effective Communications Courses (12 credits)

Offer a meaningful alternative to traditional comprehensives:

- ELC-721 Critical Reading and Writing, 4 semester credits
- ELC-722 Oral and Digital Communications, 4 semester credits
- ELC-723 Writing Workshop, 4 semester credits

Approaches to Inquiry Courses (16 credits)

Provide a solid foundation for your dissertation research, including action research methods:

- ELC-724 Systems Thinking, 4 semester credits
- ELC-725 Structural Inequality and Diversity, 4 semester credits
- ELC-726 Theories of Change, 4 semester credits
- ELC-727 Overview of Action Research Methods, 4 semester credits

Leadership for Change Praxis (16 credits)

Gives you the opportunity to practice leadership for change. You identify work in your own community or other communities of practice:

- ELC-728 Introduction to Leadership for Change, 2 semester credits
- ELC-729 Leadership for Change Praxis 1-1, 0 semester credits (14 credits)

Electives (20 credits chosen from):

- ELC-730 Area of Specialization, 4 semester credits
- ELC-731 Area of Research Specialization, 4 semester credits
- ELC-733 Special Topics in Education, 4 semester credits
- ELC-741 Ethics, Education, and Law, 4 semester credits
- ELC-742 Organizational Theories, 4 semester credits
- ELC-743 Public Policy and Practice, 4 semester credits
- ELC-744 Management Theories, 4 semester credits
- ELC-745 Community Relations, 4 semester credits
- ELC-746 Budget and Finance, 4 semester credits
- ELC-747 The Community College, 4 semester credits
- ELC-748 Higher Education, 4 semester credits
- ELC-749 Capacity Building, 4 semester credits
- ELC-750 Human Development in Context, 4 semester credits
- ELC-766 Forces of Motivation, 4 semester credits
- ELC-767 Interpersonal Communication and Collaboration, 4 semester credits
- ELC-773 Rethinking Schools and Organizations, 4 semester credits
- ELC-783 Creativity and Problem Solving, 4 semester credits
- ELC-784 Theories of Educational Change, 4 semester credits
- ELC-786 Information Systems and Change, 4 semester credits
- ELC-787 Redefining Curriculum, 4 semester credits
- ELC-788 Theories of Learning, 4 semester credits
- ELC-789 Program Evaluation, Theory, and Application, 4 semester credits
- ELC-790 Cultural Influences in Education and Organizations, 4 semester credits
- ELC-791 Technology, Learning, and Teaching, 4 semester credits
- ELC-792 Child Development, 4 semester credits
- ELC-793 Media Studies, 4 semester credits

Dissertation (16 credits)

Exploration begins early in the program, giving you the time and tools you need to complete your research.

- ELC-794 Dissertation in Progress , 0 semester credits
- ELC-795 Final Oral Review of Dissertation , 0 semester credits
- ELC-799 Dissertation Completion 16 semester credits

Total Semester Credits: 84

Optional EdD Program Concentrations

Community College Leadership for Change Concentration

In addition to the required courses within the degree curriculum, the optional Community College Leadership for Change (CCLC) concentration curriculum consists of the following requirements:

- ELC-747 The Community College, 4 semester credits
- 4 additional electives with a focus on community college change or leadership topics

Leadership of Higher Education Systems Concentration

In addition to the required courses within the degree curriculum, the Leadership of Higher Education Systems (LHES) concentration curriculum consists of the following requirements:

- ELC-748 Higher Education, 4 semester credits
 - 3 additional ELC Elective courses of your choice, each with a focus on higher education system and leadership topics
-

Evidence Based Coaching Program

Comprehensive Evidence Based Coaching Certificate

This certificate program requires completion of 12 credits. The program can be completed in three terms plus final exams at the start of the 4th term, and consists of the following elements:

- orientation (90 minute conference call)
- 3 online courses
- 2 skills training workshops
- teleconference learning (20 sessions)
- coaching supervision (10 hours)

Required Coursework:

Effective date: 09/01/2015

Term 1:

- ODL-632A Individual Supervision I 0 semester credits
- ODL-633A Small Group Supervision I 0 semester credits
- ODL-650A Evidence Based Coaching: Overview 4 semester credits
- ODL-650B Skills Training: Evidence Based Coaching 0 semester credits

Term 2:

- ODL-632B Individual Supervision II 0 semester credits
- ODL-633B Small Group Supervision II 0 semester credits
- ODL-651A Theories of Personal Coaching 4 semester credits
- ODL-651B Skills Training: Personal Coaching 0 semester credits
- ODL-654 Orientation & Skills Training 0 semester credits

Term 3:

- ODL-652B Skills Training: Leadership & Organizational Coaching 0 semester credits
- ODL-652A Theories of Leadership & Organizational Coaching 4 semester credits
- or
- ODL-653A Coaching for Education Leadership 4 semester credits

Term 4 (Final Exams):

- ODL-655 Final Skills Training 0 semester credits
- ODL-656 Final Coaching Exam 0 semester credits

Total Semester Credits: 12

Evidence Based Coaching for Organization Leadership Certificate

This certificate program requires completion of 8 credits. The program can be completed in two terms plus final exams at the start of the 3rd term, and consists of the following elements:

- orientation (90 minute conference call)
- 2 online courses
- 2 skills training workshops
- teleconference learning (14 sessions)
- coaching supervision (10 hours)

Required Coursework:

Effective date: 09/01/2015

Term 1:

- ODL-632A Individual Supervision I , 0 semester credits
- ODL-633A Small Group Supervision I , 0 semester credits
- ODL-650A Evidence Based Coaching: Overview, 4 semester credits
- ODL-650B Skills Training: Evidence Based Coaching , 0 semester credits

Term 2:

- ODL-632B Individual Supervision II , 0 semester credits
- ODL-633B Small Group Supervision II , 0 semester credits
- ODL-652A Theories of Leadership & Organizational Coaching, 4 semester credits
- ODL-652B Skills Training: Leadership & Organizational Coaching , 0 semester credits
- ODL-654 Orientation & Skills Training , 0 semester credits

Term 3 (Final Exams):

- ODL-655 Final Skills Training , 0 semester credits
- ODL-656 Final Coaching Exam , 0 semester credits

Total Semester Credits: 8

Human & Organizational Development (HOD) Program

Human and Organizational Systems, PhD

The PhD degree in Human and Organizational Systems is a self-directed program that is normally completed in 4 to 6 years. It requires completion of the following:

- New Student Orientation (NSO) and Learning Plan
- Interdisciplinary Knowledge Area Foundations
- Advanced Specialized Studies
- Portfolio Review and Comprehensive Assessment
- Dissertation

A master's degree is awarded automatically upon completion of the following 60 credits: HOD-699, 720, 722A, 722B, 723, 724, 725, 726, 727, 728, and 18 additional credits of degree-specific Knowledge Areas from: HOD-729, 744-749, 766.

Optional concentrations are available in:

- Aging, Culture and Society (ACS)
- Information Society and Knowledge Organizations (ISAKO)
- Transformative Learning for Social Justice (TLSJ)

Required Coursework:

Effective date: 05/01/2013

Foundations of Doctoral Study

- HOD-699 Foundations of Doctoral Study, 4 semester credits

38 credits of required Knowledge Area courses:

- HOD-720 Doctoral Competencies Seminar, 2 semester credits
- HOD-722A Epistemology & Cultures of Inquiry, 4 semester credits
- HOD-722B Research Methods & Methodology 8 semester credits
- HOD-722C Dissertation Pilot Study, 4 semester credits
- HOD-723 Foundations of Human Development, 4 semester credits
- HOD-724 Foundations of Organization Studies, 4 semester credits
- HOD-726 Foundations of Social and Ecological Justice, 4 semester credits
- HOD-727 Foundations of Systems, Society, Culture, & Community, 4 semester credits
- HOD-728 Praxis I, 4 semester credits

18 credits chosen from degree-specific advanced specialized elective Knowledge Areas:

- HOD-729 Praxis II 6 semester credits
- HOD-744 Advanced Organization Studies 6 semester credits
- HOD-745 Social Psychology 6 semester credits
- HOD-746 Management & Leadership 6 semester credits
- HOD-747 Organizational Change & Development 6 semester credits
- HOD-748 Structural Inequality & Diversity 6 semester credits
- HOD-749 Advanced Systems 6 semester credits
- HOD-766 Advanced Specialization Studies 6 semester credits

12 credits chosen from additional advanced specialized elective Knowledge Areas:

- HOD-764AI Advanced Research Module: Developmental Action Inquiry 2, 4, 6, or 8 semester credits
- HOD-764AO Advanced Research Module: Appreciative Organizations 2, 4, 6, or 8 semester credits
- HOD-764AR Advanced Research Module: Action Research 2, 4, 6, or 8 semester credits
- HOD-764CM Advanced Research Module: Coordinated Management of Meaning 2, 4, 6, or 8 semester credits
- HOD-764CS Advanced Research Module: Critical Social Science 2, 4, 6, or 8 semester credits
- HOD-764EH Advanced Research Module: Ethnography 2, 4, 6, or 8 semester credits
- HOD-764GT Advanced Research Module: Grounded Theory Methodology 2, 4, 6, or 8 semester credits
- HOD-764NI Advanced Research Module: Narrative Inquiry 2, 4, 6, or 8 semester credits
- HOD-764PG Advanced Research Module: Phenomenographic Inquiry & Variation Theory 2, 4, 6, or 8 semester credits
- HOD-764PH Advanced Research Module: Phenomenology 2, 4, 6, or 8 semester credits
- HOD-764QA Advanced Research Module: Qualitative Data Analysis 2, 4, 6, or 8 semester credits
- HOD-764ST Advanced Research Module: Quantitative Methods & Statistics 2, 4, 6, or 8 semester credits
- HOD-764WC Advanced Research Module: World Café 2, 4, 6, or 8 semester credits
- HOD-755 Global Studies 6 semester credits
- HOD-756 Public Policy & Public Action 6 semester credits
- HOD-757 Media, Knowledge, & Information Studies 6 semester credits
- HOD-758 Social Change 6 semester credits
- HOD-759 Ecological Studies 6 semester credits
- HOD-765 Advanced Topics 2, 4, 6, or 8 semester credits
- or any degree-specific HD or HOS elective

Additional Coursework:

- HOD-725 Portfolio Review, 4 semester credits

- HOD-733 Comprehensive Assessment Essay 6 semester credits
- HOD-737OS OS Dissertation Seminar 6 semester credits

Dissertation Courses:

- HOD-735 Final Oral Review/Dissertation , 0 semester credits
- HOD-738 Dissertation in Progress , 0 semester credits
- HOD-739 Dissertation Completion 18 semester credits

Total Semester Credits: 106

Human Development, PhD

The PhD degree in Human Development is a self-directed program that is normally completed in 4 to 6 years. It requires completion of the following:

- New Student Orientation (NSO) and Learning Plan
- Interdisciplinary Knowledge Area Foundations
- Advanced Specialized Studies
- Portfolio Review and Comprehensive Assessment
- Dissertation

A master's degree is awarded automatically upon completion of the following 60 credits: HOD 699, 720, 722A, 722B, 723, 724, 725, 726, 727, 728, and 18 additional credits of degree-specific Knowledge Areas from: HOD-729, 740-743, 748, 749, 766.

Optional concentrations are available in:

- Aging, Culture and Society (ACS)
- Information Society and Knowledge Organizations (ISAKO)
- Transformative Learning for Social Justice (TLSJ)

Required Coursework:

Effective date: 05/01/2013

Foundations of Doctoral Study

- HOD-699 Foundations of Doctoral Study, 4 semester credits

38 credits of required Knowledge Area courses:

- HOD-720 Doctoral Competencies Seminar, 2 semester credits
- HOD-722A Epistemology & Cultures of Inquiry, 4 semester credits
- HOD-722B Research Methods & Methodology 8 semester credits
- HOD-722C Dissertation Pilot Study, 4 semester credits
- HOD-723 Foundations of Human Development, 4 semester credits
- HOD-724 Foundations of Organization Studies, 4 semester credits
- HOD-726 Foundations of Social and Ecological Justice, 4 semester credits
- HOD-727 Foundations of Systems, Society, Culture, & Community, 4 semester credits
- HOD-728 Praxis I, 4 semester credits

18 credits chosen from degree-specific advanced specialized elective Knowledge Areas:

- HOD-729 Praxis II 6 semester credits
- HOD-740 Human Learning & Motivation 6 semester credits
- HOD-741 Personality Theory 6 semester credits

- HOD-742 Family, Community & Human Services 6 semester credits
- HOD-743 Advanced Human Development 6 semester credits
- HOD-748 Structural Inequality & Diversity 6 semester credits
- HOD-749 Advanced Systems 6 semester credits
- HOD-766 Advanced Specialization Studies 6 semester credits

12 credits chosen from additional advanced specialized elective Knowledge Areas:

- HOD-764AI Advanced Research Module: Developmental Action Inquiry 2, 4, 6, or 8 semester credits
- HOD-764AO Advanced Research Module: Appreciative Organizations 2, 4, 6, or 8 semester credits
- HOD-764AR Advanced Research Module: Action Research 2, 4, 6, or 8 semester credits
- HOD-764CM Advanced Research Module: Coordinated Management of Meaning 2, 4, 6, or 8 semester credits
- HOD-764CS Advanced Research Module: Critical Social Science 2, 4, 6, or 8 semester credits
- HOD-764EH Advanced Research Module: Ethnography 2, 4, 6, or 8 semester credits
- HOD-764GT Advanced Research Module: Grounded Theory Methodology 2, 4, 6, or 8 semester credits
- HOD-764NI Advanced Research Module: Narrative Inquiry 2, 4, 6, or 8 semester credits
- HOD-764PG Advanced Research Module: Phenomenographic Inquiry & Variation Theory 2, 4, 6, or 8 semester credits
- HOD-764PH Advanced Research Module: Phenomenology 2, 4, 6, or 8 semester credits
- HOD-764QA Advanced Research Module: Qualitative Data Analysis 2, 4, 6, or 8 semester credits
- HOD-764ST Advanced Research Module: Quantitative Methods & Statistics 2, 4, 6, or 8 semester credits
- HOD-764WC Advanced Research Module: World Café 2, 4, 6, or 8 semester credits
- HOD-755 Global Studies 6 semester credits
- HOD-756 Public Policy & Public Action 6 semester credits
- HOD-757 Media, Knowledge, & Information Studies 6 semester credits
- HOD-758 Social Change 6 semester credits
- HOD-759 Ecological Studies 6 semester credits
- HOD-765 Advanced Topics 2, 4, 6, or 8 semester credits
- or any degree-specific HD or HOS electives

Additional Coursework:

- HOD-725 Portfolio Review, 4 semester credits
- HOD-733 Comprehensive Assessment Essay 6 semester credits
- HOD-736HD HD Dissertation Seminar 6 semester credits

Dissertation Courses:

- HOD-735 Final Oral Review/Dissertation , 0 semester credits

- HOD-738 Dissertation in Progress , 0 semester credits
- HOD-739 Dissertation Completion 18 semester credits

Total Semester Credits: 106

Optional HOD Program Concentrations

Aging, Culture, and Society Concentration (ACS) Requirements:

Required Area of Specialization:

Students will complete a required 4 unit Knowledge Area course (KA). Students will demonstrate scholarly knowledge of all of the components of the concentration. These include wisdom and consciousness development in aging, particularly the role of creativity in the life course. Critical examination of the works of the ACS Outstanding Scholars are included in this KA.

- HOD-765 Advanced Topics 2, 4, 6, or 8 semester credits

Required KAs:

Students will complete two Advanced Specialization Studies electives (6 credits each) with depth papers and applied components demonstrating knowledge of the following:

- Aging, the Brain and Positive Psychology
- Aging and Wellness
- Social Policy, Social Justice and Diversity in Aging
- Creativity and Generativity
- Spirituality and Wisdom Development in Aging
- Sustainability and Nurturing Environments

Research and Scholarship:

Students will demonstrate ways in which older adults may themselves use methods of inquiry to improve their self-understanding (or in working with their organizations) in one or more components of the research and inquiry sequence or in applied components of KAs. Students will present a professional paper about their research and practice of positive and creative aging in an appropriate conference or organizational setting. Participation in conference presentations and planning is encouraged such as the Fielding Graduate University Positive Aging Conference.

Dissertation:

Students will write a dissertation related to creative longevity and wisdom: aging, community and social justice. At least one ACS faculty member must sit on the student's dissertation committee.

Participation in the ACS community:

Students are expected to attend three or more sessions and events in national or regional sessions devoted to creative longevity and wisdom and contribute to the online community, and are encouraged to apply for fellowships in ACS.

Information Society and Knowledge Organizations Concentration (ISAKO) Requirements

- HOD-757 Media, Knowledge, & Information Studies 6 semester credits
- In an HOD Knowledge Area of your choice: Participate in a research and practice project in organizational or social environments that are impacted by issues of information and knowledge technologies.
- Produce papers related to ISAKO topics in at least 3 additional knowledge areas of your choice.
- Complete at least 12 Knowledge Areas credits with ISAKO faculty members.
- Deliver a presentation on an ISAKO topic at a professional and/or academic conference.
- Participate in at least one collaborative ISAKO seminar.
- Complete a dissertation that is relevant to the study of, or practice within, the information society, knowledge organizations, social informatics, or virtual environments. At least one ISAKO faculty member must be on the student's dissertation committee.

Transformative Learning for Social Justice Concentration (TLSJ) Requirements

Knowledge Areas

The student must assess with a TLSJ faculty member in at least two of the Knowledge Areas completed for the concentration.

- HOD-740 Human Learning & Motivation 6 semester credits
- HOD-748 Structural Inequality & Diversity 6 semester credits
- HOD-758 Social Change 6 semester credits

and 6 credits chosen from

- HOD-742 Family, Community & Human Services 6 semester credits
- HOD-745 Social Psychology 6 semester credits
- HOD-755 Global Studies 6 semester credits
- HOD-756 Public Policy & Public Action 6 semester credits
- HOD-759 Ecological Studies 6 semester credits
- HOD-765 Advanced Topics 2, 4, 6, or 8 semester credits
- HOD-766 Advanced Specialization Studies 6 semester credits

Research Project

Inclusion of a participatory action research project in Knowledge Areas that focuses on both research and social change.

- HOD-722B Research Methods & Methodology 8 semester credits
- HOD-728 Praxis I, 4 semester credits
- HOD-729 Praxis II 6 semester credits

Dissertation Emphasis

Dissertation emphasis related to the TLSJ concentration. One TLSJ faculty member must sit on the dissertation committee.

Infant and Early Childhood Development Program

Infant and Early Childhood Development with an emphasis in Mental Health & Developmental Disorders, PhD

This PhD is a multidisciplinary doctoral program in mental health and developmental disorders covering topics such as autism spectrum, sensory integration, ADHD, and mood disorder. The program offers a unique link between various disciplines within a relationship-based developmental framework. Also used is a common language across disciplinary boundaries so that students can deepen their understanding of each of the disciplines.

Students study multiple factors affecting an infant's and family's well-being within a framework including mental health, education, occupational therapy, physical therapy, speech and language development, and the neurosciences. The faculty teaches typical and atypical infant and family development using a curriculum that includes physiological, emotional, cognitive, behavioral, social, and cross-cultural perspectives.

Required Coursework:

Effective date: 05/01/2015

Infant Mental Health & Developmental Disorders

- IECD-499 Foundations of Doctoral Study - Reflective Adult Learning, 4 semester credits
- IECD-520 Human Development, 4 semester credits
- IECD-521 Infant Mental Health, 4 semester credits
- IECD-522 Sensory-Motor Development, 4 semester credits
- IECD-523 Language Development, 4 semester credits
- IECD-524 Developmental Disabilities, 4 semester credits
- IECD-525 Parenthood, 4 semester credits
- IECD-526 Cross-Cultural Understanding, 4 semester credits
- IECD-527 Law, Policy and Advocacy, 4 semester credits
- And one course chosen from:
 - IECD-528 Sensory-Motor Intervention, 4 semester credits
 - IECD-529 Language Intervention, 4 semester credits
 - IECD-530 Parenthood Intervention, 4 semester credits

Research & Statistics

- IECD-535 Basic Research Methods, 4 semester credits
- IECD-536 Statistics I, 4 semester credits
- IECD-537 Research and Design, 4 semester credits

- And one course chosen from:
 - IECD-538 Statistics II, 4 semester credits
 - IECD-539 Qualitative Research, 4 semester credits

Electives

12 credits chosen from:

- IECD-550 Social-Emotional Development, 4 semester credits
- IECD-551 Social-Emotional Development Intervention, 4 semester credits
- IECD-562 Educational and Cognitive Development, 4 semester credits
- IECD-563 Educational and Cognitive Development Intervention, 4 semester credits
- IECD-564 Visual Spatial Processing Development, 4 semester credits
- IECD-565 Visual Spatial Processing Development Intervention, 4 semester credits
- IECD-566 Family Systems Theory and Functioning, 4 semester credits
- IECD-567 Family Systems Theory and Functioning Intervention, 4 semester credits
- IECD-568 Introduction to Brain Development, 4 semester credits
- IECD-569 Individual Differences and Developmental Psychopathology, 4 semester credits
- IECD-570 Integrated Developmental Approach to Assessment, 4 semester credits
- IECD-571 Assessment of Children and Families, 4 semester credits
- IECD-572 Integrated Developmental Approach to Intervention, 4 semester credits
- IECD-573 Advanced Integrated Approach to Intervention, 4 semester credits
- IECD-574 Intervention in Practice, 4 semester credits
- IECD-575 Consultation and Supervision, 4 semester credits
- IECD-576 Observing Babies I, 4 semester credits
- IECD-577 Observing Babies II, 4 semester credits
- IECD-578 Developmental Needs of High Risk Newborns and Young Infants and their Families, 4 semester credits
- IECD-579 Advanced Brain Development During Infancy, 4 semester credits
- IECD-580 Theory and Practice of DIR/Floortime, 4 semester credits
- IECD-584 Development of Perception/Action and the Self-organizing Nature of Dynamic Systems, 4 semester credits
- IECD-585 Advanced Research Practice, 4 semester credits
- IECD-586 Advanced Qualitative Research, 4 semester credits
- IECD-587 Introduction to Secondary Data Analysis, 4 semester credits
- IECD-588 Introduction to Program Development and Evaluation, 4 semester credits
- IECD-589 Specialization Area, 4 semester credits
- IECD-590 Independent Study, 4 semester credits

Dissertation (17 credits)

Exploration begins early in the program, giving you the time and tools you need to complete your research.

- IECD-794 Dissertation in Progress , 0 semester credits
- IECD-PA Dissertation Proposal Approval, 4 semester credits
- IECD-795 Final Oral Review of Dissertation 9 semester credits
- IECD-799 Dissertation Completion, 4 semester credits

Total Semester Credits: 85

Organizational Development & Leadership Program

Organizational Development & Leadership with an emphasis in Organizational Systems Renewal, MA

The MA in Organizational Development and Leadership with an emphasis in Organizational Systems Renewal (ODL~OSR) requires the completion of an online orientation, three residencies at a retreat center, seven face-to-face meetings, and courses taken in step with your cohort.

Required Coursework:

Effective date: 09/01/2015

Term 1, Theory and Practice (10 credits)

- ODL-600 Online Learning Orientation , 0 semester credits
- ODL-670 Leadership: Theory and Practice, 4 semester credits
- ODL-673 Systems: Theory and Practice, 4 semester credits
- ODL-685 Personal Leadership Development I, 2 semester credits

Term 2, Leading Effective Organizations (10 credits)

- ODL-671 Leading by Design: Theory and Practice, 4 semester credits
- ODL-674 Designing and Leading Effective Team Meetings, 4 semester credits
- ODL-686 Personal Leadership Development II, 2 semester credits

Term 3, Organizational Dynamics (10 credits)

- ODL-672 Group Dynamics: Effective Teams and Group Development, 4 semester credits
- ODL-675 Interventions in Multicultural Organizations 2 or, 4 semester credits
- ODL-676P Praxis: Social Methodologies for Transformational Change, 2 semester credits
- ODL-687 Personal Leadership Development III, 2 semester credits

Term 4, Consultative Approaches (12 credits)

- ODL-677P Praxis: Consultative Approach to Change, 2 semester credits
- ODL-678 Developing a Consulting Practice 2 or, 4 semester credits
- ODL-679 Organizations as Living Systems, 2 semester credits
- ODL-688 Personal Leadership Development IV, 2 semester credits
- ODL-690 Master's Project I, 4 semester credits

Term 5, Adaptive Leadership (12 credits)

- ODL-680P Praxis: Leadership from a Design Perspective, 2 semester credits
- ODL-681 Adaptive Leadership: Disciplines and Practice, 4 semester credits
- ODL-689 Personal Leadership Development V, 2 semester credits
- ODL-691 Master's Project II, 4 semester credits

Total Semester Credits: 54

Organizational Development & Leadership, MA (self-directed delivery model)

To meet the needs of working professionals, we offer a flexible learning environment that allows students to meet their educational goals by engaging in a global community of other professionals. All coursework is collaborative in nature, involving interaction and dialogue among faculty and learners. This model combines online learning with two face-to-face sessions. Students can be full- or part-time.

The required face-to-face sessions provide an opportunity for community building and the study of group process as well as a chance to jump-start a master's project. In addition to the residential sessions, students complete online courses in leadership theory and practice, group dynamics, and two courses covering the master's project.

Required Coursework:

Effective date: 09/01/2015

- ODL-600 Online Learning Orientation , 0 semester credits
- ODL-669 Organizational Development: Origins, Evolution, and Current Practices, 4 semester credits
- ODL-670 Leadership: Theory and Practice, 4 semester credits
- ODL-671 Leading by Design: Theory and Practice, 4 semester credits
- ODL-672 Group Dynamics: Effective Teams and Group Development, 4 semester credits
- ODL-685 Personal Leadership Development I, 2 semester credits
- ODL-688 Personal Leadership Development IV, 2 semester credits
- ODL-690 Master's Project I, 4 semester credits
- ODL-691 Master's Project II, 4 semester credits

12 elective credits, chosen from any of the electives:

online electives:

- ODL-604 Strategies for Complex Change: Wicked Problems, Social Complexity and Emerging Trends, 4 semester credits
- ODL-605 Managing Change and Resistance, 4 semester credits
- ODL-606 Global and Intercultural Strategies and Skills, 4 semester credits
- ODL-612 Performance Consulting, 4 semester credits

- ODL-613 Practical Statistics, Methods and Measures for Organizational Development, 4 semester credits
- ODL-614 Sustainability and Organizational Change, 4 semester credits
- ODL-615 Ecological Frameworks for Sustainability Practitioners, 4 semester credits
- ODL-623 Managing the Coaching Function in an Organization, 4 semester credits
- ODL-650A Evidence Based Coaching: Overview, 4 semester credits
- ODL-651A Theories of Personal Coaching, 4 semester credits
- ODL-652A Theories of Leadership & Organizational Coaching, 4 semester credits
- ODL-675 Interventions in Multicultural Organizations 2 or, 4 semester credits
- ODL-676 Social Methodologies for Transformational Change, 4 semester credits
- ODL-677 Consultative Approach to Change, 4 semester credits
- ODL-678 Developing a Consulting Practice 2 or, 4 semester credits
- ODL-682 Soul and Spirit in the Workplace, 4 semester credits
- ODL-683 Good Work, Meaningful Work, 4 semester credits
- ODL-684 Self as Leader of Change, 4 semester credits

praxis series electives:

- ODL-673P Praxis: Systems - Theory and Practice, 2 semester credits
- ODL-674P Praxis: Designing and Leading Effective Team Meetings, 2 semester credits
- ODL-676P Praxis: Social Methodologies for Transformational Change, 2 semester credits
- ODL-677P Praxis: Consultative Approach to Change, 2 semester credits
- ODL-680P Praxis: Leadership from a Design Perspective, 2 semester credits

Total Semester Credits: 40

Nonprofit Leadership Certificate

Through practical applications and a project-driven curriculum, this certificate program focuses on board and executive leadership, strategic planning, fundraising, talent management, evaluation, and marketing and is designed for nonprofit practitioners: managers, supervisors, executive directors, and board members.

Required Coursework:

Effective date: 01/01/2014

The Nonprofit Leadership certificate curriculum consists of eight face-to-face meetings and two terms of online courses:

- ODL-621 Strategic Leadership for Nonprofits, 4 semester credits
- ODL-622 Evidence Based Management, 4 semester credits

Total Semester Credits: 8

Organizational Consulting Certificate

This certificate provides students with a theoretical framework and the skills that form a basis for a successful practice as an organizational consultant and trainer. It is designed for both external and internal practitioners who wish to enhance their skills. For the external practitioner, it will provide direction in building a brand and successfully positioning one's business. It addresses the concerns of internal consultants to create powerful outcomes that arise in their organization.

The courses examine the role of ethics and professionalism, the basics of building a practice that suits the student's strengths and acknowledges his or her limitations, and a focus on training and development and the use of technology.

Required Coursework:

Effective date: 09/01/2015

- ODL-600 Online Learning Orientation , 0 semester credits

12 credits chosen from the following:

- ODL-669 Organizational Development: Origins, Evolution, & Current Practices, 4 semester credits
- ODL-676 Social Methodologies for Transformational Change, 4 semester credits
- ODL-677 Consultative Approach to Change, 4 semester credits
- ODL-678 Developing a Consulting Practice 2 or, 4 semester credits
- ODL-679 Organizations as Living Systems, 2 semester credits

Total Semester Credits: 12

Organizational Development and Leadership Certificate

This certificate program requires the following an online orientation seminar in the first term and 4 online courses. Each term lasts 12-weeks and courses generally operate with weekly or biweekly assignments with access available 24 hours/7 days a week. You work independently on recommended readings, assignments, and other assessment criteria provided in the course syllabi, as well as collaborating on group projects. Your course curriculum is integrated and builds upon your previous learning.

Required Coursework:

Effective date: 09/01/2015

- ODL-600 Online Learning Orientation , 0 semester credits
- ODL-669 Organizational Development: Origins, Evolution, and Current Practices, 4 semester credits

- ODL-670 Leadership: Theory and Practice, 4 semester credits
- ODL-671 Leading by Design: Theory and Practice, 4 semester credits
- ODL-672 Group Dynamics: Effective Teams and Group Development, 4 semester credits

Total Semester Credits: 16

School of Psychology

The School of Psychology pioneered a distance education model comprised of blended and distributed learning that has served adult professionals for over thirty years. By creating flexible opportunities for individuals with career, family, and community responsibilities to achieve their advanced educational goals, Fielding's community of scholar-practitioners helps define the future of psychology at every level—from theory to practice and research.

Degree Options

- The Clinical Psychology doctorate is a generalist degree; students receive a pathway master's along the way to the PhD and can choose from five optional concentrations:
 - Forensic Psychology
 - Health Psychology
 - Neuropsychology
 - Parent-Infant Mental Health
 - Violence Prevention and Control
- The Media Psychology doctorate is the first of its kind in a School of Psychology, offering a nonclinical PhD degree with a master's along the way, which focuses on understanding the relationships between media and behavior. The program offers optional concentrations in Forensic Psychology and Social Impact of Mobile Media and Immersive Technology.
- The online Master of Arts in Media Psychology prepares individuals to use and create media with an understanding of how media impacts human behavior.

Certificate Options

- Postdoctoral certificates in Neuropsychology and Respecialization in Clinical Psychology provide advanced training and specialization for those who have already achieved their doctoral degree.
- The Clinical Psychology Postbaccalaureate Certificate develops and strengthens foundational skills and knowledge areas essential to gaining acceptance into a rigorous doctoral program in clinical psychology.
- A certificate in Media Psychology allows students to choose between an emphasis in Brand Psychology and Audience Engagement or Media Neuroscience.

Clinical Psychology Program

Psychology with an emphasis in Clinical Psychology, PhD

Earning our doctorate in Clinical Psychology includes online and in-person seminars and residential sessions, as well as research and clinical training experiences. Our PhD offers a master's along the way, as well as the option to specialize in some of the most exciting growth areas of psychology:

- Forensic Psychology Concentration
- Health Psychology Concentration
- Neuropsychology Concentration
- Parent-Infant Mental Health Concentration
- Violence Prevention and Control Concentration

An MA in Psychology with an emphasis in Clinical Psychology is awarded automatically upon completion of the first two years of the model curriculum sequence in the program, consisting of these 87 credits: PSY-500, 4cr from the PSY-629 Practicum Case Seminar series (the first two terms), PSY-632A, 5cr of PSY-680 Research Practicum, 6cr of PSY-695 Clinical Practicum (first 500 hours), 701A, 701B, 706-709, 710A, 710B, 710C, 5cr from 710D1 and D2 or 710E and 710F, 711A1, 711A2, 711B, 712, 715A, 716A, 717, one course from PSY-746-748, 3cr of Research Skills Seminars.

Required PhD Coursework:

Effective date: 09/01/2015

Core Academic Courses

- PSY-500 Foundations of Doctoral Study, 4 semester credits (new student orientation)
- PSY-702 Developmental Bases of Behavior, 4 semester credits
- PSY-703 History & Systems of Psychology, 4 semester credits
- PSY-705 Social Bases of Behavior, 4 semester credits
- PSY-706 Cognitive & Affective Bases of Behavior, 4 semester credits
- PSY-707 Biological Bases of Behavior, 4 semester credits
- PSY-708 Psychopathology, 4 semester credits
- PSY-709 Legal, Ethical & Professional Practice, 4 semester credits
- PSY-711B Research in Psychotherapy, 4 semester credits
- PSY-712 Multicultural Psychology, 4 semester credits

Clinical Requirements

- PSY-710A Clinical Interviewing, 1 semester credits
- PSY-710B Cognitive Assessment, 3 semester credit
- PSY-710C Objective Assessment, 3 semester credit

- PSY-710G Integrated Assessment, 2 semester credits
- PSY-711A1 Introduction to Psychotherapy: Theory, 3 semester credit
- PSY-711A2 Introduction to Psychotherapy: Technique, 1 semester credits
- PSY-745 Consultation & Supervision, 2 semester credits
- 12 credits (1,000-2,000 clock hours) of PSY-695 Clinical Practicum; 6 credits of this requirement may be completed via PSY-630 Clinical Assessment Practicum
- PSY-755 Writing for the Internship Application, 2 semester credits
- PSY-632A Internship Qualification Evaluation, 2 semester credits
- PSY-632B Internship Qualification, 2 semester credits

5cr from PSY-710D1 and D2 or PSY-710E and F

- PSY-710D1 Projective Personality Assessment: Introduction to the Rorschach Coding 2 semester credits
- PSY-710D2 Projective Personality Assessment: Advanced Coding and Administration 3 semester credits
- PSY-710E Projective Assessment: Thematic Apperception Test 3 semester credits
- PSY-710F Cognitive Behavioral Assessment 2 semester credits

Theoretical Orientation Course

One 4cr theoretical orientation course, consistent with the Practicum Case Seminar series you select:

- PSY-746 Psychoanalytic Theory/Therapy, 4 semester credits
- PSY-747 Cognitive-Behavioral Theory/Therapy, 4 semester credits
- PSY-748 Humanistic & Existential Theory/Therapy, 4 semester credits

Practicum Case Seminar Tracks

8cr (four terms) of one of the following Practicum Case Seminar tracks:

- PSY-629A1-A4 Practicum Case Seminar: Psychodynamic, 2 semester credits each
- PSY-629B1-B4 Practicum Case Seminar: Cognitive/Behavioral, 2 semester credits each
- PSY-629C1-C4 Practicum Case Seminar: Humanistic/Systems, 2 semester credits each

Clinical Practicum and Internship

12 credits minimum of clinical practicum (1,000-2,000 clock hours).

One year fulltime or two years halftime internship placement.

- PSY-695 Clinical Practicum 1-15 semester credits
Note: 6 credits of this requirement may be completed via PSY-630 Clinical Assessment Practicum
- PSY-696 Clinical Internship 24 semester credits

Research Requirements

- PSY-715A Psychometric Theory, 3 semester credit
- PSY-716A Statistical Methods, 4 semester credits
- PSY-717 Multivariate Statistics, 4 semester credits
- PSY-701A Research Methods I, 4 semester credits
- PSY-701B Research Methods II, 4 semester credits
- PSY-680 Research Practicum: Clinical Psychology, 5 semester credits (200-400 direct hours)

Research Skills Seminars

6 credits of Research Skills Seminars:

2.5cr Consisting of

- PSY-RSS02 Scholarly Argument 1 semester credits
- PSY-RSS04 Presenting Research: Matters of Form 0.5 semester credits
- PSY-RSS05 Publishing and Presenting Scholarly Work 0.5 semester credits
- PSY-RSS27 Pre-Dissertation Seminar 0.5 semester credits

2.5cr Chosen From

- PSY-RSS07 Sample Size, Effect Size & Power Analysis 0.5 semester credits
- PSY-RSS08 Testing/Mediating/Moderating Hypotheses 1 semester credits
- PSY-RSS14 Advanced Topics in SPSS 0.5 semester credits
- PSY-RSS15 Factor Analysis and Structural Equation Modeling 1 semester credits

1cr Chosen From

- PSY-RSS21 Interviewing for Qualitative Research 1 semester credits
- PSY-RSS22 Analyzing Narrative Interviews 0.5 semester credits
- PSY-RSS23 Qualitative Data Analysis 0.5 semester credits
- PSY-RSS24 Introduction to Content Analysis 0.5 semester credits
- PSY-RSS26 Introduction to Qualitative Research 1 semester credits

Dissertation Milestones

18cr total

- PSY-638 Dissertation in Progress 0 semester credits
- PSY-633 Oral Review of Dissertation 0 semester credits
- PSY-639 Dissertation Completion 18 semester credits

Other Requirements

- Attendance at a minimum of 5 days of cluster meetings during the first year of the program

- Attendance at a minimum of one week-long residential in each of your first two years

12cr of Electives From

- PSY-626 Special Topics in Forensic Psychology Lab, 1 or 2 semester credits
- PSY-704 Theories of Personality, 4 semester credits
- PSY-718 Qualitative Data Analysis Software, 2 semester credits
- PSY-719 Quantitative Data Analysis Software, 2 semester credits
- PSY-720 Special Topics in Research, 2 or 4 semester credits
- PSY-721 Special Topics in Statistics, 2 or 4 semester credits
- PSY-722 Content Analysis, 4 semester credits
- PSY-723 Qualitative Research, 4 semester credits
- PSY-725 Special Topics in Cognitive & Affective Bases of Behavior 2 or, 4 semester credits
- PSY-726 Special Topics in Biological Bases of Behavior, 2 semester credits
- PSY-727 Psychopharmacology, 4 semester credits
- PSY-728 Neuropsychology, 4 semester credits
- PSY-729 Special Topics in Neuropsychology 2 or, 4 semester credits
- PSY-730 Neuroanatomy 2 or, 4 semester credits
- PSY-731 Health Psychology, 4 semester credits
- PSY-732 Special Topics in Health Psychology, 2 semester credits
- PSY-733 Language, 4 semester credits
- PSY-734 Neurological Disorders, 4 semester credits
- PSY-735 Special Topics in Developmental Psychology 2 or, 4 semester credits
- PSY-736 Special Topics in Social Psychology 2 or, 4 semester credits
- PSY-737 Special Topics in Personality Theories 2 or, 4 semester credits
- PSY-738 Special Topics in Psychopathology 2 or, 4 semester credits
- PSY-739 Special Topics in Psychological Assessment 2 or, 4 semester credits
- PSY-740 Special Topics Multicultural Psychology 2 or, 4 semester credits
- PSY-741 Special Topics in Legal & Ethical Practice 2 or, 4 semester credits
- PSY-746 Psychoanalytic Theory/Therapy, 4 semester credits
- PSY-747 Cognitive-Behavioral Theory/Therapy, 4 semester credits
- PSY-748 Humanistic & Existential Theory/Therapy, 4 semester credits
- PSY-749 Marriage & Family Therapy, 4 semester credits
- PSY-750 Group Psychotherapy, 4 semester credits
- PSY-751 Advanced Topics in Psychotherapy, 2 semester credits
- PSY-752 Positive Psychology, 4 semester credits
- PSY-756 Special Topics in Academic Writing, 2 semester credits
- PSY-760 Independent Study 1, 2 or, 4 semester credits
- PSY-761 Human Sexuality, 4 semester credits
- PSY-765 Forensic Psychology, 4 semester credits
- PSY-765A Forensic Assessment in Criminal Cases, 2 semester credits
- PSY-765B Forensic Assessment in Civil Court, 2 semester credits
- PSY-765C Forensic Assessment in Child Custody and Parental Rights, 2 semester credits
- PSY-765D Forensic Neuropsychology Assessment, 2 semester credits
- PSY-765E Forensic Psychology: Police and Public Safety Personnel, 2 semester credits
- PSY-765F Malingering and Deception, 2 semester credits
- PSY-765G Evaluations for the Immigration Courts, 2 semester credits

- PSY-765L Forensic Psychology Lab, 1 semester credits
- PSY-770 Special Topics in Forensic Psychology 2 or, 4 semester credits
- PSY-774 Neuropsychological Care in Traumatic Brain Injury: Assessment, Rehabilitation, and Advocacy, 4 semester credits
- PSY-775 Asmt- Advanced Forensics 0.5 semester credits

Residency Hours Completion

- PSY-599 Residency Hours Completion , 0 semester credits
- 600 clock hours at Fielding sessions and attendance
- 2 days at local/state/regional/national/international professional psychology conferences

Total Semester Credits: 174

Optional Concentrations for the Clinical Psychology PhD

Forensic Psychology Concentration Requirements

- PSY-765 Forensic Psychology, 4 semester credits
- PSY-765L Forensic Psychology Lab, 1 semester credits

4 Units Chosen From:

- PSY-765A Forensic Assessment in Criminal Cases, 2 semester credits
- PSY-765B Forensic Assessment in Civil Court, 2 semester credits
- PSY-765C Forensic Assessment in Child Custody and Parental Rights, 2 semester credits
- PSY-765D Forensic Neuropsychology Assessment, 2 semester credits
- PSY-765E Forensic Psychology: Police and Public Safety Personnel, 2 semester credits
- PSY-765F Malingering and Deception, 2 semester credits
- PSY-765G Evaluations for the Immigration Courts, 2 semester credits

One of the following:

- Forensically oriented dissertation, with at least one committee member who is a member of the forensic concentration faculty
- 8 additional units of forensic courses, such as: PSY-626, other courses from the 765A-G core, not already completed as part of above requirements, PSY-770, PSY-775
- A first author published research paper on a forensic topic or first author conference poster or paper

Health Psychology Concentration Requirements

- PSY-566 Asmt - Clinical Assessment in Health Psychology, 1 semester credits

- PSY-726 Special Topics in Biological Bases of Behavior, 2 semester credits *
- PSY-731 Health Psychology, 4 semester credits
- PSY-732 Special Topics in Health Psychology, 2 semester credits
- PSY-747 Cognitive-Behavioral Theory/Therapy, 4 semester credits
- PSY-751 Advanced Topics in Psychotherapy, 2 semester credits *

2 Credits Chosen From

- PSY-735 Special Topics in Developmental Psychology 2 or, 4 semester credits *
- PSY-736 Special Topics in Social Psychology 2 or, 4 semester credits *
- PSY-737 Special Topics in Personality Theories 2 or, 4 semester credits *
- PSY-738 Special Topics in Psychopathology 2 or, 4 semester credits *
- PSY-739 Special Topics in Psychological Assessment 2 or, 4 semester credits *
- PSY-740 Special Topics Multicultural Psychology 2 or, 4 semester credits *

Internship

Internship must include a major rotation or its equivalent in Health Psychology

Dissertation

Dissertation must be on a Health Psychology topic

Note:

* Course must emphasize a health psychology topic in the area. Topics in health psychology refer to the relationship between psychological factors and physical health, not including neuropsychology or psychopharmacology, but including health delivery systems.

Neuropsychology Concentration Requirements

- PSY-706 Cognitive & Affective Bases of Behavior, 4 semester credits
- PSY-707 Biological Bases of Behavior, 4 semester credits
- PSY-728 Neuropsychology, 4 semester credits
- PSY-730 Neuroanatomy 2 or, 4 semester credits

One Course Chosen From

- PSY-733 Language, 4 semester credits
- PSY-734 Neurological Disorders, 4 semester credits
- PSY-774 Neuropsychological Care in Traumatic Brain Injury: Assessment, Rehabilitation, and Advocacy, 4 semester credits

Seminars

- Neuropsychology of Neurological Disorders (2 days)
- Language Development & Pathology (3 days)

Psychological Assessment Labs

4 credits chosen from:

- PSY-564 Asmt- The Luria-Nebraska Demonstration, 1 semester credits
- PSY-644 Asmt- NEPSY, 1 semester credits
- PSY-676A Asmt- Neuropsychological Screening 0.5 semester credits
- PSY-677 Asmt- Introduction to Neuropsychological Assessment, 1 semester credits
- PSY-678 Asmt- Halstead-Reitan Battery, 1 semester credits
- PSY-682 Asmt- Advanced Topics in Neuropsychology, 1 semester credits
- PSY-683 Asmt- Cognitive Assessment, 1 semester credits
- PSY-684 Asmt- Executive Functions 0.5 semester credits
- PSY-689 Asmt- Memory Assessment, 1 semester credits

Clinical Practicum

600 hours of Clinical Practicum in neuropsychology under the supervision of a licensed clinical neuropsychologist. The training should include direct service and/or psychologist assessment in neuropsychology, including administration, scoring, interpretation, and write-up of neuropsychological batteries. The practicum may occur in outpatient or inpatient setting with a variety of populations.

Choose from:

- PSY-630 Clinical Assessment Practicum 1-6 semester credits
- PSY-695 Clinical Practicum 6-18 semester credits
- PSY-697 Specialized Clinical Training 1-2, 0 semester credits

Internship

One internship rotation at fulltime status for three months in neuropsychology under the supervision of a licensed clinical neuropsychologist. Typically, this would include at least four complete neuropsychology batteries, at least one child/adolescent and at least one adult.

Parent-Infant Mental Health Concentration Requirements

Internship

Internship that includes at least one minor rotation or its equivalent in parent-infant mental health psychology. Sites could include a psychology service in a hospital with participation in consultation services or in an out-patient setting or clinic. A high risk follow up clinic or work on a neonatal intensive care unit would meet this requirement.

Psychological Assessment Labs

1 credit of psychological assessment labs training in parent-infant mental health assessment, to include: clinical assessment of parent-infant interactions, infant behavior, parental behavior, Brazelton Neonatal Assessment Scale and mother infant interactions.

Courses

4 additional courses (2 credits each) with a focus in parent-infant mental health psychology chosen from the following advanced courses:

- PSY-720 Special Topics in Research 2 or, 4 semester credits
- PSY-726 Special Topics in Biological Bases of Behavior, 2 semester credits
- PSY-732 Special Topics in Health Psychology, 2 semester credits
- PSY-735 Special Topics in Developmental Psychology 2 or, 4 semester credits
- PSY-751 Advanced Topics in Psychotherapy, 2 semester credits

Dissertation

Dissertation on a parent-infant mental health psychology topic. It may focus upon the interface between biological, psychological and health psychology as it relates to infants and their parents.

Violence Prevention and Control Concentration Requirements

National Session Seminars

3 national session seminars chosen from: Etiology of Anger and Violence, Assessment of Anger and Violence, Anger and Violence Intervention, or Prevention of Anger and Violence.

Preparation of an Action Protocol

Preparation of an action protocol dealing with some aspect of anger and/or violence prevention, assessment, or intervention at one of the national session meetings. If a session presentation is not possible, the VPC forum would be the medium for this presentation.

Courses

16 course credits that focus on topics related to violence. At least 8 of these credits must be chosen from:

- PSY-720 Special Topics in Research 2 or, 4 semester credits
- PSY-725 Special Topics in Cognitive & Affective Bases of Behavior 2 or, 4 semester credits
- PSY-736 Special Topics in Social Psychology 2 or, 4 semester credits
- PSY-737 Special Topics in Personality Theories 2 or, 4 semester credits
- PSY-738 Special Topics in Psychopathology 2 or, 4 semester credits
- PSY-739 Special Topics in Psychological Assessment 2 or, 4 semester credits

- PSY-751 Advanced Topics in Psychotherapy, 2 semester credits

Dissertation

Dissertation on a violence related topic which contributes to some aspect of knowledge about the nature, etiology, prevention and/or management of anger and violence.

Clinical Psychology Postbaccalaureate Certificate

This certificate program builds knowledge of clinical psychology and psychotherapy, while enhancing critical thinking and scholarly writing skills. Mastery of these skills is essential to position one's self as a strong candidate for a rigorous clinical psychology program. Courses are taught at the doctoral level and academic credits earned may be transferred into a variety of graduate programs. For students admitted into Fielding's clinical psychology doctoral program, 12 credits will articulate.

Required Coursework:

Effective date: 09/01/2015

Term 1:

- PSY-501 Introduction to Clinical Psychology, 4 semester credits
- PSY-502 Critical Thinking in Clinical Psychology, 4 semester credits
- PSY-504 Clinical Psychology Research Lab 2 or, 4 semester credits (2 credits)

Term 2:

- PSY-503 Scholarly Writing in Clinical Psychology, 4 semester credits
- PSY-504 Clinical Psychology Research Lab 2 or, 4 semester credits (2 credits)
- PSY-716A Statistical Methods, 4 semester credits

Term 3:

- PSY-701A Research Methods I, 4 semester credits
- PSY-708 Psychopathology, 4 semester credits

For a 2-term sequence, 14 credits may be taken per term (with program director permission), as follows:

Term 1:

- PSY-501 Introduction to Clinical Psychology, 4 semester credits
- PSY-502 Critical Thinking in Clinical Psychology, 4 semester credits
- PSY-503 Scholarly Writing in Clinical Psychology, 4 semester credits
- PSY-504 Clinical Psychology Research Lab 2 or, 4 semester credits (2 credits)

Term 2:

- PSY-504 Clinical Psychology Research Lab 2 or, 4 semester credits (2 credits)
- PSY-701A Research Methods I, 4 semester credits
- PSY-708 Psychopathology, 4 semester credits
- PSY-716A Statistical Methods, 4 semester credits

Total Semester Credits: 28

Respecialization in Clinical Psychology Postdoctoral Certificate

This postdoctoral certificate is designed for psychologists who hold a PhD in a nonclinical discipline of psychology. Typically such students hold PhDs in social, developmental, and organizational psychology and want to become licensed as a clinical psychologist.

The program provides the clinical training, both academic coursework and supervised clinical training, required for license eligibility in many states.

Students can optionally specialize in one of the following concentrations:

- Forensic Psychology
- Health Psychology
- Neuropsychology
- Parent-Infant Mental Health
- Violence Prevention and Control

Required Coursework:

Effective date: 05/01/2015

Core Academic Courses

- PSY-500A Foundations of Post-Doctoral Study, 4 semester credits (new student orientation)
- PSY-708 Psychopathology, 4 semester credits
- PSY-709 Legal, Ethical & Professional Practice, 4 semester credits
- PSY-711B Research in Psychotherapy, 4 semester credits
- PSY-712 Multicultural Psychology, 4 semester credits
- PSY-715A Psychometric Theory, 3 semester credit

Clinical Requirements

- PSY-710A Clinical Interviewing, 1 semester credits (completed at new student orientation)
- PSY-710B Cognitive Assessment, 3 semester credit
- PSY-710C Objective Assessment, 3 semester credit
- PSY-710G Integrated Assessment, 2 semester credits
- PSY-711A1 Introduction to Psychotherapy: Theory, 3 semester credit
- PSY-711A2 Introduction to Psychotherapy: Technique, 1 semester credits
- PSY-745 Consultation & Supervision, 2 semester credits
- PSY-779 RCP Comprehensive Exam, 4 semester credits

5 Credits from the following:

- PSY-710D1 Projective Personality Assessment: Introduction to the Rorschach Coding 2 semester credits
- PSY-710D2 Projective Personality Assessment: Advanced Coding and Administration 3 semester credits
- PSY-710E Projective Assessment: Thematic Apperception Test 3 semester credits
- PSY-710F Cognitive Behavioral Assessment 2 semester credits

Theoretical Orientation Course

One 4-credit theoretical orientation course consistent with the Practicum Case Seminar plan you select:

- PSY-746 Psychoanalytic Theory/Therapy, 4 semester credits
- PSY-747 Cognitive-Behavioral Theory/Therapy, 4 semester credits
- PSY-748 Humanistic & Existential Theory/Therapy, 4 semester credits

Practicum Case Seminar

8 credits (four terms) of one of the following Practicum Case Seminar tracks:

- PSY-629A1-A4 Practicum Case Seminar: Psychodynamic,, 2 semester credits each
- PSY-629B1-B4 Practicum Case Seminar: Cognitive/Behavioral,, 2 semester credits each
- PSY-629C1-C4 Practicum Case Seminar: Humanistic/Systems,, 2 semester credits each

Clinical Practicum and Internship

12 credits minimum of clinical practicum (1,000-2,000 clock hours).

One year fulltime or two years halftime internship placement.

- PSY-695 Clinical Practicum 1-15 semester credits
Note: 6 credits of this requirement may be completed via PSY-630 Clinical Assessment Practicum
- PSY-696 Clinical Internship 24 semester credits

Total Semester Credits: 94

Optional Concentrations for Respecialization

Forensic Psychology Concentration Requirements

- PSY-765 Forensic Psychology, 4 semester credits
- PSY-765L Forensic Psychology Lab, 1 semester credits

4 Units Chosen From:

- PSY-765A Forensic Assessment in Criminal Cases, 2 semester credits
- PSY-765B Forensic Assessment in Civil Court, 2 semester credits
- PSY-765C Forensic Assessment in Child Custody and Parental Rights, 2 semester credits
- PSY-765D Forensic Neuropsychology Assessment, 2 semester credits
- PSY-765E Forensic Psychology: Police and Public Safety Personnel, 2 semester credits
- PSY-765F Malingering and Deception, 2 semester credits
- PSY-765G Evaluations for the Immigration Courts, 2 semester credits
- PSY-775 Asmt- Advanced Forensics 0.5 semester credits

One of the following:

- PSY-801 Advanced Research: Respecialization Concentration 6 semester credits
- A first author published research paper on a forensic topic or first author conference poster or paper

Health Psychology Concentration Requirements

- PSY-566 Asmt - Clinical Assessment in Health Psychology, 1 semester credits
- PSY-726 Special Topics in Biological Bases of Behavior, 2 semester credits *
- PSY-731 Health Psychology, 4 semester credits
- PSY-732 Special Topics in Health Psychology, 2 semester credits
- PSY-747 Cognitive-Behavioral Theory/Therapy, 4 semester credits
- PSY-751 Advanced Topics in Psychotherapy, 2 semester credits *

2 Credits Chosen From

- PSY-735 Special Topics in Developmental Psychology 2 or, 4 semester credits *
- PSY-736 Special Topics in Social Psychology 2 or, 4 semester credits *
- PSY-737 Special Topics in Personality Theories 2 or, 4 semester credits *
- PSY-738 Special Topics in Psychopathology 2 or, 4 semester credits *
- PSY-739 Special Topics in Psychological Assessment 2 or, 4 semester credits *
- PSY-740 Special Topics Multicultural Psychology 2 or, 4 semester credits *

Internship

Internship must include a major rotation or its equivalent in Health Psychology

Research Paper:

- PSY-801 Advanced Research: Respecialization Concentration 6 semester credits

Note:

* Course must emphasize a health psychology topic in the area. Topics in health psychology refer to the relationship between psychological factors and physical health, not including neuropsychology or psychopharmacology, but including health delivery systems.

Neuropsychology Concentration Requirements

- PSY-706 Cognitive & Affective Bases of Behavior, 4 semester credits
- PSY-707 Biological Bases of Behavior, 4 semester credits
- PSY-728 Neuropsychology, 4 semester credits
- PSY-730 Neuroanatomy 2 or, 4 semester credits

One Course Chosen From

- PSY-733 Language, 4 semester credits
- PSY-734 Neurological Disorders, 4 semester credits
- PSY-774 Neuropsychological Care in Traumatic Brain Injury: Assessment, Rehabilitation, and Advocacy, 4 semester credits

Seminars

- Neuropsychology of Neurological Disorders (2 days)
- Language Development & Pathology (3 days)

Psychological Assessment Labs

4 credits chosen from:

- PSY-564 Asmt- The Luria-Nebraska Demonstration, 1 semester credits
- PSY-644 Asmt- NEPSY, 1 semester credits
- PSY-676A Asmt- Neuropsychological Screening 0.5 semester credits
- PSY-677 Asmt- Introduction to Neuropsychological Assessment, 1 semester credits
- PSY-678 Asmt- Halstead-Reitan Battery, 1 semester credits
- PSY-682 Asmt- Advanced Topics in Neuropsychology, 1 semester credits
- PSY-683 Asmt- Cognitive Assessment, 1 semester credits
- PSY-684 Asmt- Executive Functions 0.5 semester credits
- PSY-689 Asmt- Memory Assessment, 1 semester credits

Clinical Practicum

600 hours of Clinical Practicum in neuropsychology under the supervision of a licensed clinical neuropsychologist. The training should include direct service and/or psychologist assessment in neuropsychology, including administration, scoring, interpretation, and write-up of neuropsychological batteries. The practicum may occur in outpatient or inpatient setting with a variety of populations.

Choose from:

- PSY-630 Clinical Assessment Practicum 1-6 semester credits
- PSY-695 Clinical Practicum 6-18 semester credits
- PSY-697 Specialized Clinical Training 1-2, 0 semester credits

Internship

One internship rotation at fulltime status for three months in neuropsychology under the supervision of a licensed clinical neuropsychologist. Typically, this would include at least four complete neuropsychology batteries, at least one child/adolescent and at least one adult.

Parent-Infant Mental Health Concentration Requirements

Internship

Internship that includes at least one minor rotation or its equivalent in parent-infant mental health psychology. Sites could include a psychology service in a hospital with participation in consultation services or in an out-patient setting or clinic. A high risk follow up clinic or work on a neonatal intensive care unit would meet this requirement.

Psychological Assessment Labs

1 credit of psychological assessment labs training in parent-infant mental health assessment, to include: clinical assessment of parent-infant interactions, infant behavior, parental behavior, Brazelton Neonatal Assessment Scale and mother infant interactions.

Courses

4 additional courses (2 credits each) with a focus in parent-infant mental health psychology chosen from the following advanced courses:

- PSY-720 Special Topics in Research 2 or, 4 semester credits
- PSY-726 Special Topics in Biological Bases of Behavior, 2 semester credits
- PSY-732 Special Topics in Health Psychology, 2 semester credits
- PSY-735 Special Topics in Developmental Psychology 2 or, 4 semester credits
- PSY-751 Advanced Topics in Psychotherapy, 2 semester credits

Violence Prevention and Control Concentration Requirements

In addition to the required courses within the degree curriculum, the violence prevention and control concentration curriculum for clinical PhD students consists of the following requirements:

National Session Seminars

3 national session seminars chosen from: Etiology of Anger and Violence, Assessment of Anger and Violence, Anger and Violence Intervention, or Prevention of Anger and Violence.

Preparation of an Action Protocol

Preparation of an action protocol dealing with some aspect of anger and/or violence prevention, assessment, or intervention at one of the national session meetings. If a session presentation is not possible, the VPC forum would be the medium for this presentation.

Courses

16 course credits that focus on topics related to violence. At least 8 of these credits must be chosen from:

- PSY-720 Special Topics in Research 2 or, 4 semester credits
- PSY-725 Special Topics in Cognitive & Affective Bases of Behavior 2 or, 4 semester credits
- PSY-736 Special Topics in Social Psychology 2 or, 4 semester credits
- PSY-737 Special Topics in Personality Theories 2 or, 4 semester credits
- PSY-738 Special Topics in Psychopathology 2 or, 4 semester credits
- PSY-739 Special Topics in Psychological Assessment 2 or, 4 semester credits
- PSY-751 Advanced Topics in Psychotherapy, 2 semester credits

Research Paper

Publishable quality research paper on a violence related topic which contributes to some aspect of knowledge about the nature, etiology, prevention and/or management of anger and violence,

- PSY-801 Advanced Research: Respecialization Concentration 6 semester credits

Media Psychology Program

Psychology with an emphasis in Media Psychology, PhD

Requirements for the Media Psychology PhD program are organized around a core curriculum, with elective courses, research practicum experience, a qualifying exam and a dissertation. Students customize their graduate program under the supervision of a faculty advisor. There is a low residency requirement, consisting of a face-to-face New Student Orientation (NSO) and 8 days of special topics practica which can be acquired at national sessions and in cluster.

The program offers optional concentrations in:

- Forensic Psychology (closed to new enrollments effective Summer 2016)
- Social Impact of Mobile Media and Immersive Technology

A master's degree is awarded automatically upon completion of the following 54 credits: PSY 525; 526A/B/C; 533; 4 credits of PSY 585; 12 credits chosen from: PSY 766, 767A/B/C, 771, 773; and 12 additional credits chosen from: no more than two MSC courses numbered 552, 555, 557, 558, 566-569, and PSY courses: 594, 702-708, 712, 715A, 718-723, 724A/B/C/D/E, 727, 728, 730, 731, 733, 734, 749, 752, 756, 760, 761, 765, 766, 767A/B/C, 769, 771, 772, 773.

Required Coursework:

Effective date: 09/01/2015

- PSY-525 Foundations of Critical Theory, 4 semester credits
- PSY-526A Generating and Gathering Evidence, 6 semester credits
- PSY-526B Analysis of Evidence 6 semester credits
- PSY-526C Types of Claims in Media Psychology, 6 semester credits
- PSY-533 Foundations of Media Psychology, 4 semester credits
- PSY-585 Media Psychology Practicum, 4 semester credits (160 clock hours)
- PSY-628 Special Topics Practicum: Media Psychology 0.5-, 1 semester credits (4 credits for 8 days total residency required)
- PSY-685 Research Practicum: Media Psychology, 4 semester credits (160 clock hours)

12 credits chosen from media electives:

- PSY-766 Special Topics in Media Psychology, 4 semester credits
- PSY-767A The Social Impact of Mobile and Immersive Media, 4 semester credits
- PSY-767B Narrative & Digital Storytelling, 4 semester credits
- PSY-767C Digital Media Research & Production, 4 semester credits
- PSY-771 Legal & Ethical Issues in Media Psychology, 4 semester credits
- PSY-773 Media Innovation and Online Education, 4 semester credits

Psychology Core Courses

12 credits chosen from:

- PSY-702 Developmental Bases of Behavior, 4 semester credits
- PSY-703 History & Systems of Psychology, 4 semester credits
- PSY-704 Theories of Personality, 4 semester credits
- PSY-705 Social Bases of Behavior, 4 semester credits
- PSY-706 Cognitive & Affective Bases of Behavior, 4 semester credits
- PSY-707 Biological Bases of Behavior, 4 semester credits
- PSY-708 Psychopathology, 4 semester credits

16 additional elective credits chosen from:

no more than two of:

- MSC-552 Global Psychology: Social Marketing in a Borderless World, 4 semester credits
- MSC-555 Positive Psychology and the Social Entrepreneur, 4 semester credits
- MSC-557 Media and Political Psychology: Propaganda & Persuasion, 4 semester credits
- MSC-558 Cognitive Psychology and the Display of Information, 4 semester credits
- MSC-566 Brand Psychology and Social Storytelling, 4 semester credits
- MSC-567 The Psychology of Neuromarketing, 4 semester credits
- MSC-568 Audience Engagement, 4 semester credits
- MSC-569 Introduction to Consumer Neuroscience, 4 semester credits

plus 8 credits from below, or all 16 credits chosen from below:

- PSY-594 Applied Research Practicum: Media Psychology 0.5-, 4 semester credits
- PSY-702 Developmental Bases of Behavior, 4 semester credits
- PSY-703 History & Systems of Psychology, 4 semester credits
- PSY-704 Theories of Personality, 4 semester credits
- PSY-705 Social Bases of Behavior, 4 semester credits
- PSY-706 Cognitive & Affective Bases of Behavior, 4 semester credits
- PSY-707 Biological Bases of Behavior, 4 semester credits
- PSY-708 Psychopathology, 4 semester credits
- PSY-712 Multicultural Psychology, 4 semester credits
- PSY-715A Psychometric Theory, 3 semester credit
- PSY-718 Qualitative Data Analysis Software, 2 semester credits
- PSY-719 Quantitative Data Analysis Software, 2 semester credits
- PSY-720 Special Topics in Research 2 or, 4 semester credits
- PSY-721 Special Topics in Statistics 2 or, 4 semester credits
- PSY-722 Content Analysis, 4 semester credits
- PSY-723 Qualitative Research, 4 semester credits
- PSY-724A Media & Cognitive Psychology, 4 semester credits
- PSY-724B Media & Social Psychology, 4 semester credits
- PSY-724C Narratives, Symbols and Imagery in Media, 4 semester credits
- PSY-724D Media & Political Psychology, 4 semester credits
- PSY-724E Media Literacy & Social Impacts of Technology, 4 semester credits
- PSY-727 Psychopharmacology, 4 semester credits
- PSY-728 Neuropsychology, 4 semester credits

- PSY-730 Neuroanatomy 2 or, 4 semester credits
- PSY-731 Health Psychology, 4 semester credits
- PSY-733 Language, 4 semester credits
- PSY-734 Neurological Disorders, 4 semester credits
- PSY-752 Positive Psychology, 4 semester credits
- PSY-756 Special Topics in Academic Writing, 2 semester credits
- PSY-760 Independent Study 1, 2 or, 4 semester credits
- PSY-761 Human Sexuality, 4 semester credits
- PSY-765 Forensic Psychology, 4 semester credits
- PSY-766 Special Topics in Media Psychology, 4 semester credits
- PSY-767A The Social Impact of Mobile and Immersive Media, 4 semester credits
- PSY-767B Narrative & Digital Storytelling, 4 semester credits
- PSY-767C Digital Media Research & Production, 4 semester credits
- PSY-769 Advanced Topics in Media Psychology 2 or, 4 semester credits
- PSY-771 Legal & Ethical Issues in Media Psychology, 4 semester credits
- PSY-772 Media & the Comparative Identity of Nations, States and Cultures, 4 semester credits
- PSY-773 Media Innovation and Online Education, 4 semester credits

Qualifying Exam

- PSY-631 Qualifying Exam, 4 semester credits

Dissertation Courses:

- PSY-638 Dissertation in Progress , 0 semester credits
- PSY-633 Oral Review of Dissertation , 0 semester credits
- PSY-639 Dissertation Completion 18 semester credits

Total Semester Credits: 100

Optional Concentrations for the Media PhD

Forensic Psychology Concentration Requirements

(Closed to new enrollments as of Summer 2016)

- PSY-765 Forensic Psychology 4 semester hours
- 8 additional credits with a forensic emphasis, numbered PSY-720 or above
- One of the following:
 - A first author refereed published research paper on a forensic topic or other suitable contracted work as PSY-770 Special Topics in Forensic Psychology
 - A forensically oriented dissertation, with at least one committee member who is a member of the forensic concentration faculty

Social Impact of Mobile Media and Immersive Technology Concentration Requirements

Required:

- PSY-585 Media Psychology Practicum, 4 semester credits
- PSY-767A The Social Impact of Mobile and Immersive Media, 4 semester credits
- and choose one from:
 - PSY-685 Research Practicum: Media Psychology, 4 semester credits . This PSY-685 would be designed to focus research on a specific research or dissertation question and may be taken concurrent with the Qualifying Exam (QE) or in the first term of dissertation research.
 - PSY-766 Special Topics in Media Psychology, 4 semester credits . This PSY-766 would include an approved project or paper where the student, individually or as a group, examines a particular area of interest in depth. Requires a contract with faculty.

Dissertation Topic

A dissertation focused on immersive media, media advocacy, mobile augmented reality, cognitive or neuroscience applied to visual media, real time information or a related topic is required.

First Tuesday

Asynchronous interest group focused on product design, production and applied immersive media research. Meets the first Tuesday of each month via web conferencing.

Recommended Curriculum:

The doctoral program requires three courses (12 credits) selected from the psychology core sciences. It is suggested, but not required, that these courses for students in this concentration include:

- PSY-703 History & Systems of Psychology, 4 semester credits

- PSY-706 Cognitive & Affective Bases of Behavior, 4 semester credits

Recommended Curriculum:

Media Psychology doctoral students may take a maximum of two courses (8 credits) from selected MSC curriculum. It is suggested, but not required, that for students in this concentration that these electives include:

- MSC-568 Audience Engagement, 4 semester credits
- MSC-569 Introduction to Consumer Neuroscience, 4 semester credits

Recommended Clusters

A minimum of two face-to-face meetings, known as clusters, will be held each year, generally in association with major conferences and events. These are strongly suggested but not required for completion of this concentration.

Media Psychology, MA (terminal degree)

Renowned for developing the first Media Psychology PhD program in the country, Fielding faculty cultivate student engagement around the major issues facing media and society. Students join a vibrant online community of scholars and professionals engaged in a theoretical and practical understanding of:

- **Emerging Media:** how social media and the Internet have transformed society
- **Neuromarketing:** the psychological impact of media on consumers
- **Transmedia Storytelling:** engaging customers and audiences across media technology platforms
- **Audience Engagement:** the psychology of finding and engaging your audience
- **Global Media:** media effects on society, individuals, and cultures
- **Positive Psychology:** how media can be used for socially constructive purposes.

Alumni of the MA in Media Psychology are eligible for articulated credit in some of Fielding's doctoral degree programs.

Required Coursework:

Effective date: 09/01/2015

Term 1:

The following course is required; take additional course if full-time:

- MSC-564 Argumentation: The Art of Critical Writing, 4 semester credits

Terms 1-3:

The following courses are required within the first three terms of study:

- MSC-551 Introduction to Media Psychology, 4 semester credits
- MSC-554 Foundations of Research, 4 semester credits

Subsequent terms:

Choose 6 electives from:

- MSC-552 Global Psychology: Social Marketing in a Borderless World, 4 semester credits
- MSC-553 Story Psychology: Changing Minds through Narrative, 4 semester credits
- MSC-555 Positive Psychology and the Social Entrepreneur, 4 semester credits
- MSC-557 Media and Political Psychology: Propaganda & Persuasion, 4 semester credits
- MSC-558 Cognitive Psychology and the Display of Information, 4 semester credits
- MSC-560 The Psychology of Social Media Strategy, 4 semester credits
- MSC-562 Innovation, Learning and Online Education, 4 semester credits

- MSC-563 Augmented Reality and Immersive Technology, 4 semester credits
- MSC-566 Brand Psychology and Social Storytelling, 4 semester credits
- MSC-567 The Psychology of Neuromarketing, 4 semester credits
- MSC-568 Audience Engagement, 4 semester credits
- MSC-569 Introduction to Consumer Neuroscience, 4 semester credits

Capstone

- MSC-601 Media Psychology Capstone Project, 4 semester credits

Total Semester Credits: 40

Media Psychology Certificate (with emphases)

This 3-course, online certificate is designed for professionals who want to apply psychological theory and research to the use, impact, and development of media and technology. Students gain theory and practice of how media affects individuals and cultures and how media can be used for socially constructive purposes. They create applied solutions for sustainable change.

Students will focus their studies on either media neuroscience or brand psychology and audience engagement.

Brand Psychology and Audience Engagement emphasis

- **Build** marketing and PR plans to increase profitability, longevity and customer engagement.
- **Learn** the new standards in branding and marketing to extend reach in the marketplace.
- **Develop** user personas to find and engage your audience.
- **Identify** and construct targeted audience profiles.
- **Learn** how to create satisfying and engaging user messages, services, and products.
- **Understand** the effects of transmedia storytelling in building successful entertainment franchises.

Media Neuroscience emphasis

- **Designed** for professionals of varied backgrounds who want to learn and apply persuasion theories based on ground-breaking neuromarketing research.
- **Study** the psychology of human motivation.
- **Gain** new insight on how visual perception impacts media design and message.
- **Influence** the way people think, buy and work.
- **Review** the pros and cons of popular theoretical frameworks used to explain and predict the effect of public information and social advocacy messaging.
- **Discover** ways to improve the persuasive effect of any media campaign.
- **Understand** the impact of neuroimaging technologies on neuromarketing research.
- **Learn** how the nervous system influences neuromarketing methods.

- **Use** eye tracking, EEG, GSR and fMRI research to solve marketing, social advocacy, advertising communication, and public campaigns.

Required Coursework:

Effective date: 09/01/2015

Two required courses and an elective choice per the student's chosen emphasis:

Brand Psychology and Audience Engagement

Required:

- MSC-566 Brand Psychology and Social Storytelling, 4 semester credits
- MSC-568 Audience Engagement, 4 semester credits

Electives (choose one from these three):

- MSC-552 Global Psychology: Social Marketing in a Borderless World, 4 semester credits
- MSC-555 Positive Psychology and the Social Entrepreneur, 4 semester credits
- MSC-560 The Psychology of Social Media Strategy, 4 semester credits

Media Neuroscience

Required:

- MSC-567 The Psychology of Neuromarketing, 4 semester credits
- MSC-569 Introduction to Consumer Neuroscience, 4 semester credits

Electives (choose one from these four):

- MSC-553 Story Psychology: Changing Minds through Narrative, 4 semester credits
- MSC-557 Media and Political Psychology: Propaganda & Persuasion, 4 semester credits
- MSC-558 Cognitive Psychology and the Display of Information, 4 semester credits
- MSC-563 Augmented Reality and Immersive Technology, 4 semester credits

Total Semester Credits: 12

Neuropsychology Postdoctoral Program

Neuropsychology Postdoctoral Certificate

The two year Neuropsychology Certificate Program blends a student's current practice with formal instruction, new knowledge, and case conferencing. The program consists of coursework in theory and clinical assessment, hands-on clinical experience and case consultation, and culminates in a professional evaluation.

Required Coursework:

Effective date 09/01/2011

- NEPSY-825 Neuroanatomy and Brain-Behavior Relationships, 4 semester credits
- NEPSY-826 Neuropsychological Disorders, 4 semester credits
- NEPSY-827 Methods and Principles of Neuropsychological Assessment, 4 semester credits
- NEPSY-830 Neuropsychological Assessment of Neurological Disorders, 4 semester credits
- NEPSY-831 Neuropsychological Assessment of Psychiatric Disorders, 4 semester credits
- NEPSY-832 Neuropsychological Assessment of Developmental Disorders, 4 semester credits
- NEPSY-892 Clinical Case Conference 5 semester credits (200 clock hours)
- NEPSY-893 Clinical Experience 25 semester credits (1000 clock hours)
- NEPSY-836 Final Professional Evaluation , 0 semester credits

Total Semester Credits: 54

Courses

Education (EDU) Courses

EDU-550 Building Capacity Through Research, 3 semester credits

This course emphasizes: Understanding systems and change; recognizing and valuing the need for the robust use of research in education, especially in the classroom; understanding and valuing curiosity, data gathering, reflection, and continuous inquiry as support for enhancing self-directed, professional practice; using research in classroom, school, and district decision making that focuses on enhanced classroom practice and improved pre K-to-16 student learning; using educational research to move from a dependent, industrial society to a knowledge creation-and- application society with the ability to develop, analyze, and apply information; knowing how to implement and support research-grounded change; strategies to support students as they develop the skills and capacities to become critical, empowered problem solvers, creators of knowledge, and advocates for proactive social, economic, cultural and political change. In addition, this course emphasizes the following for instructional leaders: understanding the legal aspects of school management, including collective bargaining.

Delivery Method: In person

Grading Default: Letter

EDU-551 Historical/Social Issues & Trends in Education: Tools for Influencing Change, 3 semester credits

This course emphasizes: The historic and social contributions of education on the present and emerging ideas/needs in schools and schooling; understanding the legal and ethical issues associated with special needs students; the recognition of the structures of cultural dominance and the affirmation of the value of many cultures; a foundation and strategies for identifying the knowledge, skills, competencies, and disposition students will need to participate fully in current and future citizenship and leadership including fundamental values, beliefs, and attitudes; and identify and support connecting a variety of fundamental educational strategies with emerging innovations to support student learning, multicultural expression and transformation.

Delivery Method: In person

Grading Default: Letter

EDU-552 Collaborative Instructional Leadership, 3 semester credits

This course emphasizes: Concepts of educational leadership; identification of leadership roles needed in schools, classrooms, the profession, and the community; strategies for energizing and sustaining leadership innovations; rationale, indicators, and strategies for collaborative instructional leadership to support improved academic student outcomes and preparation for future academic, economic, political, cultural, and social change; human relations and professional ethics; understanding the collaborative nature of inclusion and special education, and the implications for community learning; the understanding and organization of strategies for supporting and engaging with others as they lead; team building; school and classroom culture; school decision making; shared leadership group processes; conflict resolution; cultural understandings; communications; interpersonal relations. In addition, this course emphasizes the following for instructional leaders: aligning, coordinating, and monitoring resources, both fiscal and personnel; site management; teacher supervision and evaluation; creation and implementation of a comprehensive school plan serving a diverse community

of learners; understanding the local, state, federal, and national policies and their implications.

Delivery Method: In person

Grading Default: Letter

EDU-553 Community, Shared Values & Learning, 3 semester credits

This course emphasizes: Understanding the stages of community and the processes involved in the development of community; identifying concepts built around the effects of social settings on learning; building communities to support research and learning; developing shared values to support successful learning and accountability; recognizing the implications of ways of knowing and diversity within the community as elements for educational and systematic social change; creating various community learning settings where learning and the personal creation of knowledge will be the norm; applying multiple community strategies in work settings, and discussing and sharing the data and hypothesis. This course includes the competencies required for instructional leadership in this curricular area.

Delivery Method: In person

Grading Default: Letter

EDU-554 Understanding Differences: Valuing, Honoring, Supporting & Celebrating Diversity, 3 semester credits

This course emphasizes: Understanding the implication for conflict between the basic assumption that a democratic society is built on the premise of equal opportunity for all and the historical control of one-leader-to-many followers; defining and creating proactive and appropriate reactive strategies to support the heterogeneity of the U.S. population; an awareness and understanding of the impact of language and culture in learning; the development and support of culturally responsive learning environments; offering many rich, varied, and potentially volatile learning/learner opportunities; understanding the growth in educational and human services manifested in the changing demographics of our society; taking into consideration, supporting, and adapting to the implications of changing family patterns, as well as the expanded need for social connections and belonging to groups and/or gangs; the broadening ethical issues and needs of our population; being grounded in special education procedures and services; supporting and applying the expanding increase in the body of knowledge focused on brain research, multiple ways of knowing, and culture; projecting valuing future need as positive tools for expanded and more diverse learning experiences for all citizens, rather than threats to our historical past; celebrating, adapting to, expanding upon, and applying multiple strategies to support diverse thinking, learning, knowledge creation, and application; creating and implementing a diversity challenge project in the pre-K-to-16/work setting. This course includes the competencies required for instructional leadership in this curricular area.

Delivery Method: In person

Grading Default: Letter

EDU-555 Human Development and Learning, 3 semester credits

This course emphasizes: Understanding human development theory from early childhood through adulthood, including significant transitions/ passages; examining and developing hypothesis about the links between age-appropriate physical development, learning, and other characteristics as they affect learning; recognizing and providing for the diverse needs of special learners; reviewing the essential elements of childhood education including its evolution efforts and the historical, social, and political factors associated with the concepts of child raising, family support, and the many transitions from home to the school to the social and the work world; understanding and appreciating the influence of culture on learning, growth, and development; developing a vision for quality education based on the theoretical foundations and the reality of what is happening in classrooms and districts.

Delivery Method: In person

Grading Default: Letter

EDU-556 Technology, Communication & Learning, 3 semester credits

This course emphasizes: Defining and identifying connections between teaching, learning, technology, and communications; exploring and identifying multiple strategies of effective listening, speaking, discussion, dialogue, problem solving, and conflict resolution; identifying and applying skills for using technology as a multimedia tool for learning, a data management and decision-making tool, and a resource for communication with parents and other stakeholder groups; using technology to support student and teacher growth-and-learning data collection for instructional decision making; exploring and becoming proficient in a minimum of two new technologies that will support students learning in the classroom and systematic change in the district. In addition, this course emphasizes the following for instructional leaders: understanding the power of data through collection, analysis and application; accepting ownership for leadership and change.

Delivery Method: In person

Grading Default: Letter

EDU-558 Empowerment: Learning & Assessment, 3 semester credits

This course emphasizes: Defining learning, assessment, and education in a standards based system; identifying the elements of learning and assessment; discussing and identifying when, how, and why humans learn; researching and identifying the ideal connections between education, culture, and learning; designing and implementing an optimum education setting that honors continuous learning; defining and understanding the notion of authentic assessment; identifying the role/s of the student, the teacher, the principal, the parent/caregiver, and the community in learning; understanding the equation of life = needs, issues, and understandings + learning and application + assessment; exploring, discovering, and applying the connections between learning, multiple assessment strategies, personal control of learning, empowerment, and transformation; identifying the implications of the equation for tomorrow's citizenship. This course includes the competencies required for instructional leadership in this curricular area.

Delivery Method: In person

Grading Default: Letter

EDU-559A Guided Practice/Internship, 3 semester credits

The MA-CEL externship offers students the opportunity to apply and develop the educational leadership theory and program conceptual framework presented in the MA-CEL course of study to their professional practice. MA-CEL faculty and advisory groups supervise, review and assess curricular artifacts including a professional development portfolio, capstone action research project, monthly reflections, journals and standards based professional development plans. In addition students use technology through forum discussions, search strategies, electronic data base searches and lesson plan development to demonstrate the learning outcomes for each term. The externship provides students the field experience to develop and demonstrate the collaborative leadership and learning in their work setting based on current theory and practice. Through the externship and artifacts students demonstrate instructional leadership for student learning, the capacity to create and sustain school wide change, collaborative processes as a member of a learning community, capacity to promote and apply reflective practices, capacity to model and share effective strategies for supporting knowledge creation and learning. Students engage in critical inquiry through action research, demonstrate authentic learning and assessment directly into class and/or school and are prepared to teach and create learning opportunities toward an equitable and just education system.

Delivery Method: In person

Grading Default: Letter

EDU-559B Guided Practice/Internship, 2 semester credits

The externship offers students the opportunity to apply and develop the educational leadership theory and program conceptual framework presented in the course of study to their professional practice. Program faculty and advisory groups supervise, review and assess curricular artifacts including a professional development portfolio, capstone action research project, monthly reflections, journals and standards based professional development plans. In addition students use technology through forum discussions, search strategies, electronic data base searches and lesson plan development to demonstrate the learning outcomes for each term. The externship provides students the field experience to develop and demonstrate the collaborative leadership and learning in their work setting based on current theory and practice. Through the externship and artifacts students demonstrate instructional leadership for student learning, the capacity to create and sustain school wide change, collaborative processes as a member of a learning community, capacity to promote and apply reflective practices, capacity to model and share effective strategies for supporting knowledge creation and learning. Students engage in critical inquiry through action research, demonstrate authentic learning and assessment directly into class and/or school and are prepared to teach and create learning opportunities toward an equitable and just education system.

Delivery Method: In person

Grading Default: Letter

EDU-559C Guided Practice/Internship, 3 semester credits

The externship offers students the opportunity to apply and develop the educational leadership theory and program conceptual framework presented in the course of study to their professional practice. Program faculty and advisory groups supervise, review and assess curricular artifacts including a professional development portfolio, capstone action research project, monthly reflections, journals and standards based professional development plans. In addition students use technology through forum discussions, search strategies, electronic data base searches and lesson plan development to demonstrate the learning outcomes for each term. The externship provides students the field experience to develop and demonstrate the collaborative leadership and learning in their work setting based on current theory and practice. Through the externship and artifacts students demonstrate instructional leadership for student learning, the capacity to create and sustain school wide change, collaborative processes as a member of a learning community, capacity to promote and apply reflective practices, capacity to model and share effective strategies for supporting knowledge creation and learning. Students engage in critical inquiry through action research, demonstrate authentic learning and assessment directly into class and/or school and are prepared to teach and create learning opportunities toward an equitable and just education system.

Delivery Method: In person

Grading Default: Letter

EDU-559D Guided Practice/Internship, 1 semester credit

The MA-CEL externship offers students the opportunity to apply and develop the educational leadership theory and program conceptual framework presented in the MA-CEL course of study to their professional practice. MA-CEL faculty and advisory groups supervise, review and assess curricular artifacts including a professional development portfolio, capstone action research project, monthly reflections, journals and standards based professional development plans. In addition students use technology through forum discussions, search strategies, electronic data base searches and lesson plan development to demonstrate the learning outcomes for each term. The externship provides students the field experience to develop and demonstrate the collaborative leadership and learning in their work setting based on current theory and practice. Through the externship and artifacts students demonstrate instructional leadership for student learning, the capacity to create and sustain school wide change, collaborative processes as a member of a learning community, capacity to promote and

apply reflective practices, capacity to model and share effective strategies for supporting knowledge creation and learning. Students engage in critical inquiry through action research, demonstrate authentic learning and assessment directly into class and/or school and are prepared to teach and create learning opportunities toward an equitable and just education system.

Delivery Method: In person

Grading Default: Letter

EDU-560 Dual Language Foundations, 4 semester credits

This course will focus on dual language program models, teacher and administrator leadership development, and the sociocultural context of dual language education. Students will examine the critical features of educational programs that develop bilingualism, biliteracy, and academic and cross-cultural competencies. Dual language/two-way bilingual immersion, foreign language immersion, and developmental bilingual education are among the additive program models that will be studied. The instructional process includes program models and support structures for the language allocation, assessment, and evaluation of student academic performance. Effective leadership guided by a clear vision is critical to the success of a school community. Educators in positions of authority are expected to set goals and exercise leadership in ways that make a measurable, positive difference for students. Growing numbers of K–12 schools are striving to establish educational models and nurture administrative and teacher leadership through collaboration. This is especially true in the case of dual language programs that set high academic standards for students. Research indicates that teachers and administrative leaders can have a profound impact on school climate, culture, and educational outcomes. This course will examine educational leadership research, theories, practice, and application in dual language settings.

Delivery Method: In person

Grading Default: Letter

EDU-561 Biliteracy Development, 4 semester credits

This course will provide an overview of biliteracy development theory, instructional practices, and assessment methods of the reading process. Students will explore ways of applying this theoretical knowledge to pedagogical practices and assessment tools for students learning to speak, read, and write in two languages. Students will examine and evaluate the merits of competing paradigms in the area of reading. As a result of this examination students will understand the historical and epistemological context for each paradigm. The major contributors to reading-process theory are Drs. Kenneth S. Goodman, Frank Smith, and Katheryn H. Au. Students will examine the theoretical constructs of reading and the social, cultural, and linguistic processes from these theoreticians. Students will analyze other scholars' applied theories and interpretations and scholarly works related to the study of reading as a process. The curriculum will demonstrate how theory, pedagogy, and assessment impact the development of proficient biliterate students.

Delivery Method: In person

Grading Default: Letter

EDU-562 Sociocultural Context for Teaching and Learning, 4 semester credits

Educating students to succeed in a global society involves understanding the whole child, including the knowledge and resources children and families bring to their educational experience. This course will enable students to apply the conceptual framework known as the community funds of knowledge (applying the knowledge and experiences of individuals residing in the students' homes and communities). As educators involved in helping students develop cross-cultural competencies today's teachers must understand and value students' community funds of knowledge in order to successfully integrate this knowledge in the classroom and school setting. Teachers will develop a classroom instructional project that engages students in the application of the community funds of knowledge

practices.

Delivery Method: In person

Grading Default: Letter

EDU-563 Reading and Writing in the Content Areas, 4 semester credits

In this course students will engage in the teaching methods for reading and writing in the content areas through the use of narrative and expository texts. Students will learn how to effectively implement a comprehensive literacy assessment approach that includes action steps to link assessment results to day-to-day instruction in classrooms. Through class reading, discussion, and small-group activities, students will gain theoretical knowledge and experience in application, anchored in the study of a school and student profiles as learning scenarios. The students will develop effective teaching strategies for K–12 students who are developing reading and writing competency in their first and second language.

Delivery Method: In person

Grading Default: Letter

EDU-577 Charter School Program and Petition Design, 4 semester credits

This course emphasizes: Utilization of the learning community process; understanding the charter school movement; definition and clarification of commitments to the charter school model; analysis of the systems approach to creating an interconnected organization focused on student achievement; conceptualization of Powerful Teaching and Learning as a foundation for a successful school; evaluation of different types of governance; determination of appropriate constituency and decision making process to achieve the school's vision; school facility elements; internal and external community relations; school and community interactions.

Delivery Method: In person

Grading Default: Letter

EDU-578 Organizational Budgeting, Finance, and Resource Allocation, 4 semester credits

This course emphasizes: Development of business plans, development of fiscal accountability and reporting systems; key components of successful grant writing; fundraising, community assets, community partners and their relationship to the school's mission and vision; implications of long term planning as they relate to facilities acquisition; internal human resource development; external support through consultation; understanding the legal aspects of school management including collective bargaining.

Delivery Method: In person

Grading Default: Letter

EDU-579 Data Driven Decision-Making, 4 semester credits

This course emphasizes: Functions and varieties of data; state and district expectations and school-wide goals; data collection that defines growth for measurable pupil outcomes; data analysis; software applications for data analysis; effective allocation of resources based on data; professional development and resource allocation as it relates to measurable pupil outcomes; communication of successes and opportunities to stakeholder audiences, including the sponsoring district, parents, and the charter community; understanding systems and change; knowing how to implement and support research-grounded change; strategies to support students as they develop skills and capacities to become critical, empowered, problem solvers, creators of knowledge, and advocates for proactive social, economic, cultural and political change.

Delivery Method: In person

Grading Default: Letter

EDU-580 Utilizing Technology to Enhance Learner-Centered Instruction, 4 semester credits

This course emphasizes: National Technology Standards for Teachers; National Technology Standards for Students: analysis of national standards and their role in support of powerful teaching and learning; analysis of how technology supports best practices in alignment with current brain research; multiple roles of technology; personal communication and the internet; internet and guided inquiry; distance learning and student achievement; analysis of technology tools for classroom, school, and community applications and presentations.

Delivery Method: In person

Grading Default: Letter

EDU-600A Capstone/Project Design, 1 semester credit

This course emphasizes the research and design of the capstone and field project identified by the student in cooperation with his/her accountability support groups within the program. These projects will include: extensive action research in an area of concern/understanding within the project designer's classroom, school or district; evidence of a significant impact on per-K-16 student learning, etc., and the creation of new knowledge; evidence of linking to the standards of the community that will appear in the portfolio as evidence of learning; passion of the project designer for this learning and application; writing a capstone journal article to inform the profession, and indications of a life after the degree. The capstone may be an independent or collaborative study experience. An expert in the field should be part of the support structure for this learning. The field project will include the development of a leadership portfolio and PowerPoint presentation demonstrating the California Leadership Standards.

Delivery Method: In person

Grading Default: Letter

EDU-600B Capstone Project Specialization/Implementation, 2 semester credits

The capstone project will be identified by the student in cooperation with his or her accountability support groups. This project will include: * extensive action research in an area of concern/understanding within the project designer's classroom, school, or district; * evidence of a significant impact on pre-K16 student learning; the creation of new knowledge; * evidence of linking to the standards of the community that will appear in the portfolio as evidence of learning; * the passion of the project designer for this learning and application; * the writing of a journal article to inform the profession; and indications of a life after the degree. The capstone may be an independent or collaborative study experience. An expert in the field should be part of the support structure for this learning.

Delivery Method: In person

Grading Default: Letter

Educational Leadership for Change (ELC) Courses

ELC-699 Foundations of Doctoral Study, 4 semester credits

New student orientation to the ELC doctoral program is an in-person session between in-coming classes and doctoral program faculty. At the orientation, the faculty works with you to: assess your academic readiness; evaluate your research, personal skills and learning resources; facilitate your understanding of Fielding's learning model and delivery method, set your academic and professional goals; and develop your support group of faculty and peers. At orientation, students choose a faculty mentor and begin work on their learning plan - a personal map through the learning process. The learning plan takes into account each student's previous academic accomplishments as well as personal, professional, and academic goals. It includes a preliminary outline for the action-oriented research project that will ultimately become a dissertation. The learning plan should be submitted for approval within 30 days after the conclusion of the in-person orientation. However, the learning plan is a living document that students and their faculty mentors review on a regular basis.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

ELC-721 Critical Reading and Writing, 4 semester credits

Critical Reading and Writing is the first of three courses in the Effective Communications area. This course builds on your powers of observation, discernment, and intuition as existing competencies that can be used to help build bridges to new competencies necessary to your Fielding journey. Some of the new competencies include learning to write critical reviews, literature reviews, and argumentative essays. Maintaining and developing your voice as a scholar-practitioner who can effectively communicate with various audiences is a foundational goal for this course.

Delivery Method: Online

Grading Default: Letter

ELC-722 Oral and Digital Communications, 4 semester credits

Oral and Digital Communication is the second of the three courses in the Effective Communications Learning Area. The overall goal for this course is to use your existing communication skills to help you make effective presentations. We will do this by helping you identify your strengths as a communicator and by helping you identify your learning style(s). These two activities will be a basis to select authoring software to make effective presentations. Our focus on presentations is intended to move you more fully into the realm of being an authentic information and knowledge producer as opposed to being only or primarily an information consumer.

Delivery Method: Online

Grading Default: Letter

ELC-723 Writing Workshop, 4 semester credits

The Writing Workshop is the third of the three courses in the Effective Communication area. Through your work in Critical Reading and Writing and in Oral and Digital, you have had an opportunity to identify and build on your strengths as an effective communicator. The Writing Workshop provides you an opportunity to focus those strengths to develop an effective dissertation proposal. The Writing Workshop does not take the place of your dissertation committee.

Delivery Method: Online

Grading Default: Letter

ELC-724 Systems Thinking, 4 semester credits

The Systems Thinking course is one of the four required courses in the Approaches to Inquiry Learning Area. Systems Thinking is the process of understanding how things influence each other within a whole. This definition allows us to see System Thinking as both a common-sense proposition that we all employ in our day-to-day lives, and it also suggests how Systems Thinking can help us understand and change complicated systems such as classrooms, schools, business, community, and political organizations. This course explores key Systems Thinking principles, approaches, and theorists. You will also be introduced to examples of how Systems Thinking has been applied by some organizations and individuals to make change.

Delivery Method: Online

Grading Default: Letter

ELC-725 Structural Inequality and Diversity, 4 semester credits

Structural Inequality and Diversity (SID) is one of the four courses in the Approaches to Inquiry Learning Area. This course introduces you to various schools of thought on issues concerning race, ethnicity, gender, sexual orientation, physical ability, language, class, and other forms of difference that have been reified as structures of inequality. The focus of this course is on how systems of oppression have been created, how they work to be self-perpetuating, and how some members of historically marginalized groups have proposed ending structural inequalities.

Delivery Method: Online

Grading Default: Letter

ELC-726 Theories of Change, 4 semester credits

Theories of Change is one of the four courses in the Approaches to Inquiry Learning Area. This course introduces you to ways to understand "change" as a dynamic process that results from both planned and unplanned activity. With this framework in mind, our focus will be to explore how change unfolds in a variety of institutional expressions like education, the media, community, and political organizations, as well as other behavior shaping institutions. Still within this framework, an organizing focus of our work together will be to explore the role of leadership in creating effective change.

Delivery Method: Online

Grading Default: Letter

ELC-727 Overview of Action Research Methods, 4 semester credits

Overview of Action Research Methods is one of the four courses in the Approaches to Inquiry Learning Area. This course is an introduction to the assumptions of qualitative, quantitative, and other research methods that are intended to support effective change. The overriding purpose of this course is to help you see relationships between the kind of research and/or change question you pose and the kind of method(s) you choose to answer that question and / or to arrive at a formula for change.

Delivery Method: Online

Grading Default: Letter

ELC-728 Introduction to Leadership for Change, 2 semester credits

In this seminar, you will review the intended outcomes for the Leadership for Change portion of the doctoral curriculum. You will be introduced to available communities of practice, and you will have the opportunity to investigate and propose additional communities that match your interests and goals. You will read some foundational texts, self-assess your level of skill in key areas, and develop a plan of action for moving forward to critique with your Mentor. This introductory seminar is a prerequisite for any further work in the Leadership for Change Praxis courses.

Delivery Method: Online

Grading Default: Letter

ELC-729 Leadership for Change Praxis, 1-10 semester credits

This part of the curriculum affords you the opportunity to extend and deepen involvement in one or more change efforts as well as reflecting upon your experiences more deeply so as to increase your effectiveness. You may do work which involves face-to-face work in a setting or in virtual communities. You may involve yourself in existing and ongoing projects or organize something new. You may wish to coordinate work for this course with elective or required courses or to align it with your dissertation plans. The projects in which you get involved are opportunities for you: to develop new skills, to deepen current skills, to test out theories which you are exploring, to develop new theories out of the experiences you are having, to collaborate with others within and outside of ELC and Fielding, and to make a difference in the environments that matter to you about the issues that concern you most. Provided that you have completed the Introductory Seminar, you may complete this work at any point in your program. This is a repeatable course.

Pre-requisites: ELC-728

Delivery Method: Online

Grading Default: Letter

ELC-730 Area of Specialization, 4 semester credits

Students designate an area in which they have a special interest or expertise for this course. It can be used to acquire new knowledge or to deepen existing knowledge in a specific area in which students expect to build or advance professional careers.

Delivery Method: Online

Grading Default: Letter

ELC-731 Area of Research Specialization, 4 semester credits

Students designate a specific research practice (culture and methodology) as a topic they wish to study. A faculty member with expertise in the chosen methodology works with the student to design a full course of study including overview, depth and applied sections guiding the student to explore and practice the research methodology chosen.

Delivery Method: Online

Grading Default: Letter

ELC-733 Special Topics in Education, 4 semester credits

In this course, students will construct an independent study that will focus on a special topic in education. Faculty members with content area expertise will support students in designing their course of study and will assess their work at the end.

Delivery Method: Online

Grading Default: Letter

ELC-734 Dissertation Research, 2 semester credits

This course represents student engagement in the dissertation process from concept to the final dissertation as planned with and evaluated by the chairperson. This course cannot be substituted for elective course requirements.

Delivery Method: Online

Grading Default: Credit/No Credit Only

ELC-741 Ethics, Education, and Law, 4 semester credits

Educational law and morality. This course examines theories of law and its relationship to social and ethical values. Students explore how leaders can help others working through moral dilemmas associated with the law.

Delivery Method: Online

Grading Default: Letter

ELC-742 Organizational Theories, 4 semester credits

Functions of theory: interrelationships among theory, science, practice and research. This course presents classic and contemporary organization theories and how they relate to trends in education and other institutions. Students develop a theoretical perspective associated with leadership and becoming a change agent.

Delivery Method: Online

Grading Default: Letter

ELC-743 Public Policy and Practice, 4 semester credits

Understanding literature that focuses on public policy, pedagogy, and leadership. This course covers contemporary urban educational reform movements, related policy issues, and the role of major players in setting policy. Students evaluate the effects of policy on change in public education and other settings.

Delivery Method: Online

Grading Default: Letter

ELC-744 Management Theories, 4 semester credits

Improving educational institutions and other organizations through improved management practices. This course examines how to avoid old mistakes and face problems and challenges with confidence. Topics include government intervention in education, the organization as a target of legislative reform, solving problems before they become unsolvable, and improving management strategies.

Delivery Method: Online

Grading Default: Letter

ELC-745 Community Relations, 4 semester credits

Roles of school, business, and community partners in providing best educational practices for students. This course emphasizes working with the power structure and applying techniques to improve community relationships. Students learn to recognize and build symbols of group identity and achieve social cohesion.

Delivery Method: Online

Grading Default: Letter

ELC-746 Budget and Finance, 4 semester credits

Students learn how to lead educational financing and understand budgets at every level: department, school, district/institution and state/federal. This course includes school finance, aspects of school business administration and legal issues.

Delivery Method: Online

Grading Default: Letter

ELC-747 The Community College, 4 semester credits

Study of community colleges as a major segment of American and global higher education. The study of the community college covers reflective study of its history, evolution, context and leadership, including the study of the vision. This includes understanding local environments, open access to diverse populations, the nature of associate degrees, certificates, occupational education and community service. Also, the study of the community college includes examining the nature of its national network, the nature of this uniquely American contribution to higher education, its governance, administrative, curricular, professional, and programmatic dimensions, including best practices, concepts and trends.

Delivery Method: Online

Grading Default: Letter

ELC-748 Higher Education, 4 semester credits

A reflective study of the history, leadership and mission of higher education.

Delivery Method: Online

Grading Default: Letter

ELC-749 Capacity Building, 4 semester credits

Understanding organizational, educational, and developmental dimensions. This course examines staff development, mentoring, group dynamics, the psychology of professional/personal development, institution building, and personal dimensions in education. It also covers the effects of social change and the relationship of research to theory and practice.

Delivery Method: Online

Grading Default: Letter

ELC-750 Human Development in Context, 4 semester credits

Effective development and lifelong learning for leaders. This course covers intellectual honesty and humility, ethical behaviors associated with leadership, and the articulation of purpose and practice. Students develop transformational and transactional leadership skills that contribute to their educational and human progress as whole persons.

Delivery Method: Online

Grading Default: Letter

ELC-766 Forces of Motivation, 4 semester credits

Competencies in self-reflection, critical consciousness, vision, and creativity. This course covers cross-disciplinary historical influences on adult learning theory, current trends in adult learning, and the psychology of motivation. Students apply the principles of lifelong learning to personal and educational systems.

Delivery Method: Online

Grading Default: Letter

ELC-767 Interpersonal Communication and Collaboration, 4 semester credits

Theory and process of interpersonal communication for effective listening, sending, confrontation, problem solving, and conflict resolution. This course examines cybernetics, information theory, linguistics, nonverbal communication, written communication, and gender and cross-cultural differences.

Delivery Method: Online

Grading Default: Letter

ELC-773 Rethinking Schools and Organizations, 4 semester credits

Critical pedagogical approach to creating systemic change in schools and applying dynamics to fit students' distinctive needs. This course presents homeostatic forces versus innovative forces to promote change, as well as stages for school improvement including climate, technology, curriculum, and organization. Students develop synergistic insights on schooling and the ecology of good schools.

Delivery Method: Online

Grading Default: Letter

ELC-783 Creativity and Problem Solving, 4 semester credits

Recent advances in cognitive sciences: theories and practices underlying creativity and problem solving. This course encourages students to use critical thinking, imagination, and knowledge to create visions of the future, solve complex problems, and examine the challenges of effective teaching through innovation and critical thinking.

Delivery Method: Online

Grading Default: Letter

ELC-784 Theories of Educational Change, 4 semester credits

Feminist, multicultural, neo-Marxist, and postmodern educational theories. This course concentrates on positive change as it generates new learning, new commitments, new accomplishments and greater meaning. Students evaluate theories related to educational change and identify new paradigms for educational change.

Delivery Method: Online

Grading Default: Letter

ELC-786 Information Systems and Change, 4 semester credits

Structure, function, and procedures for developing information systems associated with change. This course covers selecting appropriate equipment and interfacing with instructional information systems. Students explore the power and influence of information systems as well as their relationship to the history of change.

Delivery Method: Online

Grading Default: Letter

ELC-787 Redefining Curriculum, 4 semester credits

Curriculum planning, implementation and evaluation. This course explores how to meet the needs of a diverse learning community. Students become familiar with current movements in curriculum; appropriate use of technology; hands-on and theoretical aspects of redefining curriculum; and the roles of staff, parents, students and community.

Delivery Method: Online

Grading Default: Letter

ELC-788 Theories of Learning, 4 semester credits

Exploration of learning theories in the context of how children and adults learn. This course deals with philosophical, theoretical, and social bases of learning; terminology, historical background, acquisition, etiology, and problems; societal, instructional, and personal dimensions; and the relationship of research to theory and practice.

Delivery Method: Online

Grading Default: Letter

ELC-789 Program Evaluation, Theory, and Application, 4 semester credits

Gathering comparative information and evaluating results. Students learn how to place results within a context for judging size and worth and how to make results more credible through careful choice of the evaluation design. Students create a systemic evaluation of a program and develop pragmatic steps for improvements.

Delivery Method: Online

Grading Default: Letter

ELC-790 Cultural Influences in Education and Organizations, 4 semester credits

The purpose of education in a democracy: diversity and equal outcomes. In this course, students examine key levels of instruction such as vocabulary, language, and learning styles; concepts of culture, cultural values, and cultural environments; approaches to inequality; and the quest for equal educational opportunity.

Delivery Method: Online

Grading Default: Letter

ELC-791 Technology, Learning, and Teaching, 4 semester credits

Technology as a tool for communicating, learning and teaching. This course explores technology as an essential learning experience; interfaces multimedia with learning and teaching; examines data and research collection; and applies technology to administration and academic improvement, with sensitivity to its effects on culture and values.

Delivery Method: Online

Grading Default: Letter

ELC-792 Child Development, 4 semester credits

Physiological systems and perspectives on child growth and development. This course focuses on health, safety and nutritional needs associated with optimal early child development. Students use multidisciplinary approaches to plan and implement child development programs and examine family involvement.

Delivery Method: Online

Grading Default: Letter

ELC-793 Media Studies, 4 semester credits

Application of psychology and communication theories to media in diverse ways. This includes new dimensions in learning psychology, systems theory, and has great implications for global learning. In media studies we aggregate and apply all that we now know about psychology and communication to technology. The media psychologies embrace "psybermedia," combining psychology, artificial intelligence and media. Media psychology requires understanding both the physical and emotional aspects of the brain, the range of emotion, the psychologies of expression, persuasion, sexuality and gender. It includes the study of emotional control, believability, cognitive learning and mapping, mastery, persistence and failure. Media studies includes applying theories of verbal and nonverbal communication, understanding music and sound, images and human reaction.

Delivery Method: Online

Grading Default: Letter

ELC-794 Dissertation in Progress, 0 semester credits

This course signifies the student has begun work on the dissertation, including an approved concept paper and full committee membership.

Delivery Method: Online

Grading Default: Credit/No Credit Only

ELC-795 Final Oral Review of Dissertation, 0 semester credits

Signifies completion of the public defense of the dissertation.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

ELC-799 Dissertation Completion, 16 semester credits

Completion of this course signifies the student has submitted a final copy of the approved dissertation for proofreading.

Delivery Method: Online

Grading Default: Credit/No Credit Only

Human and Organizational Development (HOD) Courses

HOD-699 Foundations of Doctoral Study, 4 semester credits

New student orientation to the HOD doctoral program is an in-person session between incoming classes and doctoral program faculty. At the orientation, the faculty works with you to: assess your academic readiness; evaluate your research, personal skills and learning resources; facilitate your understanding of Fielding's learning model and delivery method, set your academic and professional goals; and develop your support group of faculty and peers. While at orientation, students begin work on their Learning Plan, a blueprint which organizes the student's graduate studies in relation to Fielding's requirements and to the student's academic background, personal experience, and interests. The completed Learning Plan should be submitted for approval within 30 days after the conclusion of the in-person orientation event.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

HOD-720 Doctoral Competencies Seminar, 2 semester credits

Introduces critical thinking and analysis, academic reading and writing, literature searches and reviews, argumentation, and other doctoral competencies.

Delivery Method: **Online**

Grading Default: **Letter**

HOD-722A Epistemology & Cultures of Inquiry, 4 semester credits

Introduces you to different ways of conducting inquiry and engaging in practice, along with their respective underlying assumptions about the nature of knowledge, practice and action. It broadly distinguishes among different empirical-analytical and interpretive approaches to inquiry, as well as different traditions of practice. You will consider level at which practice is directed (for example, personal, interpersonal, family, group, organizational, community, societal, global) as well as the relationship between practitioner and client (ranging from expert to facilitator). In HOD-722A, you will develop and demonstrate competence in evaluating exemplars of many of these different approaches. HOD-722A will introduce the importance of research ethics, as well as alternative traditions of ethics.

Delivery Method: Online

Grading Default: Letter

HOD-722B Research Methods & Methodology, 8 semester credits

You will develop and demonstrate your understanding of the ways in which different research methods and designs are linked to the different empirical-analytical and interpretive approaches introduced in HOD-722A. You will demonstrate your understanding of how action-oriented approaches can be used in both empirical and interpretive research. You will work with your assessor to design an assessment that demonstrates your understanding of these multiple methods, and your competencies in their design. HOD-722B will include one or more detailed research proposals that demonstrate your ability in research methods and designs. You will consider the issues of accountability in social research and the formal requirements of Fielding's Institutional Review Board (IRB) for all of your research proposals. While you will not carry out your proposal, it should demonstrate your understanding of these different methods.

Pre-requisites: HOD-722A

Delivery Method: Online

Grading Default: Letter

HOD-722C Dissertation Pilot Study, 4 semester credits

The pilot study is designed as a test of the data collection and analysis methods of the dissertation study. The purpose is to try out the research design, process, and the preliminary analysis in advance of full dissertation research. By testing things out, you can anticipate and overcome various pitfalls of data collection and analysis related to whatever research methodologies and methods are being used in your inquiry. Whether one is using a survey questionnaire, gathering data through interviewing, examining documentary evidence in published texts, or applying any other data collection method, it is essential to do a limited test in advance.

Pre-requisites: HOD-722A, HOD-722B

Delivery Method: Online

Grading Default: Letter

HOD-723 Foundations of Human Development, 4 semester credits

Examines theories of human development, including humanistic, cognitive, and critical theories.

Delivery Method: Online

Grading Default: Letter

HOD-724 Foundations of Organization Studies, 4 semester credits

Analyzes classical and contemporary theories of organization from multiple traditions, countries, and paradigms.

Delivery Method: Online

Grading Default: Letter

HOD-725 Portfolio Review, 4 semester credits

The Portfolio Review is designed to support the student by asking students to self-assess their progress in the program and having the mentor and a second faculty reader review the students' work in both a formative and summative way, provide specific critique and feedback on the Portfolio Review Essay, and assess the students' doctoral competencies and progress.

Pre-requisites: HOD-699, HOD-722A, and 20 additional Knowledge Area (KA) credits.

Delivery Method: Online

Grading Default: Credit/No Credit Only

HOD-726 Foundations of Social and Ecological Justice, 4 semester credits

Develops an understanding of how social, economic, and ecological justice is defined and manifested in various societies. Students will analyze these concepts and consider actions that promote more just societies.

Delivery Method: Online

Grading Default: Letter

HOD-727 Foundations of Systems, Society, Culture, & Community, 4 semester credits

Focuses on macro-level inquiry by studying diverse intellectual traditions in order to understand, critique, and employ pertinent social theories in research, practice, and scholarly writing.

Delivery Method: Online

Grading Default: Letter

HOD-728 Praxis I, 4 semester credits

Explores the integration of scholarship and practice. The seminar analyzes diverse ethical traditions, practices, and dilemmas of activist scholarship.

Delivery Method: Online

Grading Default: Letter

HOD-729 Praxis II, 6 semester credits

Applies the integration of in-depth scholarship and practice relevant to the student's interests, degree (HD or HOS), and dissertation. Praxis II may include a change project.

Pre-requisites: HOD-728

Delivery Method: Online

Grading Default: Letter

HOD-733 Comprehensive Assessment Essay, 6 semester credits

The comprehensive assessment demonstrates a student's readiness to begin the dissertation and includes a critical analysis of academic literature in one or more areas. Students demonstrate their ability to read, comprehend, summarize, and critique scholarly work. The comprehensive essay must be completed before the dissertation proposal is approved.

Pre-requisites: HOD-722A, HOD-722B, HOD-725, 40 additional completed Knowledge Area (KA) Credits

Delivery Method: Online

Grading Default: Credit/No Credit Only

HOD-734 Dissertation Research, 2 semester credits

This course represents student engagement in the dissertation process from concept to the final dissertation as planned with and evaluated by the chairperson. This course cannot be substituted for degree-specific or advanced specialized elective knowledge areas.

Delivery Method: Online

Grading Default: Credit/No Credit Only

HOD-735 Final Oral Review/Dissertation, 0 semester credits

Signifies completion of the public defense of the dissertation.

Pre-requisites: Dissertation Proposal Approval

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

HOD-736HD HD Dissertation Seminar, 6 semester credits

Required of all HD doctoral students to ensure that they have the skills for doctoral work. Seminar groups provide peer support for concept design, dissertation development, and the dissertation process.

Delivery Method: Online

Grading Default: Letter

HOD-737OS OS Dissertation Seminar, 6 semester credits

Required of all HOS doctoral students to ensure that they have the skills for doctoral work. Seminar groups provide peer support for concept design, dissertation development, and the dissertation process.

Delivery Method: Online

Grading Default: Letter

HOD-738 Dissertation in Progress, 0 semester credits

Completion of this course signifies the student has a full dissertation committee and is working on their dissertation proposal.

Delivery Method: Online

Grading Default: Credit/No Credit Only

HOD-739 Dissertation Completion, 18 semester credits

Completion of this course signifies the full dissertation committee has reviewed the final draft of the dissertation and has indicated it is ready to be proofread and prepared for binding.

Pre-requisites: Dissertation Proposal Approval

Delivery Method: Online

Grading Default: Credit/No Credit Only

HOD-740 Human Learning & Motivation, 6 semester credits

This area surveys the field of human behavior with emphasis on needs, expectations, learning, motivation, and communication. The focus is upon common human experience in the cognitive and affective realms, and on the nature of factors that influence physical, sexual, social, esthetic, and moral actions and interactions. Adult learning theory is of major importance to this area.

Delivery Method: Online

Grading Default: Letter

HOD-741 Personality Theory, 6 semester credits

In this area, students examine major theorists and schools of thought from a social and interactional perspective. Particular attention is given to individual development and the study of selected theories oriented toward personal change and lifespan development. Also of interest are the more traditional perspectives seen in the psychoanalytic, neoanalytic, behavioral, and humanistic theories in the field.

Delivery Method: Online

Grading Default: Letter

HOD-742 Family, Community & Human Services, 6 semester credits

Major components of various human services provided in the community for family, schools, marriage, work institutions, and spiritual development are surveyed in this study area. The delivery of human services as carried out through these institutions is discussed, and various systems needed to provide supportive and facilitating functions are reviewed. A central objective of the study area is to provide knowledge and skills around the design, creation, and management of such requisite systems.

Delivery Method: Online

Grading Default: Letter

HOD-743 Advanced Human Development, 6 semester credits

This area explores theories and research in normal development and the evolution of consciousness across the life span, including prenatal development, birth, infancy, early childhood, middle and late childhood, adolescence, early adulthood, maturity, old age, and death.

Delivery Method: Online

Grading Default: Letter

HOD-744 Advanced Organization Studies, 6 semester credits

Reviews, analyzes, and synthesizes theoretical and applied approaches to organizational theory, practice, and ethics. Students explore conceptual frameworks for organizational dynamics based on historical perspective and empirical findings, theories and paradigms, problem-solving, and personal engagement.

Delivery Method: Online

Grading Default: Letter

HOD-745 Social Psychology, 6 semester credits

This area includes knowledge about social structures and behavior within the group, the family, and the organization. Factors associated with group dynamics and small group theory, attribution theory, attitude development, social influence, helping behavior, feminist and minority issues, negotiation and problem solving, power and leadership, and organizational dynamics are explored from a social-psychological perspective. This area also involves knowledge of the socialization process, role behavior, social interaction, social movements, and collective behavior.

Delivery Method: Online

Grading Default: Letter

HOD-746 Management & Leadership, 6 semester credits

This area includes a review and comparison of historical and contemporary literature on management and leadership. In addition to contemporary theories, many of the concepts found in the practice of organization development are dealt with in this course.

Delivery Method: Online

Grading Default: Letter

HOD-747 Organizational Change & Development, 6 semester credits

Various theoretical approaches to viewing organizations are studied. These include the open systems model, principals of organizational behavior, community planning, constituency development, organizational change concepts, and the renewal process.

Delivery Method: Online

Grading Default: Letter

HOD-748 Structural Inequality & Diversity, 6 semester credits

The study of diversity involves understanding and respecting differences in race, ethnicity, culture, class, gender, sexual orientation, etc.; skill in interacting with such varying groups is a key dimension of human and organization development. This knowledge area also explores structural inequality, since honoring differences is not the same as understanding how inequality is produced in society, built into the structure and functioning of our social institutions.

Delivery Method: Online

Grading Default: Letter

HOD-749 Advanced Systems, 6 semester credits

This study area is designed to aid the student in selecting a methodological and theoretical framework for clarifying and ordering the other knowledge areas. It should also help in developing a language for communicating concepts and issues across disciplinary boundaries. It represents an introduction to the broad theoretical traditions that shape the human and social sciences, and to the process of generating models for understanding, explaining, and acting, with emphasis on major ways of conceptualizing human, social, and organizational systems.

Delivery Method: Online

Grading Default: Letter

HOD-755 Global Studies, 6 semester credits

As organizations become increasingly international in scope, individuals find their work projects, their clientele, and their career paths pushed in a global direction: human resources personnel deal with multicultural and international labor forces; organizations and consultants have clients across the globe; activists deal with cultural/national oppression; specialists assist in poor rural areas around the globe; information networks carry data across borders; and ecologists attempt to preserve ecosystems damaged by internationally generated pollution. These are a few examples of possible domains to explore in this new knowledge area.

Delivery Method: Online

Grading Default: Letter

HOD-756 Public Policy & Public Action, 6 semester credits

Many midcareer professionals want and need a disciplined understanding of contemporary public life, collective decision-making, and social and public action. Through this knowledge area, students become familiar with the chief themes in current political debate, learn how public policy is made and how to influence that process, and gain an understanding of the impact of laws, government actions, and other relevant issues on their professions and organizations. Students are also encouraged to examine their own political convictions and to envision an expanded public role.

Delivery Method: Online

Grading Default: Letter

HOD-757 Media, Knowledge, & Information Studies, 6 semester credits

This area focuses on the nature and functioning of information systems and technology, and on the increasing "information" of society. It assumes that human and organization development will increasingly intersect with computerized information systems and that competence in understanding and designing such systems as well as in responding to their human, organizational, and social implications is a growing part of the role of HOD professional. Social, individual, organizational, and technical aspects of information systems are included in this area.

Delivery Method: Online

Grading Default: Letter

HOD-758 Social Change, 6 semester credits

Human and organization development occur within the context of social changes that in previous times were often slow, and that are usually rapid today. In this area students examine theories of social change, and investigate historic and contemporary changes. The purpose is to understand their meaning, to understand how and why such changes occur -not with the aim of adjusting to them, but rather of intervening proactively in the process.

Delivery Method: Online

Grading Default: Letter

HOD-759 Ecological Studies, 6 semester credits

This area reflects the growing importance of the ecological paradigm in the social sciences and in our culture. This paradigm situates individuals, organizations, and whole societies in their ecological and natural context and looks at the ecological constraints upon and implications of human activity. Students are encouraged to study both global and local dimensions of human and social problems

ranging from overpopulation and environmental destruction to issues in community and work environments.

Delivery Method: Online

Grading Default: Letter

HOD-764AI Advanced Research Module: Developmental Action Inquiry, 2, 4, 6, or 8 semester credits

Advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 764XX are designed to enable students to learn a particular research method in depth. This module provides an action research model known as action inquiry that engages 1st (subjective), 2nd (inter-subjective) and 3rd person frameworks in helping the researcher look at oneself in relation to the research and its impact on the participants and the system of study.

Pre-requisites: HOD-722A, HOD-722B

Delivery Method: Online

Grading Default: Letter

HOD-764AO Advanced Research Module: Appreciative Organizations, 2, 4, 6, or 8 semester credits

Advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 764XX are designed to enable students to learn a particular research method in depth. Most approaches to understanding organizations are embedded in a "problem solving" paradigm. This deficiency model of organizations calls for the development of techniques and tools to accurately identify and diagnose problems. In contrast to this clinical focus, appreciative inquiry focuses on what works in an organization. By exploring events when people are at their best, appreciative inquiry identifies the core values and finds ways to build on them to enhance organizational sustainability. This seminar will introduce students to the basic tenets of Appreciative Inquiry and help them gain the experience of using it in an organizational setting which they may undertake after the summer session. Students will work in small teams (or as individuals if teaming is not feasible) with the goal of learning to function as consultants to a selected list of organizations. The anticipation is that through the project work you will acquire the competencies for diagnosing and analyzing organizations using appreciative inquiry and for becoming skillful facilitators (change agents) of organization development.

Pre-requisites: HOD-722A, HOD-722B

Delivery Method: Online

Grading Default: Letter

HOD-764AR Advanced Research Module: Action Research, 2, 4, 6, or 8 semester credits

Advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 764XX are designed to enable students to learn a particular research method in depth. Action research is a methodology rooted in engagement, and has been characterized as offering a possibility and a strategy for "revitalizing the social sciences, the University, and the American City." (Puckett and Harkavy, *The Action Research Tradition in the United States*, 1999). Action research has been defined as a "participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory worldview (Reason and Bradbury, *Handbook of Action Research*, 2006). We can understand action research as seeking to bring together couplets of action and reflection, theory and practice, in participation with others, in the pursuit of practical

solutions to issues of pressing concern to people, and more generally, the flourishing of individual persons and their communities. The idea of doing research WITH others rather than on them, which is key to action research, also foregrounds the researcher as an engaged scholar-practitioner, and encourages a focus on issues of researcher relationships and contextual knowledge. Questions of ways of knowing generated by action research will be a focus, as will exploring how other cultures of inquiry fit with action research. While paying attention to relational dilemmas of the collaborative research process, we will also look at the importance of participation and democratization as at the heart of an action research endeavor.

Pre-requisites: HOD-722A, HOD-722B

Delivery Method: Online

Grading Default: Letter

HOD-764CM Advanced Research Module: Coordinated Management of Meaning, 2, 4, 6, or 8 semester credits

Advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 764XX are designed to enable students to learn a particular research method in depth. This module focuses on using the theory of the coordinated management of meaning ("CMM") in research. Students learn to frame research projects within the conceptualizations provided by the theory, to collect and analyze data based on those concepts, and to interpret, evaluate and act on the basis of the findings. The module moves from a third-person position in which students read and critique other people's research, through a supervised group project, to a first-person position in which students design and conduct their own small research project.

Pre-requisites: HOD-722A, HOD-722B

Delivery Method: Online

Grading Default: Letter

HOD-764CS Advanced Research Module: Critical Social Science, 2, 4, 6, or 8 semester credits

Advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 764XX are designed to enable students to learn a particular research method in depth. The core ideas of critical social science are that researchers and scholars should not study the world in the mode of scientific detachment and ethical and political neutrality but rather in the mode of value-driven social and political engagement to produce a more rational, just, and humane society. This module will be an in-depth examination of the application of this approach to scholarship, with special orientation toward those considering developing concept papers and dissertation proposals in this area.

Pre-requisites: HOD-722A, HOD-722B

Delivery Method: Online

Grading Default: Letter

HOD-764EH Advanced Research Module: Ethnography, 2, 4, 6, or 8 semester credits

Advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 764XX are designed to enable students to learn a particular research method in depth. This module helps build an understanding of the epistemological and ontological issues involved in contemporary ethnography. Students will experience ethnography as a methodology, as a way of seeing, and as a way of engaging with social reality. Students will understand the skills that will need to be developed in order to

successfully complete ethnography. Students will know if ethnography suits their intellectual projects and personal styles of engagement.

Pre-requisites: HOD-722A, HOD-722B

Delivery Method: Online

Grading Default: Letter

HOD-764GT Advanced Research Module: Grounded Theory Methodology, 2, 4, 6, or 8 semester credits

Advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 764XX are designed to enable students to learn a particular research method in depth. Grounded theory methodology is particularly appropriate for mapping out and understanding processes of change and development. The methodology aims to develop theory and explore hypotheses in the manner of empirical research. The kinds of issues that are particularly appropriate for using this approach to inquiry are processes that are not well understood, and gaining insight about the ways in which dynamics are linked can make an important contribution to knowledge. The methodology can apply at various levels of inquiry, from the individual, to the group, to the organization, and even to the community. For instance, at the individual level, grounded theory can provide insight about processes of change and development, to gain insights into paths and stages of change. For instance one can explore the stages of learning, or processes of decision making, or the stages of an illness, or a personal transformation process. Grounded theory can be used to map out the pathways by which a spectrum of participants go through a change from one stage of development or identity to another. At the group level, grounded theory can provide insight about group formation, group stages of collaboration, the dynamics of meetings, ways of making group decisions, processes by which groups learn or develop trust, etc. The methodology would allow for examination of the pathways, stages, and sequences that may involve change and transformation in groups, including the dissolution of groups. At the organization level, grounded theory can examine patterns of promotions, hiring processes, strategy development stages and processes, ways of implementation of decisions, types and paths of communications in organization systems, processes of adoption of new technologies or practices, project and program development cycles, performance evaluation process, and much more. At the community level, grounded theory can examine ways in which communities deal with disasters, growth, and poverty, promote entrepreneurship, make infrastructure decisions, engage the public in dialogue and consultation in community projects, etc. Grounded theory has common elements with other research methodologies, but it emphasizes the building of theory maps and understanding the structures of change and transformations in a wide spectrum of domains.

Pre-requisites: HOD-722A, HOD-722B

Delivery Method: Online

Grading Default: Letter

HOD-764NI Advanced Research Module: Narrative Inquiry, 2, 4, 6, or 8 semester credits

Advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 764XX are designed to enable students to learn a particular research method in depth. This module will examine Narrative Inquiry's (NI) epistemology, assumptions and aims. Informed by feminism and critical theory, NI counteracts a dominant paradigm that privileges only a few voices. Narrative inquiry, as a methodology, does not superimpose the majority paradigm on people's stories. Students review narrative research, learn how to develop research questions, criteria for selecting participants, and methods for collecting and analyzing stories. They also complete a mini narrative research project, conducting a short literature review, methodology protocol, collecting interviews and analyzing them.

Related methodologies such as organic and co-inquiry will be reviewed. Skill development, meaning-making, and stand-point in knowledge creation and development will be emphasized.

Pre-requisites: HOD-722A, HOD-722B

Delivery Method: Online

Grading Default: Letter

HOD-764PG Advanced Research Module: Phenomenographic Inquiry & Variation Theory, 2, 4, 6, or 8 semester credits

Advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 764XX are designed to enable students to learn a particular research method in depth. Phenomenographic inquiry seeks to discover the variation in the qualitatively different ways that people make meaning and discern aspects of a phenomenon. This variation is captured, analyzed, and organized into graphical representations that support learning and evidence-based action in organizations, health care, education, social change, technology, and other initiatives. This module integrates variation theory and critical reading of phenomenographic research literature with hands-on learning in epistemology, reflexive methodologies, collaborative analysis, graphical design, and project evaluation.

Pre-requisites: HOD-722A, HOD-722B

Delivery Method: Online

Grading Default: Letter

HOD-764PH Advanced Research Module: Phenomenology, 2, 4, 6, or 8 semester credits

Advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 764XX are designed to enable students to learn a particular research method in depth. This module introduces the domains of phenomenology and hermeneutics through experientially grounded activities that display the foundations and orientation of interpretive ways of knowing. Through understanding the epistemological promise of interpretive phenomenology, we aim to reveal the research potentialities and personal challenges of working within this culture of inquiry. By drawing upon insights from applied studies in the human, social, organizational and educational sciences, we hope to show the efficacy of approaching any phenomenon from a phenomenological perspective.

Pre-requisites: HOD-722A

Delivery Method: Online

Grading Default: Letter

HOD-764QA Advanced Research Module: Qualitative Data Analysis, 2, 4, 6, or 8 semester credits

Advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 764XX are designed to enable students to learn a particular research method in depth. This module is designed to provide skill development for students using qualitative data analysis at the dissertation level. It requires intensive training using conventional and innovative qualitative techniques as well as training in related software tools.

Pre-requisites: HOD-722A, HOD-722B

Delivery Method: Online

Grading Default: Letter

HOD-764ST Advanced Research Module: Quantitative Methods & Statistics, 2, 4, 6, or 8 semester credits

Advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 764XX are designed to enable students to learn a particular research method in depth. This module includes an overview of quantitative research techniques, emphasizing experimental, quasi-experimental, descriptive, analytical and mix-methods designs. The concepts of sampling, normal distributions, and tests of significance will be dealt with in depth and will be introduced in November. Special emphasis will be placed on connecting research designs and statistical tests appropriate for each design. Included in the course is an overview of the planning, executing, and writing up of quantitative research studies. Students will also develop an ability to critically evaluate the generalizability of research studies for decision-making.

Pre-requisites: HOD-722A, HOD-722B

Delivery Method: Online

Grading Default: Letter

HOD-764WC Advanced Research Module: World Café, 2, 4, 6, or 8 semester credits

Advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 764XX are designed to enable students to learn a particular research method in depth. The World Café is a simple yet powerful dialogic process that relies on creating a co-evolving network of conversations to foster collaborative learning and knowledge creation. At the same time, with its focus on co-generative understanding around key questions that matter to a group, it has significant use as a research methodology. In this Advanced Research Module on the World Café, we focus on issues of the design of World Cafés, with research questions at its core. We will explore issues of setting a context for a World Café together with the context-bound nature of knowledge generated, with a focus on research design for actionable knowledge. We will explore the role relationships of the researcher in a World Café setting, who may be seen as a "host." We will also explore implications for how we interpret and make sense of the resultant knowledge generated, together with other epistemological issues that recognize content and process understanding, understanding what questions do, and context setting for collaborative inquiry. This Advanced Research Module will encourage a learning-by-doing approach (that is, involvement in a World Café).

Pre-requisites: HOD-722A, HOD-722B

Delivery Method: Online

Grading Default: Letter

HOD-765 Advanced Topics, 2, 4, 6, or 8 semester credits

Provides a flexible opportunity for students to complete 2, 4, 6, or 8 units of academic credit in specialized studies. Students in all phases of their doctoral studies can assess in HOD-765, to build doctoral competencies, deepen scholarly knowledge, extend the breadth of their scholar-practitioner expertise, and explore diverse epistemologies, ways of knowing, and world views. Students are limited to 12 units of HOD-765. HOD-765 offers opportunities for both structured and individualized studies. Students contract individually with faculty for HOD-765. The assessment contract needs to specify the associated credit as well as the detailed expectations for the assessment. Allocation of credit is determined by the assessor, following the HOD-765 designation of credit guidelines.

Delivery Method: Online

Grading Default: Letter

HOD-766 Advanced Specialization Studies, 6 semester credits

Individual students define this area. It can be used to acquire new knowledge or to deepen existing knowledge in a specific area in which students expect to build or advance professional careers. Course title may be customized for the transcript. This course may be repeated once.

Delivery Method: Online

Grading Default: Letter

Infant and Early Childhood Development (IECD) Courses

IECD-PA Dissertation Proposal Approval, 4 semester credits

During the first part of the dissertation process, a faculty member (dissertation chair) guides the student in the steps necessary for reviewing and approving the proposal by the doctoral dissertation committee and the Institutional Review Board (IRB). Credits for this activity are obtained once the student has introduced all the recommendations given by the chair, the Dissertation Committee, and the IRB, and all these three counterparts approve the final dissertation proposal.

Pre-requisites: IECD-794

Delivery Method: Online

Grading Default: Credit/No Credit Only

IECD-499 Foundations of Doctoral Study - Reflective Adult Learning, 4 semester credits

New student orientation to the IECD doctoral program is an in-person session between in-coming classes and doctoral program faculty. This is a core orientation course for all students participating in the PhD Program. At the orientation, the faculty works with you to: assess your academic readiness; evaluate your research, personal skills and learning resources; facilitate your understanding of Fielding's learning model and delivery method, set your academic and professional goals; and develop your support group of faculty and peers. Topics include: curriculum structure, personal goals and planning, mentorship and self-reflection, case presentations and overarching developmental perspective of an integrated bio-psychosocial model. This course devotes itself to understanding the tools for studying and time management, video presentations, different faculty roles, and reviewing a range of cases that equip students with tools to build their professional futures. At orientation, students begin work on their learning plan - a personal map through the learning process. The learning plan takes into account each student's previous academic accomplishments as well as personal, professional, and academic goals. It includes a preliminary outline for the action-oriented research project that will ultimately become a dissertation. The learning plan should be submitted for approval within 30 days after the conclusion of the in-person orientation. However, the learning plan is a living document that students and their faculty mentors review on a regular basis.

Delivery Method: In person/Blended

Grading Default: Letter

IECD-520 Human Development, 4 semester credits

This course introduces students to the theoretical constructs of a comprehensive conceptual framework, a bio-psychosocial model to understand healthy and disordered infancy and early childhood development. It gives students an overview of its practical application in understanding and promoting normative child development, working with caregivers and families, as well as in providing services to children with special needs. The course combines lectures, reading materials, group discussions, videotaped examples, and related assignments to achieve its learning objectives.

Delivery Method: Online

Grading Default: Letter

IECD-521 Infant Mental Health, 4 semester credits

This course is a seminar on the early history leading to the development of the Infant Mental Health movement. The group will read two articles each week dealing with developmental issues, individual

differences, and relationship issues beginning in 1940 and continuing through 1980. The purpose of the class is to help students understand the historical origins of the work that eventuated in models including DIR. The articles that have been chosen are those from key figures working clinically with very young children and families. The course combines lectures, reading materials, and related assignments to achieve its learning objectives.

Delivery Method: Online

Grading Default: Letter

IECD-522 Sensory-Motor Development, 4 semester credits

This course provides students with basic background information on the history, neuroscience foundations, the different developmental models and theoretical constructs involved in understanding gross and fine motor development, as well as the sensory processing mechanisms that occur during infancy and early childhood. The course combines lectures, reading materials and videotaped examples to achieve its learning objectives.

Delivery Method: Online

Grading Default: Letter

IECD-523 Language Development, 4 semester credits

This course provides students with an introduction to models of typical language acquisition and describes the progression from pre-linguistic communication to linguistic complexity. The course focuses on developmental approaches to the study of atypical language strengths and challenges seen in different groups of children with language disorders. Students are introduced to the area of language disorders in children by considering the impact of challenges in developmental domains such as cognitive, social, and affective capacities on the development of language. The course combines lectures, reading materials and videotaped examples to achieve its learning objectives.

Delivery Method: Online

Grading Default: Letter

IECD-524 Developmental Disabilities, 4 semester credits

This is a core course that will focus on understanding developmental disabilities. Developmental disabilities will be discussed in terms of the core challenges to the child and the family. Disabilities will be discussed from a framework that will involve physiology, emotionality, cognition, and behavior. The class will learn how to manage disabilities in the family as well as other systems in which the child participates.

Delivery Method: Online

Grading Default: Letter

IECD-525 Parenthood, 4 semester credits

This is a core course that will discuss major concepts in parenting. The transition into parenting is a major challenge for individuals and couples. The effect of the newborn on the new parent(s) will be explored. The challenges of parenting will be discussed from fetal development through infancy, toddlerhood, and preschool age. Cultural and social aspects of parenting will be explored.

Delivery Method: Online

Grading Default: Letter

IECD-526 Cross-Cultural Understanding, 4 semester credits

In this course, students will examine parent-child relationships in different cultures across the world. They will be able to describe the independent versus interdependent goals of parenting in different

cultures and compare specific cultures. They will also discuss typical and atypical development of children in different cultures. Students will learn about parenting practices that are different from Western parenting practices. They will also learn about different social policies that different cultures have regarding children's mental health. Students will do independent cultural explorations about child development in a specific culture and share them in discussions.

Delivery Method: Online

Grading Default: Letter

IECD-527 Law, Policy and Advocacy, 4 semester credits

This course reviews current federal, state, community and school regulations, within the context of the Individual Disability Education Act (IDEA) and other federal entitlements and state mandates, providing an opportunity to students to understand infants and young children's rights and opportunities to access funding for rehabilitation and education services. The course combines lectures, reading materials and active group discussions to achieve its learning objectives.

Delivery Method: Online

Grading Default: Letter

IECD-528 Sensory-Motor Intervention, 4 semester credits

This course provides an opportunity to apply concepts and observational skills related to motor development and sensory processing mechanisms. Students will be responsible for presenting their work relating to sensory-motor processing in children with whom they have worked. This course primarily focuses on discussion of the participant's experiences with reading materials and videotapes provided to achieve its learning objectives.

Pre-requisites: IECD-522

Delivery Method: Online

Grading Default: Letter

IECD-529 Language Intervention, 4 semester credits

This course provides an opportunity to apply concepts and observational skills related to language development learned in previous courses. Students will be responsible for presenting their work relating to language intervention in children with whom they have worked. This course primarily focuses on discussion of the participant's experiences with reading materials and videotapes provided to achieve its learning objectives.

Pre-requisites: IECD-523

Delivery Method: Online

Grading Default: Letter

IECD-530 Parenthood Intervention, 4 semester credits

This course will extend the work of IECD-525. The content of the class will be pathological parenting from the infant's perspective. The concept of the "good enough" parent will be introduced. Students will learn to assess infant-parent interactions, the infant's response in the context of a dysfunctional relationship, and implications for prevention and intervention. A major question that will be addressed is how to facilitate 'good-enough' parenting in the twenty-first century. Students will present case material on their work with parents in their own discipline.

Pre-requisites: IECD-525

Delivery Method: Online

Grading Default: Letter

IECD-535 Basic Research Methods, 4 semester credits

This course introduces students to basic concepts of research design, methods and statistics relevant to understanding and conducting research in early childhood with special emphasis on infancy and early childhood mental health and developmental disorders. Students explore ethical considerations in the design and execution of research studies, including approaches to informed consent, specifically in regard to young children and their families. This course focuses on qualitative and quantitative methods. The course uses a case studies format to achieve its learning objectives.

Delivery Method: Online

Grading Default: Letter

IECD-536 Statistics I, 4 semester credits

This basic course reviews concepts in introductory statistics, including descriptive statistics, basic probability theory, sampling distributions and the Central Limit Theorem; the binomial, normal, Student, chi-square, and F distributions; and techniques of 1- and 2- sample tests, linear regression, correlation, an introduction to analysis of variance and selected nonparametric procedures. It discusses the application of these concepts by analyzing peer-reviewed articles focusing on Infant Mental Health and Developmental Disorders research.

Delivery Method: Online

Grading Default: Letter

IECD-537 Research and Design, 4 semester credits

This is an advanced class in designing, conducting and reporting research. The course focuses on giving students practical experience in various critical aspects of conducting scientific research.

Pre-requisites: IECD-535

Delivery Method: Online

Grading Default: Letter

IECD-538 Statistics II, 4 semester credits

This course introduces concepts in inferential statistics and builds on Statistics I by reviewing more in depth how to apply the basic concepts acquired in the previous course for statistical analysis of data in the context of Infant Mental Health and Developmental Disorders research. It introduces students to the use of computers for advanced data analysis (e.g., multiple regression, analysis of variance, factor analysis).

Pre-requisites: IECD-536

Delivery Method: Online

Grading Default: Letter

IECD-539 Qualitative Research, 4 semester credits

This course in qualitative research will provide the student with a foundation for understanding the theory and methods of qualitative research design, data collection and analysis. Hands-on experiences will be used to illustrate the strengths and challenges of including ethnographic, focus group, structured and unstructured interviewing video/audiotape, and other approaches in empirical research and program evaluation activities. Evaluation will consist of several individual introductory data collection and/or analysis assignments, a short midterm test of concepts and methods, and a final small group project.

Pre-requisites: IECD-536

Delivery Method: Online

Grading Default: Letter

IECD-550 Social-Emotional Development, 4 semester credits

This course provides basic background information on the history, neuroscience foundations, the different developmental models and theoretical constructs involved in understanding the different aspects of social-emotional development occurring during infancy and early childhood, both in normal and disordered functioning. The course combines lectures, reading materials and videotaped examples to achieve its learning objectives.

Pre-requisites: IECD-520

Delivery Method: Online

Grading Default: Letter

IECD-551 Social-Emotional Development Intervention, 4 semester credits

This course provides an opportunity to extend and apply concepts and observational skills that were developed in IECD 550 related to social-emotional development. Students will be responsible for presenting their work relating to social-emotional development in children with whom they have worked. This course primarily focuses on discussion of the participant's experiences with reading materials and videotapes provided to achieve its learning objectives.

Pre-requisites: IECD-550

Delivery Method: Online

Grading Default: Letter

IECD-562 Educational and Cognitive Development, 4 semester credits

This course surveys the history, neuroscience foundations, the different developmental models and theoretical constructs essential to a working knowledge of the salient aspects of cognitive development. Critical learning opportunities occurring during infancy and early childhood, along both typical and divergent developmental trajectories are identified with attention to the translation of theory into practice and the process of clinical reasoning. While the focus of the course is cognition, its relationship to the other domains of development is explored. The course combines lectures, reading materials, videotapes, and cases and clinical applications to achieve its learning objectives.

Pre-requisites: IECD-520

Delivery Method: Online

Grading Default: Letter

IECD-563 Educational and Cognitive Development Intervention, 4 semester credits

This course provides an opportunity to apply concepts and observational skills related to cognitive development that were developed in IECD-562. Students will be responsible for presenting their work relating to educational and cognitive development in children with whom they have worked. This course primarily focuses on discussion of the participant's experiences with reading materials and videotapes provided to achieve its learning objectives.

Pre-requisites: IECD-562

Delivery Method: Online

Grading Default: Letter

IECD-564 Visual Spatial Processing Development, 4 semester credits

This course is designed to provide students with an understanding of Visual/Spatial Thinking throughout typical development. It covers literature that provides historical, neurological and educational perspectives. It explores Piaget's constructivist approach and applications for developing Visual/Spatial thinking. Relationships between visual, sensory motor and logical thinking are explored

as foundations for learning. Practical applications of the "Thinking Goes To School" curriculum are reviewed within the context of therapeutic and educational settings for children with developmental challenges. The course combines lectures, reading materials and videotaped examples to achieve its learning objectives.

Delivery Method: Online

Grading Default: Letter

IECD-565 Visual Spatial Processing Development Intervention, 4 semester credits

This course continues to focus on the concepts that were developed in IECD-564. Students will have the opportunity to present their work relating to the development of visual spatial processing with children with whom they have worked. This course primarily focuses on discussion of the participant's experiences with visual spatial functioning and includes readings and videotapes to achieve its learning objectives.

Pre-requisites: IECD-564

Delivery Method: Online

Grading Default: Letter

IECD-566 Family Systems Theory and Functioning, 4 semester credits

This course provides basic background information on the history, the different developmental models and theoretical constructs involved in understanding the different aspects of family functioning--especially parental development over time--and their impact on child development during infancy and early childhood, with an emphasis on typical parental functioning. The course combines lectures, reading materials and videotaped examples to achieve its learning objectives.

Pre-requisites: IECD-530

Delivery Method: Online

Grading Default: Letter

IECD-567 Family Systems Theory and Functioning Intervention, 4 semester credits

This course provides an opportunity to integrate and apply the conceptual and theoretical constructs to a current practice or work place experiences. The focus is on adult/parent developmental models and theoretical constructs, family and ecological systems theories, and the neuro-scientific foundations involved in parent-child relationships. This course primarily focuses on discussion of the participant's experiences and includes reading materials and videotapes provided to achieve its learning objectives.

Pre-requisites: IECD-566

Delivery Method: Online

Grading Default: Letter

IECD-568 Introduction to Brain Development, 4 semester credits

This course helps students to understand the relationship between the brain and social-emotional and cognitive development. Students learn how the brain develops during infancy, early childhood, and adolescence. The course reviews common methods used in the neurosciences for imaging the brain. It reviews current perspectives on experience-based brain development including issues of plasticity and critical periods in development. It discusses the role of the brain and neurotransmitter systems responsible for emotion regulation, cognitive control, communication, and reviews the brain mechanisms underlying a number of clinical problems including autism, anxiety, depression and aggression. This course reviews recently published peer-reviewed articles on brain research and neuroscience to achieve its learning objectives.

Delivery Method: Online

Grading Default: Letter

IECD-569 Individual Differences and Developmental Psychopathology, 4 semester credits

This course is designed for students to develop an understanding of individual differences in development. Individual differences in biological, psychological, cognitive, and cultural factors will be discussed so that students can understand how typical development helps us to understand atypical development and how atypical development helps us to understand typical development. The course provides guided independent learning, which involves extensive reading, writing assignments, online student discussions, sharing of one's work with classmates, and responding to one another's work.

Delivery Method: Online

Grading Default: Letter

IECD-570 Integrated Developmental Approach to Assessment, 4 semester credits

This advanced level course provides an opportunity to integrate the concepts and skills learned in previous first, and second level courses into a comprehensive, developmental framework that guides learning of advanced assessment, evaluation, and diagnostic skills. Students will be exposed to different diagnostic approaches, analyzing the comparative advantages for infancy and early childhood mental health and developmental disorders. Students will also review the most relevant psychological assessment tools available for infants, children, and families. The course combines lectures, reading materials and videotaped examples to achieve its learning objectives.

Pre-requisites: IECD-520, IECD-524

Delivery Method: Online

Grading Default: Letter

IECD-571 Assessment of Children and Families, 4 semester credits

This course provides the students with an opportunity to formulate a comprehensive assessment of infants and young children of different ages, as well as their families, using a bio-psychosocial model. Credits for this course are obtained using a variety of infant, early childhood, and family psychological assessment tools. Graded assignments include completing assessment reports, with a format previously discussed with the assigned faculty.

Pre-requisites: IECD-570

Delivery Method: Online

Grading Default: Letter

IECD-572 Integrated Developmental Approach to Intervention, 4 semester credits

This course provides an opportunity to learn about basic concepts in prevention and intervention. Students will learn about a number of concepts that cross different disciplines when practitioners are treating children and families. The course uses several case studies, supported with videotapes to achieve its learning objectives.

Pre-requisites: IECD-520, IECD-521

Delivery Method: Online

Grading Default: Letter

IECD-573 Advanced Integrated Approach to Intervention, 4 semester credits

This course is a continuation of Integrated Developmental Approach to Intervention prerequisite. There will be an in depth understanding of intervention. This course provides an opportunity to engage in a critical analysis of theoretical concepts using the book *Developmentally Based Psychotherapy* (1997) by Stanley Greenspan. Through reading, reflection, forum discussions, chapter presentation, small groups and class discussion, a further understanding of development, individual differences, and

relationships in the context of intervention will be targeted.

Pre-requisites: IECD-572

Delivery Method: Online

Grading Default: Letter

IECD-574 Intervention in Practice, 4 semester credits

This advanced level course provides an opportunity for students to learn how to formulate case material and apply it to a comprehensive intervention program directly with infants and young children of different ages. Students will present developmental family and other case information and then formulate a comprehensive treatment plan to address family concerns.

Pre-requisites: IECD-573

Delivery Method: Online

Grading Default: Letter

IECD-575 Consultation and Supervision, 4 semester credits

This course prepares students to provide effective consultation and supervision to a range of professionals, coming from different disciplines, working with children, adolescents, and families to improve their development, functional emotional capacities, and overall mental health. Credits for this course include providing consultation and supervision to other professionals starting this program or training in infancy and early childhood.

Pre-requisites: IECD-580

Delivery Method: Online

Grading Default: Letter

IECD-576 Observing Babies I, 4 semester credits

This class will identify how we observe and assess babies. What are the critical areas that we want to focus on when we observe parent-infant interactions? How do we initiate observations of infants? How do we learn about the infant's inner world? What are the components of the mother-observer relationship?

Pre-requisites: IECD-521

Delivery Method: Online

Grading Default: Letter

IECD-577 Observing Babies II, 4 semester credits

In this class students will discuss their observations of parent-infant interactions. Students will be observing a parent-child interaction and will discuss their observations in group discussions.

Pre-requisites: IECD-576

Delivery Method: Online

Grading Default: Letter

IECD-578 Developmental Needs of High Risk Newborns and Young Infants and their Families, 4 semester credits

This course will provide a broad-based foundation that yields expertise in support of newborns and young infants with health care needs, developmental disabilities and those who are at risk for relationship disturbances. Using the BABIES and PreSTEPS Model, the course will focus on evidence based approaches to assessment and intervention for an infant's Body Function, Arousal and Sleep, Body Movement, Interaction with Others, Eating, and Soothing. Support for families will focus on the evidence based best practices of Predictability and continuity, Sleep and arousal organization; Timing

and pacing, Environmental modifications, Positioning and handling and Self-soothing supports. The course will include in-depth application of the Newborn and Young Infant IFSP, BABIES, PREsteps, and systems-building information through manualized information, case studies and guided application to the student's own case load.

Pre-requisites: IECD-577

Delivery Method: Online

Grading Default: Letter

IECD-579 Advanced Brain Development During Infancy, 4 semester credits

This is a special topics course on brain development during the first two years of life. The course is designed for students who have specific interests in typical and atypical brain development. This course will focus on current research in the areas from basic structural neurological systems of development, epigenetics (gene environment interaction), temperament, emotional self-regulation, maternal attunement, theory of mind, empathy, joint attention and the development of early symbolic thinking.

Pre-requisites: IECD-568

Delivery Method: Online

Grading Default: Letter

IECD-580 Theory and Practice of DIR/Floortime, 4 semester credits

This course provides an initial opportunity for students to learn about and apply the theoretical concepts of the DIR/Floortime model, and demonstrate increased competencies as a professional working with this model in clinical or educational settings.

Pre-requisites: IECD-520

Delivery Method: Online

Grading Default: Letter

IECD-584 Development of Perception/Action and the Self-organizing Nature of Dynamic Systems, 4 semester credits

This course reviews basic research and pivotal theoretical papers in the areas of Affordance Theory and Dynamic Systems Theory. The information and ideas are examined with reference to widely accepted earlier theories. Their relative power to explain and guide therapeutic reasoning with children and families is explored. The class is conducted as a graduate seminar with discussion by participants being central to the learning process.

Pre-requisites: IECD-528

Delivery Method: Online

Grading Default: Letter

IECD-585 Advanced Research Practice, 4 semester credits

This course offers students the opportunity to develop real-life research skills in infancy and early childhood mental health and developmental disorders. It includes student presentations and discussions to help students organize research ideas and projects leading towards their dissertations.

Pre-requisites: IECD-535

Delivery Method: Online

Grading Default: Letter

IECD-586 Advanced Qualitative Research, 4 semester credits

This course in qualitative research will provide the student with an opportunity to continue work in

qualitative analysis obtained from IECD 539. This course is designed to help students who want to develop qualitative designs for their dissertation research.

Pre-requisites: IECD-539

Delivery Method: Online

Grading Default: Letter

IECD-587 Introduction to Secondary Data Analysis, 4 semester credits

This course will introduce students to the practice of secondary data analysis, an approach to research using previously collected data to answer research questions beyond those for which the data was originally collected. Students will identify multiple sources of publicly available data (online and via request), propose research questions, and use statistical techniques such as multiple regression, ANOVA, and non-parametric procedures to test hypotheses arising from these research questions. Students will need access to SPSS or other data analysis tool of their choosing, such as R, SAS, or Excel. Some additional instruction in statistical methods will be provided, as well as support in using SPSS or Excel. Evaluation will consist of presentations by students.

Pre-requisites: IECD-536

Delivery Method: Online

Grading Default: Letter

IECD-588 Introduction to Program Development and Evaluation, 4 semester credits

Provision of early intervention (EI), infant mental health (IMH), and related services in community mental health, medical, educational and other settings involves the coordination of multiple service providers, representing multiple disciplines, serving children and families with diverse strengths, challenges, and needs. These EI and IMH professionals and paraprofessionals are engaged in interventions and educational programs both unique to each discipline and overlapping one or more other disciplines. To best serve each child and family it is essential that institutions, both public and private, profit and nonprofit, can articulate the theory behind the programs they provide and how program effects interact, and can assess the efficacy and effectiveness of these programs. To do this successfully, evaluators must have training in research methods and statistics, as well as an appreciation for the political and social context of the setting in which the evaluation is to be performed. Whether students find themselves in the position of directing and managing program development and evaluation, participating in evaluation processes, or primarily being consumers of evaluation results, this course will provide the framework needed to engage in these activities. Topics to be included are: program theory, stakeholder concerns, program development and evaluation implementation, measurement, data collection techniques, dissemination of evaluation results, and policy implications. No prior statistical knowledge, beyond that of the educated consumer is required for this introductory course.

Delivery Method: Online

Grading Default: Letter

IECD-589 Specialization Area, 4 semester credits

Individual students and/or faculty define this area. It can be used to acquire new knowledge or to deepen existing knowledge in a specific area in which students expect to build or advance professional careers.

Delivery Method: Online

Grading Default: Letter

IECD-590 Independent Study, 4 semester credits

Faculty may propose and develop a new elective area of study on a trial basis or students may propose an independent study contract in subject areas or sub-areas not encompassed by another course.

Delivery Method: Online

Grading Default: Letter

IECD-734 Dissertation Research, 2 semester credits

This course represents student engagement in the dissertation process from concept to the final dissertation as planned with and evaluated by the chairperson. This course cannot be substituted for elective course requirements.

Pre-requisites: IECD-537 or, if on older teach-out curriculum: IECD-309 and IECD-509.

Delivery Method: Online

Grading Default: Credit/No Credit Only

IECD-794 Dissertation in Progress, 0 semester credits

This course signifies the student has begun work on the dissertation, including an approved concept paper and full committee membership.

Delivery Method: Online

Grading Default: Credit/No Credit Only

IECD-795 Final Oral Review of Dissertation, 9 semester credits

The second part of the dissertation process involves conducting all the activities described in the approved proposal, writing a preliminary final report with the results of the activities, and preparing a presentation to be shared with the Dissertation Committee and other students of the School. The dissertation chair is available to guide the student during this process, review the preliminary final report as well as the draft of the presentation, and give feedback on these products before presenting it to the Dissertation Committee and other students. Credits for this part are obtained once the student has successfully orally presented the dissertation.

Pre-requisites: IECD-PA

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

IECD-799 Dissertation Completion, 4 semester credits

The final part of the dissertation process requires that the student satisfactorily answer all the questions raised by the Dissertation Committee at the Final Oral Review, and presents a final version to the Dissertation Committee for its approval. Credits for dissertation completion are obtained once the Dissertation Committee approves the final dissertation and the final version has been submitted to Fielding for proofreading.

Pre-requisites: IECD-795

Delivery Method: Online

Grading Default: Credit/No Credit Only

Media Psychology Master's-level (MSC) Courses

MSC-551 Introduction to Media Psychology, 4 semester credits

Media Psychology has emerged as a significant field of study as individuals and society at large grapple with the proliferation of media and communication technologies. Media psychology applies psychological theory to understanding the way this new media landscape impacts the use, experience, and production of media technologies across all economic sectors. This understanding is relevant to applications and careers in telecommunications, education, entertainment, public policy, law, politics, advertising, healthcare, and education. This course is an overview of the emerging field of media psychology. We will discuss the implications for research and practice of how we define the field. We will analyze the impact of mediated communication on content and message perception, drawing on developmental psychology, sensory and cognitive psychology, systems theory, positive psychology, and motivation and learning theories. We will evaluate the psychological implications of traditional and emerging technologies as users and content-producers. Students will develop an understanding of how media affects individuals and cultures and how media can be used for socially constructive purposes. We will consider how media research is interpreted and presented to the public, how social media has redefined the way people, businesses, and groups connect, how media technologies can facilitate learning, and the societal implications of continuing technological change.

Delivery Method: Online

Grading Default: Letter

MSC-552 Global Psychology: Social Marketing in a Borderless World, 4 semester credits

We use a global perspective in this course to explore ways in which global broadcast and narrowcast media make an impact in society, and how these media are harnessed to actively promote the advancement of social concerns. We assess the use and misuse of traditional media (radio and television), the classical entertainment media (film, theatre, art and music) and the "new" media (internet, social networks, blogs, virtual worlds, and cell phone technologies) in reaching their desired audiences and convincing them of anything. We explore the techniques of social marketing --adapted from advertising -- for influencing attitudes and behavior. Students investigate media reach and the new forms of digital divides, and then explore media for social activism, including psychological concepts of empathy, altruism, persuasion and influence, all central to the theory and practice of social marketing. Readings emphasize the analysis of social campaign case studies, preparing students for a final project that combines media and psychology to advance a local or global social cause meaningful to them personally. Other class assignments emphasize active asynchronous discussion, short written work practicing a variety of media styles, and a team project to gain experience in the dispersed teamwork typical of global media campaigns.

Delivery Method: Online

Grading Default: Letter

MSC-553 Story Psychology: Changing Minds through Narrative, 4 semester credits

This course addresses the importance of storytelling in Western civilization, culminating in narrative formats used in text, television, film, digital media, and social media. Study the psychology behind how stories originate, evolve, and impact individuals and our media culture. Explore a broad range of narratives and narrative styles and their relationships with personal and social development.

Instruction emphasizes conventions of mythology and storytelling as well as literary and cultural issues, the role of media and modes of transmission, and the relationships between narratives and

social change. The class will apply established narrative theory in novel ways to better understand modern media, and will include the creation of an original independent digital narrative.

Delivery Method: Online

Grading Default: Letter

MSC-554 Foundations of Research, 4 semester credits

The goals of research include observing, understanding, generalizing, testing, predicting, and validating. This course examines how scientists experience, describe, understand, and explain the world. The focus will be on the different approaches to asking questions in media psychology research and the connection of research to practice. Students will learn about procedures for investigating specific research questions, become familiar with qualitative and quantitative approaches to research, and learn the ethical and legal standards related to research with human participants. Students will be introduced to the ease with which data can be analyzed using software such as SPSS. Although this is not a course in statistics, students will gain an understanding about the concepts underlying common statistical procedures. The link between research and analysis of data will be illustrated with examples from published studies in scientific literature. Ultimately, students completing this course will become skilled at critically reading and evaluating research.

Delivery Method: Online

Grading Default: Letter

MSC-555 Positive Psychology and the Social Entrepreneur, 4 semester credits

What character traits, emotions, and personal virtues contribute to human fulfillment and happiness? How can media serve to promote the development of these qualities at the individual, group, and organizational level? Throughout this course, students will explore the scientific discipline known as positive psychology as it relates to media consumption and development. Positive psychology is an emerging field of psychology that transcends the clinical disease model and serves to examine the source and nature of human strengths. Students will gain an understanding of the symbiotic and interdependent relationship between pro-social media and human traits such as optimism, resilience, creativity and compassion.

Delivery Method: Online

Grading Default: Letter

MSC-557 Media and Political Psychology: Propaganda & Persuasion, 4 semester credits

For decades, media has been relied upon to call attention to policy conflicts and to identify likely alternatives available to those seeking a resolution. In short-to define the public agenda. Interactive multimedia, blogs, social networks, virtual worlds, and other innovations are changing public discourse and those who shape it. Yet a major question remains unanswered: how do voters and consumers actually process information? What is the connection between political technique, political conviction and appeal to the heart and to the mind? This course focuses on political and advocacy psychology, and what happens when reason and emotion collide. What determines how people vote? How does one side in the political debate claim the political narrative? Why do people choose to support one cause over another? In any media, those who create advocacy and political messages seek to shape a narrative, to tell a convincing story that makes events come alive. Upon completion of this course, students will understand the application of Agenda Setting Theory to traditional print and television, and to newer Internet based media. We will explore and assess the link between media, message, and the political mind.

Delivery Method: Online

Grading Default: Letter

MSC-558 Cognitive Psychology and the Display of Information, 4 semester credits

For almost two generations, content creators have repeated Marshall McLuhan's "law" as if it were a mantra. "The Medium is the Message (or Massage)" became the guiding principle of film and television producers, music distributors and all manner of content creators. One after another they pronounced themselves platform agnostics. They were not only hoping that convergence was real, they were betting on it. The idea was simple: whatever was created could readily move from one medium to another, generating revenue along the way. Initially things looked good. Film moved to DVD to cable to television and to the small screen on the airplane seat back. The content creator was in control. Content was king. Things looked good - until they didn't. Convergence assumes that the cross-device user experience is the same, or at least similar. While it doesn't take a psychologist to explain that viewing Lawrence of Arabia on a PDA is different than in its original cinemascope format, this difference is where the cognitive action lies. Increasingly, content creators need to consider both their target delivery device and the principles of cognitive psychology driving the user experience. This course explains the impact of cognitive psychology on devices, visual display, and content design.

Delivery Method: Online

Grading Default: Letter

MSC-560 The Psychology of Social Media Strategy, 4 semester credits

This course examines how the Internet and social technologies have reshaped society by transforming information distribution and human connection. The traditional one-to-many communications model is now a many-to-many social web. We live in a networked and participatory culture, where the lines are blurring among technologies and the traditionally distinct roles of producers, distributors, and consumers. We access and distribute information and interact with others unconstrained by time, culture, and geography. We will study how the new media landscape is adjusting our assumptions about how we relate to others, how we engage and participate socially, politically, and commercially. This course examines social media and emerging technologies and applications by integrating psychological theory with practice. We will draw primarily from social psychology in the areas of social cognition, attitudes and persuasion, social construction of meaning, collaboration and group interaction, and the social implications of self-efficacy and agency. Students will gain an understanding of the psychological shifts that are driving trends such as social entrepreneurship, transmedia narratives, and collaborative culture. We will also discuss the properties of networks and systems that are fundamental to social media applications. Drawing on readings and case studies, we will establish a theoretical foundation for effectively using social media applications in business, education, politics, social relationships, and to effect positive social change. We will discuss how different tools, technologies, and platforms support or hinder human goals and what the technology du jour implies about social and individual behavior and expectations.

Delivery Method: Online

Grading Default: Letter

MSC-562 Innovation, Learning and Online Education, 4 semester credits

This course focuses on an integrated study of human development with implications for educational psychology. It aims at familiarizing students with major theories of human development with particular emphasis on learning using innovative and digital environment. The interrelationship among motivation, learning, and educational factors that influence human development will be examined. Anytime, anywhere - this characterizes the technology-based culture today. Harnessing the positive energy of new technologies and digital environments to create effective pedagogies can assist in developing an educational atmosphere that is supportive to creativity, interaction, and learning. Students will have a chance to explore using new technologies and digital educational environment for social change. By the class conclusion the students will be able to create an online learning environment.

Delivery Method: Online

Grading Default: Letter

MSC-563 Augmented Reality and Immersive Technology, 4 semester credits

Every new medium introduces new forms of narrative. Immersive media (IM), augmented reality (AR), mobile advocacy, and more, create tremendous media disruption - and tremendous opportunity. Internet 1.0 (1994 - 2000) was all about the great disruption of a hyperlinked world, which was quickly watered down to "online shopping". Internet 2.0 (2004 - 2009) was the decade it took to figure out what to do with a networked, rich web app, social media world. The advent (2009...) of IM, and particularly AR, is where broadband enabled mobile technology makes the Internet inescapable offering pitfall and promise. As we rapidly move toward a future where wireless is embedded in everything around us, these media innovations, combined with the modern tablets and smart phones, empower the user with extraordinary capabilities. In theory, almost anyone can know almost anything almost anywhere. This increased transparency leads to reduced privacy, timely access to information leads to constant access to entertainment and we can trust product marketers to use and abuse the medium. Can these developments be used to increase the cognitive understanding of social concerns? Can location based information (GIS) and spatial psychology be used to increase our cognitive understanding of physical place? What is the social impact of real time data delivery? This course recasts Marshal McLuhan's famous axiom where the device becomes the message. Modern devices combined with a layer of real time information accessed through immersive media and augmented reality, addresses the demand for media strategists rather than technologists. This seminar, draws on the foundations of psychology that lead to effective data visualization, application design, increased human understanding and most importantly mobile advocacy. This revolution will not be televised.

Delivery Method: Online

Grading Default: Letter

MSC-564 Argumentation: The Art of Critical Writing, 4 semester credits

Bernays, Churchill, King, Lincoln, and Paine were some of the most effective and articulate communicators in our history. They understood the power of the pen as well as the importance of argumentation and persuasion. The art of critical writing is a foundational tool in navigating social issues and change. Students in this course investigate various writers and their respective arguments as they relate to the change promoted. During the first half of the course, students learn the foundational aspects of argumentation and critical writing by interacting with various historical documents. The second half of the class includes discussions of Bernays, Twain, and Zarefsky-as well as crafting arguments for a cause or action using the tools of rhetoric.

Delivery Method: Online

Grading Default: Letter

MSC-566 Brand Psychology and Social Storytelling, 4 semester credits

This course combines the psychology of branding and storytelling with the power of social participation and distribution to engage customers and promote brands across media technology platforms. Creating and applying storytelling to messaging today means orchestrating across multiple platforms and designing for social participation and brand-story coherence. It demands the integration of multiple elements: understanding the media environment, narrative structure, consumer behavior, brand psychology, technology attributes, audience targeting, and process management and evaluation. Storytelling is not new, but the new media environment creates a new approach to building stories and storyworlds for brands and organizations that creates an immersive experience. Social storytelling is not repurposing a message for multiple media channels. It is an additive, 360-degree approach to branding driven by story and user participation. Transmedia storytelling is the

structural approach behind successful entertainment franchises, like Game of Thrones and Mad Men, and brand campaigns, such as Intel's Inside Films and TOMS Shoes, that built story around social participation. This has become the standard in branding and marketing because it increases profitability, longevity and customer engagement, making a more robust, integrative and vibrant marketing campaign that extends reach in an increasingly fractured marketplace.

Delivery Method: Online

Grading Default: Letter

MSC-567 The Psychology of Neuromarketing, 4 semester credits

This course examines an emerging field investigating the direct effect of advertising, media and consumer products or services on the brains of consumers. Traditional self-reports and observation-based research methods have often failed to provide a credible interpretation of the cognitive, affective and instinctive processes that influence consumer responses to multiple forms of stimuli. The widespread availability of neuroimaging technologies has allowed neuromarketing researchers to unveil new insights on how messaging or decision-making works in the brain. This fresh knowledge has radically transformed our scientific understanding of the modern consumer. This course provides an understanding of new psychological constructs as well as new modalities that are used to assess, understand and predict the effect of advertisements, media, corporate messages, public service announcements and many more stimuli on the brain. Student will also learn which aspects of the nervous system they need to understand to grasp the possibilities and limits of neuromarketing methods. This course is designed to make students not only better educated on neuromarketing but to help them hire neuromarketing vendors or even lead a neuromarketing project. Anyone working in media, advertising, branding, PR or communication will gain from knowing about this revolutionary approach to the psychology of consumer behavior.

Pre-requisites: MSC-569

Delivery Method: Online

Grading Default: Letter

MSC-568 Audience Engagement, 4 semester credits

We live in a world where attention is the scarce resource. Audiences, users and consumers have high expectations thanks to real time data, 24/7 connectivity and social technologies. It is essential to identify and understand the audience to be able to create satisfying and engaging user messages, services, and products as well as to use resources wisely. This course examines the psychology of the user through persona development to find and engage your audience. The goal of the course is to identify and construct targeted audience profiles by developing personas. Personas will be created based on psychological theory, looking at the role of personality, motivation, needs, and perception in audience engagement. Students will then test their personas using a qualitative research approach with online data. Persona development drives effective communication and content development, organizational coherence and supports a wide range of applications, including user experience, marketing strategy, fundraising, design and recruitment.

Pre-requisites: MSC-566

Delivery Method: Online

Grading Default: Letter

MSC-569 Introduction to Consumer Neuroscience, 4 semester credits

This course provides a comprehensive introduction to the fast growing field of consumer neurosciences. The course is designed to allow professionals of varied backgrounds to learn and apply persuasion theories based on ground-breaking brain discoveries. Traditional consumer research (surveys and focus groups) have often failed to provide a credible interpretation of the cognitive,

affective and instinctive processes that influence consumer responses to multiple forms of advertising and media stimuli. The course first discusses the pros and cons of popular theoretical frameworks that have been used for decades to explain and predict the effect of advertising. Then, students will learn how new research modalities like eye tracking, EEG, GSR (skin conductance) and fMRI are used to produce neuroinsights that can help solve critical marketing, social advocacy, advertising communication, and public campaigns. More importantly, students will learn ways to improve the persuasive effect of any campaign they may create or support in the course of their professional career.

Delivery Method: Online

Grading Default: Letter

MSC-601 Media Psychology Capstone Project, 4 semester credits

The Capstone course is the culmination of the work in the MSC program. The purpose is for the student to demonstrate the synthesis of the knowledge gained from the program and present that achievement in a way that reflects their proficiency in applying concepts in a personally and social relevant way. Different professional and academic settings are increasingly using digital or electronic communications in both practical and pedagogical applications. This trend impacts administrative and learning functions as well as commercial and professional opportunities. Central to this process becomes how an individual presents him or herself digitally and how that presentation is received. Historically, individuals have created their identities in many ways through representations of self. The proliferation of media, information access, and the pressure to conserve resources imply that digital identities will play an increasingly important role in social and business applications. The increasingly porous boundaries between media platforms and tools require that our presentation of personal and professional selves must be increasingly integrated and authentic. The capstone examines the psychological components of digital identity across multiple media applications in the context of presenting the accumulation of knowledge from the MSC program. The results will be a digital portfolio representative of a student's professional identity and pro-social goals. During the course of the capstone project, the student will assemble their works while examining identity relative to digital presence. These include agency, reflected self, presence, authenticity, narrative, constructed self, fantasy, social modeling, and collected experiences across time that serve witness to personal evolution by studying the theoretical works that articulate these considerations. Each student will develop a capstone project that illustrates the development of their thought and evaluation of self in their individual work

Pre-requisites: Students should register for Capstone in their last term.

Delivery Method: Online

Grading Default: Letter

Neuropsychology (NEPSY) Courses

NEPSY-825 Neuroanatomy and Brain-Behavior Relationships, 4 semester credits

The structure and function of the peripheral, autonomic and central nervous systems with emphasis upon the brain regions critical for neuropsychological functioning from the brain stem, cerebellum, thalamus, hypothalamus, limbic system, basal ganglia and the cerebral cortex. A broad range of topics, such as the cortical organization of language, perception, and action; hemispheric specialization; the frontal lobes; cognitive development and aging, will be discussed.

Delivery Method: In person

Grading Default: Letter

NEPSY-826 Neuropsychological Disorders, 4 semester credits

The major disorders and syndromes associated with injury to the brain including language disorders (aphasia), perceptual disorders (agnosia), movement disorders (apraxia), memory disorders (amnesias), spatial disorders, emotional and personality disorders and disorders of executive functions. Emphasis will be placed upon a functional systems approach focusing upon the role of different brain regions in the production and breakdown of these behaviors.

Delivery Method: In person

Grading Default: Letter

NEPSY-827 Methods and Principles of Neuropsychological Assessment, 4 semester credits

Covers the components and methods of performing a comprehensive neuropsychological evaluation including the clinical interview and history, behavioral observations and mental status, and the administration and interpretation of a wide range of neuropsychological and personality tests and measures. A dynamic, flexible approach to case assessment and interpretation emphasizes the role of individual age, education, handedness, language, culture, gender, etiology, neurodiagnostic findings, and several other factors impacting the neuropsychological performance.

Delivery Method: In person

Grading Default: Letter

NEPSY-830 Neuropsychological Assessment of Neurological Disorders, 4 semester credits

The review will include dementias, cerebrovascular diseases, traumatic brain injury, seizures, viral/bacterial encephalopathies, neoplasms, movement disorders, and other disorders.

Delivery Method: In person

Grading Default: Letter

NEPSY-831 Neuropsychological Assessment of Psychiatric Disorders, 4 semester credits

The review will include schizophrenia, affective disorders, obsessive-compulsive disorder, Tourette's syndrome, and other disorders.

Delivery Method: In person

Grading Default: Letter

NEPSY-832 Neuropsychological Assessment of Developmental Disorders, 4 semester credits

The review will include language-based learning disabilities, nonverbal learning disabilities, attention deficit (hyperactivity) disorder, autism, and other disorders.

Delivery Method: In person

Grading Default: Letter

NEPSY-836 Final Professional Evaluation, 0 semester credits

The Final Professional Evaluation assesses skills in intervention and assessment at the postdoctoral level. The evaluation takes place after completion of all course work and of the majority of the clinical practicum experience. You submit a written, comprehensive case study and do a final oral presentation to your faculty as your final professional evaluation. It is reviewed by two faculty examiners.

Delivery Method: In person

Grading Default: Credit/No Credit Only

NEPSY-889 Clinical Case Conference Continuance, 0 semester credits

This zero credit course is used to show the student is continuing with the process of accruing clinical case conference and/or practica experience hours in their third year.

Delivery Method: In person

Grading Default: Credit/No Credit Only

NEPSY-892 Clinical Case Conference, 5 semester credits

Your 200-hour case conferencing requirement is typically obtained in a group format. You are required to present at least one full case workup two times each year.

Delivery Method: In person

Grading Default: Credit/No Credit Only

NEPSY-893 Clinical Experience, 25 semester credits

One thousand hours of self-guided clinical experience involving neuropsychological testing and report writing with a minimum of fifty cases is completed and recorded by the end of the program. This experience is typically found on-the-job.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Organizational Development and Leadership (ODL) Courses

ODL-600 Online Learning Orientation, 0 semester credits

Designed to introduce students to the online environment and practices in Fielding's ODL program, this online seminar takes place prior to the beginning of the first academic trimester. Students will learn to use Fielding's website and software to navigate, post and complete initial assignments. Students will meet online and begin building community with their entering cohort and receive course introductions in preparation for beginning the academic term. Faculty and staff participate in facilitating dialogue and increasing online skills as the seminar progresses. Certificate, ODL ~ self-directed and ODL ~ OSR Cohort students participate in the orientation for four days.

Delivery Method: Online

Grading Default: Credit/No Credit Only

ODL-604 Strategies for Complex Change: Wicked Problems, Social Complexity and Emerging Trends, 4 semester credits

This course explores the complexities of "wicked problems"-problems with no clear solution and no agreed-upon formula for arriving at any solution. It examines the impact of high levels of social complexity-interested people from different professions; from different organizations; and, perhaps, from different parts of the world. Additionally it addresses the complications of emerging trends-in technology, society, the economy, and so on-that are beyond an individual's control. Students will identify a wicked problem in their own experience and plan ways to navigate through it.

Pre-requisites: ODL-669, ODL-670 or ODL-671

Delivery Method: Online

Grading Default: Letter

ODL-605 Managing Change and Resistance, 4 semester credits

This course assesses the risks of organizational change. It develops an approach to plan and manage change that minimizes resistance--with full engagement from those impacted by the change. It addresses specific sources of resistance that remain, and demonstrates how to surface the resistance in a form that is visible, non-toxic, and actionable. Students will examine a change effort from their own experience and map out a step-by-step plan to frame it, implement it and assess its impact.

Pre-requisites: ODL-669, ODL-670 or ODL-671.

Delivery Method: Online

Grading Default: Letter

ODL-606 Global and Intercultural Strategies and Skills, 4 semester credits

Examines the trends in globalization, including virtual work teams, mergers and acquisitions, and the effect of emerging digital technology and its impacts on global relations. Focuses on the importance of culture in organizations and its impact on organizational performance. Explores diversity as a challenge and an opportunity at the individual, group and organizational level. Students learn to understand how distance affects the dialogic process in cross cultural, virtual teams.

Pre-requisites: ODL-669, ODL-670 or ODL-671

Delivery Method: Online

Grading Default: Letter

ODL-612 Performance Consulting, 4 semester credits

Treats improving human performance as an individual, group and system issue. Focuses on linking human endeavor and envisioned business results for the attainment of business goals through performance excellence. Explores the elements of performance assessment -- identifying performance issues, barriers, opportunities and needs, providing performance feedback and devising performance strategy. Critically examines performance consulting as a change intervention aimed at the creation of a performance culture. Updates the concepts of performance management, performance measurement and competency development based on changes in management paradigms and new thinking in the fields of OD and Human Resources.

Pre-requisites: ODL-669, ODL-670 or ODL-671

Delivery Method: Online

Grading Default: Letter

ODL-613 Practical Statistics, Methods and Measures for Organizational Development, 4 semester credits

This course stresses the practical use of statistics in the collection, organization, analysis, interpretation, and presentation of data. Both descriptive and inferential techniques are covered. In this course, we will: (1) discuss descriptive statistics; (2) cover various aspects of inferential statistics such as hypothesis testing and regression; and (3) relate these tools back to the practical world. The course will also show you how to design and use measures for project and general applications. You won't become a statistician in this course. Our goal is to develop you into a wise manager and user of statistical data.

Pre-requisites: ODL-669, ODL-670 or ODL-671

Delivery Method: Online

Grading Default: Letter

ODL-614 Sustainability and Organizational Change, 4 semester credits

The primary focus of this course is to gain understanding of the concept of sustainability, using a systemic mental model, and applied in an organizational leadership context. Students will examine different theories of sustainability, with an emphasis on the larger social, cultural, economic, and environmental realms in which they exist. Case studies and literature from both the United States and abroad will provide international comparisons used to illustrate similarities and differences. Examples of theory as they relate to practice will begin to build a student's understanding of influences underlying organizational change and aid in building repertoire about sustainability leadership skills, research, and practice.

Pre-requisites: ODL-669, ODL-670 or ODL-671.

Delivery Method: Online

Grading Default: Letter

ODL-615 Ecological Frameworks for Sustainability Practitioners, 4 semester credits

This course offers a tour of ecological frameworks used by sustainability practitioners, such as The Natural Step (TNS), Ecological Footprint, Cradle to Cradle, Natural Capitalism, Industrial Ecology, and Biomimicry, aimed at practical implementation of sustainability principles in organizations. The primary focus of this course will be to introduce students to several ecological frameworks used by sustainability practitioners, such as The Natural Step (TNS), Ecological Footprint, Cradle to Cradle, Biomimicry, ZERI and others. This course will offer students the opportunity for critical reflection upon the role and application of strategic models and sustainability frameworks for ecological and human design. This course will provide practical knowledge to implementing sustainable principles in

organizations.

Pre-requisites: ODL-669, ODL-670 or ODL-671

Delivery Method: Online

Grading Default: Letter

ODL-621 Strategic Leadership for Nonprofits, 4 semester credits

This course focuses on leadership, strategic planning, board development, and talent management issues facing contemporary nonprofit organizations. The content will include step-by-step processes, forms and resources that will strengthen internal and external relations, cultural competency and advocacy.

Delivery Method: Online

Grading Default: Letter

ODL-622 Evidence Based Management, 4 semester credits

Evidence based management focuses on outcomes driven by clear program design, evaluation, and marketing. These foundations support fund raising, grant writing, and financial viability that sustain a nonprofit's competitive advantage.

Delivery Method: Online

Grading Default: Letter

ODL-623 Managing the Coaching Function in an Organization, 4 semester credits

Students participating in this course will research current literature from a variety of sources, design, and present demonstrations of new knowledge in systemic coaching function structures and concepts in the overlapping space of organizational coaching and Organization Development. Focusing ultimately on the mechanics and methodology of managing the coaching function in organizations, students will consider the practical needs of their organizations' coaching functions with theory and best practices in the organizational coaching industry This course equates as 34 coach training hours from ICF.

CCEUs: 34

Delivery Method: Online

Grading Default: Letter

ODL-632A Individual Supervision I, 0 semester credits

Learners will present a recorded demonstration of a coaching session and debrief with an assigned supervisor. This is an adjunct to the telephone training and is intended to help learners identify learning edges in practice, resolve practice challenges and design development plans for honing their coaching skills. This course equates as 1 coach training hour from ICF.

CCEUs: 1

Delivery Method: Online

Grading Default: Credit/No Credit Only

ODL-632B Individual Supervision II, 0 semester credits

Learners will present a recorded demonstration of a coaching session and debrief with an assigned supervisor. This is an adjunct to the telephone training and is intended to help learners identify learning edges in practice, resolve practice challenges and design development plans for honing their coaching skills. This course equates as 2 coach training hours from ICF.

Pre-requisites: ODL-632A

CCEUs: 2

Delivery Method: Online

Grading Default: Credit/No Credit Only

ODL-633A Small Group Supervision I, 0 semester credits

In small group supervision learners present critical incidents which have occurred in the course of their coaching practice and engage in collaborative investigation of learning opportunities and alternative strategies. This course equates as 2 coach training hours from ICF.

CCEUs: 2

Delivery Method: Online

Grading Default: Credit/No Credit Only

ODL-633B Small Group Supervision II, 0 semester credits

In small group supervision learners present critical incidents which have occurred in the course of their coaching practice and engage in collaborative investigation of learning opportunities and alternative strategies. This course equates as 2 coach training hours from ICF.

Pre-requisites: ODL-633A

CCEUs: 2

Delivery Method: Online

Grading Default: Credit/No Credit Only

ODL-650A Evidence Based Coaching: Overview, 4 semester credits

This course covers the theoretical foundations from which coaching has developed: theories of psychology, communication, adult development, organizational systems, and social psychology. This course equates as 32 coach training hours from ICF.

CCEUs: 32

Delivery Method: Online

Grading Default: Letter

ODL-650B Skills Training: Evidence Based Coaching, 0 semester credits

Must be taken concurrently with ODL-650A. The course includes 8 sessions of conference call instruction and coaching practice. This course equates as 12 coach training hours from ICF.

CCEUs: 12

Delivery Method: Online

Grading Default: Credit/No Credit Only

ODL-651A Theories of Personal Coaching, 4 semester credits

This depth course in techniques of personal coaching includes coaching through family system dynamics, humanistic psychology approaches to coaching, cognitive behavioral techniques, emotional intelligence theory, and developing personal coaching skills via phone and online. This course equates as 32 coach training hours from ICF.

Pre-requisites: ODL-650A

CCEUs: 32

Delivery Method: Online

Grading Default: Letter

ODL-651B Skills Training: Personal Coaching, 0 semester credits

Must be taken concurrently with ODL-651A. This course includes 6 sessions of conference call instruction and coaching practice. This course equates as 9 coach training hours from ICF.

Pre-requisites: ODL-650A, ODL-650B

CCEUs: 9

Delivery Method: Online

Grading Default: Credit/No Credit Only

ODL-652A Theories of Leadership & Organizational Coaching, 4 semester credits

This course covers all aspects of coaching within organizations, including leadership development, aligning coaching with business strategy, defining the role of the internal coach, coaching for leadership performance in organizations, coaching teams, and organizational coaching via phone and online. This course equates as 32 coach training hours from ICF.

Pre-requisites: ODL-650A

CCEUs: 32

Delivery Method: Online

Grading Default: Letter

ODL-652B Skills Training: Leadership & Organizational Coaching, 0 semester credits

This course must be taken concurrently with ODL-652A. The course includes 6 sessions of conference call instruction and coaching practice. This course equates as 9 coach training hours from ICF.

Pre-requisites: ODL-650A, ODL-650B

CCEUs: 9

Delivery Method: Online

Grading Default: Credit/No Credit Only

ODL-653A Coaching for Education Leadership, 4 semester credits

Participants study a broad range of theories and models of school leadership and coaching for change within the context of education organizations; specific coaching skills, tools and strategies for working with individuals and teams in education contexts. Participants practice relevant coaching skills and resource sharing with a community of educational leadership coaches. This course equates as 32 coach training hours from ICF.

Pre-requisites: ODL-650A, ODL-650B

CCEUs: 32

Delivery Method: Online

Grading Default: Letter

ODL-654 Orientation & Skills Training, 0 semester credits

This session orients participants to the Evidence Based Coaching program and curriculum; teaches concepts of mindfulness and self-reflection; and involves four face-to-face days of skills training including three observed coach training sessions (required by the International Coach Federation). This course equates as 32 coach training hours from ICF.

Pre-requisites: ODL-650A, ODL-650B

CCEUs: 32

Delivery Method: In person

Grading Default: Credit/No Credit Only

ODL-655 Final Skills Training, 0 semester credits

This session includes the final four days of required face-to-face skills training and 3 observed coach training sessions, training in ethics, and advanced coaching techniques. Participant portfolios are

collected at this training as a requirement for graduation. This course equates as 32 coach training hours from ICF.

Pre-requisites: ODL-632A, ODL-632B, ODL-633A, ODL-633B, ODL-650A, ODL-650B, ODL-654

CCEUs: 32

Delivery Method: In person

Grading Default: Credit/No Credit Only

ODL-656 Final Coaching Exam, 0 semester credits

Each participant must demonstrate coaching capability by coaching a fellow participant for 30 minutes. Coaching engagement is observed and graded by an Evidence Based Coaching faculty member.

Pre-requisites: ODL-632A, ODL-632B, ODL-633A, ODL-633B, ODL-650A, ODL-650B, ODL-654

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

ODL-669 Organizational Development: Origins, Evolution, and Current Practices, 4 semester credits

This course provides a history and overview of the field of organizational development, including the current and projected state-of-the-art. It explores the work of key theorists and contributors to the field of organizational development. The course will identify the basic values, principles, theories, and models for understanding how and why organizations develop, behave and change in the ways that they do, and the practices for leading and managing change at the individual, group and system levels. Foundational concepts, terminology and methodologies needed to understand, design and evaluate applied organizational development interventions will be explored.

Delivery Method: Online

Grading Default: Letter

ODL-670 Leadership: Theory and Practice, 4 semester credits

This course lays a theoretical and practical foundation in leadership. It explores the breadth and limitations of leadership theories (past and present) and traces their evolution. The course looks first at the organization as the context for leadership and how that context influences both leadership and followership. The course also focuses on ways leadership can, in turn, shape the organization. Students connect with their core values and aspirations as a foundation for expanding their leadership capacity. Through the fundamental leadership skills of observation, interpretation, and intervention students become instruments of organizational transformation.

Grading Default: Letter

ODL-671 Leading by Design: Theory and Practice, 4 semester credits

This course focuses on different theories of organizations and their relevance in today's workplace. It provides an overview of leading models of organizational structure, processes, rules, behavior, roles and function. The course considers chaos/complexity theory, addressing organizations as complex adaptive systems, co-evolving with an environment that is often turbulent and non-predictable. Students will critically examine different types of change -- incremental, transitional, transformative and strategic - and how to best enable intentional change from a design perspective. Students will explore their own orientation toward design and their use of self in the design process.

Grading Default: Letter

ODL-672 Group Dynamics: Effective Teams and Group Development, 4 semester credits

This course focuses on group dynamics and the impact of collaborative working teams. Elements of an effective team in various situations is discussed, such as mergers and acquisitions or inter-organizational projects. Students examine how work gets done in virtual or geographically dispersed teams, including the impact of web technologies on group potential, performance, and learning. By simultaneously studying and participating in a group, students gain an understanding of group processes and how to facilitate and collaborate with groups online and face-to-face.

Pre-requisites: ODL-670 or ODL-671.

Grading Default: Letter

ODL-673 Systems: Theory and Practice, 4 semester credits

This course presents an overview of systems theory including the shift from the mechanistic paradigm to one of holism and interrelatedness that focuses on the development of systems thinking habits and skills. Key systems concepts and principles such as interdependence, context, boundaries, feedback, structure, and mental models are explored. Students learn how to use systems thinking and apply systems thinking tools and skills in their everyday lives to address the many complex challenges found in their family, community, and organizational systems.

Grading Default: Letter

ODL-673P Praxis: Systems - Theory and Practice, 2 semester credits

This course presents an overview of systems theory including the shift from the mechanistic paradigm to one of holism and interrelatedness that focuses on the development of systems thinking habits and skills. Key systems concepts and principles such as interdependence, context, boundaries, feedback, structure, and mental models are explored. Students learn how to use systems thinking and apply systems thinking tools and skills in their everyday lives to address the many complex challenges found in their family, community, and organizational systems. This course is only offered in a face-to-face format.

Delivery Method: In person

Grading Default: Letter

ODL-674 Designing and Leading Effective Team Meetings, 4 semester credits

This course provides hand-on experience and real-time feedback in designing and leading participative meetings to ensure that objectives are met while encouraging involvement of others. It pays special attention to crafting key questions for appropriately engaging group members while learning visual tools for working with group input. Students also learn how to give and receive clear and constructive feedback that can be received and acted upon. Students connect course concepts to professional applications.

Grading Default: Letter

ODL-674P Praxis: Designing and Leading Effective Team Meetings, 2 semester credits

This course provides hand-on experience and real-time feedback in designing and leading participative meetings to ensure that objectives are met while encouraging involvement of others. It pays special attention to crafting key questions for appropriately engaging group members while learning visual tools for working with group input. Students also learn how to give and receive clear and constructive feedback that can be received and acted upon. Students connect course concepts to professional applications. This course is only offered in a face-to-face format.

Delivery Method: In person

Grading Default: Letter

ODL-675 Interventions in Multicultural Organizations, 2 or, 4 semester credits

This course begins with an exploration of culture as the foundation of organizational inquiry. We will then move on to examine Self from a cultural perspective. Students address intervention techniques for multi-cultural organizations in trans-national contexts and in single locations with culturally diverse work forces. Critical evaluation of interventions includes reference to international cultural differences in approaches to human resource management. The course addresses ways that culture can influence the potential for individuals and teams to work in autonomous, self-organizing ways versus ways that culture favors more, such as hierarchical, tightly constrained lines of communication and control. Students design interventions for particular problems of their own choosing.

Pre-requisites: ODL-670 or ODL-671.

Grading Default: Letter

ODL-676 Social Methodologies for Transformational Change, 4 semester credits

This course explores two participative and powerful methods for creating change in social systems - Appreciative Inquiry (AI) and World Café. Both approaches consciously engage large groups and systems in effective appreciative conversation for the purpose of large-scale systems transformation. Because appreciative conversation represents a major shift in how organizational development practitioners work with organizations, students will learn the theory and practice of these approaches, particularly as it relates to taking an intentional "stance" from which one engages the world.

Delivery Method: Online

Grading Default: Letter

ODL-676P Praxis: Social Methodologies for Transformational Change, 2 semester credits

This course explores two participative and powerful methods for creating change in social systems - Appreciative Inquiry (AI) and World Café. Both approaches consciously engage large groups and systems in effective appreciative conversation for the purpose of large-scale systems transformation. Because appreciative conversation represents a major shift in how organizational development practitioners work with organizations, students will learn the theory and practice of these approaches, particularly as it relates to taking an intentional "stance" from which one engages the world. This course is only offered in a face-to-face format.

Delivery Method: In person

Grading Default: Letter

ODL-677 Consultative Approach to Change, 4 semester credits

This course provides an overview of consulting models and frameworks. It focuses on the fundamental steps in the consulting process from both a consultant and client perspective. It examines how consulting models can be applied to achieve high impact outcomes. It explores the opportunities and challenges facing internal and external consultants dealing with real world issues. It concludes with an examination of the role of ethics and professionalism.

Delivery Method: Online

Grading Default: Letter

ODL-677P Praxis: Consultative Approach to Change, 2 semester credits

This course explores one model of consultation, using the Gestalt Center for Organization and Systems

Development's (OSD) lens for assessing organizations. Based on the Gestalt OSD training program, this intensive provides you with a combination of theory, conceptual presentations as well as practicum in which you'll practice your intervention skill and receive feedback from other participants and faculty. The Gestalt Center's approach will enable you to develop yourself as an effective instrument of change, focus energy on solving the challenges at hand, as well as create appropriate designs for interventions that consider the consequences for individuals, groups, and the organization level of system. In this residential course, students explore "use of self" in organizations and how to become a better intervener. This course is only offered in a face-to-face format.

Delivery Method: In person

Grading Default: Letter

ODL-678 Developing a Consulting Practice, 2 or, 4 semester credits

This course is designed for people who want to develop a thriving and soul-satisfying consulting practice. They may be aspiring external independent consultants, internal consultants who want to demonstrate their value within their current organizations, or clients who want to achieve desired outcomes from a consultative engagement. The course will be practical and the material will be adaptable to the student's stage of development. Students will learn how to build their identity, develop their practice, and position themselves as trusted advisors.

Grading Default: Letter

ODL-679 Organizations as Living Systems, 2 semester credits

This course explores living systems theory and systems thinking and their application to working with human social systems. A leader, change agent, or intervener must develop new skills to create the conditions for a social system to emerge into a new whole. Students explore how to design and create the conditions for a social system to self-organize to a new and higher level of functioning by "coming along side" the emerging system to midwife it into this higher state of complexity and functionality.

Grading Default: Letter

ODL-680P Praxis: Leadership from a Design Perspective, 2 semester credits

This course explores the notion that leadership is fundamentally an act of design -imagining and implementing the formal and informal structures that enable an organization to get work done, and in the best of organizations, to thrive. The course also explores core attitudes and skills from the designer's toolkit - from beginner's mind through prototyping and experimentation - and show how they can be applied to common leadership challenges such as fostering innovation, enabling collaboration, and managing complexity. Students are asked to use the tools of design throughout the course to understand opportunities, envision and prototype future states, and introduce change in the form of a design experiments that they will be able to apply in their organization contexts. This course is only offered in a face-to-face format.

Pre-requisites: ODL-671

Delivery Method: In person

Grading Default: Letter

ODL-681 Adaptive Leadership: Disciplines and Practice, 4 semester credits

This course focuses on the disciplines and practice of adaptive leadership in complex adaptive systems and explores the qualities of leadership and followership needed for a systemic and holistic approach to designing and leading organizations. Observation, interpretation, and intervention skills are further developed while students work to identify the adaptive challenge and mobilize others to do adaptive work while advancing the purpose of the organization.

Grading Default: Letter

ODL-682 Soul and Spirit in the Workplace, 4 semester credits

This course examines the emerging concepts and literature on the value of soul and spirit in the workplace. We focus on meaningful work and the impact on work performance and explore the alignment of personal and work life on job satisfaction. We explore the leader's role in creating and fostering a meaningful work environment and identify different employee developmental designs and interventions that can be used to promote soul and spirit in the workplace.

Pre-requisites: ODL-669, ODL-670 or ODL-672.

Delivery Method: Online

Grading Default: Letter

ODL-683 Good Work, Meaningful Work, 4 semester credits

This course explores "good work" as the fulfillment of human potential rather than the fulfillment of performance expectations. It examines the social and economic implications of redesigning workplaces to draw on the contributions that people are inherently motivated to provide in the first place. It demonstrates that "meaningful work" can turn conventional economics on its head, as illustrated by the phenomena of wikinomics, the open source movement, and the growth of socially responsible business practices. Students will develop a picture of what "good, meaningful work" means to them personally.

Pre-requisites: ODL-669, ODL-671 or ODL-672.

Delivery Method: Online

Grading Default: Letter

ODL-684 Self as Leader of Change, 4 semester credits

This course focuses on enhancing your skills to influence and mobilize others to accomplish key organizational goals. Through reading and online discussion, the course spotlights leadership principles, complexities, and challenges, as well as students strengths and developmental leadership needs. The course is designed for students who want to increase their knowledge and skills of "Self" as leader.

Pre-requisites: ODL-669, ODL-670 or ODL-672.

Delivery Method: Online

Grading Default: Letter

ODL-685 Personal Leadership Development I, 2 semester credits

The ODL 685-689 series is a sustaining and distinctive thread that runs throughout the entire ODL journey. Personal Leadership Development I - III will focus on community building, relationship development, and fostering deeper understanding of Fielding's history, values and culture. Students practice accessing and increasing self-awareness about their personal history, their current stage of personal development, and their desired future. They engage creatively in learning about themselves, discovering their preferences, evoking their dreams and aspirations, and becoming clear about their gifts and talents. The series is designed to assist students to integrate what they are learning as an ODL student, broaden and deepen their knowledge and skills, and introduce them to the process of inquiry and different ways of knowing as they begin to think about their final project and advance their learning plan.

Delivery Method: In person

Grading Default: Letter

ODL-686 Personal Leadership Development II, 2 semester credits

The ODL 685-689 series is a sustaining and distinctive thread that runs throughout the entire ODL

journey. Personal Leadership Development I - III will focus on community building, relationship development, and fostering deeper understanding of Fielding's history, values and culture. Students practice accessing and increasing self-awareness about their personal history, their current stage of personal development, and their desired future. They engage creatively in learning about themselves, discovering their preferences, evoking their dreams and aspirations, and becoming clear about their gifts and talents. The series is designed to assist students to integrate what they are learning as an ODL student, broaden and deepen their knowledge and skills, and introduce them to the process of inquiry and different ways of knowing as they begin to think about their final project and advance their learning plan.

Delivery Method: In person

Grading Default: Letter

ODL-687 Personal Leadership Development III, 2 semester credits

The ODL 685-689 series is a sustaining and distinctive thread that runs throughout the entire ODL journey. Personal Leadership Development I - III will focus on community building, relationship development, and fostering deeper understanding of Fielding's history, values and culture. Students practice accessing and increasing self-awareness about their personal history, their current stage of personal development, and their desired future. They engage creatively in learning about themselves, discovering their preferences, evoking their dreams and aspirations, and becoming clear about their gifts and talents. The series is designed to assist students to integrate what they are learning as an ODL student, broaden and deepen their knowledge and skills, and introduce them to the process of inquiry and different ways of knowing as they begin to think about their final project and advance their learning plan.

Delivery Method: In person

Grading Default: Letter

ODL-688 Personal Leadership Development IV, 2 semester credits

The ODL-685-689 series is a sustaining and distinctive thread that runs throughout the entire ODL journey. Personal Leadership Development IV is designed to assist students as they begin their Master's Project (ODL-690) to develop their specific action inquiry proposal for the final project. The process involves each participant leading a discussion on a focused intervention to produce change or increase knowledge (or both), with a small group of colleagues and faculty serving as scholar/practitioner consultants. In addition, Personal Leadership IV and V shift intention and attention from internal to external considerations and from the student declaring their vocation to their claiming their "work in the world." Through the development of a formal Learning Commitment, students define their vocation (interpreted as the intersection between their deep gladness and their contribution to the world) and design their own plan of action to declare and claim it. Students reflect on how they are showing up in their external environments, where they are experiencing their learning edge as well as their "deep gladness," and how their Theory of Practice and Learning Commitments align with their values and deep purpose. Students reflect more deeply on their external engagements while building their capacity to reflect "in action" as well as "on their action."

Pre-requisites: ODL-685

Delivery Method: In person

Grading Default: Letter

ODL-689 Personal Leadership Development V, 2 semester credits

The ODL-685-689 series is a sustaining and distinctive thread that runs throughout the entire ODL journey. Personal Leadership Development IV is designed to assist students as they begin their Master's Project (ODL-690) to develop their specific action inquiry proposal for the final project. The

process involves each participant leading a discussion on a focused intervention to produce change or increase knowledge (or both), with a small group of colleagues and faculty serving as scholar/practitioner consultants. In addition, Personal Leadership IV and V shift intention and attention from internal to external considerations and from the student declaring their vocation to their claiming their "work in the world." Through the development of a formal Learning Commitment, students define their vocation (interpreted as the intersection between their deep gladness and their contribution to the world) and design their own plan of action to declare and claim it. Students reflect on how they are showing up in their external environments, where they are experiencing their learning edge as well as their "deep gladness," and how their Theory of Practice and Learning Commitments align with their values and deep purpose. Students reflect more deeply on their external engagements while building their capacity to reflect "in action" as well as "on their action."

Delivery Method: In person

Grading Default: Letter

ODL-690 Master's Project I, 4 semester credits

This is the first of a two-trimester course sequence in which students complete and submit a Master's Project that: (a) identifies one or more theoretically or practically significant questions relevant to the student's organization and/or the field of ODL; (b) critically reviews the literature and other resources with respect to theory and real-world examples relevant to their question(s); (c) where appropriate, integrates and builds on relevant models and practices; (d) proposes an organizational intervention project that contributes to our knowledge about their key question (s) and (e) describes a range of reasonable project outcomes and their implications, including a critical assessment of potential unintended outcomes. The course emphasizes rigor in the students' work in terms of theory, inquiry, reflection and action.

Pre-requisites: ODL-669 or ODL-673, ODL-670, ODL-671, ODL-672, ODL-685.

Grading Default: Letter

ODL-691 Master's Project II, 4 semester credits

This is the second of a two-trimester course sequence in which students complete and submit a Master's Project that: (a) identifies one or more theoretically or practically significant questions relevant to the student's organization and/or the field of ODL; (b) critically reviews the literature and other resources with respect to theory and real-world examples relevant to those questions; (c) where appropriate, integrates and builds on relevant models and practices; (d) proposes an organizational intervention project that contributes to our knowledge about those questions and (e) describes a range of reasonable project outcomes and their implications, including a critical assessment of potential unintended outcomes. The course emphasizes rigor in the students' work in terms of theory, inquiry, reflection and action.

Pre-requisites: ODL-690

Grading Default: Letter

Psychology (PSY) Courses

PSY-RSS02 Scholarly Argument, 1 semester credit

This research skills seminar will provide didactic material on using evidence, making and organizing a scholarly argument, and synthesizing the existing literature. The seminar includes a number of writing and conceptualization exercises to create a scholarly argument for a proposed new study based on several articles provided by the instructor. Developing a scholarly argument is an essential skill required in writing scholarly papers for other classes as well as for the development of a dissertation or any other research report.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Objective:

1. Develop critical reviewing skills.
2. Understand how a body of knowledge is developed.
3. Develop proficiency in focused note-taking and outlining of critical arguments.
4. Understand how to adapt visual maps and diagrams to his/her understanding of existing literature.
5. Be able to synthesize existing literature as assigned by the instructor.
6. Be knowledgeable about how to develop a research question which results from the reading of the assigned literature.
7. Be competent in outlining an argument for a study to be proposed that answers the research question.
8. Be proficient in writing a paper including a critical review of the literature built around a scholarly argument.

PSY-RSS03 Questionnaire Construction, 0.5 semester credits

In this course students will learn the theory and practice of questionnaire construction, whether creating a simple background questionnaire, or developing more complex instruments. The focus of this seminar will be to design questionnaires to be used for research purposes rather than clinical applications. Students will also get practice and guidance on using Word or WordPerfect to format questionnaires in a way that invites participants to complete them and avoid confusion, which can lead to unusable responses. Web-applications are also covered.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Objective:

1. Demonstrate an understanding of when to use questionnaires.
2. Demonstrate the ability to design a questionnaire that will elicit appropriate information from respondents.
3. Demonstrate an understanding of questionnaire formatting, coding and data entry.
4. Demonstrate an understanding of how questionnaire design impacts return rates.
5. Demonstrate the ability to develop and administer a questionnaire using web-based applications.

PSY-RSS04 Presenting Research: Matters of Form, 0.5 semester credits

Introduces students to the two potential formats for School of Psychology dissertations. Helps student understand what information should be contained in the various chapters and sections of a dissertation using either format. Provides extensive training in the logic and methods for table construction using APA format.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Objective:

1. Understand the differences between quantitative, qualitative, mixed methods, and theoretical dissertations.
2. Understand the structural specifications for the traditional and for the alternative "publication-ready" dissertation format.
3. Be able to prepare the written dissertation according to APA and FGU style requirements.
4. Know what belongs in each section of the dissertation.
5. Be able to prepare simple statistical tables using APA format.

PSY-RSS05 Publishing and Presenting Scholarly Work, 0.5 semester credits

This seminar is designed to help students prepare research publications and presentations. Differences among outlets will be discussed (e.g. refereed journals, books, book chapters, posters, panel presentations, individual presentations). All significant aspects of the process will be covered, including planning and preparation, authorship issues, developing the proposal, the review process, writing the actual article or presentation, visual aids, and making the presentation. Students should come prepared with either a plan for a presentation or publication based on actual work, or a fictional plan. Details will be sent to registered students in advance of the seminar.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Objective:

1. Know conventions of APA style.
2. Be able to present an argument cogently in writing.
3. Be able to present results of both quantitative and qualitative studies clearly and meaningfully, including the use of tables and graphic methods appropriate to each type of analysis.
4. Be able to discuss findings in journal articles, posters, and oral conference presentations.

PSY-RSS07 Sample Size, Effect Size & Power Analysis, 0.5 semester credits

The goal of this Research Skills Seminar is to introduce students to power analysis. Students will learn the relationships between power, effect size, Type I and II error and sample size. The Seminar requires the use of both SPSS and G-Power statistical software. At the conclusion of the seminar students will be able to determine appropriate sample sizes for a variety of research designs and statistical analyses, and be able to write a scientifically supportable sample size estimate for a grant proposal or dissertation. Students will understand the concept of power and its relationship to effect size and sample size. Students will have a clear understanding of the difference between "effect size" and "statistical significance."

Pre-requisites: PSY-717

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Objective:

1. Understand the concept of statistical power and its relationship to effect size, sample size and Type I and II error.
2. Understand the difference between "effect size" and "statistical significance."
3. Be able to conduct a power analysis for a variety of statistical models using G-Power software.
4. Be able to determine appropriate sample size estimates for a variety of statistical models.
5. Be able to write a scientifically supportable sample size estimate for a grant proposal or dissertation.

PSY-RSS08 Testing/Mediating/Moderating Hypotheses, 1 semester credit

The goal of this Research Skills Seminar is to provide students with a framework for understanding moderation and mediation in the context of statistical modeling. At the conclusion of the seminar students will understand mediating and moderating relations, and will be able to test mediating and moderating relations using SPSS. Students will be exposed to modern approaches to testing moderating relationships that move beyond the Baron and Kenny model, including bootstrapping methods and structural modeling approaches.

Pre-requisites: PSY-717

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Objective:

1. Understand the conceptual differences between mediating and moderating relations.
2. Be able to test moderating relations using ANOVA and MRA.
3. Understand modern approaches to testing moderating relationships that move beyond the Baron and Kenny model, including bootstrapping methods and structural modeling approaches.

PSY-RSS14 Advanced Topics in SPSS, 0.5 semester credits

The goal of this Research Skills seminar is to guide students in more advanced use of SPSS. It is assumed that students will have some familiarity with the software (i.e. creating data files, running basic procedures) which they will have obtained in prerequisite courses (PSY-716A). The seminar will emphasize data manipulation and management and introduces students to working with syntax. Particular attention will be given to the creation and modification of variables, archival data, merging data sets, and creating sub-sets of data files.

Pre-requisites: PSY-716A or PSY-717

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-RSS15 Factor Analysis and Structural Equation Modeling, 1 semester credit

This Research Skills Seminar will introduce students to both principal components analysis (PCA) and confirmatory factor analysis (FA) and will explore the use of statistical techniques that fall under the general heading of structural equation modeling. Students will learn the distinctions between PCA and FA, the difference between orthogonal and oblique rotation, and principles for interpreting the results of these analyses. Students will explore what it means to develop a "causal model" and the logical principles that underlie the concept of causation. Examples of structural equation models and measurement models will be presented using the AMOS software program. Students taking this seminar should have a good knowledge of intermediate statistics, including regression analysis, and should have completed applicable pre-requisite courses.

Pre-requisites: PSY-716A and PSY-717

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-RSS20 Research Intensive: Qualitative, 1.5 semester credits

The purpose of this course is to introduce students to the essentials of conducting qualitative research in psychology. The course involves a combination of lecture, discussion, and experiential formats and consists primarily of students working as a group to fabricate a qualitative (interview) study on an assigned topic and use previously collected narrative data to learn the skills of research design, coding and data analysis, and generating hypotheses and deriving theoretical implications in relation to existing research literature.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Objective:

1. Know the differences between quantitative methods and qualitative methods of research.
2. Know the defining characteristics of qualitative research.
3. Be familiar with research questions and procedures from different qualitative traditions, including phenomenology, grounded theory, and narrative approaches.
4. Know how to code, analyze, and draw conclusions from qualitative data from a general grounded theory perspective.

PSY-RSS21 Interviewing for Qualitative Research, 1 semester credit

This seminar will be conducted primarily as a workshop, the goal of which will be to reflect upon and to improve our skills as interviewers in the context of qualitative research. Such interviewing has as its goal an in-depth understanding of another person and attempts to understand what is not said as well as what is. In this seminar, we will take up the problems of orienting to the interview through a clear conceptualization of the research question and we will consider the interrelationship between the theoretical context that frames the research and the actual interaction in the interview with the participant. Taking a close look at the interview itself, we will focus on understanding the interpersonal process and thinking about how best to invite the data. Throughout, we will keep in mind the question: What does it mean to know another person? Students will conduct interviews and receive feedback about their interviewing strengths and will explore the interpersonal aspects of the interviews they conduct. Each seminar member should be prepared both to interview other people and also to be a subject of an interview. There will be a written assignment between the first and second day-long class sessions. Students should come to the seminar having completed the assigned readings and also outfitted with a voice recording device.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Objective:

1. Know how to frame an interview in line with the conceptual questions of the research.
2. Frame an experience-near interview plan.
3. Know how to reflect on and manage the interpersonal aspects of the interview.
4. Practice the empathic response in an interview.
5. Review the ethics of the interview.

PSY-RSS22 Analyzing Narrative Interviews, 0.5 semester credits

This Research Skills Seminar focuses on reading and interpreting narrative texts for research purposes. We will together engage in a close reading of the text of one or two interviews attending to multiple levels of meaning, development of themes, and the different approaches inherent in single case and cross-case analysis. Students will be required to do a write-up of the interview(s) demonstrating competence in the skills taught.

Pre-requisites: PSY-RSS21 Recommended

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Objective:

1. Know different approaches to reading narrative interviews for research purposes.
2. Understand the epistemological assumptions that ground qualitative analysis.
3. Apply at least one approach to a research interview text.

PSY-RSS23 Qualitative Data Analysis, 0.5 semester credits

Introduces students to an array of data analyses techniques that are related to qualitative research

methods tracing the logic between the method, the privileged way of knowing (epistemology), data collection sources, data analysis and results. Methods included will be generic qualitative, narrative, phenomenology, heuristic, grounded theory, participant action research, co-inquiry and ethnography. Data sources reviewed are open ended qualitative interviews, short answer questionnaires, field notes, stories or narratives, archival materials and focus groups. Data analyses examples will include various forms of content analysis, open ended coding, code book applications and composite stories among others. Discussions and examples will show how to assess the fit between a research question and a possible research method. Students will code a narrative data set using Dedoose. Students are required to purchase a one month subscription to Dedoose prior to the workshop.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Objective:

1. Understand the link between a research method, data collection sources, and data analysis.
2. Be able to read and understand scholarly research articles using a variety of qualitative data analyses including content analysis and composite stories.
3. Be able to present, critique, and discuss scholarly research articles with emphasis on defining the research methods, data collection, and analysis as related to results.
4. Understand validity issues as related to data analysis.

PSY-RSS24 Introduction to Content Analysis, 0.5 semester credits

Content analysis is a method for analyzing data collected as texts or images. These types of analyses identify major themes and categories that appear in the data and determine common themes. In this introductory workshop, participants will learn the definition of categorical content analysis, and its place in the world of qualitative research. A review of qualitative research articles and their related data collection methods will inform methods of how categorical content can be used to create themes. Lieblich's (Lieblich, Tuval-Mashiach & Zilber, 1998) four quadrant model of content analysis will be the conceptual frame for understanding the categorical approach. Students will share summaries of qualitative research articles, and practice coding narrative produced during the workshop. Finding patterns in human experience in context will enrich students' understanding of qualitative research.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Objective:

1. Define epistemological assumptions of qualitative research, including human experience in context and rich description.
2. Discuss and review examples of Lieblich's model of content analysis including categorical content analysis, categorical form, holistic content analysis and holistic form analysis. Use open coding on student produced narratives.
3. Present content analysis methods for reliability, coding, and constructing themes used in two current research articles chosen by students.
4. Create a content analysis research outline.

PSY-RSS26 Introduction to Qualitative Research, 1 semester credit

This research skills seminar provides an overview of different approaches to qualitative research (e.g. phenomenological, ethnographic, grounded theory). A focus of the seminar will be on understanding the paradigm shift required to do qualitative research. Data collection and data analysis approaches will be explored. A number of exercises will be included. In order to earn 1 unit students will need to attend the entire seminar and complete the homework assignment.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Objective:

1. Understand the primary assumptions of the quantitative and qualitative paradigms.
2. Understand the following terms: quantitative, qualitative, epistemology, positivistic, non-positivistic, open ended qualitative interviews, ethnography, participant action research, phenomenology, participatory/action research, hermeneutics, narrative, grounded theory, case study, critical theory, ethnomethodology, heuristics and hermeneutics.
3. Be able to critically review a qualitative research journal article.

PSY-RSS27 Pre-Dissertation Seminar, 0.5 semester credits

This seminar will be given at National sessions and Research and Clinical Sessions. Each student brings a conceptual idea, and preliminary ideas regarding the niche for their research. This requires a 2-3 page paper outlining their ideas.

Pre-requisites: Recommended: PSY-701A, PSY-701B

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Objective:

1. Understand the basic epistemological assumptions and tenets that underlie the student's focus for scientific inquiry.
2. Become familiar with possible research methods that would be appropriate to the student's focus of inquiry.
3. Be able to apply ethical standards to the student's arena of study. Document sensitivity to identified groups that might be recruited for the dissertation proposal.
4. Be able to articulate an overview of a scholarly argument.

PSY-500 Foundations of Doctoral Study, 4 semester credits

All new students must complete a series of orientation activities designed to prepare students for success in the program. Online activities provide an overview of program requirements, library resources, and the online learning environment. These activities include an overview of professional conduct expectations, and how students will be assessed throughout their program regarding those expectations. During a six-day in-person orientation, students work with faculty and advanced students, primarily in a small group format, to familiarize new students with our learning model and to help new students develop a personalized and sequenced plan of studies called a Learning Plan. Your Learning Plan serves as a blueprint of your individual graduate studies specifically in relation to the program's requirements and your academic background, prior professional training, and special interests.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-500A Foundations of Post-Doctoral Study, 4 semester credits

All new students must complete a series of orientation activities designed to prepare students for success in the program. Online activities provide an overview of program requirements, library resources, and the online learning environment. These activities include an overview of professional conduct expectations, and how students will be assessed throughout their program regarding those expectations. During a six-day in-person orientation, students work with faculty and advanced students, primarily in a small group format, to familiarize new students with our learning model and to help new students develop a personalized and sequenced plan of studies called a Learning Plan. Your Learning Plan serves as a blueprint of your individual graduate studies specifically in relation to the program's requirements and your academic background, prior professional training, and special interests.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-501 Introduction to Clinical Psychology, 4 semester credits

Overview of major subdisciplines of psychology with emphasis on clinical psych; includes reading, discussing, and writing about primary sources and current research; explores distinctions among mental health disciplines; includes introduction to DSM-5, psychology ethics, and research on psychotherapy.

Delivery Method: Distance/Electronically Mediated

Note: This course may be waived if student completed a graduate degree in clinical psychology from a regionally accredited U.S. university within the past 10 years.

Grading Default: Letter

PSY-502 Critical Thinking in Clinical Psychology, 4 semester credits

Enhances critical thinking skills related to issues in the field of clinical psychology.

Delivery Method: Distance/Electronically Mediated

Note: This course may be waived if the student scored a 4.5 or higher on the analytical writing portion of the GRE; or earned a PhD in any subject area from an accredited U.S. university within the past 10 years.

Grading Default: Letter

PSY-503 Scholarly Writing in Clinical Psychology, 4 semester credits

Enhances scholarly writing and APA style skills related to clinical psychology topics.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-504 Clinical Psychology Research Lab, 2 or 4 semester credits

This course provides students with hands-on experience designing, conducting, and disseminating clinical psychology research. Consistent with a clock hour to credit ratio of 40:1, students taking the course for 2 credits will complete approximately 5 hours per week of lab/research work, while students taking the course for 4 credits will complete approximately 10 hours per week of lab/research work. The default expectation is 2 credits over two terms each. Students who enroll for 4 credits in one term need special permission from the Program Director.

Delivery Method: Distance/Electronically Mediated

Grading Default: Credit/No Credit Only

PSY-525 Foundations of Critical Theory, 4 semester credits

This course addresses basic competencies relevant to student work in media psychology: academic writing from the perspective of organization and expression, generating a research question and following the research process, critical thinking, narrative structure, diversity, and ethics. The objective of this course is not mastery, but rather to familiarize students with these fundamental competencies, which they will further develop throughout their programs. Online activities provide an overview of program requirements, library resources, and the online learning environment. These activities include an overview of professional conduct expectations, and how students will be assessed throughout their program regarding those expectations.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-526A Generating and Gathering Evidence, 6 semester credits

PSY 526A is the first course in the 526 Media Psychology research sequence. The course builds on the idea of research as a process of generating evidence as a warrant for a knowledge claim. The focus of the course is on the production and collecting of research evidence. Topics covered include the difference between gathering evidence about media and persons, the different properties of numeric and verbal/image evidence, methods for generating and gathering qualitative and quantitative data. Emphasis is given to the use of instruments for measuring media and psychological constructs. Students are introduced to the use of IBM SPSS to develop displays and statistical descriptions of numeric data.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-526B Analysis of Evidence, 6 semester credits

PSY 526B is the second course in the 526 sequence. The course builds on the understandings and skills developed in PSY-526A. A distinction between knowledge claims about local situations and about properties of populations divides the course's two sections. The first section is focused on the production of local knowledge claims by different kinds of qualitative analyses, and the second section examines the production of general knowledge by different kinds of quantitative analyses.

Pre-requisites: PSY-526A

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-526C Types of Claims in Media Psychology, 6 semester credits

PSY 526C is the third course in the 526 sequence. The course begins with a continuation of the examination of complex numeric designs and their statistical tests with a focus on factorial designs. Then media faculty members present descriptions and examples of media research. The final section addresses construction of a literature review and the procedures for writing a research proposal.

Pre-requisites: PSY-526A, PSY-526B

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-527 Asmt- Other Objective Personality Tests, 0.5 semester credits

This lab will briefly review several of the objective personality tests frequently used by psychologists. The emphasis will be on the PAI (Personality Assessment Inventory) and the MCMI-III (Million Clinical Multiaxial Inventory III). The 16PF, CPI, and NEO will be discussed briefly. The reasons for selecting one of these tests as part of an assessment battery will be discussed. Students will gain practice in the administration, scoring, and interpretation of the PAI and the MCMI-III.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-528A Asmt- Introduction to CBT, 0.5 semester credits

This 1-day training workshop will acquaint students with domain specific self-report and structured interview-based measures of several DSM-IV Axis I mental disorders (particularly anxiety and depression). Students will be exposed to the underlying logic of this type of assessment for empirically supported psychological interventions, as well as how to specify outcomes for which clinical significance can be determined.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-528B Asmt- CBT Case Formulation, 0.5 semester credits

This lab focuses on idiographic case formulation principles and techniques widely utilized by cognitive-behavioral therapists. Specific examples of case formulations applied to the assessment of the major DSM-IV Axis I mental disorders will be reviewed, and students will develop cognitive-behavioral case conceptualizations of two of their own cases.

Pre-requisites: PSY-528A

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-528C Asmt- CBT Integration, 0.5 semester credits

The purpose of this lab is to familiarize students with a psychological report format that integrates cognitive-behavioral domain specific client self-report measures, and structured interview based measures of DSM-IV Axis I mental disorders, with objective psychological tests such as the WAIS-III and the MMPI-2, in order to provide clear, behaviorally specific assessments and treatment recommendations. Students will learn how to develop a CBT treatment plan from the case formulation, and then present the results of the assessment and the treatment recommendations to the client using an interactive discussion based on Finn's therapeutic assessment model.

Pre-requisites: PSY-528A, PSY-528B

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-532A Asmt- Rorschach Coding Accuracy, 1.5 semester credits

Hands-on training in the administration, scoring and interpretation of the Rorschach (Exner system) Labs contain a combination of online and face-to-face formats; faculty may require successive completion of components at the three expertise levels.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-532B Asmt- Rorschach Administration & Inquiry, 1 semester credits

Participants in this lab will sharpen their Rorschach inquiry skills. At the in-person session, participants will practice administration and inquiry under close supervision. During each of the on-line sessions, participants will be presented with Rorschach responses and will formulate inquiry questions in real time. The questions themselves will be discussed in terms of their effectiveness in eliciting the desired coding information. Students must have the ability to download the necessary software for the class, have instant messaging capability, and a sound card and microphone.

Pre-requisites: PSY-532A

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-532C Asmt- Rorschach Structural Summary, 1 semester credits

Offers hands-on training in the administration, scoring and interpretation of the Rorschach (Exner system). Contains a combination of online and face-to-face formats; faculty may require successive completion of components at the three expertise levels.

Pre-requisites: PSY-532A, PSY-532B

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-532E Asmt- Adv Rorschach: Transition from the Comprehensive System to the R-PAS, 0.5 semester credits

This course will introduce and orient you to the new Rorschach Performance Assessment System (R-PAS). It will review the coding and variables for which there is sufficient empirical support and discuss those variables that have been eliminated. Reliability and validity of the new system will be examined. Familiarity with the Comprehensive system is required. Students must have taken PSY-532A and PSY-532B (or have administered the test and have been supervised in practicum. Students will be required to purchase the new manual prior to attending the course. Manuals can be obtained at <http://www.r-pas.org/>.

Pre-requisites: PSY-532A

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-533 Foundations of Media Psychology, 4 semester credits

Media psychology is the application of psychological theory and research to the analysis of media and technology use, development and impact. This course introduces six major domains in psychology--cognitive, social, developmental, biological/neuroscience, individual differences and positive--to provide a foundation for approaching media technologies from multiple dimensions. We will spend time exploring the question "what is media psychology" to think about why a definition matters and to give students the chance to examine their assumptions about media and technology. Each week we will address different topics in the current media landscape, such as social media, collective behaviors, games, media immersion, transmedia messaging, mobile devices and global impact, to see how different perspectives in psychology provide relevant theoretical and practical anchors. In every area, we will be evaluating media technologies based on: 1) inherent physical and psychological attributes; 2) impact on individuals and society; 3) design implications; and 4) user experience. The final project will focus on media's ability to leverage ideas, cross boundaries, and connect people applied to the question: how can media technologies create social change?

Delivery Method: In person/Blended

Grading Default: Letter

PSY-534A Asmt- WISC-IV Administration & Scoring, 1 semester credit

This lab introduces the administration and scoring of the WISC-IV. First the instrument is reviewed subtest by subtest. Then, the participants receive hands-on training in this widely used measure of intelligence through practice administrations and scoring the protocols under supervision.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-535 Asmt- Evaluation of Addictions, 1 semester credit

Substance use disorders are prevalent among those seeking mental health treatment and yet such disorders are often overlooked or mistaken for psychological disorders. It is critical that psychologists develop the skills necessary to assess for substance related disorders as well as the behavioral/process addictions that so often accompany them. The primary purpose of this lab is to help students to develop a clearer picture of the scope of addictive behaviors and learn how to identify, assess, and diagnose such problems.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-536 Asmt- WPSI-R, 1 semester credit

The WPSI-R, a scale of intelligence for 3-7 year old children will be taught in this lab. Theory behind child assessment and individual sub-test meanings will be delineated. Correct scoring of sub-tests, verbal, performance and total scores will be taught. Students will have the hands-on opportunity to administer the test items in practice and practice scoring the test.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-537 Asmt- Malingering & Deception, 1 semester credit

This is an advanced lab. Basic stats, MMPI-2 and WAIS-III are minimum prerequisites. In this lab we will review the issues of feigning, malingering, and problematic response styles in psychological assessment. These issues are important to assess in any psychological evaluation where issues of primary or secondary gain are significant. This includes all forensic settings and any evaluations where disability issues are or may become relevant. In this lab we will review conceptual frameworks for understanding and describing the issues related to feigning and malingering, particularly Richard Rogers' work. Participants will learn to administer the SIRS and each student will do a practice demonstration. We will score the SIRS and discuss interpretation and reporting of the results. Additionally, the utility of information from other tests such as the MMPI-2 will be discussed. Finally, a variety of other instruments for the assessment of feigning and malingering will be reviewed, including several designed to assess lack of effort in cognitive assessment.

Pre-requisites: PSY-710B or PSY-710C

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-560C Asmt- Forensic Assessment, 1 semester credit

Will focus on a variety of legal questions and the strategies for answering those questions. Specific forensic tools will be reviewed such as the SIRS, the Georgia Court Competency Test, and the MacArthur approach to competency. More general instrumentation will be considered as it applies to forensic questions (including MMPI-2, cognitive assessment, and projectives, especially Rorschach). The importance of interviewing and its adaptation to forensic purposes will be presented.

Pre-requisites: PSY-708, PSY-709. In addition, one from each of the following four sequences: 1) PSY-710A or PSY-710B; 2) PSY-710C; 3) PSY-710D1, PSY-710D2, PSY-710E.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-564 Asmt- The Luria-Nebraska Demonstration, 1 semester credit

This lab is a demonstration of The Luria-Nebraska Examination. The demonstration will include administration, scoring, interpreting and reporting the findings of a complete battery.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-566 Asmt - Clinical Assessment in Health Psychology, 1 semester credit

This lab focuses on clinical assessment principles and techniques widely utilized by health psychologists. Emphases will include professional, ethical, and diversity issues faced by health psychologists performing psychological assessments in medical contexts, as well as guidelines for effective practice in these settings. Specific approaches to the assessment of several representative types of patients often seen by health psychologists will be considered.

Pre-requisites: One from: PSY-710A, PSY-710B, PSY-710C

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Objective:

1. Familiar with the major types of assessment measures used by health professionals in the clinical assessment of medical patients.
2. Familiar with the key clinical/psychological issues in medical patients.
3. Familiar with various select medical conditions and specific clinical assessment techniques for each of them.

PSY-567 Asmt- Clinical Interview Idiographic, 0.5 semester credits

Supervised practice in person-centered interviewing, with emphasis on implications for diagnostic and therapeutic implications of findings.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-569 Asmt- Clinical Interview Structured, 0.5 semester credits

Supervised practice in the use of objective clinical information-gathering techniques.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-580D Asmt- MMPI-2-RF: Transition from MMPI-2, 0.5 semester credits

This one day seminar will review the changes involved in the new MMPI-2-RF. The rationale for the restructured format change will be delineated, and an overview of the 50 MMPI-2-RF scales will be provided. An interpretive strategy specific to the MMPI-2-RF will be offered, and case materials will be provided for practice in interpretation. Prerequisites: Completion of PSY-580 or a working knowledge of and initial skill interpreting the MMPI-2.

Pre-requisites: PSY-710C

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-582 Asmt- Mental Status Examination, 0.5 semester credits

Practice in collecting mental status information along the relevant dimensions of psychological functioning.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-583 Asmt- Assessment of Autism, 0.5 semester credits

This course will review the common features and symptoms associated with an Autism spectrum disorder and survey the most commonly used instruments that are used to assess children and adults. Diagnostic differences between Autism and Social Communication Disorder (DSM-V) will be discussed, as well as the classification of Asperger's Disorder (DSM-IV). Students will observe an administration and scoring of the Autism Diagnostic Observation Scale (ADOS2), have the opportunity to score the GARS and GADS, and learn how to use other techniques that are commonly used in a comprehensive evaluation for autism. Students will review comprehensive evaluation reports.

Delivery Method: In person

Grading Default: Credit/No Credit only

PSY-584 Asmt-Psychosocial History Ideographic, 0.5 semester credits

This lab focuses on integrating important psycho-historical information in the context of a clinical interview. The material will be covered didactically as well as experientially. Handouts of key topics to be covered in psychosocial history-taking will be provided by the instructor.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-585 Media Psychology Practicum, 4 semester credits

The purpose of the Media Psychology Practicum is to obtain skills in the hands-on application of theory, technology and practice of media applications necessary to conduct independent research in the field of media psychology. The practicum includes experience in any relevant phase of research, creation, production or assessment under the direct supervision of a Media Psychology faculty member and/or an accredited professional in the media or enabling technology industries. The purpose of this requirement is to complement the more didactic and independent learning about media that occurs in other contexts in order to develop the student's media competencies. The amount and types of practicum training necessary to achieve those competencies will vary as a function of the entering student's prior research education, training, and experience. The student may require more than the minimum hours of training in order to develop the competencies needed to conceptualize and carry out doctoral-level research and application. Media Psychology practicum training activities follow an apprenticeship model and include the following types of activities: (a) serving as an apprentice or an assistant to a qualified media producer; (b) assisting another student with supervised dissertation research or application under the supervision of that student's dissertation committee chair; (c) conducting a pre-dissertation media application under faculty supervision; (d) participating in a Fielding-sponsored institutional media project; (e) participation in Hands-On Media Labs offered at research and national sessions, in clusters, and online; (f) collaborate in the actual production, editing and/or engineering of a media or multimedia project; (g) participating in the research, design and production of a presentation for delivery before a professional audience or specialty application; (h) any other applied media activity approved by a Media Psychology faculty member.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

PSY-588 Asmt- Forensic Evaluation in Criminal Settings, 0.5 semester credits

This lab focuses on the practical aspects of conducting and reporting on a forensic psychological evaluation in criminal settings. Students must have a basic working knowledge of clinical interviewing and minimally to have completed PALS on WAIS and MMPI. We will examine the various legal issues that a criminal forensic psychologist may be asked to consider, including various competencies (trial, sentence, Miranda waiver), the capacity of a minor to be tried as an adult, criminal responsibility (insanity, extreme emotional disturbance, diminished capacity), criminal intent, suggestibility/coercion, false confessions, sentencing issues, capital mitigation, and dangerousness. A model for conducting forensic psychological exams will be provided, and the use of defendant and collateral interviews, psychological tests, reviewing records and discovery will be presented. Practical issues relating to the determination of malingering will be reviewed, and special problems associated with unusual diagnoses will be considered. The preparation of psychological reports in a criminal setting will be reviewed, and a sample report presented for discussion.

Pre-requisites: PSY-710B, PSY-710C

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Objective:

1. Familiar with various types of legal competency in criminal cases and understand the role of psychologists in assessing competency.

2. Able to distinguish between competency and criminal responsibility.
3. Understands the role of psychologists in assessing criminal responsibility.
4. Familiar with common methods for assessing malingering in criminal evaluations.
5. Understands best practices in conducting forensic assessments in criminal cases.

PSY-589 Asmt- MMPI-A, 0.5 semester credits

Administration, scoring and application of the adaptation of the MMPI for use with adolescents.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-590B Asmt- Intermediate MMPI-2 Interpretation, 0.5 semester credits

Practice in the interpretation of MMPI-2 profiles.

Pre-requisites: PSY-710C

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-590C Asmt- Advanced MMPI-2 Interpretation, 0.5 semester credits

Practice in advanced interpretation of profiles, special scales and special populations.

Pre-requisites: PSY-590B or PSY-710C

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-591 Asmt- Forensic Evaluations in Personal Injury and Employment Discrimination, 0.5 semester credits

This lab will explore the basic concepts of personal injury forensic work while addressing the specific legal and psychological issues associated with employment discrimination and harassment. Students will learn basic evaluation strategies and protocols for performing such evaluations and preparing expert reports as well as providing expert testimony.

Pre-requisites: PSY-710G or PSY-800B.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-593 Asmt- WISC Administration & Scoring, 1 semester credits

This lab introduces the administration and scoring of the most current version of the WISC. First the instrument is reviewed subtest by subtest. Then, the participants receive hands-on training in this widely used measure of intelligence through practice administrations and scoring the protocols under supervision. Last, the participants will gain experience with basic interpretation.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-594 Applied Research Practicum: Media Psychology, 0.5-4 semester credits

The Applied Research Practicum is designed for students seeking to research and publish topics in academic journals or other juried media (books, e-journals, etc.) and/or for students seeking to research and present topics before professional or academic audiences. This practicum is offered under the supervision of Media Psychology Faculty. It may apply to publication or presentation outside those offered by the Media Faculty, at an external site, but must be supervised by a Media Psychology faculty member. Unit credit for activities under this practicum may range from 0.5 to, 4 semester credits. The maximum that may be accrued is 4 semester credits.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

PSY-599 Residency Hours Completion, 0 semester credits

To support full participation in the Fielding learning community, the Clinical Psychology program has a residency requirement specifying a minimum amount of contact with faculty members in a variety of activities. The residency requirement consists of a minimum of 600 hours of demonstrated, face-to-face faculty-student contact in a variety of contexts. Students maintain a residency log on which faculty verify the hours of contact between the student and faculty during cluster meetings, regional and national sessions, and other times throughout the student's tenure at Fielding. Students must complete and document 150 hours of residency in year one of their enrollment and another 150 hours in year two; the remaining 300 hours can be completed during the remainder of their student tenure at Fielding. In addition, students must document attendance at two day's worth of professional conferences during their student tenure in order to complete this requirement.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-625A Asmt- Thematic Apperception Techniques (TAT) Introduction, 1 semester credit

Covers introduction and administration of the TAT

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-625B Asmt- Thematic Apperception Techniques (TAT) Interpretation, 1 semester credit

This lab covers interpretation at the intermediate level.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-625C Asmt- Advanced Thematic Apperception Techniques (TAT) Interpretation, 1 semester credit

This lab covers advanced interpretation of TAT.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-626 Special Topics in Forensic Psychology Lab, 1 or 2 semester credits

This lab will focus on specific legal questions and the strategies and tools for answering them. A student can take this course more than once as long as the focus of the assessment and assessment tools or their use differs.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-627 Asmt- Projective Drawings, 0.5 semester credits

Administration, scoring and interpretation of projective drawings. Participants may be asked to practice on each other.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-628 Special Topics Practicum: Media Psychology, 0.5-1 semester credits

Workshops, seminars, conferences and special topics designated as PSY-628 accrue credit toward the 4 unit (generally 8 day) residency requirement required prior to the formation of a dissertation committee. Generally, each face-to-face workshop is valued at .5 credit hours per day. Multi-day workshops are valued at a maximum of 1.0 credit hours. Workshops are offered at national sessions, regional clusters and special events throughout the year.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-629A1 Practicum Case Seminar: Psychodynamic, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629A1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. The PSY-629A series focuses on developing a strong knowledge base in psychoanalytic theories and the application of psychodynamic theory and research to the practice of psychotherapy.

Pre-requisites: PSY-708, PSY-709, PSY-710B, PSY-711A1/PSY-711A2, PSY-715A, PSY-746. In addition, each course in this sequence is a prerequisite to those that follow.

Delivery Method: Blended

Grading Default: Letter

Learning Objective:

1. Be familiar with psychodynamic theory and principles across its historical iterations.
 2. Be able to appropriately conceptualize cases from a psychodynamic perspective with a clear theory and evidence-based underpinning.
 3. Be able to conduct appropriate treatment planning in consideration of diagnosis, client goals, ego strength and potential for regression.
 4. Be able to utilize psychodynamic principles to diagnose a broad range of psychopathology.
 5. Be able to intervene therapeutically and empathically with clients in psychodynamically relevant and effective ways.
 6. Be able to form a solid working therapeutic alliance.
 7. Be able to assess treatment outcomes in a psychodynamic framework.
- Be able to maintain professional standards and provide treatment consistent with ethical and legal standard.

PSY-629A2 Practicum Case Seminar: Psychodynamic, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629A1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. The PSY-629A series focuses on developing a strong knowledge base in psychoanalytic theories and the application of psychodynamic theory and research to the practice of psychotherapy.

Pre-requisites: PSY-708, PSY-709, PSY-710B, PSY-711A1/PSY-711A2, PSY-715A, PSY-746. In addition, each course in this sequence is a prerequisite to those that follow.

Delivery Method: Blended

Grading Default: Letter

PSY-629A3 Practicum Case Seminar: Psychodynamic, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629A1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. The PSY-629A series focuses on developing a strong knowledge base in psychoanalytic theories and the application of psychodynamic theory and research to the practice of psychotherapy.

Pre-requisites: PSY-708, PSY-709, PSY-710B, PSY-711A1/PSY-711A2, PSY-715A, PSY-746. In addition, each course in this sequence is a prerequisite to those that follow.

Delivery Method: Blended

Grading Default: Letter

PSY-629A4 Practicum Case Seminar: Psychodynamic, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629A1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. The PSY-629A series focuses on developing a strong knowledge base in psychoanalytic theories and the application of psychodynamic theory and research to the practice of psychotherapy.

Pre-requisites: PSY-708, PSY-709, PSY-710B, PSY-711A1/PSY-711A2, PSY-715A, PSY-746. In addition, each course in this sequence is a prerequisite to those that follow.

Delivery Method: Blended

Grading Default: Letter

PSY-629B1 Practicum Case Seminar: Cognitive/Behavioral, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629B1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. PSY-629B focuses on developing a strong knowledge base in cognitive and behavioral theories and related therapies and relevant research. Emphasis will be placed on the application of these theories and therapies to clinical disorders.

Pre-requisites: PSY-708, PSY-709, PSY-710B, PSY-711A1/PSY-711A2, PSY-715A, PSY-747. In addition, each course in this sequence is a prerequisite to those that follow.

Delivery Method: Blended

Grading Default: Letter

Learning Objective:

1. Be familiar with the theories and therapies that constitute Cognitive Behavioral Therapies.
2. Know the principles of classical, operant, and vicarious learning and how they can be used to effect change.
3. Know the role of Social Cognitive Theory in the paradigm shift from a purely behavioral perspective of personal change to an integrated cognitive/ behavioral perspective.
4. Know the mediating processes of personal change and the importance of self-efficacy in adaptive functioning.
5. Be able to develop a therapeutic alliance.
6. Be able to develop Cognitive Behavioral case conceptualizations and treatment plans with measurable outcomes that are theoretically sound, empirically based, and culturally sensitive.

7. Be familiar with different cognitive behavioral therapies and how to apply cognitive, behavioral, and environmental interventions contextually for different psychological disorders.
8. Be able to maintain professional standards and provide treatment consistent with ethical and legal standards.

PSY-629B2 Practicum Case Seminar: Cognitive/Behavioral, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629B1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. PSY-629B focuses on developing a strong knowledge base in cognitive and behavioral theories and related therapies and relevant research. Emphasis will be placed on the application of these theories and therapies to clinical disorders.

Pre-requisites: PSY-708, PSY-709, PSY-710B, PSY-711A1/PSY-711A2, PSY-715A, PSY-747. In addition, each course in this sequence is a prerequisite to those that follow.

Delivery Method: Blended

Grading Default: Letter

PSY-629B3 Practicum Case Seminar: Cognitive/Behavioral, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629B1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. PSY-629B focuses on developing a strong knowledge base in cognitive and behavioral theories and related therapies and relevant research. Emphasis will be placed on the application of these theories and therapies to clinical disorders.

Pre-requisites: PSY-708, PSY-709, PSY-710B, PSY-711A1/PSY-711A2, PSY-715A, PSY-747. In addition, each course in this sequence is a prerequisite to those that follow.

Delivery Method: Blended

Grading Default: Letter

PSY-629B4 Practicum Case Seminar: Cognitive/Behavioral, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629B1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. PSY-629B focuses on developing a strong knowledge base in cognitive and behavioral theories and related therapies and relevant research. Emphasis will be placed on the application of these theories and therapies to clinical disorders.

Pre-requisites: PSY-708, PSY-709, PSY-710B, PSY-711A1/PSY-711A2, PSY-715A, PSY-747. In addition, each course in this sequence is a prerequisite to those that follow.

Delivery Method: Blended

Grading Default: Letter

PSY-629C1 Practicum Case Seminar: Humanistic/Systemic, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629C1 and so on) is designed to complement the student's

clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. PSY-629C focuses on developing a strong knowledge base in humanistic and systemic theories (including existentialism and constructivism) and the application of these theories and related research to the conceptualization and practice of psychotherapy. The Humanistic/Systems track introduces students to a philosophically informed approach to psychotherapy that is congruent with the humanistic and phenomenological-existential traditions but which is cognizant of the postmodernist (constructivist), dialectic, multi-perspectivist, systems and spiritually informed modes of thinking that many humanistic practitioners have integrated into their practice. While students will be introduced to basic philosophical ideas that formed the foundation of the humanistic/phenomenological movement, as well as selections from the "classic" writings of humanistic-existential psychology, there will be equal emphasis upon subsequent and recent developments within the broad humanistic tradition that have endeavored to integrate existential/humanistic practice with psychodynamic ideas (e.g. Yalom), neurobiology (e.g. Siegel), and system theory (e.g. von Bertalanffy), including approaches that have attempted to ground humanistic therapy in empirical support (e.g. Emotion-Focused Therapy).

Pre-requisites: PSY-708, PSY-709, PSY-710B, PSY-711A1/PSY-711A2, PSY-715A, PSY-748. In addition, each course in this sequence is a prerequisite to those that follow.

Delivery Method: Blended

Grading Default: Letter

Learning Objective:

1. Be familiar with a broad spectrum of humanistic and systemic theories and principles.
2. Be able to conceptualize cases from a humanistic/systemic perspective with a clear theory and evidence-based underpinning.
3. Be able to conduct appropriate treatment planning in consideration of client goals, diagnosis, strengths and challenges.
4. Be able to intervene therapeutically and empathically with clients from a humanistic/systemic perspective.
5. Be able to form a therapeutic alliance.
6. Be familiar with different humanistic/systemic therapies and how to apply them effectively for different psychological disorders.
7. Be able to maintain professional standards and provide treatment consistent with ethical and legal standards.

PSY-629C2 Practicum Case Seminar: Humanistic/Systemic, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629C1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. PSY-629C focuses on developing a strong knowledge base in humanistic and systemic theories (including existentialism and constructivism) and the application of these theories and related research to the conceptualization and practice of psychotherapy. The Humanistic/Systems track introduces students to a philosophically informed approach to psychotherapy that is congruent with the humanistic and phenomenological-existential traditions but which is cognizant of the postmodernist (constructivist), dialectic, multi-perspectivist, systems and spiritually informed modes of thinking that many humanistic practitioners have integrated into their practice. While students will be introduced to basic philosophical ideas that formed the foundation of the humanistic/phenomenological movement, as well as selections from the "classic" writings of humanistic-existential psychology, there will be equal emphasis upon subsequent and recent developments within the broad humanistic tradition that have endeavored to integrate

existential/humanistic practice with psychodynamic ideas (e.g. Yalom), neurobiology (e.g. Siegel), and system theory (e.g. von Bertalanffy), including approaches that have attempted to ground humanistic therapy in empirical support (e.g. Emotion-Focused Therapy).

Pre-requisites: PSY-708, PSY-709, PSY-710B, PSY-711A1/PSY-711A2, PSY-715A, PSY-748. In addition, each course in this sequence is a prerequisite to those that follow.

Delivery Method: Blended

Grading Default: Letter

PSY-629C3 Practicum Case Seminar: Humanistic/Systemic, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629C1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. PSY-629C focuses on developing a strong knowledge base in humanistic and systemic theories (including existentialism and constructivism) and the application of these theories and related research to the conceptualization and practice of psychotherapy. The Humanistic/Systems track introduces students to a philosophically informed approach to psychotherapy that is congruent with the humanistic and phenomenological-existential traditions but which is cognizant of the postmodernist (constructivist), dialectic, multi-perspectivist, systems and spiritually informed modes of thinking that many humanistic practitioners have integrated into their practice. While students will be introduced to basic philosophical ideas that formed the foundation of the humanistic/phenomenological movement, as well as selections from the "classic" writings of humanistic-existential psychology, there will be equal emphasis upon subsequent and recent developments within the broad humanistic tradition that have endeavored to integrate existential/humanistic practice with psychodynamic ideas (e.g. Yalom), neurobiology (e.g. Siegel), and system theory (e.g. von Bertalanffy), including approaches that have attempted to ground humanistic therapy in empirical support (e.g. Emotion-Focused Therapy).

Pre-requisites: PSY-708, PSY-709, PSY-710B, PSY-711A1/PSY-711A2, PSY-715A, PSY-748. In addition, each course in this sequence is a prerequisite to those that follow.

Delivery Method: Blended

Grading Default: Letter

PSY-629C4 Practicum Case Seminar: Humanistic/Systemic, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629C1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. PSY-629C focuses on developing a strong knowledge base in humanistic and systemic theories (including existentialism and constructivism) and the application of these theories and related research to the conceptualization and practice of psychotherapy. The Humanistic/Systems track introduces students to a philosophically informed approach to psychotherapy that is congruent with the humanistic and phenomenological-existential traditions but which is cognizant of the postmodernist (constructivist), dialectic, multi-perspectivist, systems and spiritually informed modes of thinking that many humanistic practitioners have integrated into their practice. While students will be introduced to basic philosophical ideas that formed the foundation of the humanistic/phenomenological movement, as well as selections from the "classic" writings of humanistic-existential psychology, there will be equal emphasis upon subsequent and recent developments within the broad humanistic tradition that have endeavored to integrate existential/humanistic practice with psychodynamic ideas (e.g. Yalom), neurobiology (e.g. Siegel), and system theory (e.g. von Bertalanffy), including approaches that have attempted to ground humanistic

therapy in empirical support (e.g. Emotion-Focused Therapy).

Pre-requisites: PSY-708, PSY-709, PSY-710B, PSY-711A1/PSY-711A2, PSY-715A, PSY-748. In addition, each course in this sequence is a prerequisite to those that follow.

Delivery Method: Blended

Grading Default: Letter

PSY-630 Clinical Assessment Practicum, 1-6 semester credits

Assessment Practicum training is an organized field experience for credit that provides supervised, face to face training with clients/patients in psychological assessment, scoring, and reporting. It complements the didactic components of the curriculum and the Clinical Practicum by providing opportunities to apply assessment skills in a clinically-oriented setting. Assessment practicum experience allows student trainees to develop skills and for these skills to be evaluated to ensure that they are properly prepared for internship. The goal of practicum training is to develop the student's clinical competencies to the levels needed for the clinical internship. Those competencies are defined as a minimum rating of 3 on all scales of the Clinical Skills Inventory (CSI). The minimum total practicum experience is 12 units, (approximately 1,000 hours), with most students completing more hours to develop the competency levels needed to pass the Comprehensive Examination and to be competitive in seeking an internship. Students may receive a maximum of 6 units of credit for Assessment Practicum (approximately 500 hours). Awarded one semester unit of credit per 80 real-time clock hours.

Pre-requisites: PSY-708, PSY-709, PSY-710A, PSY-710B, PSY-711A1, PSY-711A2, PSY-715A

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-631 Qualifying Exam, 4 semester credits

For the written portion of the qualifying exam, the student selects a central dissertation question, preparing an in-depth written analysis using methodological and theoretical analysis and scholarly argument. For the oral portion of the exam the student defends the written analysis in front of the QE committee, either in person at a session, or via conference call. The committee then votes on the student's readiness to advance to the dissertation work.

Pre-requisites: Complete all 74 credits of coursework excluding research practicum and dissertation.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

PSY-632A Internship Qualification Evaluation, 2 semester credits

This section of the IQE tests knowledge of theory applied to clinical work. It requires the student to write a review article of their specific theoretical orientation to intervention in a style and length that would be appropriate for submission to a professional journal. Additionally the student would have to discuss ethical issues that may arise in the course of their training and indicate how they would resolve those dilemmas, referencing APA Ethical Standards.

Pre-requisites: First and second term of the Practicum Case Seminar Orientation: either PSY-629A1 and PSY-629A2, or PSY-629B1 and PSY-629B2, or PSY-629C1 and PSY-629C2.

Delivery Method: Distance/Electronically Mediated

Grading Default: Credit/No Credit Only

PSY-632B Internship Qualification, 2 semester credits

This section of the IQE tests the competence of the student in applying his/her theoretical orientation via appropriate interventions to a therapy case from his/her practicum experience. The student will submit an annotated therapy transcript, indicating interventions used and possible missed intervention

opportunities. The case will be situated in a case conceptualization and contextual information.

Pre-requisites: PSY-632A, first 4 terms of PSY-629 Practicum Case Seminar, 6 credits of clinical practicum as either PSY-630 or PSY-695 . Recommended that PSY-710G be completed previously or taken concurrently).

Delivery Method: Distance/Electronically Mediated

Grading Default: Credit/No Credit Only

PSY-633 Oral Review of Dissertation, 0 semester credits

When the dissertation is approved by the dissertation committee, a Final Oral Review (FOR) is scheduled. Here the student makes a formal presentation of his/her dissertation. This includes a brief summary of the literature review, the reasons for the study and specific hypotheses, methods, results, and recommendations. Following the FOR, the committee may accept the dissertation or agree to require further revisions. The FOR is open to the entire community, and attendees are given the opportunity to question the student on his/her methods and findings. These meetings are well attended and provide other students with exposure to models for successfully completing the dissertation process.

Pre-requisites: Dissertation Proposal Approval

Delivery Method: In person

Grading Default: Credit/No Credit

PSY-637 Dissertation Research, 2 semester credits

PSY-637 Dissertation Research is a 2 credit course available for registration each term and is not associated with any particular step. It is the only dissertation course a student can register for directly. Students register with their chair as the instructor. If the chair is unavailable to supervise dissertation work during a term due to sabbatical or illness, or some other extenuating circumstance, another Fielding faculty member from the student's committee may supervise as a proxy for the chair. The course is designed to demonstrate active engagement with the dissertation from concept paper to final product. Students registered in the course should have a plan with their chair for said dissertation engagement for the term. A written summation of progress must be submitted to the chair before the end of the term. The course is graded pass/fail (CR/NC), or can be given an Incomplete as per the university grade policy. The course can be registered for a total of 6 terms; the terms need not be consecutive.

Delivery Method: Distance/Electronically Mediated

Grading Default: Credit/No Credit Only

PSY-638 Dissertation in Progress, 0 semester credits

Completion of this course signifies the student has a full dissertation committee and is working on their dissertation proposal.

Delivery Method: Distance/Electronically Mediated

Grading Default: Credit/No Credit

PSY-639 Dissertation Completion, 18 semester credits

Completion of this course signifies the full dissertation committee has reviewed the final draft of the dissertation and has indicated it is ready to be proofread and prepared for binding.

Pre-requisites: PSY-633

Delivery Method: Distance/Electronically Mediated

Grading Default: Credit/No Credit Only

PSY-640 Asmt- Anger Assessment, 0.5 semester credits

Supervised practice in techniques for evaluating and describing anger.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-642 Asmt- Introduction to Child Assessment, 0.5 semester credits

Practice in special procedures and techniques in the psychological assessment of children.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-643 Asmt- Forensic Evaluation Report, 0.5 semester credits

Various aspects of the Forensic Neuropsychological evaluation and the report will be discussed. The differences between the Forensic and Clinical report will be emphasized as well Daubert and other impedimenta involved in the assessment. Various topics such as depositions and expert witness will also be covered. This laboratory will serve as an introduction into the world of forensic neuropsychology.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-644 Asmt- NEPSY, 1 semester credits

This seminar begins with a review of cognitive development from the preschool through the middle school years (preoperational and concrete operational stages) from several viewpoints, including the Minime orientation. Then the theoretical basis for the NEPSY will be presented followed by a description of the subtests, their administration procedures, and the scoring. Caveats on interpretation will be included. A few examples, including one on videotape, will be presented and an introduction to interpretation provided. A background in developmental and neuropsychology are required.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-645 Asmt- Principles of Report Writing, 1 semester credit

This lab focuses on the necessary skills in composing a meaningful report. It will cover the customary ways of responding to referral questions, stating findings and diagnostic impressions, making recommendations, and supplying prognostic information. It will be helpful, although not required, to bring a laptop computer to the lab.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-645A Asmt- Beginning Principles of Psychological Reporting, 1 semester credit

Practice exercises in the composition of various elements in psychological assessment reports.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-646 Asmt- Cultural Sensitivity in Psy Assessment, 1 semester credit

In this lab the role of culture in psychological assessment is discussed. Topics such as the assessment of acculturation, etic and emic measures, and what constitutes culturally sensitive assessment are examined. In addition, students are asked to engage in some initial personal exploration of the

meaning of culture and its effects in contemporary society. Culturally sensitive alternatives to standard assessment procedures are also explored.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-647 Asmt- Introduction to Infant Assessment, 0.5 semester credits

Practice in special procedures and techniques in the psychological assessment of infants and young children.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-648 Asmt- Clinical Pediatric Psychology, 1 semester credit

This lab focuses on clinical assessment principles and techniques widely utilized by pediatric psychologists. Emphases will include professional, ethical, and diversity issues faced by psychologists performing psychological assessments in pediatric settings, as well as guidelines for effective practice in these settings. Specific approaches to the assessment of several representative types of patients often seen by pediatric psychologists will be considered.

Pre-requisites: PSY-569, PSY-710G

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-675B Asmt- Introduction to WAIS Interpretation, 0.5 semester credits

Examination of profiles for qualitative diagnostic information beyond mere IQ values.

Pre-requisites: PSY-710B

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-676A Asmt- Neuropsychological Screening, 0.5 semester credits

Administration, scoring and use of several screening instruments.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-677 Asmt- Introduction to Neuropsychological Assessment, 1 semester credit

This lab presents practice in administering, scoring and interpreting the salient components of neuropsychological assessment.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Objective: 1. Familiar with the major types of assessment measures used in neuropsychological assessment.

2. Familiar with the application of brain-behavior relationships to neuropsychological assessment.

3. Familiar with neuropsychological measures for specific neurological/neurocognitive functions and impairments.

PSY-678 Asmt- Halstead-Reitan Battery, 1 semester credit

The H-R neuropsychological battery, one of the most prominent comprehensive neuropsychological assessment devices, will be demonstrated in detail.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-680 Research Practicum: Clinical Psychology, 5 semester credits

Development of a broad set of research skills serves as preparation for conducting dissertation research. Students are required to obtain a minimum of 200 hours of research training experience prior to the approval of the dissertation proposal. This 200-hour research practicum consists of supervised, hands-on applied research training. Students with substantial prior research experience should plan their 200 hours to develop skills in new areas. All research practicum hours must be reviewed and pre-approved (i.e., before the student begins the practicum) by the Program Director, with the exception of intensives in qualitative or quantitative research. Program Director approval is also required upon completion of the research practicum for these hours to be recorded as complete. Hours are recorded at the ratio of 40 clock hours equals, 1 semester credit.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

PSY-681 Asmt- Competency Assessment, 0.5 semester credits

Training in the assessment of competency of persons to stand trial and/or make legal decisions.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-682 Asmt- Advanced Topics in Neuropsychology, 1 semester credit

This lab will cover special advanced topics in the area of neuropsychological assessment and reporting. Students will review measures and modalities of neuropsychological assessment that are specific to the chosen topic of study. A description of the content to be covered in this lab will be provided by the presenting faculty.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-683 Asmt- Cognitive Assessment, 1 semester credit

Various theories of cognition will be reviewed with a view toward the changes in the concept. This will be followed by an historical account of cognitive assessment, concluding with a presentation and discussion of the current status of cognition and the instruments used to measure it. A background in History and Systems and the Cognitive Bases of Behavior as well as neuropsychology will be helpful. Advanced interpretation of the Stanford-Binet and other standard tests of intellectual functioning will be discussed. The seminar will begin with theories of intelligence and then progress through an analysis of how the various non-Wechsler instruments address the needs of the clients. Several theories of cognition will be reviewed with a view toward the changes in the concept. This will be followed by an historical account of cognitive assessment, concluding with a presentation and discussion of the current status of cognition and the instruments used to measure it. A background in History and Systems and the Cognitive Bases of Behavior as well as neuropsychology will be helpful.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-684 Asmt- Executive Functions, 0.5 semester credits

Practice in the application of techniques for evaluating specific executive functions in the context of head trauma and/or frontal lobe lesions.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-685 Research Practicum: Media Psychology, 0.5-4 semester credits

Research practicum consists of supervised, hands-on applied research training acquired through team research projects, and research projects at various organizations. Students with substantial prior research experience should plan their hours to develop skills in new areas. All research practicum hours must be reviewed and pre-approved (i.e., before the students begins the practicum). Approval of acquired hours is also required upon completion of the research practicum for these hours to be recorded as complete. Hours are recorded as the ratio of 40 clock hours equals one semester credit.

Pre-requisites: PSY-526A, PSY-526B. PSY-526C may be taken previously or concurrently.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

PSY-689 Asmt- Memory Assessment, 1 semester credit

Practice in the application of techniques for evaluating specific memory functions in the context of brain structures and functions.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-692 Cognitive & Behavioral Assessment/Intervention, 3 semester credit

The course is the culmination of the Cognitive Behavioral Therapy Training Track which is devoted to providing students with a fundamental background in this orientation's theory and therapy. Track offerings are designed to help students understand the theoretical background that underlies the principles of cognitive behavioral therapies and expand their ability to apply those principles in diverse clinical situations. Track seminars will include such topics as clinical assessment and case conceptualization and application to disorders of anxiety, mood, anger, and personality. Relationship issues and topics relevant to adolescent and child problems are also addressed. The faculty strives to provide diverse seminar offerings. Most track seminars also offer the option of course credit or clinical case consultation hours. Full descriptions of the track requirements are located on the website.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

PSY-694 Psychodynamic Clinical Training, 3 semester credit

The track has the goal of fostering interaction among students and faculty interested in deepening their understanding of psychodynamic theory, its history and evolution, contemporary controversies, and relevance to psychology and psychotherapy. We offer track seminars and special events at national sessions and a track forum on FELIX.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

PSY-694A Psychodynamic Clinical Training - Beginner, 1 semester credit

The track has the goal of fostering interaction among students and faculty interested in deepening their understanding of psychodynamic theory, its history and evolution, contemporary controversies, and relevance to psychology and psychotherapy. We offer track seminars and special events at national sessions and a track forum on FELIX.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

PSY-694B Psychodynamic Clinical Training - Intermediate, 1 semester credit

The track has the goal of fostering interaction among students and faculty interested in deepening

their understanding of psychodynamic theory, its history and evolution, contemporary controversies, and relevance to psychology and psychotherapy. We offer track seminars and special events at national sessions and a track forum on FELIX.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

PSY-694C Psychodynamic Clinical Training - Advanced, 1 semester credit

The track has the goal of fostering interaction among students and faculty interested in deepening their understanding of psychodynamic theory, its history and evolution, contemporary controversies, and relevance to psychology and psychotherapy. We offer track seminars and special events at national sessions and a track forum on FELIX.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

PSY-695 Clinical Practicum, 1-50 semester credits

Practicum training is an organized field experience for credit that provides supervised, face to face training with clients/patients in psychological assessment and intervention. The goal of the practicum training is to develop competencies at levels required for the clinical internship. The minimum practicum experience is 1,000 hours, with most students completing more hours to develop the competency levels needed to pass the Comprehensive Examination and to be competitive in seeking an internship. Awarded one semester unit of credit per 80 real-time clock hours.

Pre-requisites: PSY-708, PSY-709, PSY-710A, PSY-710B, PSY-711A1, PSY-711A2, PSY-715A

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-695A Additional Clinical Practicum Hours, 1-50 semester credits

Intensive and formally supervised training in the provision of direct psychological services. The goal of the practicum is to develop at least minimal competencies in each of the four dimensions, and to make students desirable candidates for good internships. 1,000 hours of practicum are required, to include 150 hours of direct service; 75 hours supervision; 10 hours of case conference. The remaining 765 hours may be distributed in direct service, indirect service, or supervision. Semester credit accrued at ratio of one credit to 80 clock hours.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-695B Additional Clinical Practicum Hours, 1-50 semester credits

Intensive and formally supervised training in the provision of direct psychological services. The goal of the practicum is to develop at least minimal competencies in each of the four dimensions, and to make students desirable candidates for good internships. 1,000 hours of practicum are required, to include 150 hours of direct service; 75 hours supervision; 10 hours of case conference. The remaining 765 hours may be distributed in direct service, indirect service, or supervision. Semester credit accrued at ratio of one credit to 80 clock hours.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-695C Additional Clinical Practicum Hours, 1-50 semester credits

Intensive and formally supervised training in the provision of direct psychological services. The goal of the practicum is to develop at least minimal competencies in each of the four dimensions, and to

make students desirable candidates for good internships. 1,000 hours of practicum are required, to include 150 hours of direct service; 75 hours supervision; 10 hours of case conference. The remaining 765 hours may be distributed in direct service, indirect service, or supervision. Semester credit accrued at ratio of one credit to 80 clock hours.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-696 Clinical Internship, 24 semester credits

Clinical internships provide a planned, integrated sequence of clinical and didactic experiences with the goal of providing sufficient training and supervision so that the intern can, upon completion, function responsibly as a professional psychologist.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-697 Specialized Clinical Training, 1-20 semester credits

Specialized clinical training are seminars that are in addition to the basic requirements. Depending on the nature of the clinical training, faculty and students may develop seminars that increase the knowledge and clinical skills in a specific area/modality.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-701A Research Methods I, 4 semester credits

For our PhD students, this is the first part of a two course requirement in research design and methodology. This course provides an overview of research epistemology and ethics and the assumptions that underlie scientific inquiry. Students are expected to become familiar with major research methodologies and designs and the principles underlying their implementation.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Understand the basic epistemological assumptions and tenets that underlie scientific inquiry.
2. Be familiar with a variety of research methods and designs for investigating specific research questions.
3. Understand the implications of internal and external validity in the design and interpretation of research.
4. Be able to apply ethical standards to human research.
5. Be able to read and critically evaluate the concepts, methods and results of quantitative, qualitative, and mixed research studies, and to evaluate whether methods were used appropriately, and whether studies were conducted with sensitivity to identified groups (e.g., race, ethnicity, SES, gender, culture, ability, sexual orientation, and to ethical issues).

PSY-701B Research Methods II, 4 semester credits

This is the second part of a two course requirement in research design and methodology. This course focuses on developing the abilities make scholarly arguments, critique existing research studies, and design research studies. The primary outcome of the course is writing a research proposal, including a scholarly review of the literature and methodology, on a topic of interest.

Pre-requisites: PSY-701A, PSY-717 (PSY-717 may be taken concurrently).

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Be able to apply basic research design principles and strategies.
2. Be able to develop a scholarly argument with empirical implications.
3. Be able to design and write a research proposal.

PSY-702 Developmental Bases of Behavior, 4 semester credits

Normal human development across the lifespan is examined in this course. Included are the major theories and contributors to the understanding of emotions, cognition, language, social behavior, moral reasoning, intelligence, sex roles, and identity. Students analyze how different development approaches/models might conceptualize a given topic of interest.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Be familiar with classical developmental models and theorists and their limits and current critiques.
2. Be able to analyze how different developmental approaches/models might be conceptualized and studied.
3. Be aware of the complex interaction between nature and nurture influences across the life cycle.
4. Be familiar with how family structures, gender roles, values, beliefs, and worldviews differ across cultural groups and across identified groups in the United States, and how they affect developmental outcomes.
5. Understand the central processes of human development across the entire life cycle.

PSY-703 History & Systems of Psychology, 4 semester credits

This course offers a historical understanding of the field of psychology with attention to its major systems and the individuals who contributed to its evolution as an organized discipline. Students demonstrate independent and critical thinking and examine how psychological theory, methods of inquiry, and professional practice are historically and culturally embedded.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Be familiar with a body of knowledge in the history and systems of psychology, and understand the relevance of that history to current psychological theory.
2. Understand how current ideas, trends, and controversies in psychology reflect, and are impacted by the history of the field.
3. Adopt a "historical sense," and a habit of going to historical and "primary" sources when researching a topic of theoretical moment.
4. Understand the philosophical roots and foundations of psychology, the basic ideas in the philosophy of sciences as they apply to psychological science, and be familiar with the underlying philosophical and conceptual assumptions of the psychological paradigms (biological, behavioral, cognitive, psychoanalytic, humanistic, systems, etc.) that underlie current perspectives in psychology.
5. Be able to identify assumptions and trends that define various theories in psychology.
6. Reflect an openness to the interface between psychology and other disciplines, such as philosophy, biology, anthropology, sociology, theology and literary studies that have impacted the history and development of the field.
7. Understand the role and place of psychology within history of ideas and culture.
8. Be familiar with the contributions and potential contributions of non-western and indigenous cultures to psychological theory.

PSY-704 Theories of Personality, 4 semester credits

The goal of this class is to develop an understanding of the conceptual and empirical bases of key

theories of personality. The multitude of personality theories has been organized into five main approaches: cognitive-behavioral, humanistic-existential, narrative, psychoanalytic, and psychometric/descriptive. Each approach or school shares a set of basic assumptions about what people are like, their motives, course of development, and sources of change. Central to this course is your understanding of the shared issues across theories as well points of commonality and uniqueness.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Be able to articulate the core assumptions of major schools of personality: cognitive-behavioral, existential-humanistic, psychoanalytic, and psychometric/descriptive approaches such as trait theories and the five-factor model.
2. Recognize and discuss the similarities and differences across personality theories and consider the benefits and limitations of integrative approaches.
3. Recognize and provide support for the strengths and limitations of a given theory when it comes to addressing the full range of human diversity.
4. Be able to critically report upon and evaluate the empirical support for constructs from specific approaches to personality.

PSY-705 Social Bases of Behavior, 4 semester credits

The functioning of the individual within the context of the social environment is examined in this course. It comprises an appraisal of current research and theory in the sub-areas of social psychology, including perception of self and others, interpersonal relationships, group dynamics, attitudes and social behaviors, and cultural/sexual roles.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Know about social construction, including how we construct the concepts of normalcy and pathology, culture, gender, ethnicity, and social class.
2. Be familiar with the literature on group dynamics and leadership.
3. Know about cultural differences and similarities, including stereotyping, prejudice, oppression, and discrimination.
4. Be able to address sociopolitical influences that impinge upon the lives of identified groups (e.g., poverty, stereotyping, powerlessness, and marginalization).
5. Know the literature on attitudes and attitude change, including cognitive consistency, dissonance, persuasion, and the relationship of attitudes to behavior.
6. Understand the literature on social cognition, including person perception (know the classic studies on impression formation and attribution theory).
7. Be familiar with the literature on aggression and violence, with a focus on the role of social learning.
8. Understand the work on social influence (conformity, obedience, bystander psychology, cooperation, altruism, brutality).
9. Know the literature on interpersonal attraction and relationships.
10. Understand and be able to identify methodological problems in social psychology research, including demand characteristics.

PSY-706 Cognitive & Affective Bases of Behavior, 4 semester credits

This broadly conceived course includes knowledge derived from history, philosophy, early psychology, and contemporary neuroscience. Some of its foci, notably involving the nature of consciousness, address questions that remain insufficiently answered and possibly ultimately unanswerable by those

with human brains and nervous systems. Students investigate how human behavior is shaped and modulated by cognition, affect, and their interaction. The course includes theories and empirical bases of learning, perception memory, language, motivation, affect, emotion, and executive function, as well as factors that influence cognitive performance and emotional experience and their interaction. Topics include (1) contemporary perceptual, cognitive and affective neuroscience, (2) false and distorted memories, (3) the nature of consciousness, (4) basic emotions, (5) culture, gender, cognition and affect, and (6) interrelationships among cognitions/beliefs, behavior, affect, temperament, and mood.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Be familiar with the primary models of emotion, including "wet mind/dry mind" approaches, interactions and consequences.
2. Be familiar with the theories and models of memory, including metacognition, paradigms and paradoxes.
3. Be familiar with the theories of consciousness, including biological, mathematical, and phenomenological models.
4. Be familiar with the models and research foundations of cognitive science, including neural networks and their implications, and artificial intelligence's contributions to the understanding of cognitive processes.

PSY-707 Biological Bases of Behavior, 4 semester credits

This course surveys the structural and functional relations of the central nervous system, physiology, sensory processes, and behavior. Study is divided into two subsections: (1) physiological psychology and (2) evolution, genetics, and behavior. Students become familiar with the biology of memory and the biological/genetic aspects of psychiatric disorders. Knowledge of the functioning of the brain at the anatomical, cellular, and molecular levels underpins any understanding of behavior. Biological Bases of Behavior provides fundamental knowledge of brain functions in the interest of providing an understanding of the foundational grounding from which all behavior comes. Attention is paid to the physiology of the brain; the environmental, genetic and evolutionary influences on the brain; and the ways in which the brain processes information, records emotions, and instantiates memory and learning. The course includes an understanding of how information from the environment is processed, the underlying mechanisms of affect and reinforcement, how experience can alter the brain, and what limitations are imposed on an individual following neural damage. It also includes a solid understanding of the evolution of mechanisms involved in behavior, as well as the putative mechanisms of medications in the brain.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Know the major anatomical areas of the brain, their evolutionary significance, and their putative functions, and the structure and function of a neuron.
2. Know the mechanisms of information processing at the cellular and molecular levels and the mechanisms of learning and memory at the cellular, molecular, and anatomical levels.
3. Know the influences of heredity and environment on brain development and functioning, pre-and post-partum and through the life span.
4. Know how the brain regulates bodily and brain functions, and how behaviors arise from the biochemical functions at the molecular level, including the transduction of stimuli into information and the generation of responses to internal and external environments.

PSY-708 Psychopathology, 4 semester credits

This course examines approaches to the systematic description of psychological disorders: historical,

sociopolitical, ethno-racial, gender, age, SES, medical, behavioral, and epidemiological. Topics include the nosological system (DSM-5), the differential diagnoses among its subcategories, etiology, possible alternatives to the existing system, and research in this field.

Delivery Method: Distance/Electronically Mediated

Note: Certificate students with a graduate level clinical psychology course in psychopathology within the last 5 years may have this course waived, although they will be expected to complete a half-day workshop on DSM-5 if their prior course did not cover DSM-5.

Grading Default: Letter

Learning Objective:

1. Be familiar with the historical evolution of definitions of psychopathology.
2. Be familiar with the various nosological systems (including DSM-IV and general proposals for the DSM-5 revision).
3. Understand the strengths and weaknesses of the present and past nosological systems based on research findings.
4. Understand diverse viewpoints of psychopathology from the perspective of major theoretical orientations.
5. Be able to formulate cases representing major diagnostic categories from different theoretical orientations.
6. Know the prevalence, course, and differential diagnostic and prognostic issues of the major psychological disorders.
7. Know how cultural variables, gender, ethno-racial, SES, and age influence the etiology and manifestation of mental illness, including, but not limited to, culture-specific diagnoses.

PSY-709 Legal, Ethical & Professional Practice, 4 semester credits

This course highlights legal and ethical problems that confront psychologists in professional practice and the vital issues facing the profession. Students gain knowledge of the APA code of ethics and standards regarding professional practice and demonstrate familiarity with the laws that establish qualifications, rights, and duties of psychologists in their local jurisdiction.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Be familiar with the legal and ethical frameworks and guidelines for professional practice (APA Code of Ethics).
2. Know how to access information about the state laws and regulations concerning the practice of psychology in one's own jurisdiction, and the resources for accessing that information concerning practice in other jurisdictions.
3. Understand the importance of self-awareness and self-care and know how to maintain it.
4. Be able to apply ethical decision making and problem solving to clinical situations and ethical conflicts in a multiculturally sensitive manner.

PSY-710A Clinical Interviewing, 1 semester credit

This course will combine aspects of both Idiographic and Structured Clinical interviewing techniques/issues, including attention to mental status, DSM diagnosis, and family/social/medical history-taking. While an emphasis will be on active listening skills, mastering these effectively will help the interviewer prioritize means for gaining specific, needed information in the consultation period for evaluating a prospective adult psychotherapy client.

Delivery Method: In person

Grading Default: Letter

Learning Objective:

1. Know how to conduct initial interviews for assessment purposes.

2. Be able to incorporate a balance of structured clinical interviewing and idiographic interviewing techniques.
3. Be able to conduct interviews to obtain family, socio-emotional, and medical histories.
4. Be able to use interviews to assess client mental status and preliminary DSM diagnoses.
5. Be able to demonstrate active listening skills in order to obtain necessary information for evaluating prospective adult clients.

PSY-710B Cognitive Assessment, 3 semester credits

The course will review psychometric theory, and cover cultural issues, biases, and theories of intellectual assessment. The course will also cover development and standardization of the WAIS. During the semester, a video on WAIS administration will be available for review and study. Additionally, during the semester, students are required to attend a 2 day inperson training seminar at the associated National Session (i.e., the National Session that occurs during the semester you are taking this course). This seminar will provide hands-on training in correct administration and scoring of the WAIS. Students must demonstrate proficiency in WAIS administration, scoring, and interpretation in order to successfully complete this course.

Pre-requisites: PSY-710A. Required co-requisite unless already completed: PSY-715A

Delivery Method: Blended

Grading Default: Letter

Learning Objective:

1. Know the basics of psychometrics, including test construction and test theory.
2. Be familiar with theories of intelligence, bias in intellectual assessment, cultural issues and controversies.
3. Be able to administer and score the WAIS.
4. Be able to interpret the WAIS IV full scale score, the indexes and the subtests.

PSY-710C Objective Assessment, 3 semester credits

This course combines an exploration of the construct of personality and the conceptual issues in the measurement of personality with specific training in the applied skill of personality assessment using structured tests, primarily the MMPI-2.

Pre-requisites: PSY-710B (may be taken concurrently)

Delivery Method: Blended

Grading Default: Letter

Learning Objective:

1. Know the basic assumptions about the nature of personality and the nature of measurement involved in objective psychological assessment of personality and psychopathology.
2. Know the critique of personality assessment by those who assert the importance of situations and culture in the evaluation or prediction of human functioning.
3. Be familiar with some of the critiques of traditional personality assessment based on other understandings of personality (i.e., CAPS) and other systems of measurement (i.e. Rasch Modeling).
4. Be able to use this information in the critique of psychological tests and in the interpretation of results from psychological testing using the MMPI-2.

PSY-710D1 Projective Personality Assessment: Introduction to the Rorschach Coding, 2 semester credits

This course is designed to be the first of two courses on the Rorschach. Students participate in an online course in which they are introduced to the projective method and the most common instruments used: TAT and Rorschach. Students attend weekly online meetings where they are introduced to the elements of coding and practice and post coding questions.

Pre-requisites: PSY-710B, PSY-710C (PSY-710C may be taken concurrently)

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Understand the foundations of Projective Assessment, its history, and various instruments available in projective assessment.
2. Demonstrate knowledge of the history of the Rorschach, the significance of the comprehensive system, and theoretical foundations and rationale for the Performance Assessment System.
3. Know and be able to code responses using the R-PAS system of coding and be able to solve typical coding problems.

PSY-710D2 Projective Personality Assessment: Advanced Coding and Administration, 3 semester credits

This course is the second of two courses on the Rorschach. Students attend 2 days in person and biweekly online meetings where they achieve a certain proficiency in coding, administration and scoring of the Rorschach. Elements of Interpretation are introduced. Students must have Rorschach cards for the term.

Pre-requisites: PSY-710C, PSY-710D1

Delivery Method: Blended

Grading Default: Letter

Learning Objective:

1. Be able to score with 80% accuracy a Rorschach protocol.
2. Be able to administer a valid Rorschach protocol.
3. Be able to obtain summary codes for interpretation.
4. Know the basic principles of interpretation and provide a basic interpretation of a simple protocol.

PSY-710E Projective Assessment: Thematic Apperception Test, 3 semester credits

This course provides an introduction and overview to the Thematic Apperception Test. It includes a consideration of the conceptual and research literature associated with the TAT as well as skill development in administering, scoring, and using the instrument ethically and appropriately in various settings.

Pre-requisites: PSY-710B, PSY-710C (PSY-710C may be taken concurrently)

Delivery Method: Blended

Grading Default: Letter

Learning Objective:

1. Understand the development of and theory behind Thematic Apperception techniques.
2. Be able to demonstrate proper administration of the TAT (CAT and SAT).
3. Know the basics of at least one of the five standardized scoring systems and understand the advantages and disadvantages of its use and that of other scoring systems.
4. Know, at a beginning level, how to interpret and apply thematic apperception measures for assessment.
5. Be familiar with theory and research applications of the TAT, including cross-cultural studies.
6. Be able to write up TAT results in a format appropriate for inclusion in an evaluation report.

PSY-710F Cognitive Behavioral Assessment, 2 semester credits

This CBT assessment course will acquaint students with domain specific CBT self-report and structured interview-based measures of several DSM-5 mental disorders (particularly anxiety and depression). Students will be exposed to the underlying logic of this type of assessment for empirically supported psychological interventions, as well as how to specify outcomes for which clinical significance can be

determined. Focus also will be on idiographic case formulation principles and techniques widely utilized by cognitive-behavioral therapists. Specific examples of case formulations applied to the assessment of the major DSM-5 Axis I mental disorders will be reviewed, and students will develop cognitive-behavioral case conceptualizations of their own cases. Students will be familiarized with a psychological report format that integrates cognitive-behavioral domain specific client self-report measures, and structured interview-based measures of DSM-5 Axis I mental disorders, with objective psychological tests such as the WAIS-IV and the MMPI-2, in order to provide providing clear, behaviorally specific assessments and treatment recommendations. Students will learn how to develop a CBT treatment plan from the case formulation and to present the results of the assessment and the treatment recommendations to the client using an interactive discussion based on Finn's therapeutic assessment model.

Pre-requisites: PSY-710B, PSY-710C (PSY-710C may be taken concurrently)

Delivery Method: Blended

Grading Default: Letter

Learning Objective:

1. Know domain specific CBT self-report and structured interview-based measures of anxiety and depression and is able to select appropriate measures for factors maintaining target behaviors and for treatment outcomes.
2. Be familiar with idiographic case formulation principles and models used by cognitive-behavioral therapists.
3. Be able to develop cognitive-behavioral case conceptualizations for specific clinical cases.
4. Be familiar with a psychological report format that integrates CBT domain specific client self-report measures, structured interview-based measures of DSM-IV Axis I mental disorders, and objective psychological tests such as the WAIS-IV and the MMPI-2, in order to provide providing clear, behaviorally specific assessments and treatment recommendations.
5. Be able to develop a CBT treatment plan from the case formulation, and then present the results of the assessment and the treatment recommendations to the client using an interactive discussion based on Finn's therapeutic assessment model.

PSY-710G Integrated Assessment, 2 semester credits

This course provides training, practice and feedback in the formulation and writing of integrated psychological assessment reports. Students will be required to integrate findings from multiple sources (clinical interviews, mental status examination, intellectual assessment, objective and projective personality assessment) in the production of a psychological testing report at the beginning internship level.

Pre-requisites: PSY-710A, PSY-710B, PSY-710C, PSY-710D1 and PSY-710D2 (or PSY-710E and PSY-710F), 6 credits of clinical practicum (any combination of PSY-695 or PSY-630).

Delivery Method: Blended

Grading Default: Letter

Learning Objective:

1. Be able to articulate in writing psychological test findings, including those from cognitive, (Wechsler scales), objective personality (e.g. MMPI-2, MCMI-III, PAI) and projective (Rorschach, TAT) tests in a manner consistent with beginning internship level.
2. Be able to integrate clinical and test findings in a psychological testing report in a clear and professional manner, one that goes beyond specific findings to a rich and well-supported description of the individual being assessed.
3. Understand the readers to whom a given psychological report is to be directed and write in a manner commensurate with one's anticipated readers.
4. Be aware of the limitations inherent in any clinical assessment and cognizant of the need for further work-up, research, interviews and referrals when these are needed.

PSY-711A1 Introduction to Psychotherapy: Theory, 3 semester credit

This course will focus on theoretically based approaches to psychotherapy with a specific focus on cognitive behavioral, psychodynamic and humanistic/system models. Students will also be introduced to integrative models and common factors perspectives. Finally, students will begin to explore the diversity of research that informs psychotherapy.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Be familiar with the three major theoretical orientations.
2. Understand how theory informs practice.
3. Be familiar with research that informs practice.
4. Begin to define a preferred theoretical orientation for clinical practice.

PSY-711A2 Introduction to Psychotherapy: Technique, 1 semester credit

This two-day, in-person seminar begins to integrate psychotherapy theories into practice. As a precursor to clinical practice, students learn generic therapy skills through role play exercises. Content includes basic interviewing and relationship skills, managing client engagement and resistance, and developing a theoretical focus for practice. Legal & ethical issues such as contracting, record-keeping and other practical information will be discussed. Students will have the opportunity to explore a preferred psychotherapy orientation.

Pre-requisites: PSY-711A1

Delivery Method: Blended

Grading Default: Credit/No Credit Only

Learning Objective:

1. Understand how theory informs practice.
2. Continue defining a preferred theoretical orientation to clinical practice.
3. Be familiar with and practice psychotherapy skills related to the three phases of treatment: initiation, action, and termination.
4. Be familiar with contracting, ethical practice, and record keeping.

PSY-711B Research in Psychotherapy, 4 semester credits

This course provides an understanding of the psychotherapy literature in terms of issues of evidence and outcomes. Readings will cover how psychologists from different perspectives understand the practice of psychotherapy, including contemporary dialogue in the field. The course emphasizes the application of research methods to the study of psychotherapy process and outcome. Students are expected to learn how to apply research to make informed clinical decisions and to be familiar with evidence-based practice and related issues.

Pre-requisites: PSY-701A, PSY-711A1, PSY-711A2

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Be able to justify professional interventions on the basis of demonstrated effectiveness and efficacy.
2. Be familiar with the current literature on psychotherapy research, including empirically supported practices and evidence based practice.
3. Be familiar with the major theories of psychotherapy, their proposed mechanisms of change (specific factors), and how these are most effectively applied.
4. Understand the literature on non-specific factors or common factors that may cut across different forms of practice (e.g. therapeutic alliance).
5. Know how to evaluate the effectiveness of clinical research and its application to practice.

PSY-712 Multicultural Psychology, 4 semester credits

The Multicultural Psychology course has been designed to engage students in learning about the psychological foundations of the influences and effects of culture and society on individuals and groups, and their interactions. Students will learn about culture and society's potential impacts on the experience and management of similarity and difference in the therapeutic relationship, in clinical assessment, in research practices, in everyday life, and on the interpretation of empirical data. The course consists of an academic and an experiential component in order to provide exposure to the knowledge and self- and other- awareness that facilitates multicultural competence. Students will learn to place in psychological context American and cross-cultural experience, multiculturalism and diversity, and individual differences within and amongst people.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Know how a nation's history and culture affect individual and interpersonal experience.
2. Be able to thoughtfully critique multicultural approaches in psychology.
3. Know how cultural variables influence the etiology and manifestations of mental health and illness, including but not limited to knowledge of culture-specific diagnoses.
4. Know how normative values within a culture interface with individual differences to influence illness and help-seeking behaviors, interactional styles, and world views.
5. Know how to assess/measure variables of special relevance to identified groups, such as cultural orientation, acculturative stress, and the effects of discrimination.
6. Be able to identify and critique epistemologies, research concepts, methods, instruments, and results based on their tacit assumptions related to individuals or groups and to propose alternate methods/interpretations.
7. Be aware of how one's own cultural heritage, gender, class, ethnic/racial identity, sexual orientation, disability, religion, language, and age cohort help shape personal values, assumptions, and biases related to identified groups.

PSY-715A Psychometric Theory, 3 semester credits

This course is designed to give students a broad understanding of psychometric principles related to psychological assessment. Special emphasis will be placed on understanding the science of psychological assessment including reviewing statistics which are foundational to the field of psychological assessment, the development of tests, reliability, validity, development of norms and item analysis. Classical and Modern Test Theory (including IRT) will be reviewed.

Pre-requisites: Clinical students: must have completed PSY-716A or PSY-717 previously or take PSY-716A concurrently. Media students: must have completed PSY-526A or take concurrently.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Be familiar with basic principles of measurement and psychometric theory, including classical test theory, generalizability theory, item response theory, and statistical techniques that undergird these contemporary approaches.
2. Understand the concepts of standardization and norming, reliability and validity.
3. Be able to make selection decisions with assessment instruments based on psychometric data.
4. Know the concepts and procedures pertaining to test construction, including scaling, item construction and item analysis.
5. Be familiar with cultural issues related to psychological assessment.
5. Be familiar with legal and ethical standards associated with psychological assessment.

PSY-716A Statistical Methods, 4 semester credits

For our PhD students, this is a pre-requisite for PSY-717. Course covers basic concepts and measures in descriptive and inferential statistics, including the statistical tests, one and two sample t-tests, one-way ANOVA, (including repeated measures, a-priori and post hoc tests), bivariate correlation and regression analysis. Familiarity with non-parametric alternatives to parametric tests and the analysis of cross tabulated data, the chi-square test and related measures of association. This course may not be taken as pass/fail. By special arrangement, PhD students can test out of this course via a proctored exam.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter Only

Learning Objective:

1. Understand basic concepts and methods of univariate descriptive statistics, including levels of measurement, z-scores, measures of central tendency and dispersion, types of distributions, independent and dependent variables.
2. Understand basic concepts and methods of bivariate descriptive statistics, including cross-tabulations, scatterplots, cell and marginal frequencies, linear relationships, regression models, residuals, and measures such as gamma, phi, slope, Y intercept, coefficient of determination, Pearson's r, and eta.
3. Be familiar with univariate and bivariate graphing approaches, including bar charts, histograms, stem and leaf diagrams, pie charts, boxplots, scatterplots, regression lines, and bivariate data display with bar charts.
4. Understand basic concepts of statistical inference, including sampling distribution, sampling error, standard error, null and alternative hypothesis, one and two tailed tests, Type I and Type II error, rejection region, alpha level, level of significance, rejection of null hypothesis, rejection region (critical region), central limit theorem, confidence interval, general logic of inference, relationship of confidence interval to hypothesis test, meaning of Z, t, F and chi-square distributions.
5. Know the theory behind null hypothesis significance testing (NHST) and criticisms to the theory.
6. Be able to conduct the following statistical tests: chi-square test, one and two sample t-test (both independent and correlated group designs for two sample t-test), confidence intervals for proportions and means, oneway analysis of variance (oneway ANOVA), bivariate regression and correlation analysis.
7. Know the meaning of statistical power and the relationship between power, effect size, sample size, and Type I and II error.

PSY-717 Multivariate Statistics, 4 semester credits

Students will study the assumptions of multivariate methods and the testing of these assumptions through exploratory data analysis. Statistical topics include Factorial ANOVA & ANCOVA, Multiple Regression (including hierarchical methods, moderation and mediation models), Logistic Regression and Factor Analysis. Knowledge of SPSS is critical to the successful completion of PSY-717. When completing this course, students will be able to conduct advanced statistical analyses and communicate the results of these analyses using appropriate language and APA style for text, tables and figures. This course may not be taken as pass/fail.

Pre-requisites: PSY-716A

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Know the assumptions underlying multivariate statistical techniques and how to test these assumptions through exploratory data analysis methods using IBM-SPSS.
2. Be able to apply data modification and transformation methods when the assumptions of multivariate statistical techniques are violated.

3. Be able to apply appropriate statistical method to a variety of research questions and designs.
4. Be able to conduct Factorial ANOVA & ANCOVA, Multiple Regression (including hierarchical methods, moderation and mediation models), Logistic Regression and Factor Analysis. (Some instructors may include canonical correlation and MANOVA or other topics).
5. Be able to write-up the results of all the statistical techniques discussed above, using APA format and including properly constructed tables.
6. Be familiar with the issues related to statistical significance, effect sizes, confidence intervals, and contemporary challenges and alternatives to null hypothesis significance testing (NHST).
7. Be able to address real world problems through the application of appropriate multivariate statistical methods.

PSY-718 Qualitative Data Analysis Software, 2 semester credits

This course will familiarize the student with using qualitative software for research analysis and exploration while learning basic qualitative methodology. Qualitative research usually involves the analysis of observations. Text transcribed from these observations (in the form of media episodes [television programs, radio shows, web events], interviews, focus groups, reports, field notes, social media postings, listservs, published text, etc.) can then be analyzed with software specifically designed for finding and extracting patterns and meaning. This course will set the basic groundwork for using and understanding qualitative software for performing analysis. The goal of this course is to prepare the student and provide the basic foundation for qualitative analysis including content analysis with software packages.

Pre-requisites: PSY-701A (Clinical) or PSY-526A (Media)

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Be familiar with common qualitative software terms.
2. Be able to create categories and categorization of responses.
3. Be able to code open-ended responses in a quick and reliable manner.
4. Be able to place a word/phrase into a category.
5. Be able to identify major themes.
6. Know how to extract and export qualitative data for analysis and graphing.

PSY-719 Quantitative Data Analysis Software, 2 semester credits

This course will familiarize the student with using quantitative software for research analysis and exploration. The student will also learn how to read and analyze basic quantitative output. Quantitative research usually involves the analysis of statistical operations. Quantitative software facilitates quantitative analysis by applying predictive analytics to uncover patterns and associations. Quantitative Software analysis is designed to provide the student with an overview as to how to use statistical software (IBM SPSS) to analyze basic and intermediate statistics, construct data sets, and use syntax. The goal of the class is to acquaint the student with data analysis-the art of examining, summarizing, and drawing conclusions from data. The course will set the basic groundwork for using and understanding quantitative software for performing analysis. Students will learn the specifics of the software (IBM SPSS).

Pre-requisites: Clinical students: PSY-701A, PSY-716A

Media students: PSY-526A, PSY-526B

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Be familiar with common quantitative software terms.
2. Be able to analyze basic and intermediate statistical processes using SPSS.

3. Understand and explain statistical analysis software output.
4. Be able to create data sets for statistical analysis software.
5. Be able to create new variables and manage data.
6. Be able to analyze data using syntax.
7. Be able to explain analysis using student knowledge.
8. Demonstrate command of Results Coach (within SPSS).

PSY-720 Special Topics in Research, 2 or 4 semester credits

The specific content of this course must be negotiated and approved with a faculty member using an assessment contract. This course might include coursework in qualitative interviewing, qualitative data analysis, qualitative data presentation, construction of data collection instruments, and advanced research methodology.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-721 Special Topics in Statistics, 2 or 4 semester credits

The specific content of this course must be negotiated and approved with a faculty member using an assessment contract. This course might include coursework in causal modeling, classification methods, multi-level modeling, etc.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-722 Content Analysis, 4 semester credits

This course will provide the basic groundwork for using content analysis methodology. Content analysis is a scientific methodology used for making inferences by objectively and systematically identifying content and studying the content of communication. For educators, psychologists, teachers, consultants, and other professionals, it is valuable to examine media offerings that are deliberately designed to benefit individuals educationally, psychologically, and socially. Such analyses can be of film, television, print images, text, news, advertisement, and web pages. In this course, students will learn to conduct, assemble, and synthesize research on content. Lieblich's model of analyses, including holistic-content, holistic-form, categorical-content and categorical form, will create systemic tools for the learner to identify themes in narrative. Learner generated written texts will give practice in "naked" as well as template coding of qualitative data.

Pre-requisites: CLINICAL: PSY-716A and PSY-701A MEDIA: PSY-526A

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Be familiar with epistemological assumptions of content analysis from both a qualitative and quantitative framework.
2. Be familiar with Lieblich's quadrant model of content analysis.
3. Be able to analyze content analysis research articles in terms of research question, data collection, methods of coding, reliability, and validity.
4. Be able to collect narrative data and use inductive coding to establish themes.
5. Be able to compute reliability on a data set.
6. Be able to complete a content research prospectus including literature review, research question, criteria for a data set, and coding plans.

PSY-723 Qualitative Research, 4 semester credits

The goal of this course is to develop an understanding of the theory and practice of qualitative

research so that the student is prepared to conduct such an inquiry. We will review the epistemological foundations of qualitative inquiry, current debates about its place in psychology and then proceed to a more practice-oriented consideration of issues in interviewing and techniques of analysis of qualitative data. We will conclude with practice in writing up qualitative results with attention to issues of forms of writing and conceptual framing of results.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-724A Media & Cognitive Psychology, 4 semester credits

The problem of mediation, filters, organization, and censorship has often been studied as attributes of mass media. And yet, this issue is seminal to the study of cognition and how we process information. For the purposes of this course, perception will be broadly defined as the relationship between images and words that characterizes human thought and cognition. Using the psychology of advertising and photography as a point of departure, we will discuss selection, grouping, illusion and ambiguity as processes of visual perception, and briefly explore the role of memory and embedded subliminals in perception. This course will explore filters that occur at the level of personality and because perception involves words, we will discuss how words and rhetoric influence what we see. This discussion of mediation at the individual level will be integrated within the context of ideological, sociological, structural and cultural filters that occur at the level of mass media. The aim will be to show how mass media and audience effects are dependent on the psychology of cognition. In this course you will explore and consider possible alternatives to the problem of mediated perception for both media systems and cognition.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-724B Media & Social Psychology, 4 semester credits

Broadly defined, social psychology looks at how people think and influence each other. If we think of mass media as cultural centers that influence public opinion and attitudes, then social psychology is inherently tied to the study of mass media communications. This course will provide students with an overview of social psychological processes as they are related to issues in mass media. We will explore processes of self concept formation, the formation of judgments, explanations, and expectations, along with an exploration of attitudes and behavior, and social identity embedded within the context of mass media influence and new media interactions. We will then turn to the core relationship that exists between media and social psychology: the study of social influence. We will explore conformity and minority influence as paradigms for passive and active resistance to influence and discuss the micro processes behind the creation of norms and standards. How do these processes of influence play out in various forms of media today? Finally we will explore the important relationship between media contents and attitudes, opinions, and behavior. Other topics discussed include: video games, violence-aggression, prejudice and the social psychology of social networks.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-724C Narratives, Symbols and Imagery in Media, 4 semester credits

Media serve as vehicles for the communication of messages to audiences who interpret the meaning of the messages. The meanings intended by those who craft a message and the meanings understood by those who receive the message draw on a shared cultural repertoire of background codes and rules. This common background contains understandings of what words and images stand for and the kinds of meanings assumed by various presentation formats; e.g., scientific writing, narratives, poems, movies, twitters, and web-pages. The cultural background through which signs and symbols are linked

to meanings is termed the semiosphere and its study is termed semiology. The content of this KA draws on the concepts and theories of semiology and their relationship to the crafting and interpretation of media.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-724D Media & Political Psychology, 4 semester credits

Media is called upon to define the public agenda. Interactive and social media get a great deal of attention and in many instances supplant print, radio, and television, yet major questions remain unanswered. How do voters and consumers actually process information? What is the connection between political technique, political conviction, and appeal to the heart and to the mind? This course focuses on political psychology and what happens when reason and emotion collide. How does one side in the political debate claim the political narrative? At first look these approaches to narrative and agenda setting appear to be uniquely American. But American-style political messages and spin are being sold to the world - and the world is buying.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-724E Media Literacy & Social Impacts of Technology, 4 semester credits

This course covers the basics of media literacy, which is defined simply as "understanding how to identify, evaluate, and apply the techniques of media persuasion." This course addresses the theories of Marshall McLuhan and other media ecologists, and considers structured approaches to assessing the social impacts of media and other kinds of technology. Questions addressed may include: How does the evolving nature of media impact the nature of literacy? How do we critically examine technologies in order to understand their impacts, reactively and proactively? How is "the medium the message" and how does the nature of a medium impact the nature of the message it conveys? Students may be involved in creating media, as well using social media as part of the class structure.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-725 Special Topics in Cognitive & Affective Bases of Behavior, 2 or 4 semester credits

This special topic course in cognitive and affective bases of behavior covers content not addressed in PSY-706. The specific content of this course must be negotiated and approved with a faculty member using an assessment contract.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-726 Special Topics in Biological Bases of Behavior, 2 or 4 semester credits

This special topic course in biological bases of behavior covers content not addressed in PSY-707. The specific content of this course must be negotiated and approved with a faculty member using an assessment contract.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-727 Psychopharmacology, 4 semester credits

This course extends the study of brain chemistry into the topic of drugs and the chemical treatment of emotional and behavior disorders. This course provides an overview of drugs and biological

interventions commonly used in clinical practice, their underlying brain mechanisms, and the research to support their effectiveness.

Pre-requisites: PSY-707

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Know the basic constructs of pharmacy, with an emphasis on neural mechanisms.
2. Be familiar with a brain circuit conceptualization of symptom manifestation in major diagnostic categories of mental disorders.
3. Know the biochemistry implicated in these brain circuits.
4. Be familiar with the working hypotheses related to various medication regimens currently used to treat the selected mental disorder categories.
5. Be aware of issues of diversity that impact pharmacotherapy considerations.

PSY-728 Neuropsychology, 4 semester credits

This course addresses the wide-ranging discipline of clinical neuropsychology. This field is represented by four emerging areas: the classic analysis of behavioral sequelae to brain damage, including substance abuse; pathology from slow development of specific cognitive functions; neuropsychological deficits based on unusual learning histories which have no organic basis; and the developing and aging brain.

Pre-requisites: PSY-707

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Be familiar with the organization of the higher cortical functions by areas (units) as outlined by A. R. Luria and his approach to the assessment of these functions.
2. Be familiar with the bases behind the process approach to clinical neuropsychology as set forth by Edith Kaplan and her colleagues and be able to describe the differences between this approach and what could be called the "batter" approach of others. Also be able to outline the strengths and weaknesses of each approach.
3. Be familiar with the current findings in clinical developmental neuropsychology, to include the anatomical development of the brain through adolescence as well as the development of the major areas of cognitive functioning through adolescence.
4. Be familiar with functional neuropsychological deficits that are associated with environmental, personality, or other factors and not with brain damage or hypodevelopment.
5. Demonstrate a working knowledge of the importance of ecological validity as applied to neuropsychological assessment, including both generic and individual factors.

PSY-729 Special Topics in Neuropsychology, 2 or 4 semester credits

This special topic course in neuropsychology covers content not addressed in PSY-728. The specific content of this course must be negotiated and approved with a faculty member using an assessment contract.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-730 Neuroanatomy, 2 or 4 semester credits

This course covers the structure and function of the various portions of the brain, what lies next to what, and what does what. Knowledge from this course will help students estimate the structures involved in a given trauma and the functions that are expected to be disrupted by it. For 2 credits one

must only take the neuroanatomy examination. For 4 credits one must also write a 15 to 20 page (of text) paper on a topic within the realm of neuroanatomy.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Be able to identify cortical and subcortical anatomical structures from frontal sections of the brain.
2. Be able to identify anatomical structures from mid sagittal and basal views of the brain.
3. Be able to identify the gyri and sulci from the lateral view of the brain.
4. Be able to identify the major fasciculi from a frontal section of the brain.

PSY-731 Health Psychology, 4 semester credits

This course recognizes the broadening role of psychologists in health care settings. Students examine psychological principles and interventions to treat and prevent illness, promote health, and analyze and improve the health care system. Topics include research on the interaction of psychology, biology, sociology, anthropology, economics, and the environment, as well as controversies, current research, and interventions in the field.

Pre-requisites: PSY-707 and PSY-701A (Clinical) or PSY-526A (Media)

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Be familiar with a variety of current approaches to define "Health."
2. Know how recent research and changes in health patterns have contributed to new ways of understanding the mind-body problem.
3. Be able to integrate current research in the following areas into a conceptualization of health and illness: genetic and conceptualization factors, developmental factors, personality factors, behavioral factors, health care system factors, culture and gender, neurological, physiological, pharmacology factors, environmental/ecological factors.
4. Be able to read, evaluate, and integrate research and research methods utilized to study health and illness behaviors, particularly epidemiological research methods.
5. Understand the importance of gender and diversity issues in health psychology research and the dangers inherent in neglecting these critical variables.
6. Be able to identify and connect the relationships between health and healing to social values and individual belief systems.
7. Be familiar with how brain mechanisms and various psychology/personality factors affect the body's health.
8. Be familiar with interdisciplinary professional issues which arise in the settings in which health psychologist work.
9. Be familiar with legal and ethical issues unique to health psychology.

PSY-732 Special Topics in Health Psychology, 2 or 4 semester credits

This special topic course in health psychology covers content not addressed in PSY-731. The specific content of this course must be negotiated and approved with a faculty member using an assessment contract.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-733 Language, 4 semester credits

The development of language takes place from birth to adulthood and is directly linked to cognitive and cultural variables that can be understood from multiple perspectives. Language disorders, on the

other hand, may involve central deficits in phonemics, semantics, syntax, morphology, and pragmatics. This course focuses on the basic concepts of language development in the early school age years and different forms of language and reading deficits and their remediation.

Pre-requisites: PSY-706, PSY-707.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Be familiar with basic concepts and controversies in the area of language development.
2. Understand the process of language development in the early school age years (5 to 12).
3. Be familiar with different forms of language and reading deficits and the importance of these distinctions for remediation.

PSY-734 Neurological Disorders, 4 semester credits

This course addresses the underlying neurological and organic bases, psychological ramifications, and neuropsychological consequences of common neurological disorders.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Be able to demonstrate advanced knowledge of the organization of higher cortical functions as applied to specific neurological/neuropsychiatric disorders.
2. Be able to demonstrate advanced knowledge of neuropsychological/cognitive test profiles pertaining to neurological/neuropsychological disorders, including familiarity with the process approach to clinical neuropsychology set forth by Edith Kaplan and her colleagues. Knows the differences between Kaplan's approach and the "battery" approach of others, including strengths and weaknesses of each approach.
3. Be able to demonstrate advanced knowledge of disease-specific cognitive profiles.
4. Be familiar with neurological and neuropsychiatric symptoms typical of specific neurological disorders.

PSY-735 Special Topics in Developmental Psychology, 2 or 4 semester credits

This special topic course in developmental psychology covers content not addressed in PSY-702. The specific content of this course must be negotiated and approved with a faculty member using an assessment contract.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-736 Special Topics in Social Psychology, 2 or 4 semester credits

This special topic course in social psychology covers content not addressed in PSY-705. The specific content of this course must be negotiated and approved with a faculty member using an assessment contract.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-737 Special Topics in Personality Theories, 2 or 4 semester credits

This special topic course in personality theories covers content not addressed in PSY-704. The specific content of this course must be negotiated and approved with a faculty member using an assessment contract.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-738 Special Topics in Psychopathology, 2 or 4 semester credits

This special topic course in psychopathology covers content not addressed in PSY-708. The specific content of this course must be negotiated and approved with a faculty member using an assessment contract.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-739 Special Topics in Psychological Assessment, 2 or 4 semester credits

This special topic course in psychological assessment covers content not addressed in the PSY-710A-PSY-710G course series. The specific content of this course must be negotiated and approved with a faculty member using an assessment contract.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-740 Special Topics Multicultural Psychology, 2 or 4 semester credits

This special topic course in multicultural psychology covers content not addressed in PSY-712. The specific content of this course must be negotiated and approved with a faculty member using an assessment contract.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-741 Special Topics in Legal & Ethical Practice, 2 or 4 semester credits

This special topic course in legal and ethical practice covers content not addressed in PSY-709. The specific content of this course must be negotiated and approved with a faculty member using an assessment contract.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-745 Consultation & Supervision, 2 semester credits

This course focuses on understanding the roles, functions, and relational attributes of a psychologist serving as a supervisor or consultant. The factors that contribute to effective supervision and consultation are examined through reading relevant theoretical and empirical articles. The range of competencies needed to work in various settings and with diverse populations is addressed. Ethical and legal responsibilities that come with these roles are also considered. The overarching goal is to support students' development in becoming effective supervisors and consultants.

Pre-requisites: Student must be engaged in or have completed clinical practicum.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Know major supervision and consultation models and theories.
2. Be able to describe the developmental processes involved in the supervision relationship as well as the consultation relationship.
3. Be familiar with the research on the supervisee relationship and the supervisory triad including issues related to supervisor-supervisee matching, factors that promote effective or harmful supervision, and outcomes of effective supervision.
4. Be familiar with the research on consultation in regard to the relationship, processes, and outcome.
5. Be familiar with national and state ethical and legal requirements pertaining to supervision and consultation.

6. Know about the cultural sensitivity issues related to the supervisory-supervisee and consultant-client relationship.

PSY-746 Psychoanalytic Theory/Therapy, 4 semester credits

This course includes a consideration of the terminology, major figures, and theories of psychopathology and psychotherapy from psychoanalytic and neoanalytic orientations.

Pre-requisites: PSY-711A1

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Conversant with the development and main features of selected psychoanalytic theorists. Understands basic concepts and the approach to psychotherapeutic technique.
2. Knows the significance of each major psychoanalytic theory and how each theory has contributed to our understanding of personality and/or therapy.
3. Be able to employ in discussion the major terms in psychoanalytic psychotherapy (the following are just examples): id, ego, superego, defense mechanisms (as a general concept and specific forms) object, object relations, transitional object, false self, mirroring, narcissism, transference, countertransference, the "analytic third," collective unconscious, archetypes, and basic anxiety.

PSY-747 Cognitive-Behavioral Theory/Therapy, 4 semester credits

This course covers behavioral and cognitive theories and therapies. Principles of learning and their application will be covered. The movement from behavioral psychology to cognitively mediated theories of personal change will be discussed. Social Cognitive Theory and its role in the development of CBT will be reviewed as well as the mechanisms of therapeutic change. Students will learn the underlying theory and principles of CBT and how these principles apply to the broad spectrum of psychological disorders.

Pre-requisites: PSY-711A1

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Know the principles of classical, operant, and vicarious learning and how they can be used to effect change.
2. Know the role of Social Cognitive Theory in the paradigm shift from a purely behavioral perspective of personal change.
3. Know the role of self-efficacy in psychological disorders and therapeutic change.
4. Know the mediating processes of personal change.
5. Be familiar with different cognitive behavioral therapies and how they apply cognitive, behavioral, and environmental interventions contextually for different psychological disorders.
6. Know how to apply CBT in a culturally competent manner.

PSY-748 Humanistic & Existential Theory/Therapy, 4 semester credits

This course looks at the major concepts and issues of humanistic, existential, phenomenological, and organismic personality theories and their respective approaches to intervention. This course comprehends humanistic/existential psychology as an approach to psychological theory, research, and psychotherapy that focuses upon lived experience in the context of the individual's relatedness to self and others, and their cultural, social and natural environments. Humanistic/Existential psychologists typically take a profound interest in the experience of clients, therapists, subjects and investigators. They promote an "open economy" of experience and ideas, respect the autonomy and value of individuals, communities and cultures, honor and value history and tradition without being blindly

obedient to them, place the individual's experience and the therapeutic relationship (as opposed to diagnosis, theory and classification) at the focus of clinical interactions, and take particular interest in the fundamental conditions of human existence, including mortality, freedom, desire, will, isolation, alienation, relatedness, meaning, and creativity. Humanistic/existential psychology is concerned with the positive and joyous, as well as the pathological and tragic aspects of human life. This course will examine the philosophical foundations of psychological practice and research, and takes a broad view of the Philosophy of Science and Philosophy of Psychology, focusing on the work of such philosophers as Husserl, Heidegger, Sartre and Buber. Students may also examine such thinkers as Kierkegaard, Nietzsche, and Tillich, as well as the work of the psychologists Laing, Binswanger, May, Yalom, Maslow, Rogers, Boss, Bugental, Fromm, Frankl, and Perls.

Pre-requisites: PSY-711A1

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Understand the philosophical and psychological foundations of existential and humanistic psychology.
2. Understand the language and concepts related to phenomenological, humanistic, and existential approaches to psychology and psychotherapy.
3. Demonstrate an understanding of the more recent issues and problems confronting humanistic/existential research and its connections to non-specific variables and common factors as well as how this field addresses the question of "evidence based treatments".
4. Be able to describe how several prominent existential-humanistic theorists understand therapeutic technique and change. Amongst these psychotherapy theorists are: I. Yalom, R.D. Laing, F. Perls, M. Boss, V. Frank, J. L. Moreno, C. Rogers, L. Binswanger, J. Bugental, A. Maslow, M. Erickson, R. May, E. Berne, E. Fromm.

PSY-749 Marriage & Family Therapy, 4 semester credits

This course embraces historical and cross-cultural views of the complex and changing social unit known as the family, dealing with contemporary theories and current issues in marriage and family therapy

Pre-requisites: PSY-711A1 and PSY-711A2

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Be familiar with the history of marriage and the family in Western culture, including alternatives to the traditional nuclear family.
2. Be familiar with historical and sociocultural influences on the concepts of love and pairing.
3. Be familiar with the importance and contributions of systems thinking in family and couples therapy.
4. Know the historical context of contemporary theories of family therapy by familiarizing yourself with the origins and development in this field over the past 40 years.
5. Understand the development and history of family psychology and marriage and family therapy.
6. Be conversant with the scientific literature in family psychology providing empirical support for couples and family interventions.
7. Know the differences and similarities among psychoanalytic, behavioral, and systemic theories of couples and families.
8. Be familiar with current developments in the field of couples therapy, including the influence of research in neurobiology.

PSY-750 Group Psychotherapy, 4 semester credits

This course will focus on group dynamics, including components of group process, developmental stages of a group as they pertain to group therapy as well as the theory and technique of group therapy itself. We will examine group member's roles and behaviors and therapeutic factors of group work. We will consider the relationship between leadership styles and group functioning and review some of the research as well as the clinical literature. While the focus will primarily be on interpersonally-focused therapy groups, we will also consider when and how to use different types of groups, including task groups, psycho-educational groups and support groups. Finally, we will review the ethical and legal principles unique to group work, with an awareness of the ethical responsibility to demonstrate sensitivity to group member diversity with regard to race, ethnicity, gender, spirituality, sexual orientation, and disabilities. All students will be expected to participate in an experiential group (to be negotiated with the professor), the experience of which will be a focus of one of the required papers.

Pre-requisites: PSY-711A1, PSY-711A2

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Know of the eleven therapeutic factors which are intrinsic to the group therapy process.
2. Be able to identify the typical stages of group development and basic group theory principles.
3. Be able to modify a prototypic group to the needs of a particular setting, issue, or purpose.
4. Know the ethical and professional issues relevant to group therapy.
5. Be familiar with the basic techniques/strategies that are useful in leading groups and that differentiate group from individual counseling.
6. Understand how to work with diverse populations in group settings.
7. Be conversant with contemporary research on group therapy.

PSY-751 Advanced Topics in Psychotherapy, 2 or 4 semester credits

This special topic course in psychotherapy might include coursework in crisis intervention, brief psychotherapy, re-decision therapy, managed care, etc. The specific content of this course must be negotiated and approved with a faculty member using an assessment contract.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-752 Positive Psychology, 4 semester credits

Positive psychology is an orientation to the field of psychology going beyond the emphasis on illness and pathology and instead examines areas such as happiness, well-being, optimism, and fulfillment. The course readings will examine topics including strength, virtue, and positive institutions; subjective well-being and happiness; the science of happiness; self-esteem; hope and optimism; resiliency; humor, flow, and emotional intelligence; creativity; and the role of religiosity.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-755 Writing for the Internship Application, 2 semester credits

This course assists students in developing and polishing materials for the internship application process. Students will identify their unique clinical strengths, growth edges, and training goals and learn strategies to write with clarity and purpose for the intent of developing high quality internship materials.

Pre-requisites: PSY-638 (pre-proposal approval). RCP students or PhD students registering in the Spring term with an active dissertation chair can request registration from registrar@fielding.edu

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective: 1. To write clearly, concisely, engagingly and effectively both for scholarly and other professional purposes.

2. To use correct grammar, spelling and APA format.

3. To apply these skills for a particular task: the application for the APPIC Internship Match.

PSY-756 Special Topics in Academic Writing, 2 semester credits

This course assists both new students who wish to develop their graduate-level writing skills and ongoing students who wish to polish their skills.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-760 Independent Study, 1, 2 or, 4 semester credits

Students may propose and develop an independent study contract in subject areas or subareas of psychology not encompassed by another course.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-761 Human Sexuality, 4 semester credits

The objective of this course is the development of information and attitudes that enable psychologists to deal effectively with sexual problems and sex-related issues presented to them. Topics include the physiology of sexual behavior, sexual development, and treatment of psychologically based sexual disorders.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Understands the effect of culture, gender, age, sexual orientation, religion, race, and ethnicity on sexual behavior and values.

2. Able to describe the various sexual diseases and dysfunctions.

3. Understands human sexual anatomy and physiology, arousal and response, varieties of sexual styles, and relationships.

4. Familiar with the processes of normal sexual arousal and response.

5. Be familiar with varieties of sexual styles, relationships, and theories of love.

6. Familiar with the nature and treatment of sexual dysfunction.

PSY-765 Forensic Psychology, 4 semester credits

This is the basic core course in forensic psychology, required for all students in the forensic concentration. It provides an overview of the field of forensic psychology. Forensic psychology applies psychological art and science to legal and quasi-legal problems. This course addresses principles that underlie the use of psychologists in legal problem solving and the growth of forensic psychology.

Topics include the role of forensic specialists in child psychology, neuropsychology, abnormal psychology, and psychological measurement.

Pre-requisites: PSY-710B, PSY-710C and PSY-715A. Media students can be registered without these pre-requisites by contacting registrar@fielding.edu

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Objective:

1. Be able to demonstrate a basic understanding of the scope of the field of forensic psychology.

2. Be able to demonstrate a basic understanding of the tasks involved in applying psychological knowledge and skills to the psycho-legal issues to which forensic psychologists respond.
3. Be able to demonstrate an understanding of the core psycho-legal issues in various types/areas of forensic practice.
4. Be able to demonstrate a basic understanding of the ethical issues relevant to forensic practice.
5. Be able to demonstrate an understanding of the steps required to conduct a forensic assessment and prepare a forensic report (clinical) or the ability to present expert testimony and an expert report on a relevant forensic issue (non-clinical).

PSY-765A Forensic Assessment in Criminal Cases, 2 semester credits

Advanced course in Forensic Criminal Assessment with one-day face-to-face lab.

Pre-requisites: Completion of or concurrent registration in PSY-765

Delivery Method: In person/Blended

Grading Default: Letter

PSY-765B Forensic Assessment in Civil Court, 2 semester credits

Advanced course in Forensic Assessment in Civil matters, with one-day face-to-face lab.

Pre-requisites: Completion of or concurrent registration in PSY-765

Delivery Method: In person/Blended

Grading Default: Letter

PSY-765C Forensic Assessment in Child Custody and Parental Rights, 2 semester credits

Advanced course in Child Custody and parental rights with one-day face-to-face lab.

Pre-requisites: Completion of or concurrent registration in PSY-765

Delivery Method: In person/Blended

Grading Default: Letter

PSY-765D Forensic Neuropsychology Assessment, 2 semester credits

This is an advanced course in forensic neuropsychology assessment with a 2-day face-to-face seminar at summer session. This course introduces students to the scientific approach to forensic neuropsychological assessment and applies this approach to cases in the criminal and civil legal arenas.

Pre-requisites: Completion of or concurrent registration in PSY-765

Delivery Method: In person/Blended

Grading Default: Letter

PSY-765E Forensic Psychology: Police and Public Safety Personnel, 2 semester credits

Police Psychology covers the core concepts and issues of this newly recognized specialty, which also overlaps with forensic psychology. Students will learn about occupational culture issues associated with law enforcement work, pre-employment screening for police and public safety professions, and fitness-for-duty assessments. Specific assessment instruments for police and public safety evaluations will be explored in detail. This course is designed to provide adequate familiarization with police psychology to position students to work in practicum or internship settings in police psychology. The course requires two days of in person lab training and a semester long forum on which papers addressing police psychology will be posted.

Pre-requisites: Concurrent enrollment or prior completion of PSY-710G or PSY-800B.

Delivery Method: In person/Blended

Grading Default: Letter

PSY-765F Malingering and Deception, 2 semester credits

This course will focus on the role the forensic psychologist can take in cases in the United States immigration courts. An overview of the legal aspects of immigration proceedings will be covered with a focus on the processes of seeking asylum and contesting removal from the United States. Didactic instruction will be provided regarding the special challenges facing those that immigrate to the United States as well as the mental health issues prevalent in immigrant communities. Students will be instructed on how to conduct an assessment for the immigration courts and testify in immigration proceedings.

Delivery Method: In person/Blended

Grading Default: Letter

PSY-765G Evaluations for the Immigration Courts, 2 semester credits

This course will focus on the role the forensic psychologist can take in cases in the United States immigration courts. An overview of the legal aspects of immigration proceedings will be covered with a focus on the processes of seeking asylum and contesting removal from the United States. Didactic instruction will be provided regarding the special challenges facing those that immigrate to the United States as well as the mental health issues prevalent in immigrant communities. Students will be instructed on how to conduct an assessment for the immigration courts and testify in immigration proceedings.

Delivery Method: In person

Grading Default: Credit/No Credit only

PSY-765L Forensic Psychology Lab, 1 semester credit

Two day face-to-face lab at session.

Pre-requisites: PSY-710A, PSY-710B, PSY-710C; concurrent registration in PSY-765 required.

Concurrent registration in PSY-710G recommended.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

PSY-766 Special Topics in Media Psychology, 4 semester credits

Includes an approved project or paper where the student examines a particular area of interest in depth.

Pre-requisites: PSY-585

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-767A The Social Impact of Mobile and Immersive Media, 4 semester credits

Every new medium introduces new forms of narrative. Immersive media (IM), augmented reality (AR), transmedia storytelling, and more, create tremendous media disruption - and tremendous opportunity. Internet 1.0 (1994 - 2000) was all about the great disruption of a hyperlinked world, which was quickly watered down to online shopping. Internet 2.0 (2004 - 2009) was the decade it took to figure out what to do with a networked, rich web app, social media world. The advent (2009 - present) of IM, and particularly AR, is where broadband enabled mobile technology makes the Internet inescapable offering pitfall and promise. As we rapidly move toward a future where wireless is embedded in everything around us, these media innovations, combined with the modern tablets and smart phones, empower the user with extraordinary capabilities. In theory, almost anyone can know

almost anything almost anywhere. This increased transparency leads to reduced privacy, timely access to information breeds constant access to entertainment and we can trust product marketers to use and abuse the medium. Can these developments be used to increase the cognitive understanding of social concerns? Can location based information (GIS) and spatial psychology be used to increase our cognitive relationship to physical place? What is the social impact of real time data delivery? This seminar recasts Marshal McLuhan's famous axiom where the device becomes the message. Public and private organizations as well as foundations and NGOs are adding GIS competence and functions. This development, combined with a layer of real time information accessed through immersive media and augmented reality, addresses the demand for media strategists rather than technologists. In this seminar, these new innovations are brought to life through case studies, research findings and a myriad of applications, product demos and false starts. It draws on the foundations of psychology that lead to effective data visualization, application design, increased human understanding and most importantly mobile advocacy. This revolution will not be televised.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-767B Narrative & Digital Storytelling, 4 semester credits

This course examines how new media narrative both observes and adds to traditional forms of storytelling. Students create reflective media, using planning tools that help them visualize the overall arc and map of a story, as well as describe the media components of their stories in order to integrate and align media and narrative, deliberately and reflectively. The media that students produce is zero budget media in that students are not expected to have or use equipment beyond their own laptop and digital camera. In addition, students read narrative theory, synthesize their own concepts in this area, and present their findings in written work, particularly as it applies to their professional practice.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-767C Digital Media Research & Production, 4 semester credits

This course examines the way in which media works are researched, developed and funded through a combination of readings and simulated exercises. The key objective of this course is to make the student fully conversant with all aspects of media production, including technical, creative, financial and distribution tasks.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-769 Advanced Topics in Media Psychology, 2 or 4 semester credits

Designed to allow for a diverse array of electives. Each assessment involves an individual special topic agreed between the student and the faculty member. Students may choose from a large array of electives that reflect theories on psychology as applied to the media. These may be applied to media technologies in practice, research projects, and special studies in media effects.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-770 Special Topics in Forensic Psychology, 2 or 4 semester credits

This special topic course in forensic psychology covers content not addressed in PSY-765. The specific content of this course must be negotiated and approved with a faculty member using an assessment contract.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-771 Legal & Ethical Issues in Media Psychology, 4 semester credits

This course involves a review of pertinent research literature from the study of media effects. Some sample topics include court cases and legal principles involving such issues as freedom of expression, protected and unprotected speech, libel, obscenity, privacy, commercial expression, copyright, intellectual property, and related issues. The course will assist participants in developing an understanding of psychological theories that pertain to culture, the law, and media.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-772 Media & the Comparative Identity of Nations, States and Cultures, 4 semester credits

This course explores the relationship between media, public opinion and the comparative and competitive identity of nations, regions and cultures. Ever since the introduction of "nation branding" in the mid - 1990s, there has been growing interest in the notion that countries, regions and cultures can build and maintain their own images. There is very little agreement on how, or even if, the techniques of brand management can apply to places. There is broad agreement, however, that the effect and power of the media drives public opinion in one direction or another toward a conclusion about the quality, openness, and desirability of visiting, doing business with or entering into agreements with a nation, region or culture. Just how is this public opinion "framed" and how can it be changed? What determines whether the media will accept or reject a country's perspective on how it would like to be viewed? What are the ways that encourage the open exchange of ideas between governments and the media and between the media and the public? What consequences does this new media environment have for how a country sees itself and how others see it?

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-773 Media Innovation and Online Education, 4 semester credits

Higher education is seeking those who both create innovative media psychology, emerging media and related content and are familiar with on-line delivery platforms. This seminar is designed to address emerging technology and the creation of virtual courseware for those seeking to deliver educational experiences within degree programs, private executive development and international development programs. Both advanced doctoral students and recent graduates are finding tremendous value in preparing for online course delivery. This seminar includes: -Comparative delivery platforms and forum management -Fully annotated syllabus development -Keys to innovative course content -Topic specific literature review -Managing your professional online identity

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-774 Neuropsychological Care in Traumatic Brain Injury: Assessment, Rehabilitation, and Advocacy, 4 semester credits

This course addresses both the evaluation and treatment of traumatic brain injury from a rehabilitation neuropsychology perspective. Emphasis is placed on how TBI is expressed on neuropsychological evaluations, and how rehabilitation neuropsychologists can use neuropsychological evaluations for treatment planning. First-person accounts of TBI from survivors and family members are considered. The need for rehabilitation neuropsychologists to be familiar with multi-disciplinary teams in medical settings is emphasized, and the roles of these other health professions are covered.

Pre-requisites: PSY-707, PSY-728

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-775 Asmt- Advanced Forensics, 0.5 semester credits

This course provides training on the standards and practices for providing psychological evaluations and effective testimony on specific psychological issues.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-779 RCP Comprehensive Exam, 4 semester credits

This course comprises the clinical comprehensive evaluation that includes written essays on the student's theoretical orientation, ethics, and theoretically framed case conceptualization and treatment plan as well as an annotated transcript from a therapy session.

Pre-requisites: Complete the first two terms of Practicum Case Seminar (PCS), 6 units (500 hours) of clinical practicum; PSY-710G (may be co-registered), PSY-711B, PSY-712

Delivery Method: In person

Grading Default: Credit/No Credit only

PSY-801 Advanced Research: Respecialization Concentration, 6 semester credits

This course is designed for students who are completing a Clinical Psychology Concentration in forensic, health psychology or violence prevention. In lieu of a dissertation, the research component for the concentration will be fulfilled by a scholarly article or publishable paper in the area of concentration to be evaluated by a concentration faculty.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter