Academic Catalog 2022-2023

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About Fielding Graduate University

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Disclaimer

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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.
As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. This catalog does not include all university policies and procedures for which students are responsible. Student should also consult other publications, such as program student handbooks, program and office websites and other regulatory documentation such as:

- the Annual Security Report
- the transfer and articulation handbook
- accreditation, program approval, and state-by-state complaint bureau information
- professional licensure information

Editor-in-Chief**:** Bridget L. Brady, Registrar & Director of Curricular Services

University Profile

Fielding Graduate University was incorporated on March 11, 1974 as The Fielding Institute in Santa Barbara, California. It is a non-profit, private, graduate university, governed by a Board of Trustees.

Fielding was founded to serve adult students who need a nontraditional approach to graduate-level education. Today, with an enrollment of approximately 1,000 students, Fielding Graduate University offers master's, doctoral, and graduate certificate programs through its two schools of Leadership Studies and Psychology. Fielding's distributed learning model emulates the Oxford independent student/tutorial approach in which students attend didactic classes online. Some programs offer in-person experiences in various locations in the U.S. The programs that have an in-person component hold those sessions in contracted/rental spaces such as hotels and conference centers.

Fielding maintains an additional location in Washington D.C. that houses the Center for the Advancement of STEM Leadership which is funded through a National Science Foundation grant. There is no instruction, student services or recruiting from the D.C. location. Students do not typically visit either of the Fielding locations because all student services are online.

The Fielding Graduate University Board of Trustees has approved each degree/credential program offered by the University.

Fielding Graduate University has establishment to offer programs by the State of California through execution of the State Authorization Agreement via the California Private Postsecondary Education Act of 2009 and the California Code of Regulations. Fielding is contracted with the BPPE (Bureau) for the Bureau to review and, as appropriate, act on complaints concerning the institution. An individual may contact the Bureau for a review of a complaint. The Bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400 Sacramento, CA 95833, https://www.bppe.ca.gov/, (916) 574-8200, and toll-free phone: 1-888-370-7589.

History

Fielding Graduate University is the realization of the combined vision of several founders and early faculty members: Frederic Hudson, Hallock Hoffman, Renata Tesch, Marie Fielder, and Malcolm Knowles-distinguished leaders and thinkers in higher education. The founders envisioned a nationally recognized graduate school that would serve mid-career professionals desirous of an advanced degree, but whose educational and professional goals could not be met by traditional institutions of higher education. Their success was predicated on two basic, but rather advanced, notions.

First, the founders speculated that students seeking advanced degrees at Fielding would often be mid-career adults who wanted to enhance their already well-established academic and professional skills. They envisioned these students would be committed to career development and advancement, and, by the nature of their quest for doctoral education at midlife, interested in being part of a lifelong learning community dedicated to social change. Second, the founders recognized that this atypical student body would bring experiences to graduate study that were significantly different from those of young adults. Traditional methods of education were thought to be inappropriate for such learners. To accommodate and advance the learning needs of this audience, Fielding developed a rigorous, supportive learning model that continues to this day as flexible, learner-centered, self-directed, globally-oriented, and competence-based. How we implement those principles has evolved over the years, and varies among programs, but we remain committed to them. Fielding's faculty is comprised

of scholars and practitioners in the social science disciplines who are passionately dedicated to the success of their students.

Vision

Educating leaders, scholars, and practitioners for a more just and sustainable world.

Mission

We provide exemplary interdisciplinary programs for a community of scholar-practitioners within a distributed learning model grounded in student-driven inquiry and leading to enhanced knowledge. We provide exemplary interdisciplinary programs within a distributed and relational learning model grounded in student-driven inquiry and leading to enhanced knowledge.

Values

Academic Excellence: We commit to the highest quality scholarship, research, and practice.
Community: We support a collaborative learning environment built on inclusion and mutual respect.
Diversity: We commit to having a faculty, staff and student body that is diverse and inclusive. We embrace and celebrate the wisdom, knowledge and experiences of our diverse community.
Learner-centered Education: We create an interactive experience that responds to the interrelated personal and professional lives of our students.
Social Justice: We commit to advancing equality and justice in our University, and in the local, national, and global communities impacted by our work.
Transformational Learning: We inspire a re-examination of one's world view and underlying assumptions to enable a deeper understanding of self and society.

Learning Model

The Fielding learning model differentiates us from most other universities, enabling us to provide for a diverse student body in specialized fields within the social sciences. Our doctoral programs enroll over 80% of our students. These programs support students through:

- face-to-face regional, research, and national sessions
- independent study
- online seminars, and
- virtual meetings between student peers, faculty, and alumni.

The book "A Passion for Adult Learning: How the Fielding model is transforming doctoral education," highlights five progressive principles:

1. Learner-centered, competency-based education
2. Mentors, not teachers
3. A program for mid-life adults
4. Low-residency graduate education
5. Multi-disciplinary learning

Institutional and Program Accreditation

Fielding Graduate University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WSCUC), an institutional accrediting body recognized by the U.S. Department of Education. Contact information for WSCUC 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.

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

The Evidence Based Coaching certificate program is approved as an Accredited Coach Training Program by the International Coaching Federation (ICF). For more information see: https://coachingfederation.org/coach-training/actp-accreditation or contact: International Coaching Federation, 2365 Harrodsburg Rd, Suite A325, Lexington, KY 40504, Phone: 888.423.3131 (toll-free); +1.859.219.3580

Continuing Education Approvals

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

- The American Psychological Association (CE for psychologists)

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.

Non-Discrimination Statement

Fielding Graduate University does not discriminate on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, gender transition status, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services, including protected veterans, or any other characteristic protected by law, in the administration of its educational programs, activities, or program policies.

In addition, the university prohibits harassment based on the above protected characteristics of a student, applicant, alumnus, or person participating in any educational program.

The university complies with federal and state equal opportunity laws and regulations, and through its policies declares harassment to be inconsistent with the university's mission and educational goals.

Policy Revised 10/10/2019

Academic Calendar 2022-2023

Fall Semester
September 7, 2022-December 18, 2022

Jul 18-Sept 11 (Mon-Sun)	New Student Orientations (exact dates vary by program)
Jul 26-Aug 15 (Tues-Mon)	Online registration for Fall 2022
Jul 26-Sept 15 (Tues-Thurs)	Online registration for Fall Clinical Residency Session 2022
Aug 22-Sept 6 (Mon-Tues)	Term break
Aug 30 (Tues)	Financial Aid loan disbursement begins
Aug 30 (Tues)	Fall 2022 Tuition due
Sept 1 (Thurs)	IRB Submission Deadline
Sept 5 (Mon)	Labor Day: **Administrative offices closed**
Sept 7 (Wed)	**Fall semester classes begin**
Sept 7 (Wed)	Module 1 for 7-week accelerated ODL program begins
Sept 7-20 (Wed-Tues)	Add/Drop period for 12/15 week term programs
Sept 11 (Sun)	Leave of absence for term request deadline
Sept 15 (Thurs)	Unofficial withdrawal deadline
Sept 20 (Tues)	Drop (with a W) deadline for module 1 ODL students
Oct 3 (Mon)	IRB Submission Deadline
Oct 10 (Mon)	Indigenous People's Day: **Administrative offices closed**
Oct 25 (Tues)	Module 1 ODL courses end; **Grades Due**
Oct 25 (Tues)	Credit/No Credit Grade Option deadline for 12/15 week term programs
Oct 25 (Tues)	Drop (with a W) deadline for 12/15 week term programs
Oct 31 (Mon)	Module 2 for 7-week accelerated ODL program begins
Nov 1 (Tues)	IRB Submission Deadline
Nov 7-12 (Mon-Sat)	Clinical Fall Residency Session (Bloomington, Minnesota
Nov 13 (Sun)	Drop (with a W) deadline for module 2 ODL students
Nov 24-25 (Thurs-Fri)	Thanksgiving recess: **Administrative offices closed**
Nov 29 (Tues)	EBC certificate courses end
Dec 1 (Thurs)	IRB Submission Deadline
Dec 12-18 (Mon-Sun)	Assessment week
Dec 18 (Sun)	Module 2 ODL courses end
Dec 18 (Sun)	**Fall 2022 and Module 2 grades due**
Dec 19-Jan 8 (Mon-Sun)	Term break
Dec 22-Jan 2 (Thurs-Mon)	Winter Holiday Break: **Administrative offices closed**

Spring Semester

January 9, 2023-April 23, 2023

Oct 17-Nov 8 (Mon-Tues)	Online registration for Winter Residency Session 2023
Nov 3-Nov 30 (Thurs-Wed)	Online registration for Spring 2023
Nov 8 (Tues)	Dissertation to Committee Deadline for Winter Session 2023 Graduates
Nov 30 (Fri)	Degree Audit Deadline for Winter Session 2023 Graduates
Dec 19-Jan 8 (Mon-Sun)	Term break
Dec 22-Jan 2 (Thurs-Mon)	Winter Holiday Break: **Administrative offices closed**
Jan 3 (Tues)	Financial Aid loan disbursement begins
Jan 3 (Tues)	Spring 2023 Tuition due
Jan 3 (Tues)	IRB Submission Deadline
Jan 9 (Mon)	**Spring semester classes begin**
Jan 9 (Mon)	Module 1 for 7-week accelerated ODL program begins
Jan 9-12 (Mon-Thurs)	New Student Orientations (exact dates vary by program)
Jan 9-14 (Mon-Sat)	School of Leadership Studies Winter Residency Session (Santa Barbara, CA)
Jan 9-22 (Mon-Sun)	Add/Drop period for 12/15 week term programs
Jan 13 (Fri)	Leave of absence for term request deadline
Jan 14 (Sat)	School of Leadership Studies Graduation Ceremony (Santa Barbara, CA)
Jan 15-21 (Sun-Sat)	Clinical Psychology Winter Residency Session (Santa Barbara, CA)
Jan 16 (Mon)	Martin Luther King Jr. Holiday: **Administrative offices closed**
Jan 17 (Tues)	Unofficial withdrawal deadline
Jan 21 (Sat)	School of Psychology Graduation Ceremony (Santa Barbara, CA)
Jan 22 (Sun)	Drop (with a W) deadline for module 1 ODL students
Feb 1 (Wed)	IRB Submission Deadline
Feb 20 (Mon)	President's Day: **Administrative offices closed**
Feb 26 (Sun)	Module 1 ODL courses end; **Grades Due**
Feb 26 (Sun)	Credit/No Credit Grade Option deadline for 12/15 week term programs
Feb 26 (Sun)	Drop (with a W) deadline for 12/15 week term programs
Mar 1 (Wed)	IRB Submission Deadline
Mar 6 (Mon)	Module 2 for 7-week accelerated ODL program begins
Mar 19 (Sun)	Drop (with a W) deadline for module 2 ODL students
Apr 2 (Sun)	EBC certificate courses end
Apr 3 (Mon)	IRB Submission Deadline
Apr 17-23 (Mon-Sun)	Assessment week
Apr 23 (Sun)	Module 2 ODL courses end
Apr 23 (Sun)	**Spring 2023 and Module 2 grades due**
Apr 24-May 7 (Mon-Sun)	Term break

Summer Semester

May 9, 2023-August 20, 2023

Mar 21-Apr 9 (Tues-Sun)	Online registration for Summer 2023
Mar 21-May 1 (Tues-Mon)	Online registration for Summer Residency Session 2023
Apr 24-May 7 (Mon-Sun)	Term break
May 1 (Mon)	Dissertation to Committee Deadline for Summer Session 2023 Graduates
May 1 (Mon)	Summer 2023 Tuition due
May 1 (Mon)	Financial Aid loan disbursement begins
May 1 (Mon)	IRB Submission Deadline
May 8 (Mon)	**Summer semester classes begin**
May 8 (Mon)	Module 1 for 7-week accelerated ODL program begins
May 8 (Mon)	Leave of absence for term request deadline
May 8-11 (Mon-Thurs)	New Student Orientations (exact dates vary by program)
May 8-21 (Mon-Sun)	Add/Drop period for 12/15 week term programs
May 16 (Tues)	Unofficial withdrawal deadline
May 21 (Sun)	Drop (with a W) deadline for module 1 ODL students
May 29 (Mon)	Memorial Day Holiday: **Administrative offices closed**
Jun 1 (Thurs)	Degree Audit Deadline for Summer Session 2023 Graduates
Jun 1 (Wed)	IRB Submission Deadline
Jun 19 (Mon)	Juneteenth Holiday: **Administrative offices closed**
Jun 25 (Sun)	Module 1 ODL courses end; **Grades Due**
Jun 25 (Sun)	Credit/No Credit Grade Option deadline for 12/15 week term programs
Jun 25 (Sun)	Drop (with a W) deadline for 12/15 week term programs
Jul 3 (Mon)	IRB Submission Deadline
Jul 3 (Mon)	Module 2 for 7-week accelerated ODL program begins
Jul 4 (Mon)	Independence Day: **Administrative offices closed**
Jul 16 (Sun)	Drop (with a W) deadline for module 2 ODL students
Jul 30 (Sun)	EBC certificate courses end
Aug 1 (Tues)	IRB Submission Deadline
Aug 14-20 (Mon-Sun)	Assessment week
Aug 20 (Sun)	Module 2 ODL courses end
Aug 20 (Sun)	**Summer 2023 and Module 2 grades due**
Aug 21-Sept 5 (Mon-Tues)	Term break
Sept 4 (Mon)	Labor Day Holiday: **Administrative Offices closed**

Future Terms
2023-2024

2023 Fall
- Doctoral, postdoctoral, and postbaccalaureate programs: 09/06/23 - 12/17/23
- EBC certificate: 09/06/23 - 11/28/23
- Accelerated ODL Module 1: 09/06/23-10/24/23
- Accelerated ODL Module 2: 10/30/23-12/17/23

2024 Spring
- Doctoral, postdoctoral, and postbaccalaureate programs: 01/08/24 - 04/21/24
- EBC certificate: 01/08/24 - 03/31/24
- Accelerated ODL Module 1: 01/08/24-02/25/24
- Accelerated ODL Module 2: 03/04/24-04/21/24

2024 Summer
- Doctoral, postdoctoral, and postbaccalaureate programs: 05/06/24 - 08/18/24
- EBC certificate: 05/06/24 - 07/28/24
- Accelerated ODL Module 1: 05/06/24-06/23/24
- Accelerated ODL Module 2: 07/01/24-08/18/24

2024-2025

2024 Fall
- Doctoral, postdoctoral, and postbaccalaureate programs: 09/04/24 - 12/15/24
- EBC certificate: 09/04/24 - 11/26/24
- Accelerated ODL Module 1: 09/04/24-10/22/24
- Accelerated ODL Module 2: 10/28/24-12/15/24

2025 Spring
- Doctoral, postdoctoral, and postbaccalaureate programs: 01/06/25 - 04/20/25
- EBC certificate: 01/06/25 - 03/30/25
- Accelerated ODL Module 1: 01/06/25-02/23/25
- Accelerated ODL Module 2: 03/03/25-04/20/25

2025 Summer
- Doctoral, postdoctoral, and postbaccalaureate programs: 05/05/25 - 08/17/25
- EBC certificate: 05/05/25- 07/27/25
- Accelerated ODL Module 1: 05/05/25-06/22/25
- Accelerated ODL Module 2: 06/30/25-08/17/25

2025-2026

2025 Fall
- Doctoral, postdoctoral, and postbaccalaureate programs: 09/03/25 - 12/14/25
- EBC certificate: 09/03/25 - 11/25/25
- Accelerated ODL Module 1: 09/03/25-10/21/25
- Accelerated ODL Module 2: 10/27/25-12/14/25

2026 Spring
- Doctoral, postdoctoral, and postbaccalaureate programs: 01/05/26 - 04/19/26
- EBC certificate: 01/05/26 - 03/29/26
- Accelerated ODL Module 1: 01/05/26-02/22/26
- Accelerated ODL Module 2: 03/02/26-04/19/26

2026 Summer
- Doctoral, postdoctoral, and postbaccalaureate programs: 05/04/26 - 08/16/26
- EBC certificate: 05/04/26- 07/26/26
- Accelerated ODL Module 1: 05/04/26-06/21/26
- Accelerated ODL Module 2: 06/29/26-08/16/26

Calendar Parameters

Fielding's calendar is a 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 and modules will start on a weekday; e.g. Monday-Friday, but may not start on Fielding (national) holidays.
2. For the Fall term, the term will end no later than December 23.
3. Courses shorter or longer than the term may be authorized, 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. Exceptions to the scheduling of credit-bearing/financial aid eligible events during any portion of the term break should be reviewed by the leaders of the Financial Aid and Registrar Offices and approved by the Provost or their designee.
5. Each week of the designated term shall include expectations of active engagement by the student in an instructional activity related to the student's course of study. These activities include (but are not limited to):
   - Attending asynchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;
   - Submitting an academic assignment;
   - Taking an assessment or an exam;
   - Participating in an interactive tutorial or webinar.

Please note: the definition of academic engagement may not include activities where a student may be present, but not academically engaged, such as:
   - Logging into an online class or tutorial without any further participation;
   - Participating in academic counseling or advising; or
   - Participating in a student-organized study group.

Additional Parameters for Programs on a 15 week calendar:

1. Each academic 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 to support timely grade submission. The assessment week is designed to be a period of summative assessment where

students have evidenced to the instructor/assessing faculty the applied knowledge accumulated through the term in the context of the course. The structure of that submission will differ from discipline to discipline and from course to course.

Additional Parameters for Programs on a 12 week calendar:

1. Each term will include a minimum of 12 weeks of instruction, starting on the same day as the 15 week term.
2. The grade deadline will coincide with the grade deadline for the 15 week term.

Additional Parameters for Programs Using Accelerated Modules:

1. Accelerated modules must begin or end in alignment with the term start or end dates.
2. Accelerated modules must be 49 days in length where possible and can begin on any day of the week, but may not start on Fielding (national) holidays.
3. Module start and end dates within the larger term may not overlap.
4. Grades are due at the conclusion of each module.
5. All programs using the accelerated modules model must follow the same calendar.

Revisions of Calendars

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

University Master Calendar

Please see the university master [Calendar website](#) for additional event and deadline dates and details.

Admissions

Application Deadlines

Program(s)	Start Term (Start Month)	Application Deadline
PhD Clinical Psychology	22/Fall (September)	February 2, 2022
Doctoral - all excluding Clinical	22/Fall (September)	July 25, 2022
Master's and Certificate Programs	22/Fall (September)	July 28, 2022
MA in Organization Development and Leadership	22/Fall Module 1 (September) 22/Fall Module 2 (November)	July 28, 2022 N/A; no planned intake
Doctoral - all excluding Clinical	23/Spring (January)	November 15, 2022
Master's and Certificate Programs	23/Spring (January)	November 15, 2022
MA in Organization Development and Leadership	23/Spring Module 1 (January) 23/Spring Module 2 (March)	November 15, 2022 N/A; no planned intake
Doctoral - all excluding Clinical	23/Summer (May)	March 28, 2023
Master's and Certificate Programs	23/Summer (May)	March 28, 2023
MA in Organization Development and Leadership	23/Spring Module 1 (January) 23/Summer Module 2 (July)	March 28, 2023 N/A; no planned intake

University Standard

For admission to any Fielding program leading to a degree (master's/doctorate), except the accelerated MA in Organization Development and Leadership, it is required - at minimum - that the applicant submit an official transcript of an earned bachelor's, master's, or doctoral 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 as determined through an official course-by-course evaluation by an approved independent international transcript evaluation agency.

In addition, the following Fielding Graduate University programs require that the bachelor's, master's, or doctoral degree institution be regionally accredited by a US regional accrediting agency, or an equivalent international degree as determined through an official course-by-course evaluation by an approved independent international transcript evaluation agency:

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

The accelerated MA in Organization Development and Leadership program may accept an official transcript or an official confirmation via a degree verification service 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 as determined through an official course-by-course evaluation by an approved independent international transcript evaluation agency.

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 Accreditation, or an equivalent international degree as determined through an official course-by-course evaluation by an approved independent international transcript evaluation agency.

Transcripts used to request transfer credits must meet the accreditation requirements, and if an international transcript, must be submitted through an official course-by-course evaluation by an approved independent international transcript evaluation agency.

Applicants for admission to any Fielding academic credit program who have international degrees will need to have their international transcripts evaluated for degree equivalency with a course-by-course evaluation, 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.

English Proficiency

All admitted students must have the ability to read and write English at the level of a graduate of an American university as demonstrated by the possession of a bachelor's level degree or the equivalent.

Programmatic Admissions Standards

Programs are free to enact additional admissions standards as long as they exceed the above requirements. The following outlines the minimum education and transcript requirements for each of the programs offered at Fielding Graduate University if those standards exceed the above university-wide standard. The minimum degree(s) must be listed as conferred on the transcript before the application will be reviewed for admission. Applications with transcripts that do not meet the minimum requirements will be reviewed for additional transcripted degrees or certifications, relevant training or work experience, or other criteria that would indicate readiness and ability to succeed in the program.

Program	Standard for admission
EdD, Leadership for Change PhD, Human Development PhD, Infant and Early Childhood Development	A bachelors OR master's degree transcript with a GPA of at least 3.0 from a regionally accredited school, OR from a school recognized by the United States Department of Education and the Council for

Program	Standard for admission
PhD, Media Psychology PhD, Organizational Development and Change PhD, Psychology Certificate, Clinical Psychology	Higher Education Accreditation, OR an equivalent international degree is required.
MA, Media Psychology	A bachelors OR master's degree transcript with a GPA of at least 2.5 from a regionally accredited school, OR from a school recognized by the United States Department of Education and the Council for Higher Education Accreditation, OR an equivalent international degree is required.
MA, Organization Development and Leadership Certificate, Evidence Based Coaching Certificate, Media Psychology	A bachelors OR master's degree transcript with a GPA of at least 2.5 from a regionally accredited school, OR from a school recognized by the United States Department of Education and the Council for Higher Education Accreditation, OR a degree verification, OR an equivalent international degree is required.
PhD, Clinical Psychology	A bachelor's degree transcript with a GPA of at least 3.0 from a regionally accredited school OR an equivalent international degree is required
Certificate, Neuropsychology Specialization	A doctoral degree transcript (PhD, PsyD or EdD in Clinical, Counseling, or School Psychology OR a PhD, PsyD, EdD in Psychology with a current Psychologist License at the doctoral level) OR a Postdoctoral Respecialization Certificate in Clinical Psychology transcript with a GPA of at least 3.0 from an APA or CPA accredited program, OR from a program within a college or university that is regionally accredited, OR an equivalent international degree is required.
Certificate, Respecialization in Clinical Psychology	A bachelor's and doctoral degree (PhD in a Non-Clinical area of Psychology) transcript with a GPA of at least 3.0 from a regionally accredited school OR an equivalent international degree is required.

Nonimmigrant (International) Students

Fielding is authorized under federal law to enroll nonimmigrant students and those students follow the same application process as all other students. An applicant wishing to enroll at Fielding on a nonimmigrant visa (F-1) for either the purposes of ease of travel to residency sessions or for moving to the United States for the duration of their studies will need to speak to a Designated School Official (DSO) in the Registrar's Office and must meet all of the additional requirements outlined as follows:

- Be admitted to a degree program and maintain full-time enrollment while on F-1 visa status. Online only and certificate program students are not eligible for F-1 visas.
- Supply documentation of their available financing. This is usually accomplished via bank statements or bank letters certifying that a student has the financial resources to attend the university.
- Supply copies of passports, address information and other pertinent demographic information for themselves and any dependents.
- Complete the appropriate F-1 visa application with their local consulate, including paying their own F-1 visa application fees.
- International students transferring from another college/university on an F-1 student visa are required to submit copies of their visa, I-94 card, and all previously issued I-20 Forms. The SEVIS Transfer Eligibility process must also be completed by the international student adviser at the student's previous institution.

Note: Fielding has no residence halls or living facilities; thus, F-1 visa students are responsible for securing their own housing. Fielding also does not provide on-campus employment.

Notification of Acceptance

Offers of admission are to a specific degree or certificate program at Fielding Graduate University and are not transferrable to other Fielding programs. Applicants are notified by email of their acceptance or denial for admission into said program. Applicants invited to matriculate will be notified how to declare their intent to enroll and the deadline by which to do so. Provisional acceptance is not granted.

Deferred Admission

Applicants for all degree or certificate programs who are unable to begin enrollment in the term for which they received an offer of admission may request a deferred admission.

For all programs except the Clinical Psychology PhD or Respecialization Certificate program, the request will be handled as follows: The program may extend the offer of admission one time to the next available start term immediately subsequent to the original offer. An applicant who does not enroll under this deferred admission offer must submit a new application to be considered again for admission in a future term.

For the Clinical Psychology PhD or Respecialization Certificate programs, an applicant who is unable to begin enrollment in the term for which they received an offer of admission may request to be considered for admission for the next available start term without submitting a new application. The program may agree to a deferred application review, which may require submission of supplemental

application materials pertaining to the deferral request, and consider the applicant as a candidate in comparison with the applicant pool for that term. An applicant who does not enroll or is not admitted under an admission offer through this deferred application process must submit a new application to be considered again for admission in a future term.

Deferred admission requests should be made in writing to the Admissions Office (apply@fielding.edu).

Transfer Credits

Some programs at Fielding will evaluate requests for transfer credit. Specific policies about what each program will consider are published in the Transfer and Articulation Handbook. Transcripts from prior schools used to request transfer credits must meet the accreditation requirements, and if an international transcript, must be submitted through an official course-by-course evaluation by an approved independent international transcript evaluation agency.

Generally, students are required to complete course work and requirements as described in program materials. However, prior experiential learning may be utilized to demonstrate competence for courses in certain programs. If students can successfully document requirements have been met through work experience, those requirements are waived in the student's degree audit and will appear on the Fielding transcript.

Regarding the Transfer of Fielding Credits to Other Schools

No school can guarantee that credits from courses are transferable, unless two schools have a consortium agreement in place. Transfer of credits is always at the discretion of the receiving school and depends on the comparability of curricula and accreditation.

Policy Revised 03/01/2023

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:

- If required of the student's doctoral program catalog, completion of the Foundations of Doctoral Study course or equivalent 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);
- IRB approval of the dissertation study for students on catalog 2016 or later (IRB approval is required of **all** dissertation students, but is not a component requirement for advancement on earlier catalogs);
- Additional requirements per program:

  o CLINICAL: Completion of residency and 55 course credits in addition to the above. 9.5 credits of clinical practicum must be either transcripted as complete or verified as in progress and documented sufficiently in Time2Track.
  o EdD 2022 curriculum: Completion of the following courses: ELC 721, ELC 724-728 and 12 elective credits in addition to the above (Comprehensives are not a requirement for this catalog).
  o EdD 2013-2021 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).
  o HOD 2016 curriculum: Completion of all coursework requirements (64 units), in addition to the above.
  o IECD 2022 curriculum: All required coursework in addition to the above.
  o IECD 2014-2021 curriculum: 55 course credits in addition to the above.
  o MEDIA PSYCHOLOGY 2022 curriculum: 55 course credits in addition to the above (Qualifying Exams are not a requirement for this catalog).
  o MEDIA PSYCHOLOGY pre-2022 curriculum: 55 course credits in addition to the above.

Policy Revised 09/01/2022

Dissertation Committee Formation

Fielding Graduate University is committed to the integrity of the academic interest of doctoral students and, simultaneously, the highest ethical standards in the education of said students, including the development and review of the doctoral dissertation. This process is overseen by the student's Dissertation Committee.

Minimal Committee Composition

The Dissertation Committee composition shall consist minimally of three members, two Fielding faculty members and an external examiner. Fielding schools or programs may require additional minimal membership, including a third faculty member and/or a student member. All faculty members and external examiner members of the committee must be doctorally qualified. The committee chair must hold a faculty appointment in the student's home program, unless an exception is granted by the student's program director to permit a faculty member from another program to chair the committee, and the home program of the proposed chair also approves.

School and program specific policies on committee membership are published in myFielding.

External Examiners

The external member (examiner) broadens the dissertation committee beyond Fielding to represent a different perspective by virtue of their field, location or knowledge application. 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. This is 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. Thus, the external will have no current or prior affiliation with Fielding as a student, faculty (regular or adjunct), staff, alumnus/a, or administrator.

External examiner appointments for HOD and SoP PhD committees are approved by the chair and Program Director, and, depending on the external's qualifications, may require both chair and program director approval. For all other doctoral programs, external examiner approval is reviewed by the chair.

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. Have recent experience supervising doctoral dissertations. Dissertation supervising experience of the external examiner can be waived if:

- the focus of the dissertation is sufficiently narrow that there are relatively few scholars to ask;
- the proposed examiner's CV includes supervising research in multiple domains where he or she has been applying evaluation criteria equivalent (or higher) than those applied to a dissertation (e.g., grant evaluator, editor of a peer reviewed APA journal);
- the dissertation chair signs off on a written rationale for waiving this requirement using the SoP external examiner checklist form.

2. Evidence scholarly experience in the field of the student's dissertation through empirical research publications, preferably recent publications.

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.

Exceptions to the external examiner appointment, supported by the program director, must be reviewed by the School Dean for approval.

Program Faculty Eligibility

When composing their dissertation committee, students may wish to have a faculty from a different Fielding doctoral program than their own, serve on their committees. 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.

SLS students may have one faculty member from another SLS program as a member (not chair) of their dissertation committee, with no approvals needed. If the desired faculty member and the student are in different schools, 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 member's school/program. In all cases, committee composition is subject to the individual school and/or program dissertation policies.

Across Schools, it is the Program Director's responsibility to ensure that this extra assignment will fit within the faculty member's workload prior to approval.

Within the SLS doctoral programs, it is the faculty member's responsibility to ensure that this extra assignment will fit within their workload prior to accepting the assignment.

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.

Academic Interest and Conflict of Interest

A student's academic interests include:

1. ability to move freely from advisor to advisor and to change topic areas or research direction free from influence or pressures outside the realm of scientific appropriateness and personal choice;
2. ability to complete and publish a dissertation and to freely publish, present, or otherwise disclose the results of research both within the academic community and to the public at large

3. ability to use research results in future research and educational activities

It is essential that the members of the dissertation committee have not only the requisite professional credentials, but that they are also free of conflicts of interest that could bias or have the appearance of biasing their judgment about the academic interests of the student and the scholarly merit of the dissertation.

Doctoral students must address the issue of potential conflicts of interest regarding data, support for dissertation research, and the composition of the dissertation committee. The student and dissertation committee chair have the responsibility to provide the dissertation committee with information on potential conflicts of interest or any arrangements concerning data sets.

Potential conflicts of interest with committee membership are when committee members stand to gain from specific results of the study or who may be relatives, friends, employers, or employees of the student.

Upon disclosure, the committee will determine whether the potential conflict of interest or arrangements concerning data sets are consistent with and pose minimal risk of harm to the student's academic interests and can be continued. If not, consideration will be given to methods of resolution of these conflicts. If an unavoidable conflict is identified in regard to committee membership, continued participation by the committee member requires approval of the committee chair.

For all potential conflicts a written plan to manage the conflict must be submitted by the chair to the program director.

Policy Revised 09/01/2019

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.

As of Fall 2019 students who wish to have physical copies of the dissertation may order bound copies directly from ProQuest after filing. ProQuest offers softbound, hardbound and author milestone bindery options.

Policy Revised 09/01/2019

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 is 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

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 if the school/program allows. FORs may also occur at a regularly scheduled Fielding event, such as national/research/clinical sessions, professional development seminars, 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 professional development seminar) 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 University 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:

Clinical Psychology Program

Final oral reviews need to be conducted at a Fielding residential event (e.g., national session, professional development seminar, or regional meeting) with one or more Fielding faculty being present in person. A minimum of two committee members, including the chair, must attend either via video conferencing or in person.

This policy only applies if the chair and student are in agreement to hold the FOR in this manner. The Chair is not required to agree to this FOR format. When the chair does not agree to attend virtually, then the Chair will need to be physically present at the FOR. Thus, such discussions should occur early in the dissertation process- especially when chair and student do not reside in the same area.

When the FOR occurs at a professional development seminar, the faculty member would need to agree to host the event at a time convenient to the student attendees.

EdD Program

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

The University and EdD 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 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.

HD, HOS, IECD, Media Psychology, and OD&C Programs

This policy encourages the scheduling of FORs outside of National Sessions. FORs may be virtual, via video-conferencing, or in-person at cluster meetings or other Fielding sessions. The University and the above listed programs require the dissertation chair plus at least one other faculty member of the core committee to be in attendance either in-person or 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, and the above listed programs require 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.

Notification of the date, time, and location of FORs should be posted to the Fielding community at least one week in advance of the FOR.

Policy Revised 01/01/2020

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.

IECD PhD Requirements for Students in their First Year

Students matriculating into the IECD PhD program must complete the following in their first year:

- IECD-519 Doctoral Level Competencies, 4 semester credits
- IECD-520 Human Development, 4 semester credits
- IECD-521 Infant Mental Health, 4 semester credits
- IECD-537 Research and Design, 4 semester credits
- IECD-580 Developmental, Individual Differences, Relationships, 4 semester credits

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

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

Students matriculating into the media psychology program 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.

It is recommended that Media students follow the 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.

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

Students who matriculated into the clinical psychology program Fall 2018 or after must complete the following 38 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 and Professional Practice, 4 semester credits
- PSY-710A Clinical Interviewing, 1 semester credits
- PSY-710B Cognitive Assessment, 3 semester credits
- PSY-711A1 Introduction to Psychotherapy: Theory, 3 semester credits
- PSY-715A Psychometric Theory, 3 semester credits
- 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 and Existential Theory/Therapy
- accrue and log 150 clock hours of residency
- attend a minimum of 5 days of professional development seminars
- 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 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
- 9.5 credits of PSY-695 Clinical Practicum (first 760 clock hours)
- PSY-701B Research Methods II: Quantitative or PSY-701C Research Methods II: Qualitative, 4 semester credits
- PSY-706 Cognitive and Affective Bases of Behavior, 4 semester credits
- PSY-707 Biological Bases of Behavior, 4 semester credits
- PSY-710C Objective Assessment, 3 semester credits
- PSY-710D1 and PSY-710D2 Projective Assessment: Rorschach (5 credits) *or* PSY-710E Projective Assessment: Thematic Apperception Test, 3 semester credits *and* PSY-710F Cognitive Behavioral Assessment, 2 semester credits
- PSY-711A2 Introduction to Psychotherapy: Technique, 1 semester credit
- PSY-711B Research in Psychotherapy, 4 semester credits
- PSY-712 Multicultural Psychology, 4 semester credits
- 2 credits of Research Skills Seminars (RSS02, RSS04 and RSS27)
- accrue and log an additional 150 clock hours of residency
- attend one National Session

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.

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 SAP requirements for an academic year will be required to complete 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 SAP email notification. The form must be completed by the student, then reviewed and approved by the student's faculty advisor, and the Director of Advising or the Director of Clinical Training for Clinical Psychology students. The PIP is due to the Santa Barbara office by the deadline on the SAP notification message. Failure to provide a PIP within the required time frame will be grounds for dismissal.

Students who do not complete their PIP as written, and/or do not regain SAP status at the time of their next review, at the discretion of the school, may be given another opportunity to demonstrate they can achieve satisfactory progress with an additional PIP for one year. Students must complete a new PIP form and receive approval from their faculty advisor and the Director of Advising (The Director of Clinical Training approves plans for Clinical Psychology students. The PIP is due to the Santa Barbara office by the deadline on the SAP notification message or 20 days after the notification, whichever is later. Failure to provide a PIP within the required time frame will be grounds for dismissal.

If a student is unable to make SAP a third year in a row, they will be withdrawn from the program for lack of academic progress. The withdrawal decision is not subject to appeal.

Policy Revised 05/01/2021

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 Organizational Development & Change [formerly Human & Organizational Systems]. Each track has a master's degree credential earned along the way to the conclusion of the PhD. Pathway master's requirements for each track can be viewed in the catalog and in the student's degree audit online.

Upon matriculation it is assumed the student's chosen master degree designation is the same as the PhD designation they have chosen. However, students may choose different designations at the master's level versus the one they have chosen for the PhD level. 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 Organizational Development & Change [Human & Organizational Systems for catalogs prior to Fall 2016] 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 09/01/2022

First-Year Student Leaves of Absence - CLIN 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 - CLIN 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. For specific information about whether either program's curriculum meets licensure standards in each U.S. state, see our published information at: https://www.fielding.edu/about/professional-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 01/01/2021

Rewrite and Dismissal Policy: School of Psychology Doctoral Programs

Rewrite Policy: IECD/PSY Courses

A faculty member teaching an IECD/PSY prefix course who determines that a student's initial assignment submission is not acceptable at the doctoral/postdoctoral level may afford that student one opportunity to revise and resubmit when feasible. The syllabus for the course will specify assignments for which a re-write is/is not permissible.

The faculty member will assign an associated failing letter ('**C**' or '**F**') grade to work that remains unacceptable after revision. As with all assessments, the faculty member will provide written feedback on the student's performance. If the grading of such assignments leads to a failing grade in the course overall, and the course was a required course, the student will need to retake the course.

Consequences of Failing Multiple Courses

Clinical PhD Program

Academic Remediation Plan (ARP) and Letter of Concern:
- A student who receives two or more '**NC**'s (No Credit) in required courses OR two or more '**C**'s, '**F**'s (Failing; competence has not been demonstrated), or '**NC**'s (No Credit) in electives would create an Academic Remediation Plan (ARP) with their faculty advisor and with support from the Graduate Program Advisor. The Program Director will initiate the process. Program leadership (the Program Director or DCT) will approve and monitor the plan.

Program Dismissal:
- A student who receives two '**C**' or '**F**' grades in the same course or in two different required courses, will be dismissed from the program.
- Students for whom multiple failing grades results in a grade point average (GPA) lower than 3.0 will be dismissed from the program. GPAs will be reviewed each term. In addition, students whose GPA falls below 3.2 will receive warning letters regarding the potential for dismissal should their GPA fall below 3.0

IECD PhD Program

Academic Remediation Plan (ARP) and Letter of Concern:
- A student who receives an '**NC**' (No Credit) or failing letter grade ('**C**' or '**F**') in any required course, or receives two '**B**'s in required coursework, must create an Academic Remediation

Plan (ARP) with their faculty advisor and with support from the Graduate Program Advisor. The Program Director will initiate the process and approve the plan once developed. The faculty advisor will monitor the plan in coordination with the student.

- A student whose grade point average (GPA) falls below 3.2 will receive a letter of concern regarding the potential for dismissal should their GPA fall below 3.0. For students who receive a letter, their GPA will be reviewed each term until their GPA is above 3.2.

Program Dismissal:

The following are grounds for dismissal:

- Receiving two or more failing grades (**'NC'**, '**C**' or '**F**') grades in the same required course or in two different required courses
- A grade point average of lower than 3.0
- Failure to complete a required Academic Remediation Plan

MEDIA PhD Program

Supplemental Academic Skills Development Plan:

A student whose skills are deemed to be in need of development based on a combination of Certificate of Completion forms, course grades and review of the Student Success Committee will be required to develop, in collaboration with their Faculty Advisor, a Supplemental Academic Skills Development Plan. The plan may consist of such activities as seeking assistance from a Writing Coach, taking a Writing course, completing specific RSS courses, and re-taking required or elective courses and will require a timeline for completion. The Program Director will initiate the process. The Faculty Advisor will document the plan and provide copies to the student, the Graduate Program Advisor, and the Program Director. The student will be responsible for fulfilling the plan requirements in the timeline specified in the plan and documenting that the plan has been completed. Once the requirements of the plan are fulfilled, the student will send evidence of the plan completion to the Faculty Advisor. If the Faculty Advisor agrees that the requirements have been met, the Faculty Advisor will send the evidence of completion along with a note or approval to the Graduate Program Advisor and Program Director.

Program Dismissal:

The following are grounds for dismissal:

- Receiving two failing grades ('**NC**', '**C**' or '**F**') grades in the same course or in two different required courses
- A grade point average of lower than 3.0
- Failure to complete a required Supplemental Academic Skills Development Plan

<u>Readmission Conditions - All School of Psychology Doctoral Programs</u>

A 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. Students may be required to complete additional coursework or meet specified criteria in order to be readmitted. Readmitting students may be placed on a Progress Improvement Plan (PIP) for one term. Readmission is not automatic.

Policy Revised 09/01/2022

Students who Relocate Geographically - CLIN PSY

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

Policy Effective 05/01/2018

Academic Policies and Procedures

Progress to Degree Policies

Degree and Certificate Conferrals

Degrees and academic credit certificates are scheduled for conferral three times each year after the completion of the fall, spring, and summer semesters. All grades of I (Incomplete), IP (In Progress), and instances of no grades assigned must be resolved by the instructors of record prior to degree conferral.

Conferral dates are based on the last day of the program's term during which the final requirement is completed, except when a student's last requirement is an internship that concludes during the break between terms. In those cases the last day of training is used as the conferral date. Degree concentrations are awarded in conjunction with the terminal degree.

Students do not need to initiate the process, no fee is required, and the process is not contingent on the clearance of financial holds. Participation in a graduation/commencement ceremony is not required for degree, concentration or academic credit completion.

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.

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. Updated final transcripts will be immediately available.

Students who have met all their degree requirements who need confirmation of their scheduled conferral date for employment purposes may request a letter/statement of completion. These statements are prepared by the Office of the Registrar and state that the student has completed all degree requirements and that the degree will be conferred on the next conferral date. To request a statement of completion, students should contact the Office of the Registrar.

Final authority for the awarding of a degree, concentration or academic credit certificate lies with the Registrar by authority granted to them by the Fielding Graduate University faculty and the Board of Trustees.

Policy Revised 09/01/2021

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 faculty advisor, 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 University 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 University 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. A student whose internship will be completed 61-120 days after the graduation ceremony can request an exception to be permitted to walk. For an exception to be granted, the Director of Clinical Training must confirm with the placement's training director or student's primary supervisor that the internship is expected to be completed successfully.

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

If the master's student has completed all graduation requirements prior to the graduation ceremony, the student may participate in the master's 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 11/01/2017

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.

Academic program leadership uses the results of SAP reviews (along with program-based progress indicators) to determine academic progress towards degree completion. Failure to maintain satisfactory academic progress will result in a program review, and failure to maintain satisfactory academic progress two years in a row may, at the discretion of the program director, result in dismissal from the program.

The below table shows which programs are governed by which SAP policy:

Program	SAP Policy
PHD.PSY.CLIN, PHD.PSY.MEDIA, PHD.HD, PHD.ODC, PHD.HOS, PHD.IECD (2015 catalog and after), EDD.EDUC, EDD.LC	Annual SAP Policy
PHD.PSY.GEN, PHD.IECD (2014 catalog only)	Term SAP Policy
All Master's Programs	Term SAP Policy
PostDoctoral certificate Programs: CT.NRO, CT.RCP	Annual SAP Policy
Graduate Certificate programs: CT.EBC, CT.EBCOL, CT.ODL, CT.PBPC	Term SAP Policy

Annual SAP Review

SAP Requirements

Students enrolled in annual SAP review programs must have their academic progress reviewed once per year. Satisfactory Academic Progress is defined as having registered for and completed a minimum of 18 credits for doctoral students and 12 credits for post-doctoral students with either a passing grade of 'CR' or a letter grade of 'B' or better within the annual progress review period.

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 6 credits in their first term. Subsequent academic progress reviews will be according to the annual doctoral requirements.

Start Term	Start Month	SAP review period
Spring term, Summer Term	January, May	Spring Review: May 1st - April 30th
Fall Term	September	Fall Review: September 1st - August 31st

Doctoral 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.

Post-Doctoral Certificate students who have completed all degree requirements with the exception of internship (ABI) at the time of their review, and are applying or waiting to apply for the annual APPIC internship match are considered to have met satisfactory academic progress.

Continuous enrollment is defined as meeting one of the following conditions each term of the review period: (1) the registration and successful completion of at least 2 units, (2) an approved full-term leave of absence, or (3) approved All But Internship (ABI) status (Clinical PhD and RCP only), or 4) registration in at least 2 units with a 'W' or 'I' grade prior to an approved emergency leave of absence for the remainder of the term.

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 to the annual Satisfactory Academic Progress (SAP) review conducted for all students in Annual SAP programs, students eligible to receive education benefits authorized by the Department of Veterans Affairs will be subject to an additional SAP review on a term by term basis. The VA SAP review will determine if a student is meeting interim progress goals toward the minimum annual requirement as defined in the University's SAP policy. VA SAP reviews will consider:

- The student registered for a minimum of 6 credits in the term, and completed those credits with grades of "Credit" (CR) or letter grades of "B" or better. An "Incomplete" (I) grade - per University policy - must be accompanied by an expiration date of the end of the next term or earlier by which the faculty of record will post a final passing or punitive grade.
- There may be terms in which it is necessary for students to register for less than 6 credits. In those cases, the VA School Certifying Official (SCO) will consult with the Office of Student Advising to determine if the student's registration plan for a term is commensurate with their overall program time-to-completion plan.

If a veteran's benefit student is deemed to have not met a term's interim progress goals, and it is determined that they can meet the goals within one term, the student will be placed on VA benefit warning for the subsequent term of enrollment. VA benefit warning is a one term period which allows a student to regain satisfactory academic progress while retaining their VA eligibility for that term. A student who has not met the terms of their plan for two consecutive terms will be disqualified from receipt of veteran's benefits for the subsequent term.

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

Failure to Maintain SAP — Annual SAP Programs

If a student enrolled in an Annual SAP review 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 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.

Term SAP Review

SAP Requirements

Students enrolled in Term SAP review programs must have their academic progress reviewed each term* by maintaining a satisfactory cumulative grade point average and completion rate as defined below:

- The cumulative grade point average calculated for purposes of satisfactory academic progress must be 3.0 or higher, and will include all grades for all courses taken at Fielding 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). For programs that accept transfer credit, transfer credit grades are not included in the cumulative grade point average.
- 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' (Withdrew) and non-passing**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.

For students in accelerated programs, each module is a term for the purposes of financial aid and satisfactory academic progress.
**Non passing grades are any grade that does not meet the minimum standards for the program as indicated in the Grades and Credit policy.*

Failure to Maintain SAP – Term SAP Review Programs

When a student enrolled in a Term SAP review 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 Term SAP review program who has not made satisfactory academic progress in more than one successive review (e.g., not made satisfactory academic progress after the warning period), 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 requirements 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.

For students in accelerated programs each module is a term for the purposes of financial aid and satisfactory academic progress.

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 [University 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.

Veterans benefit recipients may only receive benefits while on probation with a successful appeal for a maximum of one term. Satisfactory academic progress must be regained in order to continue to receive VA funding after the probationary term.

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 University Master Calendar.

Policy Revised 09/01/2021

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 as noted below, 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.

Students entering into the IECD program in May 2022 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 or on a documented leave of absence.

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.

Master's Programs

All students in the master's 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 any 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 09/01/2022

Academic Policies and Procedures

Registration, Enrollment, Grade Policies

Add/Drops of Courses

Adding Courses

Students may add group/online seminar courses to their schedule during the first two weeks after classes start. Adding a group/online seminar after the 3rd week of the term will require instructor permission.

Students in the doctoral degree programs and Respecialization certificate program may contract for an individual course 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.

Contracting for a course in the previous term that has already concluded is not permissible.

Adds that occur after the pre-term registration period ends are subject to a late registration fee. Please consult the University Master Calendar for specifics on these registration deadlines and the Schedule of Fees for fee amounts.

Master's/Certificate Program Course Drops

A student who needs to withdraw from a course should request to do so with the Office of the Registrar. During the add/drop period for their term/module, students may drop courses from their schedule without academic penalty as long as they are adding a replacement course and their credit load remains unchanged.

For 12 and 15 week courses, the add/drop period is the first two weeks. Beginning with the third week of classes through the seventh week after classes begin, a student who needs to withdraw from a course will have a grade of 'W' (Withdrawn) posted to the transcript. After the eighth week has commenced, if the student withdraws from the course, then the appropriate grade is 'NC' (No Credit).

For 7 week modules, from the start of the module through the second week, a dropped course will result in a grade of 'W' (Withdrawn) posted to the transcript. After the third week has commenced, if the student withdraws from the course, then the appropriate grade is 'NC' (No Credit).

For all course drops, the refund schedule will apply as published in the refund policy.

Doctoral Program Course Drops

School of Leadership Studies

In the SLS 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**' (Withdrawn) may be posted by the Registrar.

School of Psychology

Group contracts, Moodle seminar, & Individually Delivered Course Drops

In the School of Psychology doctoral and RCP programs, dropped courses that utilized group study of any kind (Moodle seminar or otherwise) have additional criteria that determine the final grade posted for a dropped course, as follows:

- If the drop occurs within two weeks of the course start, or, in the case of an individual contract submitted after the term has commenced, it occurs within two weeks of contract submission, and there is no financial aid impact to the drop, the course can be dropped with no grade. A financial aid eligibility impact to the drop will require the posting of a '**W**' (Withdrawn) grade by the Registrar.
- Students may drop courses after two weeks and before the 8th week of the term has commenced with the permission of the faculty member with a '**W**' if:
  a. the Withdrawal is not a substitute for a failing grade based on complete, or nearly complete, participation in the course with poor performance that would typically receive a poor grade;
  b. the instructor deems the Withdrawal more appropriate than an Incomplete based on the amount of course requirements the student has yet to fulfill and the unfeasibility of allowing the student to finish those requirements at a later time with an Incomplete.
- The Program Director or Director of Clinical Training can have a Clinical Psychology/RCP student dropped from a course when it is determined that the student does not have a passing transcripted grade for one or more of the registered course's pre-requisites or, in the case of IQEB, the student does not have the materials required to complete the assignment. If there is no financial aid impact to the drop, the course can be dropped with no grade at any time during the term. A financial aid eligibility impact to the drop will require the posting of a 'W' (Withdrawn) grade by the Registrar.

If the student unilaterally withdraws from the course, or drops the course after the 8th week has commenced (deadline as posted in the university calendar) then the appropriate grade is '**NC**' (No Credit).

If the student withdraws from the course with permission from the faculty member 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. The maximum amount of time an Incomplete can have before a final grade is required to be posted is one year from the originally scheduled end of the course.

Psychological Assessment Labs (PALS) and Research Skills Seminars (RSSs) Drops
In a lab with only a face-to-face component a Clinical Psychology/RCP student may drop the PALS/RSS lab up to the day the lab meets without receiving a grade. A financial aid eligibility impact to the drop will require the posting of a '**W**' (Withdrawn) grade by the Registrar. After the lab begins a student may drop the lab and be awarded a '**W**' (Withdrawn) with the permission of the instructor.

If the PALS/RSS lab extends after the face-to-face component a student may drop the lab within a two week period following the face-to-face meeting without receiving a grade. A financial aid eligibility impact to the drop will require the posting of a **'W'** (Withdrawn) grade by the Registrar.

After that two-week period a student may be awarded a **'W'** (Withdrawn) with instructor permission if:

a. the Withdrawal is not a substitute for a failing grade based on complete, or nearly complete, participation in the course with poor performance that would typically receive a poor grade;
b. the instructor deems the Withdrawal more appropriate than an Incomplete based on the amount of course requirements the student has yet to fulfill and the unfeasibility of allowing the student to finish those requirements at a later time with an Incomplete.

If the student unilaterally withdraws from the lab the appropriate grade is **'NC'** (No Credit).

Policy Revised 05/01/2021

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.

Alumni enrolled in such study will not be eligible for financial aid or in-school deferments. Tuition is as noted in the Tuition Rates and Fees 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 09/01/2022

Concurrent Enrollment

Fielding does not allow, in any of its schools, concurrent enrollment between two degree programs (master's/doctorate).

The School of Leadership Studies allows concurrent (overlapping) enrollment for qualifying students between a degree program and some of the short-term certificate programs in the School. Qualifications are as follows:

- An existing doctoral student must have successfully completed one year in the doctoral program before certificate enrollment can begin.
- An existing certificate student must have successfully completed one term in the certificate program before doctoral enrollment can begin.

- The student must be meeting satisfactory academic progress standards in their original program.
- The student must receive approval for concurrent enrollment from the program directors of both the original program and the proposed new program.

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 and Fee Information section of this catalog.

Policy Revised 09/01/2021

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 and Registration Limits

Matriculation

Enrollment at Fielding Graduate University constitutes an agreement by the student to abide by the rules, regulations, and policies of the university. Matriculation requires a completed Admission Agreement, signed by the student and the Director of Enrollment Operations 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. Exceptions to the in-person attendance requirement at the face-to-face orientation must be approved by the Provost or designated proxy and only deferred attendance is permitted; the requirement will not be waived.

Maintaining student status requires that the student is registered, actively engaged in making progress towards their degree, and meeting program requirements. Active student status determines which students may use facilities/technologies provided by the university, may participate in the student governance process, and are covered by the Student Code of Conduct and the grievance process.

Applicants/new 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.

Enrollment Status

Fielding uses a course credit system to determine student enrollment status. The number of registered semester units per credit hour for the student's enrollment dates, and/or specific academic activities, determines the enrollment status of the student in the following manner:

# of Registered Credits in Term	Enrollment Status
8 or more	Full-time
6-7.5	Three-quarter time
4-5.5	Half-time
3.5 or less	Less than half-time
Doctoral: Clinical Internship, between 6-7.5 credits	Three-Quarter time for duration of internship period
Doctoral: Clinical Internship, between 4.5-5 credits	Half-time for duration of internship period
Doctoral: Clinical Internship, less than 4 credits	Full or Half-time for duration of internship period (depending on clock hour schedule at site)
Doctoral: Dissertation Research registration	Full-time
Doctoral: All requirements complete, waiting for proofreader's response to file final dissertation	Less than half-time
Master's/certificate student: Incomplete in last course from prior term	Less than half-time
Neuropsychology certificate: Third year (or more) student	Less than half-time

Audited courses and courses not required for certificate/degree completion cannot be used in calculating enrollment status.

Certification of status, when needed, is provided by the Office of the Registrar.

International Student Enrollment Requirements

In order to maintain lawful student status in the United States, international students must be mindful of the rules and regulations that govern their nonimmigrant visa classification. Numerous U.S. federal regulations make it especially important for students in the F-1 student category to consult regularly with a Designated School Official in the Registrar's office before taking any action that might impact their immigration status and educational endeavors in the United States.

All international students in F-1 status must register for a full-time course load before each term starts. International students on F-1 student visas must maintain full-time status throughout each semester according to federal regulations governing F-1 students. Please contact a Designated School Official in the Registrar's Office at registrar@fielding.edu if you have any questions concerning full-time status.

Course Load for Financial Aid

Students receiving federal student aid must maintain at least half-time enrollment in degree-required coursework each term in order to be eligible for disbursements and in-school deferment benefits for that term. Other agencies that provide loans, scholarships, or other educational funding may establish different definitions of required status and/or may establish different requirements to maintain eligibility for funding. Students should be familiar with the regulations of any agency to which they have an obligation. Please contact the Financial Aid Office at finaid@fielding.edu if you have any questions concerning your financial aid eligibility.

Maximum Credit Load

Students who wish to seek a course overload in a given term must consult with the program director or designee for approval. Overload must be approved for each additional course the student wishes to add to their load beyond the limit. Current limits per program are as follows:

Student Program	Maximum Credit Limit per term
Doctoral programs and Respecialization certificate	16 credits
Clinical psychology post-baccalaureate certificate	10 credits
All other programs	8 credits

In all cases, this limit does not include incomplete work from prior terms or ongoing practice activities that are transcripted after completion (e.g., clinical or research practica, dissertation steps).

Individual programs may add additional conditions or restrictions.

Continuous Registration

All students at Fielding Graduate University are expected to register for courses and pay tuition and fees by the deadlines posted to the university master calendar for each of the three terms per academic year (Fall, Spring, Summer) until graduation.

The only alternatives to continuous registration are either a leave of absence or withdrawal from the university. Students who do not register for classes by the deadline published in the university master calendar are subject to unofficial withdrawal. The deadline will be the 7th day of the term except when this date falls on a Saturday, Sunday or holiday, in which case the deadline is the first business day following.

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.

See the Leaves and Withdrawal policy for more information.

Re-enrollment
A student who was unofficially withdrawn by the Registrar's Office may wish to apply for re-enrollment. See the Re-enrollment policy for more information.

Policy Revision Effective 01/01/2022

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 non-term courses, 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

Fielding Graduate University monitors compliance with federal rules concerning the amount of work required for a unit of credit. This policy requires that an amount of work for each unit of credit be institutionally established, represented in intended learning outcomes, and verified by evidence of student achievement. Credit hours do not directly reflect the total number of hours per week a student spends in class and instead reflect each course's workload.

Fielding's policy, which is in compliance with federal, state and accreditation standards, and is in historical alignment with the Carnegie formula, is that every one unit for which credit is given is understood to represent approximately three hours of actual coursework per week for the average student. This formula directly relates to instructional assignments, both in and out of class, and applies to all Fielding courses regardless of delivery method (e.g., residential with seat-time, independent study, online or hybrid). Coursework includes class contact time either asynchronously or

synchronously, individual faculty/student contact time, and time spent studying, doing research, and completing homework assignments.

Estimated Clock Hour Workload per Credits/Length of Term

Credits to be earned per course	Hours per week	7 week course Total hours per module	12 week course Total hours per term	15 week course Total hours per term
1 credit	3 hours	21 hours	36 hours	45 hours
2 credits	6 hours	42 hours	72 hours	90 hours
3 credits	9 hours	63 hours	108 hours	135 hours
4 credits	12 hours	84 hours	144 hours	180 hours
6 credits	18 hours	126 hours	216 hours	270 hours

A student enrolled in 16 units of coursework (4-5 courses), should expect to work on coursework for about 48 hours per week.

Exceptions to this formula such as for internship courses are delineated below.

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).

Short Courses
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.

Variable Units
Courses that are listed for variable units must specify in the syllabus how unit values will be assigned. Requirements should be clearly delineated for each unit value offered. Students

should be expected to perform work in proportion to the number of units for which they have registered.

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.

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.

IP   Work in progress; final grade to be assigned upon completion of course.

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.

AU   Audit. Auditing is attending class without benefit or expectation of receiving credit.

Passing Grades per Program

Program	Passing Grades	Non-passing grades
All Doctoral Programs, Certificate of Respecialization, Certificate in Clinical Psychology	A+, A, A-, B+, B, CR	B-, C+, C, C-, F, NC
All Master's Programs, all other certificate programs	A+, A, A-, B+, B, B-, C+, C, C-, CR	F, NC

Credit/No Credit Grade Option

In general, the grading default for courses is letter grading with a student option for credit/no credit (pass/fail). In some cases, the program will have determined that credit/no credit grading is always preferable for a course, or that only letter grading is allowed. Courses that are only available for

credit/no credit grading are noted in the course catalog with a grade option of "Credit/No Credit Only." Courses that are only available for letter grading are noted in the course catalog with a grade option of "Letter Only." A course that is typically offered with a default letter grade schema, but on a particular occasion will be offered as credit/no credit only will announce this in the syllabus.

If available, a student can choose the credit/no credit option at the time of registration and may not change the grading basis in a course after the deadline given in the [University's Master Calendar](#).

A student who registers for a course on the credit/no credit basis and earns a grade of B or better is awarded the symbol CR for the course. If the student receives a grade lower than a B, a grade of NC is recorded. If the student receives the symbol CR, the course is not included in the grade point average; if the student receives a grade of NC, the course is included in the grade point average. A CR grade will count for course credits will count towards applicable graduation requirements. A grade of NC will not count for course credits and will not fill any requirements for graduation.

Coursework requirements and methods of evaluation in a course will be the same for students registered on the credit/no credit basis as they are for students registered on the letter-grade basis. Students are still subject to the same prerequisites and requirements for a credit/no credit course as students enrolled in the course under the standard grading system.

A student who wishes to change their grade option on an eligible course should contact the Registrar's Office prior to the posted deadline. The student will need to know the course number of the class they wish to change. A course is ineligible for a grade option change when the course is always graded a certain way (only letter grades or only credit/no credit) or the particular offering will be graded either only letter or only credit/no credit (as announced in the syllabus).

Once the deadline to change the grade option is over, a student who has registered for an eligible course on the credit/no credit option may not for any reason change to letter grading, or vice versa.

Students who need to document that a CR grade is passing for scholarship applications, employer reimbursement or similar needs, may contact the Registrar's office for a letter.

Incompletes

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.

Auditing

When a residential location in the Neuropsychology certificate program is not otherwise full, alumni from the program or approved health care and health service providers are permitted to return to audit the didactic courses of the two year program. No other auditing of courses in other programs by students or alumni is formally recognized.

An audit status indicates that the student has merely received instruction, rather than achieved a given standard. This technique is often employed by individuals who wish to take a specific course without the risk of under-performance resulting in a poor or failing grade. This can be helpful when reviewing a long-unstudied subject, or when first beginning the study of a discipline where one has little experience or confidence. Some students audit a class merely for enjoyment with no need or desire of academic credit.

At Fielding, an audit registration is a non-credit registration for the student who wishes to attend lectures in a course, and/or observe classroom activity online, without any responsibility to take examinations, complete homework or papers, practice hours, or to be evaluated. At the discretion of the instructor, a student registered as an auditor may be expected to participate in any and all in-person classroom or online discussions.

Successfully audited classes appear on the student's transcript marked with AU (Audit) in the grade value column. Audit registration will not be included in computing a student's academic/enrollment load and does not count towards satisfactory academic progress or financial aid eligibility. Audited courses do not meet graduation requirements nor impact the student's grade point average. Auditing students are counted towards the course's enrollment cap. Credit for courses audited will not subsequently be granted on the basis of the audit.

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**,' '**IP**,'' **CR**,' '**R**,' '**AU**,' 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 Notifications

The online grading system will notify the student by email at their Fielding email account of grades submitted by the faculty as each submission occurs. Students can view their grades online in WebAdvisor Self-Service and print unofficial transcripts (tracking sheets) at any time.

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. For students in accelerated (module programs) such requests must be received within one month (4 weeks) of the course's original end date. For all other programs, 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.

Grade replacement will not be permitted for Clinical Psychology PhD and Respecialization certificate students whose non-passing grade was earned Fall 2016 or later. Both the passing and non-passing grades will be calculated in the grade point average.

Policy Revised 03/01/2022

Leaves and Withdrawals

Leave of Absence Policy

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 four types of leaves available to students at Fielding Graduate University: 1) full-term leave, 2) emergency leave, 3) military leave, and 4) leave during clinical practicum or internship.

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: attending virtual or in-person national/global sessions or professional development seminars, coursework, clinical training, residency activities, research, internship, or data collection. In addition, instructors are not required to review student work received during the leave period. Again, 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, 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 1st day of the term. Leave requests received after the 1st day of the term may be considered for an Emergency Leave of Absence.

Emergency Leave of Absence

If a student encounters an emergency situation after the 1st day of the term/module 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/module. The emergency leave replaces one of the three terms of leave of absence available to the student.

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 Director of Advising 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 request to drop all current term registered courses will have 'W' grades transcripted, even if the emergency leave begins prior to the add/drop deadline. Depending on the date of the leave request, students requesting an emergency leave may receive a tuition recalculation or 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 full refund for the term.

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.

Leave During Clinical Practicum/Internship

Students in the Clinical Psychology PhD or Respecialization certificate programs whose **only** academic activity in an academic term is clinical practicum or internship and who need to request a leave of absence from their training site may request a short-term leave of absence from Fielding that matches the dates of the leave from the training site.

The student must work with the Director of Clinical Training to determine eligibility **before** applying for a leave from their training site. The student must provide documented approval from the training

site, a description of the reason for the leave, and any other requested supporting documentation to the advising office in advance of the leave start date to be considered for this leave of absence.

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 exceptional situations, students may be allowed to return early from a leave. Tuition will be charged for any applicable period of enrollment and students enrolled for more than 60% of a term will owe the full tuition for that term. Leaves ended early will still count as a full term leave towards the student's total leave time permitted. If a student wishes to return from a leave early, they should make a written request to the Advising office detailing the exceptional circumstances that necessitate the early return. Requests will be reviewed by the Director of Advising, and any decisions made will be final.

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 Director of Advising 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/module, as determined by the Registrar in compliance with applicable policies and regulations.

Policy Revised 03/01/2023

Re-enrollment

If a withdrawn student wishes to re-enter the same program they left, they 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 Director of Advising, a new application submitted through the Office of Admissions may be required if the out-of-school period has exceeded 5 years.
- Re-enrollment in a program that is no longer being offered will require Provost approval.

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/module. Applications for re-enrollment must be received prior to the overall term's re-enrollment application deadline as published on the University 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 they left off; or after making such efforts, the university determines the student is not prepared to resume or complete the program.

Policy Revised 05/01/2021

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 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 09/01/2020

Transcripts

Transcript ordering is available online from the National Student Clearinghouse. Transcript orders are processed in the order they are received. Normal processing time can be as little as 15 minutes for e-transcript delivery, and 1-3 business days for official paper transcripts. Processing time for mailed transcripts does not include delivery time. Please allow ample time for your transcript to arrive at your requested destination.

The transcript is a complete record of a student's enrollment at Fielding Graduate University. Partial transcripts are not available. Transcripts will reflect current grades and classes as of the day we process your request.

Delivery Options

- Electronic (PDF transcript)
  - o Your transcript recipient will be emailed a link to a secure internet page where he/she can retrieve your official transcript
  - o Printing is allowed
  - o Modifications are not allowed
- Hold for Pick-Up
  - o Once the transcript request is received in our office, the transcript will be available for pickup by the student (ID must be shown), or;
  - o Authorized persons must bring a signed release statement from the student stating "I, [student's name], give permission for [authorized party] to pick up my transcript on [date]."
- US Postal Service
  - o Once the transcript request is received in our office, the transcript will be mailed within 1-3 business days. Please allow an additional 5-7 business days for delivery by the United States Postal Service to domestic mailing addresses.
- Express Mail
  - o Transcript will be mailed within 1 business day of order to the recipient for receipt the next or second business day.

Fees for each delivery option are published in this catalog under Transcript Fees.

No transcripts are processed or mailed on days the University is closed. Please plan accordingly with the university holiday schedule.

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

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.

Policy Revised 10/10/2019

Transfer Credit

Applicants who wish to transfer credit from a prior school into a Fielding program of study should consult the website on [Transferring Credit](#) and the Transfer and Articulation handbook for related policies and procedures.

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution
The transferability of credits you earn at Fielding Graduate University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in your program is also at the complete discretion of the institution to which you may seek to transfer. If the credits that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Fielding Graduate University to determine if your credits or degree, diploma or certificate will transfer.

VA Education Benefit Recipients
Students accepted to programs approved by the VA for education benefits who submit a Certificate of Eligibility or other acceptable proof of entitlement information of said benefits will have their records reviewed for previous education and training deemed equivalent to the University's minimum requirements for transfer and articulation credit. The VA School Certifying Official (SCO) will review said records; if minimum requirements are deemed met, the SCO will solicit from the applicant the required supporting documentation for a full review by the appropriate academic personnel identified by the program or school to which the prospective student has been offered admission. The SCO and the University Registrar's Office will maintain a written record of previous education and training of the veteran or eligible person which clearly indicates that appropriate credit has been given by the school for previous education and training, with the training period shortened proportionately.

Policy Revised 10/01/2019

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 and 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.

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 Committee is composed of at least one faculty member from each School, and at least one staff member from a student services department (such as Registrar, Advising, etc.), and is chaired by the Associate Provost for Research and Scholarship. Other than the chair, committee members serve for no more than two consecutive 2-year terms, and can return to the committee after a 2-year break in service.

3. 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 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 Associate Provost for Research & Scholarship and the program director. 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 program director and the chair of the CAI 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 03/01/2020

Faculty Academic Freedom

Preamble

The 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors has long been recognized as providing valuable and authoritative guidelines for policy and practice in American colleges and universities. Fielding Graduate University also holds a fundamental commitment to the principle of academic freedom as it applies to teaching and research. While the university does not maintain a system of academic tenure, similarly, it believes that faculty must be protected from economic intimidation and harassment; therefore, it provides a careful system of due process with regard to issues of academic freedom as they relate to continuation of service with

the university. These policies are consistent with the policies, principles, and guidelines of the American Psychological Association where relevant.

Policies on Academic Freedom

The Fielding Board of Trustees approves the following policies with regard to academic freedom and responsibility:

1. A faculty member is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of other academic duties. Research under the aegis of Fielding Graduate University for pecuniary gain and/or under conditions that would limit or prohibit communication of the results should be undertaken only with the prior agreement of the institute.

2. Faculty members are entitled to freedom in the exercise of their various instructional responsibilities, such as mentoring students, conducting seminars and workshops, leading meetings, etc., that contribute to the students' academic and professional maturity. However, it is understood that this freedom applies only to the product of the faculty member's scholarship. The Board does not endorse the introduction of personal opinions unsupported by scholarship and controversial views that have no relation to the subject into any aspect of the faculty-student relationship.

3. Fielding Graduate University faculty members are citizens, members of a learned profession, and officials of Fielding Graduate University. When they speak as citizens, they should be free of concern or censorship, but their special position within the community imposes special obligations. As persons of learning and as officials of Fielding Graduate University, they should remember that the public may judge their profession and Fielding Graduate University by their utterances. Hence, they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not spokespersons for Fielding Graduate University.

Policies on Professional Ethics and Responsibility

In addition to recognizing the rights to academic freedom of faculty, students, and others in the academic community, the Board of Trustees also endorses the statements of the American Association of University Professors on Professional Ethics (1966) and on Freedom and Responsibility (1970):

Following are copies of the two policy statements. Revisions have been made in the gender of the originals.

Statement on Professional Ethics of the American Association of University Professors in April 1966, endorsed by the Fifty-Second Annual Meeting as Association Policy

Introduction

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to the professor in utterances as a citizen, in the exercise of responsibilities to students, and in conduct when resigning from his or her institution or when undertaking government-sponsored research.

The *Statement on Professional Ethics* that follows, necessarily presented in terms of the ideal, sets forth those general standards that serve as reminder of the variety of obligations assumed by all members of the profession. For the purpose of more detailed guidance, the Association, through its Committee B on Professional Ethics, intends to issue from time to time supplemental statements on specific problems.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to assure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the general secretary and Committee B, to counsel with any faculty member or administrator concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of dismissal, the procedures should be in accordance with the 1940 *Statement of Principles on Academic Freedom and Tenure* and the 1958 statement on Procedural Standards in Faculty Dismissal Proceedings.

The Statement

I. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subjects is to seek and to state the truth as they see it. To this end, they devote their energies to developing and improving their scholarly competence. They accept their obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although subsidiary interests may be followed, these interests must never seriously hamper or compromise freedom of inquiry.

II. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their disciplines. They demonstrate respect for the student as an individual, and adhere to their proper roles as intellectual guides and counselors. They make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect the student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students for private advantage and acknowledge significant assistance from them. They protect the student's academic freedom.

III. As a colleague, the professor has obligations that derive from common membership in the community of scholars. He or she respects and defends the free inquiry of his or her associates. In the exchange of criticism and ideas, the professor shows due respect for the opinions of others. He or she acknowledges academic debts and strives to be objective in his or her professional judgment of colleagues. The professor accepts his or her share of faculty responsibility for the governance of the institution.

IV. As a member of the institution, the professor seeks above all to be an effective teacher and scholar. Although he or she observes the state regulations of the institution, provided they do not contravene academic freedom, he or she maintains the right to criticize and seek revision. The professor determines the amount and character of the work he or she does outside the institution with due regard to his or her paramount responsibilities within it. When considering the interruption or termination of his or her service, the professor recognizes the effect of this decision upon the program of the institution and gives due notice of his or her intentions.

V. As a member of the community, the professor has the rights and obligations of any citizen. He or she measures the urgency of these obligations in the light of responsibilities to the subject, students, profession and to his or her institution. When speaking or acting as a private person, the professor avoids creating the impression that he or she is speaking or acting for the college or university. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

A Statement of the Association's Council: Freedom and Responsibility

The following Statement was adopted by the Council of the American Association of University Professors in October 1970. For more than half a century the American Association of University Professors has acted upon two principles: that colleges and universities serve the common good through learning, teaching, research, and scholarship; and that the fulfillment of this function necessarily rests upon the preservation of the intellectual freedoms of teaching, expression, research, and debate. All components of the academic community have a responsibility to exemplify and support these freedoms in the interests of reasoned inquiry.

The 1940 *Statement of Principles on Academic Freedom and Tenure* asserts the primacy of this responsibility. The 1966 Statement on Professional Ethics underscores its pertinence to the individual faculty member and calls attention to his or her responsibility, by his or her own actions, to uphold his or her colleagues' and his or her students' freedoms of inquiry and to promote public understanding of academic freedom. The *Joint Statement on Rights and Freedoms of Students* emphasizes the shared responsibility of all members of the academic community for the preservation of these freedoms.

Continuing attacks on the integrity of our universities and on the concept of academic freedom itself come from many quarters. These attacks, marked by tactics of intimidation and harassment and by political interference with the autonomy of colleges and universities, provoke harsh responses and counter responses. Especially in a repressive atmosphere, the faculty's responsibility to defend its freedoms cannot be separated from its responsibility to uphold those freedoms by its own actions.

Membership in the academic community imposes on students, faculty members, administrators, and trustees an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus. The expression of dissent and the attempt to produce change, therefore, may not be carried out in ways which injure the individuals or damage institutional facilities or disrupt the classes of one's teachers or colleagues. Speakers on campus must not only be protected from violence, but given an opportunity to be heard. Those who seek to call attention to grievances must not do so in ways that significantly impede the functions of the institution.

Students are entitled to an atmosphere conducive to learning and to even-handed treatment in all aspects of the teacher-student relationship. Faculty members may not refuse to enroll or teach students on the grounds of their beliefs, or the possible uses to which they may put the knowledge to be gained in a course. The student should not be forced by the authority inherent in the instructional role to make particular personal choices as to political action or his or her own part in society. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, whether personality, race, religion, degree of political activism, or personal beliefs.

Policy Revised 07/01/1998

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 the associated school 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 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 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 and Responsibilities

Program Specific Policies

Addressing Problems in Professional Competency – Clinical Psychology/RCP

Overview

This document provides policies and procedures for managing student conduct or performance that are reflective of problems in professional competence ("PPC"). These policies are consistent with accreditation standards of the American Psychological Association ("APA") and incorporate human resources policies of the Fielding Graduate University. This policy applies to clinical psychology PhD and respecialization students.

The APA Ethical Principles of Psychologists and Code of Conduct (2002/2010/2017) requires that psychologists meet certain standards of competence and that they be free of personal issues that could impair professional performance based on generally accepted standards of care. It further requires 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 required levels or when remediation is not deemed possible

For purposes of this document, PPC 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 and knowledge 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 problems, and/or excessive emotional reactions which interfere with professional functioning. PPC can arise when the skills necessary for adequate professional performance are lacking or there is an impairment (physical or mental) that diminishes professional functioning. PPC can be associated with a health or mental health condition. More specifically, such health or mental health conditions often include, but are not limited to, physical and emotional hardships, chemical dependency, stress, burnout, extreme personal/relationship difficulties, emotional and mental disorders, and/or cognitive impairment due to injury or illness or other causes.

While it is a professional judgment as to when a student's behavior becomes more serious or problematic rather than just of "concern," for purposes of this document a "concern" refers to a students' behaviors, attitudes, or characteristics which, while they may require remediation, are not determined to be unexpected or excessive for professionals in training.

Student behaviors become identified as PPC 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. a disproportionate amount of attention by faculty is required;
5. the student's behavior does not materially change as a function of feedback, remediation efforts, and/or time;
6. the problematic behavior has had or has the potential for ethical or legal ramifications if not addressed;
7. the student's behavior negatively impacts the public's perception of the Fielding Graduate University; or
8. the problematic behavior negatively impacts the student population.

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 acquire professional knowledge and skills necessary for entry into the profession. The responsibilities correspond to the general expectations described here:

Professional Standards and Competency

The program will provide students with information regarding relevant professional standards and guidelines and relevant legal regulations which govern the practice of psychology. The program will also provide appropriate avenues (e.g., coursework, Practicum Case Seminars, etc) 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 (e.g, during the New Student Orientation, relevant course work, and in faculty advising sessions). Students will be reminded of these and to review laws and regulations which govern the practice of psychology in their state or province.

Process for addressing PPC

PPC, whether the identified problem occurs within the program (e.g., class work, training days, case presentations, etc.) or is brought to the program from a person, agency, or body outside the University, will be addressed through the following review process. This process is intended to protect student due process rights as well as the obligation of faculty to uphold the academic and professional standards of the Clinical Psychology PhD program and the profession of clinical psychology.

- Notification of the complaint will be provided to the Director of Clinical Training (DCT) regarding the event(s) or circumstance(s) that identifies a potential PPC or a violation of University, legal, ethical, or professional codes (other than possible academic dishonesty which is addressed by a separate policy). The DCT will inform the student in writing of the complaint (referred to as 'the document') that initiates the PPC process. This will be done in a timely manner sufficient for the DCT to gather and organize the necessary information. A link to this PPC policy also will be provided to the student.

- Within 10 business days of receipt of the document, the DCT will follow up and attempt to obtain information from the person/body making the complaint to the extent such information is available without violating any right of privacy of any person involved in the PPC allegations. To the extent a consent or consents are necessary to obtain such information, the DCT will

make a good faith effort to obtain that consent including any consent that must be obtained from the subject of the PPC. If the person submitting the document does not have direct knowledge of the facts, then a good faith effort will be made by the DCT to contact and interview the person who does have that knowledge. Should the student, who is the subject of a PPC allegation reflected in the document, refuse to provide any necessary or legally required consent to obtain or release information may be grounds in itself for dismissal of the student from Fielding Graduate University.

- Within 15 business days of receiving the document, the DCT, in consultation with the Program Director ("PD"), will determine if evidence indicates that a PPC may have occurred and that the program needs to take further action.

  o   If it is decided by the DCT and PD that the issue does not require further action by the program or that the information is insufficient to make such a decision, the student who is the subject of the document and the party/ies who submitted the document will be so informed in writing within 3 business days of this decision.

  o   If further action by the program is deemed warranted by the DCT and PD, the student, the student's faculty advisor, and other identified parties will be notified within 3 business days that the student's status in the program is being reviewed and that a formal meeting of the PPC Committee will be necessary to evaluate the nature of the problem and to decide on a course of action.

- When further action by the program is deemed warranted, the student will be provided with all materials/information obtained to date that support the allegations. This must occur within 5 business days of the above decision. The student will have 10 business days to write up his/her response to the allegations and provide any supporting documentation. During this time period, the DCT and PD will follow up with any needed information gathering from the student and other parties whose input is determined by the DCT and PD to be necessary to understand and accurately evaluate the complaint.

- Once further action by the program is deemed warranted, the DCT, within 5 business days, will assemble a PPC Committee comprised of three faculty in the clinical program, at least two of whom have relevant expertise in the area of the complaint. The Committee will not include the faculty advisor or anyone with a potential conflict of interest. The DCT will provide the PPC Committee with all written materials that have been provided about the potential violations, including all materials provided by the student who is the subject of the complaint.

- The PPC Committee process is as follows:

1. The Committee will issue its written outcome based on the written documents provided by the DCT, including all materials provided by the student who is the subject of the complaint. If additional information is needed, the Committee may at its sole discretion invite any persons (including the student) judged to have relevant additional information to submit such information either in-person, by conference/telephone call, or in writing by mail or e-mail. Once the PPC Committee receives the student's response, the Committee must complete its work, including issuing a written outcome and transmitting that written outcome to the DCT and PD within 15 business days. At least two of three committee members must agree. When the Committee decision is not unanimous, all viewpoints will be included in the report.

2. As part of their written outcome noted above, the Committee decides if and how the student violated professional competency expectations and makes a written recommendation to the DCT and PD regarding the student's standing in the program. The DCT and PD have the responsibility of reviewing and approving or rejecting in whole or in part, the Committee's written outcome and recommendation. In order to make this decision the DCT and PD may approach the PPC committee or student with requests for clarification or further information if such is needed to make a decision. If the DCT and PD conclude that revisions of the Committee's written outcome and recommendation is appropriate, the incorporation of these revisions will be discussed with the Committee. The work of the DCT and PD to review, approve, reject or revise the written outcome and recommendation of the Committee must be completed in 7 business days after the PPC Committee renders its written outcome and recommendation.

3. Once the DCT and PD's work noted above is complete, the student will be notified of the program's decision by the DCT and PD within 3 business days. The final decision may result in (a) retention of the student in good standing, (b) allowing the student to continue in the program but without receiving credit for completed work (e.g., internship, practicum, course), (c) allowing the student to continue in the program on probationary status until specified conditions* as outlined in a remediation plan are met, and/ or (d) immediate dismissal of the student from the program. In the case of a remediation, each required step and timeline for completion will be provided.

Although the student may consult an attorney about the PPC process, an attorney may not appear on behalf of the student during the PPC process.

4. At the time the decision of the DCT and PD is transmitted to the student, the student will also be advised that if he or she wishes to appeal that decision, he/she will be allowed to file a written appeal with the Provost that must be received by the Provost within 10 business days of the date on which the student is notified of the decision by the DCT and PD. Failure to file the written appeal with the Provost within 10 business days renders the decision of the Committee, and the DCT and PD, final. The letter can be e-mailed but must also be followed up with a mailed copy of the appeal. The appeal must state all of the reason(s) why the student believes the decisions of the Committee, DCT and PD are incorrect. The Provost will review the appeal papers and any other relevant information, including the decision of the DCT and PD, and will provide a decision to the student within 10 business days after the acknowledging receipt of the written appeal. The decision of the Provost will be final.

Overview of Time Line

- Within 5 business days of receipt of the complaint document, the DCT informs the student who is named in the document
- Within 10 business days of receipt of the complaint document, the DCT gathers initial information.
- Within 15 business days of receipt of complaint, the DCT consults with the PD to decide if further program action is warranted.
- The student must be informed within 3 business days of the decision of the DCT and PD as to whether further program action is warranted.

If further program action is warranted, then:

- Within 5 business days of being informed, the student receives, in writing, all the information obtained to date concerning the allegation relating to PPC and has 10 business days to respond.
- Within the 5 business days of determining that further action is warranted, the DCT assembles the three person PPC Committee and provides them with the materials generated to date. Once the PPC Committee receives all documentation including the student's input, it has 15 business days to complete its work and produce a written outcome and recommendation which is provided to the DCT.
- Within 7 business days, the DCT and PD review the decision of the PPC Committee and either adopt the decision, reject the decision or make changes/edits to the decision of the PPC Committee.
- The determination by the DCT and PD is provided to the student in writing within 3 business days of the DCT and PD making their determination.
- Appeal to the Provost is possible within 10 business days. Provost's final decision shall be transmitted to the student within 10 business days of Provost acknowledging receipt of a written request from the student appealing the decision of the DCT and PD.
- If any circumstances prevent following the above time lines, the student will be informed within a day of the delay being identified and a revised timeline will be provided.

Policy Revised 12/01/2019

APA Ethical Principles – Clinical Psychology/RCP

All Clinical Psychology and Respecialization 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 Clinical Psychology PhD and Respecialization programs at Fielding Graduate University place 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 and respecialization programs in Clinical Psychology. If you have any questions regarding this issue, please contact the Program Director for the Clinical Psychology PhD and RCP program.

Policy Revised 01/01/2020

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, the Program Director of a particular program, or the Dean for a particular program/school. 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 courses; comprehensive assessments; dissertations and dissertation committees; regional or online meetings; 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 09/01/2019

Student Informal Complaints Procedure - Clinical Psychology/RCP

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. If the problem is with the student's faculty advisor, then the student can contact the student representative to or chair of the Clinical Psychology Personnel Committee who will work with the student to find a member of the committee who can intercede. Such student requests for assistance should be responded to 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 initial attempts to resolve the grievance, the student should contact a faculty or student member of the Clinical Psychology Personnel Committee. This next step in the informal grievance process 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 09/01/2020

Timely Response: Expectations of School of Psychology 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 01/01/2020

Student Rights and Responsibilities

Rights

Faculty and Staff Timely Response Policy

The following procedures concern the timely response to all communications between students, faculty, and academic program leaders.

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 uploads in the learning management system (e.g., Moodle and Learning Pool) and progress tracking software (e.g., the Dissertation Tracking System), email notes, phone calls, and regular mail and acknowledgment 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 within 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 as specified in the Grades and Credit policy.

- **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. This includes responses to uploads in progress tracking software such as the Dissertation Tracking System.

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 04/01/2022

FERPA: Student and Institutional Regarding Public Information

Fielding Graduate University has a responsibility to secure the personal records of its students and employees through appropriate administrative, technical and physical safeguards.

The University adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, concerning student access to files and the release of student information. In addition, the Gramm-Leach-Bliley Act (GLBA) requires financial institutions (which includes colleges and universities) to protect the privacy of their students records under FERPA, including nonpublic, personal information.

As permitted under FERPA, 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
- Home Address
- Home Telephone Number
- Work Address
- Work Telephone Number

- Date of Birth
- Place of Birth
- Class Roster/Schedule of Classes
- Dates of Attendance
- Grade Level/Year

- Fax Number
- Email Address
- Mobile/Cell Phone Number
- Previous Institution(s) Attended

- Major/Area of Study
- Dissertation/Research Topic
- Degrees/Certificates Awarded/Dates
- 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.

As permitted under FERPA, 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 expect 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.

This and all other Fielding policy statements regarding student rights under FERPA and GLBA is not intended to be fully explanatory of student rights under FERPA or California law.

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 U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue, SW, Washington, DC 20202-8520.

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 02/01/2020

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:

1. 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,

2. when the work is commissioned by the University,

3. 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

4. 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

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.

Allegations of student misconduct, including student complaints against another student, fall outside the scope of this complaint and grievance process and should be brought to the attention of the complainant's respective Program Director and/or Department Chair for handling.

As a first step, students will utilize the informal procedures for addressing and resolving complaints. If complaint resolution using informal procedures is unsuccessful, students may file a formal grievance according to the procedures described below.

Definitions

An *informal complaint* is an attempt by a student to discuss their complaint with the person(s) who is (are) directly involved in the complaint, in an effort to come to a satisfactory resolution with the assistance of other offices or University administrators in the area relevant to the complaint.

A formal *grievance* is a 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." It is strongly recommended that the grievance form is used to file the formal grievance.

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

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 for a particular program/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 *Bias or Diversity and Inclusion inquiry or complaint* is one involving a member of Fielding faculty, staff, or student.

Informal Procedure for Resolving Student Complaints

A student is encouraged to discuss their complaint with the person(s) who is (are) directly involved in the complaint, in an effort to come to a satisfactory resolution. Resolutions of informal complaints are accomplished with the assistance of other offices or University administrators in the area relevant to the complaint.

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:
- their Graduate Program Advisor;
- their Faculty Advisor or mentor;
- the head or the head's designee of the student's academic program;
- the Personnel Committee of the student's academic program;
- the student representative to the Personnel committee.

If the matter is an administrative complaint, the student may contact:
- their Graduate Program Advisor;
- the administrative department head or the program head.

If the matter is a Bias Diversity and Inclusion inquiry or informal complaint, the student should contact the Vice President for Diversity, Equity and Inclusion.

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.

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

Formal Grievance

a. Academic:
If the informal procedure described above does not resolve the student's issue, they 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 and emailed to

grievance@fielding.edu or submitted by using the online grievance form. If the grievance involves the Program Director, the grievance should be addressed to the School Dean. If the grievance involves the School Dean, the grievance should be addressed to the Provost. Regardless of format used, the submitted grievance must state the nature and time of the offending action and the person(s) involved in the action or failure to act.

The Program Director, or their 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 their designee, will review the grievance. The Program Director, or their 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 from when the grievance was submitted.

b. Administrative:
Grievances involving non-academic matters must be addressed to the administrative leader involved with that function, (e.g., Academic Conferencing & Events, Financial Aid, Student Accounts, etc.), no later than 90 days from the precipitating event or action, and emailed to grievance@fielding.edu or submitted by using the online grievance form. Regardless of format used, the submitted grievance must state the nature and time of the offending action and the person(s) involved in the action or failure to act. 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 from when the grievance was submitted.

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

c. Diversity and Inclusion grievances:
If an informal complaint procedure with the Vice President for Diversity, Equity and Inclusion described above does not resolve the student's issue, they may initiate a formal grievance no later than 90 days from the precipitating event or action. For Bias or Diversity and Inclusion complaints, the formal grievance shall be addressed to the Program Director and emailed to grievance@fielding.edu or submitted by using the online grievance form. Regardless of format used, the submitted grievance must state 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 School Dean. If the grievance involves the School Dean, the grievance should be addressed to the Provost.

c. Appeals:
For academic, administrative, and diversity and inclusion 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, their designee, or administrative leader, the appeal will go to the Provost with a copy to the School 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.

Any Student

As Fielding's main offices are domiciled in California, any individual may contact the Bureau for Private Postsecondary Education to request review of their 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

Other complaint avenues at the state and federal level are documented in detail at this page on our website: https://www.fielding.edu/about/accreditations/

Most state and federal agencies will expect or require that students will have exhausted the university's grievance policy before making their complaint to said agency.

Policy Revised 04/01/2022

Student Files

Fielding Graduate University adheres to the Family Educational Rights and Privacy Act of 1974, as amended, and the Gramm-Leach-Bliley Act 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:

> **Academic Record Files:** The Office of the 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. Other records tracking dissertation progress are maintained in online systems.

> Members of the administration and faculty have access to these files as permitted by their student advisement roles. 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.

> **Academic Technology system files:** In the learning management system (LMS), online courses and associated posted data (syllabi, discussions, and submitted papers) are maintained and accessible to participants for one year. Courses are archived after one year, but can be made accessible to former members with active accounts in the LMS by request. Recorded meetings in Zoom currently remain accessible unless the host themselves has deleted the cloud recording.

> **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, the admission agreement, transcripts, and demographic and recruitment data from the admissions application are transferred to the Office of Records/Registrar and the remaining supplemental documents used for admission, including letters of recommendation, are destroyed. The application materials, including letters of recommendation, transcripts, and other supplemental materials, of applicants who were not admitted or did not matriculate are destroyed one year after the application term.

Advising Files: The Advising Office maintains paper and electronic records of financial aid disqualification appeals and completed term reviews for students on approved financial aid probation. Paper files are destroyed for inactive/graduated students after 4 years.

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.

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, scholarship applications and awards 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.

F-1 Student Visa Files: The Office of the Registrar maintains separate paper files on students that have been recommended for F-1 visa status to the U.S. Department of Homeland Security. Supporting documentation for the original visa application is maintained, as well as copies of any official documents issued to the student to support their continued attendance under the F-1 visa. Files are maintained for at least three years following the student's last date of attendance or the end of any period of post-completion optional practical training (OPT) before being destroyed.

Human Resources: The Office of Human Resources maintains files on legal complaints, which may involve student records. The Office of Human Resources is also responsible for maintaining files that contain personal information (Social Security number and date of birth) of individuals who are both employees and students (ex: Graduate Teaching Assistants and staff members who are enrolled at Fielding).

Institutional Review Board (IRB): The IRB Office maintains electronic files of applications and related documents necessary for research ethics review, study oversight, and compliance with federal regulations.

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 investigations, 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.

Research Data: The staff of the Office of Institutional Research are responsible for administering Qualtrics accounts to students, faculty, and staff. Survey data collected using

Qualtrics may include dissertation research and student information needed for accreditation, educational effectiveness, and planning purposes. The Office of Institutional Research deletes the Qualtrics accounts for students who have been determined as inactive for 6 months (graduated or withdrew from university).

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 authorized members of the University's administration have access to these files in order to justify all data activity and remain complaint with auditors as well as to advise students. Relevant documents are kept for seven years and destroyed on a rolling basis.

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 office staff have access to those files as necessary to implement approved accommodation requests.

Veteran's Benefit Recipient Files: The Office of the Registrar maintains separate paper files on veteran's benefit recipients regarding their approval to receive benefits and all certifications performed on their behalf, including records documenting academic progress, program pursuit and tuition/fees as required by law. Files are maintained for at least three years following the student's last date of attendance before being destroyed.

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 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 Registrar's 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 Grade Changes section of 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 and Institutional Rights Regarding Public Information.

Policy Revised 09/01/2020

Student Lending Code of Conduct

To prohibit a conflict of interest when administering financial aid, the officers, employees, and agents 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 from any lender, guarantor, or servicer. For purposes of this prohibition, the term "gift" means any gratuity, favor, discount, entertainment, hospitality, loan, or other item having a monetary value of more than a de minimus amount. The term includes a gift of services, transportation, lodging or meals, whether provided in-kind, by purchase of a ticket, payment in advance, or reimbursement after the expense has been incurred.

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. 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 concessions or promises to the lender for a specific number of loans, a specified loan volume, or a preferred lender arrangement.

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 07/01/2017

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 and 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 and 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 Rights and 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 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.

Alumni, regardless of above status, will lose access to Moodle within 30 days of degree conferral. Access to the alumni library collection can be obtained through the Alumni Association.

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

Policy Revised 05/01/2021

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

Qualtrics Terms of Use

Qualtrics is Fielding's official online survey platform.

In order to be issued and maintain a Qualtrics account, a student must meet all of the eligibility criteria outlined below:

1) Enrolled as a Fielding doctoral student at issuance, continuous enrollment thereafter
2) Have an active IRB approval recorded (i.e., not expired)
3) Relevant for Doctoral Students Only: Dissertation concept paper/ pre-proposal approval (step 1 of 6) recorded or pilot project underway.

OR

A student or an alumnus/a who is listed as a co-investigator with a faculty member on an approved non-exempt IRB study may receive a Qualtrics account, contingent upon the approval of the Provost.

OR

A student who is listed as a co-investigator with a faculty member on an approved non-exempt IRB may receive a Qualtrics account, contingent on the approval of the Provost.

OR

Any staff or faculty member as needed.

Qualtrics Acceptable Use

It is required that users agree to Qualtrics acceptable use policy. The first time a user logs into their Qualtrics account, the user will be asked to review and accept the Terms of Service. Users should also review information on Qualtrics Security Statement and Privacy Policy.

Violation of the terms listed below can result in revocation of permission to use Qualtrics and/or judicial action. By logging in and using a Fielding Qualtrics account, users are agreeing to the following terms of use:

1. Qualtrics accounts may only be used to collect data as approved by the Fielding Graduate University IRB.
2. In accordance with federal regulations and Fielding Graduate University policies, all research involving human subjects must be reviewed and approved by Fielding's Institutional Review Board (IRB) and any required external IRB prior to any research intervention with a participant.
3. Surveys must comply with all other applicable University policies and state and federal laws, including but not limited to policies and laws regarding copyright and privacy, such as:

    a. Federal information on the Family Educational Rights and Privacy Act (FERPA)

        i. Fielding's FERPA: Student & Institutional Rights Regarding Public Information

    b. Health Insurance Portability and Accountability Act (HIPAA)

        i. General information about HIPAA

        ii. Fielding's policy about APA Ethical Principles

    c. Copyright/Usage

        i. Fielding's copyright infringement/peer-to-peer files sharing policy

        ii. Fielding's technology resources policy

4. Qualtrics administrators in the Office of Institutional Research routinely monitor the student accounts. Accounts may be randomly audited to ensure that Qualtrics accounts are being used for research that has been approved by the Fielding IRB.
5. Users will not SPAM or use other forms of unsolicited mass communication in conjunction with Qualtrics.

6. Users will not use Qualtrics for personal or commercial gain. There cannot be a fee associated with taking a survey in Qualtrics.
7. Fielding Graduate University reserves the right to change, at any time, at its sole discretion, the Qualtrics offering and these Terms of Use.
8. Student and alumni accounts will be deactivated due to the following criteria:
   • "Withdrawn" or "leave of absence" status at Fielding Graduate University
   • Non-exempt IRB approval expires
   • Final copy of student's dissertation has been submitted for proofreading.
9. Once an account is deactivated, users will not have access to the survey or be able to retrieve data. Before an account is deactivated, users should download their data to other media, such as a local hard drive CD-ROM, and/or zip disks.

Policy Effective 02/01/2021

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 agree by such use to comply with the expectations outlined in this policy.

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 U.S. federal laws and regulations, or the State of California.

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.

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. Your account(s) shall be used only for academic and administrative purposes pertaining to the mission of Fielding Graduate University.

4. Your account(s) 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) and the Gramm-Leach-Bliley Act.

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; frivolously printing multiple copies of documents, files or data; 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 of any protected class as defined in our Non-Discrimination policy.

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. See the Copyright Policy for more details.

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 11/01/2021

Zoom Recording Storage Limit

POLICY PURPOSE:

Zoom permits one-to-one and group meetings that may include the sharing of a variety of media content. In an effort to stay within our Zoom storage limits, IT and Academic Technology have instituted an 120-day retention policy for Zoom cloud recordings. The limit system will help to ensure that sufficient storage capacity is provided to all university users (students, faculty, staff, and alumni). Cloud recorded files older than 90 days dated from the time of creation will be assigned a new link and moved to Zoom Trash where they will stay for an additional 30 days. During that time Zoom users can recover recordings, download, and store elsewhere.

APPLICABILITY AND AREAS OF RESPONSIBILITY:
IT and Academic Technology is responsible for the management of Zoom cloud storage limits.

Policy Effective 11/01/2021

Tuition and Fee Information

Payment Information

General Information and Deadlines

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 2022-2023 are as follows:
      Fall 2022 - Due 08/29/2022
      Spring 2023 - Due 01/03/2023
      Summer 2023 - Due 05/01/2023

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

Installment Payment Terms and Conditions

Fielding Graduate University is pleased to offer a monthly payment plan for tuition charges as a service to students who enroll in a degree program or a certificate program that requires one year of enrollment or more. The plan is designed so that student tuition payments are processed by Student Accounts each month over the months of a term based upon the terms and conditions below. This is the only payment plan offered by the University. The deferred payment under this plan shall constitute a student loan from Fielding Graduate University and is a note described in 11 U.S. Code, Sec.523(a)(8) and as such is not dischargeable in bankruptcy except as provided therein.

Sign Up Fee: The $50 nonrefundable sign up fee will be charged to your credit card or bank account upon receipt of this form. If you withdraw from the plan and sign up again, the fee will be charged again.
Initial Payment: Select the Monthly Payment Plan option on the Initial Tuition and Fee Payment

Form. Initial payment will be processed upon receipt of this form.

Payment Dates: All payment transactions are initiated by the University and are processed on the 1st or 15th day of each month. Payments of all outstanding balances will continue to be processed when a student is on an approved leave of absence.

Convenience/Service Fee: A 2% convenience/service fee will be charged on all payment card (credit/debit cards) transactions.

Declined Payment Fee: There is a $25 declined payment fee if a credit card payment is declined for a second time or if an ACH is returned for insufficient funds.

Payment Methods: Credit/debit cards (Visa, Mastercard, Discover, American Express) or Bank Account ACH (9-digit US bank routing number only).

If a payment is declined: The University reserves the right to remove you from the payment plan if payment cannot be obtained. If you have more than 3 declined payments in a year, you will be removed from the plan and the balance will be due following the schedule below:

Declined credit/debit cards:

- If a credit/debit card is declined, you will receive a First Notice of Declined Payment and your payment will be processed again on the 5th business day from the date of the Notice.
- If the card is declined a second time, you will be charged a $25.00 fee and receive a Second Notice of Declined Payment requiring that the payment be made within 5 business days from the date of the Notice.
- If payment is not made by this date, you will receive a Final Notice that tuition is due within 3 business days.
- If payment is not made within the 3 business days of the Final Notice, you will be withdrawn from the University for nonpayment of tuition.

Bank account payment returns:

- If an automatic debit is returned unpaid due to insufficient funds, you will be charged a $25.00 fee and will receive a First Notice of Declined Payment and are required to contact Student Accounts to resolve the problem within 5 business days from the date of the Notice.
- If the payment is not made within 5 days, you will receive a Second Notice requiring that payment be made with 5 business days from the of the Notice.
- If payment is not made by this date, you will receive a Final Notice that tuition is due within 3 business days.
- If payment is not made within 3 business days of the Final Notice, you will be withdrawn from the University for nonpayment of tuition.

Changes to the plan: In the event of a change in account numbers or credit card expiration dates, make changes on WebAdvisor which is available on the My.Fielding.edu portal no later than 5 business days prior to the next payment date.

Special consideration regarding student loans and sponsor payments: Students whose tuition is paid in full with financial aid or by a sponsor will be removed from the plan after the funds are disbursed. Students with a remaining balance will remain on the plan.

At graduation or withdrawal: A final payment of the full outstanding balance will be processed at the time Student Accounts is notified of your graduation date or date of withdrawal. Participation in the plan will be canceled at that time.

Eligibility: The University reserves the right to determine eligibility of a student to participate in this plan based upon tuition payment history.

Attendance and Participation While Awaiting VA Tuition and Fee Payments

Effective August 1, 2019, any student using CH31 (Vocational Rehabilitation and Employment benefits) or CH33 (Post-9/11 G.I. Bill®) is protected from any penalties imposed by the University while waiting for the VA to make tuition and fee payments. Under this policy, the University:

- Cannot deny a student access to classrooms, libraries, or other institutional facilities
- Cannot make the student borrow money to cover costs while waiting for payment
- Cannot charge a student a late fee or penalty

The coverage period ends when VA makes payment or 90 days after the date the University certifies tuition and fees.

Protection begins when the student provides the school with a Certificate of Eligibility (CoE) or a Statement of Benefits. The University can require the student to submit:

- the CoE or Statement of Benefits no later than the first day of the program
- a written request to use the benefits or other necessary certifications

For more information regarding this policy, contact your School Certifying Official.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits/va.gov/gibill.

Policy Revised 09/01/2022

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 financial aid (including loans, scholarships, and external funding) within one academic year. It is not the amount that will be billed to you, as it includes tuition along with estimates for the indirect cost categories shown below. Your actual COA, including any applicable loan fees, will be calculated and shown in your Award Letter after you request financial aid.

Estimated Costs for Books, Supplies, Transportation, Room, Board, Personal Expenses

Significant cost increases due to individual circumstances, such as disabilities, dependent care, or computer purchase may be appealed on an individual basis. Contact the Financial Aid Office for the COA appeal request form.

Other Expenses	Amount	Per
Books: Doctoral and Respecialization Certificate	$500	term
Books: Master's and Certificate	$25	credit
Room/Board/Personal/Miscellaneous	$2,190	month
Transportation: Evidence Based Coaching Certificate	$3,300	year
Transportation: Neuropsychology Certificate	$75	month
Transportation: Clinical Doctoral and Respecialization Certificate	$300	month
Transportation: All Other Doctoral	$2,000*	year

Only by request, if attend in-person Fielding Session to complete required academic activity

Doctoral Tuition Rates by Program as of September 1, 2022

Program	Tuition	Additional Information
Doctor of Education Doctor of Education in Leadership for Change	$8,870/term	$26,610/annually
Infant and Early Childhood Development (PhD)	$8,870/term*	$26,610/annually *ICDL teach-out students who entered Fall 2014 through Summer 2015 and have remained on that catalog will instead be charged $970 per credit
Human Development (PhD) Human & Organizational Systems (PhD) Organizational Development & Change (PhD)	$9,700/term	$29,100/annually
Clinical Psychology (PhD) Media Psychology (PhD) Psychology (PhD)	$9,700/term	$29,100/annually

Master's Tuition Rates by Program as of September 1, 2022

Program	Tuition	Additional Information
Applied Media Psychology	$610/credit	$24,400 total – 10 courses/40 credits
Infant, Child, Family, Mental Health & Development	$610/credit	$19,520 total – 8 courses/32 credits
Organization Development & Leadership (Accelerated)	$3,600/module ($600/credit)	$21,600 total – 6 courses/36 credits
Organizational Development & Leadership (Teach-Out)	$720/credit	$28,800 total - 40 credits

Graduate Certificate Tuition and Fee Rates by Program as of September 1, 2022

Program	Tuition	Associated Fees	Additional Information
Clinical Psychology (postbaccalaureate)	$720/credit		$20,160 program total - 28 credits
Evidence Based Coaching	$720/credit	$1,125/per term $295/residential session	$5,740/term - 2 terms
Media Psychology	$610/credit		$2,440/course - 3 courses
Neuropsychology (postdoctoral)	$4,320/term	$1,850/term	$6,170/term - 6 terms Students needing to continue into year three of the program pay reduced tuition
Respecialization Clinical Psychology (postdoctoral)	$929/credit with a maximum amount of $9,290/term*	$929 fee for practicum/internship per term	

Online Professional Development Tuition Rates by Program as of September 1, 2022

Program	Tuition
Open Enrollment Doctoral Courses	$929/credit
PSY-505	$250/course
World Cafe course	$800/course; $50 materials fee/course

General Fees

General Fees	
Application Fee	$75 non-refundable
Deferred Enrollment Deposit	$200 non-refundable
Late Registration Fee (tuition per credit/courses only)	$150
Re-enrollment application fee	$100 non-refundable
Replacement ID card	$10 non-refundable
Student Governance Fee (Clinical and Media only)	$20/annually (due Spring term)

Finance Fees

Finance Fees	
Credit card payment service/Convenience Fee	2% per transaction
Finance Charge (1st of month)	.83% charged when payment is not received by due date
Late Payment penalty fee	$100 assessed on past due balance
Monthly Payment Plan	$50 setup fee $25 second time card decline
Returned checks	$25 charged when payment is not honored by the bank
Wire Transfer Fee (international students only)	$25 (FGU does not wire funds to domestic banks)

Graduation Fees

Graduation Fees	
Cap and gown	$55 (when purchased through Fielding) $53.40 - $56.60 + shipping (when purchased through vendor)
Dance/Reception ticket fee for guests	$35/ticket beyond first 5 complimentary tickets
Proofreader's fee for dissertation	First $300 covered by Fielding; any additional charge to be covered by student
Diploma/Certificate replacement/Duplicate diploma	$50

Residential Session (In-person) Attendance Fees

Category	Standard Registration Fee	Additional Late Fee	Total w/ Late Fee
Student Attendance	$295	$100	$395
Student attending for Dissertation Committee meeting only	$125	$100	$225
Student attending for Final Oral Review or Graduation Ceremony only	No Charge	$100	$100
Student Spouse/Significant Other Attendance	$295	$100	$395
Alumni or Alumni Spouse Significant Other Attendance	$175	$150	$325

Transcript Fees

Transcript Fees	
Electronic PDF delivery	$7 per email address
Paper transcript, pick-up at Fielding(no delivery)	$5.25 per copy
Paper transcript, regular postal mail	$10 per destination/address
Paper transcript, rush/expedited delivery	$45 per destination/address

Continuing Education Program Discounts

Students who have received the final degree of their Fielding Graduate University program will receive a 20% discount on tuition charged for enrolling in academic credit certificate and continuing education (CE) programs offered by Fielding.

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 12/01/2019

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 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 (https://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. Proofreading charges normally range 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 schedules present 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 61% of the instruction in the course/enrollment period. Please consult the appropriate table below based on the term/class length:

<u>15 Week Term (when 105 days, Spring and Summer terms)</u>

% of Instructional Time Completed*	Number of Days Completed	Amount of Refund of Tuition and Fees
Prior to first class day	0	100% of applicable tuition and 100% returnable fees
1-9%	1-9	95% of applicable tuition and 0% fees
10-19%	10-20	85% of applicable tuition and 0% fees
20-29%	21-30	75% of applicable tuition and 0% fees
30-39%	31-41	65% of applicable tuition and 0% fees
40-49%	42-51	55% of applicable tuition and 0% fees
50-60%	52-63	45% of applicable tuition and 0% fees
61% and over	Day 64 and beyond	no refund of tuition or fees

*Standard rounding applies; e.g., 9.1 = 9%, 9.5 = 10%

15 Week Term (when 103 days, Fall term)

% of Instructional Time Completed*	Number of Days Completed	Amount of Refund of Tuition and Fees
Prior to first class day	0	100% of applicable tuition and 100% returnable fees
1-9%	1-9	95% of applicable tuition and 0% fees
10-19%	10-20	85% of applicable tuition and 0% fees
20-29%	21-30	75% of applicable tuition and 0% fees
30-39%	31-40	65% of applicable tuition and 0% fees
40-50%	41-50	55% of applicable tuition and 0% fees
51-60%	51-61	45% of applicable tuition and 0% fees
61% and over	Day 62 and beyond	no refund of tuition or fees

Standard rounding applies; e.g., 9.1 = 9%, 9.5 = 10%

12 Week Term (84 days, EBC Program)

% of Instructional Time Completed*	Number of Days Completed	Amount of Refund of Tuition and Fees
Prior to first class day	0	100% of applicable tuition and 100% returnable fees
1-9%	1-7	95% of applicable tuition and 0% fees
10-19%	8-16	85% of applicable tuition and 0% fees
20-29%	17-24	75% of applicable tuition and 0% fees
30-39%	25-33	65% of applicable tuition and 0% fees
40-49%	34-41	55% of applicable tuition and 0% fees
50-60%	42-50	45% of applicable tuition and 0% fees
61% and over	Day 51 and beyond	no refund of tuition or fees

Standard rounding applies; e.g., 9.1 = 9%, 9.5 = 10%

7 Week Module (when 49 days, accelerated ODL program)

% of Instructional Time Completed*	Number of Days Completed	Amount of Refund of Tuition and Fees
Prior to first class day	0	100% of applicable tuition and 100% returnable fees
1-10%	1-4	95% of applicable tuition and 0% fees
11-20%	5-9	85% of applicable tuition and 0% fees
21-29%	10-14	75% of applicable tuition and 0% fees
31-39%	15-19	65% of applicable tuition and 0% fees
40-49%	20-24	55% of applicable tuition and 0% fees
50-60%	25-29	45% of applicable tuition and 0% fees
61% and over	Day 30 and beyond	no refund of tuition or fees

Standard rounding applies; e.g., 9.1 = 9%, 9.5 = 10%

Financial Aid Returns

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

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 enrollment period (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.

Military Tuition Assistance Returns

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

Fielding Graduate University will return any unearned TA funds on the prorated basis listed above through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. These funds are returned by Fielding to the military Service branch.

In instances when a Service member stops attending due to a military service obligation, Fielding will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

Policy Revised 09/01/2022

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 Self-Service. 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 Master's 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 more information see the add/drop policy; for specific deadline dates, please see the University 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 .83% 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 nonpayment. 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 Dissertation 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 the 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 Director of Clinical Training 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
The per credit tuition will apply as outlined in the Tuition policy for RCP students who are engaged in coursework. RCP students who have reached All But Internship (ABI) will be charged as defined in the Tuition policy. During terms when RCP students are engaged in either practicum or internship, a fee will be charged in addition to any per credit charges for coursework registered, as outlined in the Tuition policy.

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 03/01/2022

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.

Students in master's programs that do not use an accelerated calendar are guaranteed their starting tuition rate for two years (six consecutive terms). When those six terms have elapsed, such students will begin to be charged at the current rate of tuition. Students in accelerated calendar master's programs that are designed to be completed in less than a year, such as those that use modules, are not entitled to any tuition guarantee.

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 05/01/2021

Library & Student Services

Academic Technologies

At Fielding, your graduate education experience is shaped by the conversations you have with your peers, faculty, and staff. With our distributed learning model, we blend the best of in-person engagement and academic technologies to provide the resources, services, and support needed to facilitate interactive learning environments.

Our academic technology resources and services enable you to work locally, while connecting you to a global community of Fielding scholars. At Fielding, these resources are strategically combined to best assist the distributed scholar-practitioner. The Information Technology and Academic Technology departments provide tools to support teaching, research, and collaboration.

Prerequisite Technology Skills

All students are required to have certain technology competencies before beginning graduate work at Fielding Graduate University.

Faculty will assume that you have the following skills on the first day of class:

- Ability to create folders/directories
- Ability to find files
- Ability to save files to removable media
- Ability to use a web browser and search the Internet
- Ability to bookmark web pages for future reference
- Ability to play audio and video files
- Familiarity with a word processing program
- Familiarity with a spreadsheet program
- Familiarity with a computer operating system (Windows or MacOS)
- Use an email account
- Ability to send and receive email attachments
- Ability to troubleshoot basic technology issues

Numerous courses in the program require additional technical competencies; you can learn more about technology prerequisites by viewing the course descriptions in the Course Catalog.

Developing Skills

To develop technology skills, students may take courses at a continuing education program or community college. These skills can also be self-taught with the help of a textbook or the instruction manual for the specific software.

To augment basic proficiencies after entering their program you can advantage of a variety of self-paced modules and resources at Fielding.

- Current students can visit the Student Guide to Academic Technology for descriptions of academic technologies, video tutorials, student user guides, links to academic technology resources, and instructions on how to find support and submit help requests.

- The library offers group workshops and individual appointments to assist current students with their library research. You can work with Library Services to make an appointment with a librarian for personalized assistance, get access to a variety of self-help resources, or work through the self-paced library skills training course. Your librarians are eager to hear from you and support you. Current students can connect with the Library here.

You can also connect with the full array of student services at Fielding's One-Stop Student Center.

ACI/SOAR Student Assistance Program

The ACI/SOAR Student Assistance Program offers students free and confidential counseling information and referral support on a variety of personal and professional issues that may be affecting the quality of their learning experience.

Students, and anyone in a student's household, can schedule confidential, face-to-face, phone, video, text or chat assistance with professionals that's private and confidential. Discussions can focus on:

- Budgeting/estate planning
- Child care
- Divorce/custody
- Family conflict
- Goal setting
- Grief and loss
- Major life changes
- Medical advocacy
- Parenting
- Relationships
- Stress, anxiety, or depression
- Wellness/work and life balance

Additional resources, including health and lifestyle assessments, soft skill courses, resource locators and interactive checklists can be found online.

If you are an international student, you can explore WHO resources on mental health.

As a non-residential campus, there are no healthcare services provided on-site at Fielding Graduate University offices.

Disability Services

Fielding is proud to support students with disabilities with the academic accommodations, and we promote an environment in which the diversity and variety of human experiences are respected and appreciated.

Fielding provides a wide range of academic accommodations to students with verified disabilities who have completed and submitted the required documentation. Services can be provided at any location where a Fielding academic event or authorized meeting or session will take place. Services and reasonable accommodations are determined on a case-by-case basis. Depending on their documented disability, Fielding may cover resource costs for some students as part of their academic accommodations.

Financial Aid & Scholarships

If you need funding to help cover your educational expenses, the financial aid staff are available to provide information about financial aid and scholarship resources and support in obtaining those resources.

The Financial Aid Office helps students obtain additional funding when they have a gap between their personal financial resources and the cost of attendance 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. Master's OD&L program loans are generally scheduled for one year (five modules/terms) with a sixth module/term renewed in the following year.

- **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. For more, visit our website.

Job Assistance Resources

Fielding Graduate University provides several resources for students and alumni who are on the job market. For doctoral and post-doctoral programs, students have assigned or chosen faculty advisor/mentors who can advise on job searches in their field of study. Master's degree and graduate certificate programs have a program director who can serve in this role for students. Fielding offers community forums both within our internal network (*myFIELDING*, Moodle, the Fielding Alumni Association, and externally on social media (LinkedIn, Facebook, Twitter) where students/alumni can

post job announcements and request help from the Fielding network. Specific job search assistance can also be sourced through the SOAR student assistance program.

- ACI/SOAR Student Assistance program - http://fgu.acisoar.com
  - o Students can reach out to ACI Specialty Benefits and let the intake specialist know that they are seeking assistance with a job search. Based on the industry or job title they are seeking, ACI's Work/Life team will assist with researching available positions online. The Work/Life representative will then e-mail them the resources they find.
  - o It will then be up to the student to reach out to the resources to coordinate any interviews, etc. from that point forward. ACI's goal is to be that extra hand and assist students with searching for available positions if they do not have the resources or the time to do it themselves.
- Fielding Alumni Association - https://alumni.fielding.edu
  - o Fielding Alumni Job Board - https://alumni.fielding.edu/jobs
  - o Directory of Fielding Alumni by location, academic programs, interest groups, and current employer
  - o In-person alumni conference/national seminar presentations.
  - o Professional research poster presentation opportunities
  - o Continuing education and professional development offerings:
    - ▪ Alumni Association Events - https://alumni.fielding.edu/events
    - ▪ The Evidence Based Coaching (EBC) program offers monthly virtual seminars. The Evidence Based Coaching Certificate program is approved as an Accredited Coach Training Program by the International Coach Federation (ICF).
    - ▪ Fielding Graduate University is approved by the American Psychological Association to sponsor continuing education for psychologists.
- Alumni Awards to pursue academic research and scholarship. Examples:
  - o Kipnes Endowment Fund for Social Innovation
  - o Douvan Alumni Award for Human Development and Social Justice 2021
  - o Institute for Social Innovation Fellowships
- Fielding Faculty and Mentors
  - o Doctoral students have chosen or assigned faculty advisors/mentors that can advise on aspects of a job search in student's field of study.
  - o Fielding faculty advisors/mentors provide letters of recommendation for jobs, scholarships, and internship/practicum sites.
  - o Fielding National Sessions and Alumni conferences. Topics include:
    - ▪ How to set up a consulting company
    - ▪ How to get published in professional journals
    - ▪ How to get books published
    - ▪ How to get research accepted at peer-reviewed conferences
- Moodle community forums: Schools/Programs have community student forums on Moodle for sharing resources, questions, and requests for help.

Library Services

Teaching students to become skilled in finding and reviewing scholarly information is central to our library's mission. The Dr. Dianne Kipnes Library provides access to an outstanding collection including access to 300,000 ebooks, 60,000 scholarly journals, thousands of online dissertations, and streaming video resources including clinical interview videos.

The library has developed a robust collection of instruction tutorials, recorded workshops, research guides, and a self-paced library skills training course. Our librarians are here to help connect you with the information you need. The library offers instructional seminars and research appointments for individuals and groups online via web conferencing. Students are encouraged to set up one-on-one appointments to receive individualized guidance from a librarian specific to their research topic and needs.

Our instruction and reference services are designed to fit Fielding Graduate University's approach to learning. The Librarians are available to assist students via email (including video recorded response), phone and web conference, and communicate the latest tips and news via the library blog.

Library Blog website

Office of the Registrar

The Registrar's Office is the steward of student academic records. We coordinate services in the areas of course information, course selection, grading, concentration declaration, degree progress, certification of enrollment and degrees awarded, administration of final doctoral examinations, and protection and release of academic records. In addition, we provide timely assistance and accurate information to university administrators, faculty and staff regarding the approval process and procedures for the development of new courses and programs, as well as for the implementation of changes to existing courses and programs.

Many student and faculty academic services are available online via the WebAdvisor application from your myFielding landing page. We strive to provide exceptional and efficient service and to continuously adapt business processes to anticipate and reflect curriculum and technology changes, while delivering high levels of student, alumni, administrator and faculty satisfaction.

Registrar office website

Office of Research & Scholarship

The Office of Research and Scholarship, under the Office of the Provost, leads research efforts at Fielding Graduate University. It encompasses the institution's Office of Sponsored Programs, Institutional Review Board (IRB), Library, and Writing Support Services. It works in conjunction with academic programs and administrative offices to help facilitate student research training and support the doctoral dissertation research process. Faculty, students, and alumni work with this office to develop, promote, and fund their research.

The office provides opportunities for students to prepare and present their research through institutional poster sessions and funds for external research presentations.

The Office of Sponsored Programs provides technical grant writing support to faculty and students to prepare and submit proposals to governmental agencies and foundations to fund the scholarly and programmatic interests of the institution, and of its faculty, students, and alumni.

Office of Research website

Student Accounts

The student account services staff supports the accounting and administration of students' financial activities, including the monthly payment plan, sponsored billing, and direct deposit of refunds.

Student Advising

The Advising office strives to help students understand degree requirements and create a clear pathway to program completion. We are available to support students via email, phone, and Zoom, and hold in-person advising appointments during National Sessions. We coordinate with students and on their behalf to ensure the best possible student experience. Our goal is to help identify students' needs for support services, offering sound guidance and direction toward available resources in a timely manner.

Specifically, Student Advising provides the following supports to students:

- Post-orientation and advising services
- Student success strategies
- Assistance with policies and procedures
- Leaves of absence
- Professional Development Seminar (PDS or Pro-Sem) or faculty mentor changes
- Academic progress reviews
- Degree audits and significant milestones

As a student at Fielding, you may need advice in order to continue progressing smoothly through your program. Your administrative resource for answering questions about your academic progress in your program is the advising office.

Office of Student Advising website

Writing Support Services

The mission of Fielding's Writing Support Services is to work with students to help them further understand and develop scholarly writing skills to ensure success in graduate education.

The online portal to the center provides videos, written guides, and self-paced courses on topics such as APA style and formatting, argumentation and organization and structure. Students can request to work one-on-one with a writing coach and receive supportive comments to help them develop their academic writing skills, with a focus on 1) key, higher order writing skills; and 2) helping them integrate and apply the feedback to improve each paper they write.

Writing Support Services website (requires Moodle login credentials)

Safety & Regulatory Information

Family Educational Rights and Privacy Act

The Family Education Rights and Privacy Act (FERPA) was implemented in 1974 as a federal law to protect the privacy of student education records. FERPA also gives students the right to review their education records, seek to amend inaccurate information in their records, and provide consent for the disclosure of their records. This law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. For more information see:

- [Federal website on FERPA](#)
- Fielding's FERPA policy
- Fielding's Student Files policy

The Clery Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is a federal law that requires colleges and universities to disclose crime statistics that happen on and around their campuses. The law was originally known as the Crime Awareness and Campus Security Act of 1990 and was amended and renamed in 1998 after Jeanne Clery, a Lehigh University student who was assaulted and murdered in her residence hall on April 5, 1986.

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.

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 the ASR 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.

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.

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:

Human Resources Specialist	titleixcoordinator@fielding.edu	(805) 898-4083
Human Resources Director	dferrare@fielding.edu	(805) 898-4018

Campus Security Authorities

Kristine Jacquin, Dean, Psychology	kjacquin@fielding.edu
Barbara Mink, Dean, School of Leadership Studies	bmink@fielding.edu
Core Faculty members; All administrators at the level of Director or above	Staff and Faculty Directory
All members of the Human Resources staff	hr@fielding.edu or titleixcoordinator@fielding.edu

Guests and Visitors

In keeping with Fielding Graduates University's commitment to a safe, academically focused environment, we ask that you observe the following:

- Presence in the online and physical classrooms is restricted to enrolled students and/or authorized visitors with a legitimate academic purpose. Any individual not registered as a student, employed by Fielding or employed as a contractor is considered a visitor.
- For physical classes at session, non-registered students, guests, and visitors are expected to sign in at the session desk, may be asked to present a valid government-issued photo ID, and provide a legitimate educational purpose for visiting the session (e.g., pre-arranged visits with admissions advisors, meetings with program administrators or faculty, registration for an event, etc.)
- For both physical and online classes, Fielding faculty and instructors must ensure that the individuals present in their classes are registered students and/or visitors with a legitimate, authorized, and academic purpose. Guests and/or visitors may not attend a class without permission in writing from the Program Director or Dean. Alumni of the program instructing the class/seminar can be approved by the Program Director, all other visitors must be approved by the Dean.
- Individuals under the age of 18 entering a Fielding facility must be accompanied by a parent, legal guardian, or adult representative at all times. Fielding Graduate University is not responsible for unaccompanied minors.

- Guest and visitor conduct is not permitted to interfere with the Fielding Graduate University educational process or our learning environment. Guests and visitors are expected to abide by all operational regulations and guidelines including safety and access restrictions.
- Fielding Graduate University reserves the right to remove or restrict guests and visitors from its online classrooms and physical facilities who violate guidelines or who cause disruptions to programs, activities, services and/or classes, or for any other reason deemed necessary by the University.

Policy Effective 03/01/2021

Vaccination (COVID-19) and Behavioral Accord

University Policy for Entry to Fielding In-Person Events/Work Sites

The COVID-19 pandemic has increased community and personal health risks. The Fielding Graduate University community is no exception, and aims to mitigate risk based on public health guidance and best practices in university and employment settings. Although the University cannot eliminate all risks, even with the best planning, the University community can work together to reduce risks associated with COVID-19. By joining in a culture of shared responsibility for safety and well-being, our Fielding community can minimize transmission of COVID-19 and protect those most vulnerable to the virus.

This Fielding University Behavioral Accord describes the University's expectations of conduct and behavior for all attendees (students, faculty, alumni, employees, family members) joining us for any Fielding in-person events (or to work in or visit a Fielding work site). The in-person event/work site will be considered our "campus" for the duration of the time spent at the in-person event/work site. The following Accord applies to all attendees. Anyone who fails to return this signed Behavioral Accord to Fielding by the posted deadline for the in-person event will be removed from the authorized list of attendees and not allowed entry to the in-person event/work site. For students and alumni, the accord is agreed to online in WebAdvisor Self-Service.

Fielding University Behavioral Accord

I understand that as a member of the Fielding Graduate University community, I have a responsibility to help keep our colleagues and the greater community safe, and that we must adopt a culture of shared responsibility for our safety and well-being. I understand that the measures I am agreeing to undertake are currently necessary to protect my health and safety and that of others, both on our campus and in the local community. I agree to abide by all federal, state, local and Fielding University mandates, policies, protocols, and procedures related to COVID-19, including taking a COVID-19 test if requested. *I understand that, if we, as a community, cannot adhere to the Accord, we risk creating a serious COVID-19 outbreak.*

I understand that, in addition to this Accord, I am expected to continue to comply with all other applicable Fielding policies, procedures, and in-person event/work site expectations.

The expectations set forth below are based on recommendations by public health authorities and may change based on the spread of COVID-19 in the community or developments in medical

knowledge. *To protect myself and others, I understand and agree to adhere to the following expectations, and with supplemental health and safety responsibilities the University or public health authorities may establish.*

Health & Wellness

I agree:

1. To follow this Accord for every Fielding in-person event/work site I want to enter until the University provides notice that they are no longer in effect.
2. That I may revoke my agreement with this Accord at any time by providing notice in writing, but that I will be unable to enter any Fielding in-person event/work site.
3. If I want to enter an in-person event/work site, before doing so, to submit proof of being vaccinated for the COVID-19 virus, and I will carry proof of vaccination with me at all times.

    OR I will submit an Exemption Request Form, and, if approved, I will carry proof of an approved exemption with me at all times.
4. That my health insurance plan will provide in-network or out-of-network coverage in the locale of the in-person event/work site, or that I will be responsible for any and all medical expenses accrued as a result of travel or entry to an in-person event/work site.
5. To provide my chosen name, address, contact information, and emergency contact information in WebAdvisor Self-Service (students only). Failure to do so will result in being prohibited from entering the in-person event/work site. I understand that all emergency contact information will be:
    *   Treated as confidential and stored securely
    *   Used only in a health emergency at an in-person event/work site or if contact tracing becomes necessary during or after entering the in-person event/work site
    *   Accessible to authorized Fielding employees only.
6. To take responsibility for my own health and the health of others in our community by adhering to guidance from Fielding, the host location, the host location's city and county, and applicable state health authorities.
7. To practice good hygiene, including:
    *   Wearing a face covering at all times while on "campus" - when I enter a classroom, in common areas, when moving through shared spaces, and otherwise as required by the University.
    *   Coughing or sneezing into my elbow, even while wearing a face covering.
    *   Washing my hands frequently throughout the day for at least 20 seconds.
    *   Staying home, in my lodging, or self-isolating if I am sick.
    *   Being tested if I report or display COVID-19 symptoms.
8. To use the COVID-19 test kits provided by Fielding to self-administer a test, if requested.
9. To report a positive test result to Fielding immediately.
10. While at an in-person event/work site, to quarantine if I receive a positive test result for COVID-19, as directed by health authorities, and to fully cooperate with contact tracing and quarantine efforts.
11. That if exposed to someone with a confirmed case of COVID-19, I will self-isolate in my lodging for a minimum of 7 -10 days after exposure.

Seminar/Classroom Rules

I agree:

1. To wear a face covering (mask) at all times.
2. To treat the faculty instructors and teaching assistants, Classroom Monitors, Fielding staff, and host location employees with respect at all times. This includes following their directives regarding classroom entry and exit and face covering.
3. To carry a government issued photo ID, health insurance card, and proof of vaccination or approved vaccination exemption with me at all times, and be prepared to produce them if requested by Fielding staff or Classroom Monitors.
4. To arrive on time for class and follow entry and exit protocols.
5. NOT to attend class if I display COVID-19 symptoms, if am not feeling well, or if I am in self-isolation or quarantine.
6. To report any COVID-related concerns or conflicts by emailing covid@fielding.edu or calling 805-898-4018.
7. To refrain from individual actions that will place other members of the Fielding community at risk.
8. That my individual actions outside the "campus" can impact the wider residential community.

Guest Rules

I agree that:

- All of my invited guests will adhere to the University's Behavioral Accord, which includes
- wearing a mask
- showing proof of vaccination or approved vaccination exemption when requested
- taking a COVID-19 test, if requested
- providing contact information if they test positive or if needed for contact tracing purposes

Violations

I understand that violations of this Accord will be handled expeditiously by the Fielding staff and Classroom Monitors. I agree that if Fielding staff or Classroom Monitors determine that my behavior violated the Accord, I will lose the privilege of entering the in-person event/work site. I acknowledge and agree that there is no appeal of the decisions and directives of the Fielding staff and Classroom Monitors, as these determinations will be made on an urgent basis to protect the health and safety of the community as a whole. The decisions and directives of the Fielding staff and Classroom Monitors may be reported by Fielding as disciplinary records or actions.

The future course of COVID-19 is unpredictable. Many factors will contribute to the severity of the pandemic. I acknowledge that even with the mitigation steps taken by Fielding and my anticipated compliance with the expectations set forth above, I may be exposed to and contract COVID-19. I further understand that there are risks to attending any "campus" event/work site in-person, whether in classrooms, inside the host location, or outside it.

Policy Revised 04/01/2022

Vaccination (COVID-19) Exemption Policy

Requests for Exemptions to the Vaccination Requirement for Entry to Fielding In-Person Events/Work Sites

Fielding Graduate University is required by law to offer reasonable accommodations to individuals who qualify for an exception to the vaccination requirement based on their disabilities, as well as to employees who object to vaccination based on their sincerely-held religious belief, practice, or observance. While vaccination against the virus that causes COVID is a critical step for protecting the health and safety of our communities and ending the pandemic, the COVID vaccine mandate will be applied consistently across all groups of individuals covered by this policy.

Exemption requests must be documented on either the Medical Exemption Request Form or the Religious Exemption Request Form and either submitted online in WebAdvisor (current or prospective students/alumni) or submitted via email (staff/faculty) to covid@fielding.edu. All fields in each form must be completed for the exemption to be considered.

NOTE: Anyone who is exempted from the required COVID vaccination must submit proof of a negative test result within 72 hours of entering an in-person event/work site.

ALL RELIGIOUS EXEMPTION REQUEST FORMS REQUIRE THE FOLLOWING INFORMATION

In order to qualify for a religious exemption, provide a description of your sincerely held religious belief, practice, or observance, and how these prevent you from receiving a COVID vaccination. Fielding can legally deny an exemption request to a vaccination policy for social, political or economic reasons, personal preferences or nonreligious concerns regarding possible side effects of the COVID vaccine, because such objections are not considered "religious beliefs" under Title VII.

Requests for religious exemptions will be reviewed and approved if the description on the Religious Exemption Request Form indicates a sincerely held religious belief, practice, or observance that prevents the applicant from receiving a COVID vaccination. If information supplied is ambiguous or insufficient, the exemption request will be denied. The University's decision regarding the exemption request is final.

ALL MEDICAL EXEMPTION REQUEST FORMS REQUIRE THE FOLLOWING INFORMATION

1. The specific medical contraindication for which the exemption is requested. A list can be found on the CDC web site here.
2. A *written statement* by a licensed, treating medical provider [a physician (MD or DO), nurse practitioner (NP), or physician's assistant (PA)], *including at least one of the following*:
   - The applicable CDC contraindication for the vaccine(s), **or**
   - The applicable contraindication found in the manufacturer's package insert for the vaccine(s), **or**
   - A statement that the physical condition of the person or medical circumstances relating to the person are such that vaccination is not considered safe, indicating the specific nature and probable duration of the medical condition or circumstances that contraindicate vaccination with the vaccine(s)
3. Whether or not the duration of the exemption is *permanent* or *temporary* for any vaccine(s) and, if temporary, the expiration date of the exemption.
4. Alternatively, proof of documentation of positive antibody titers at levels which indicate immunity to disease may be used to request an exemption.

All forms must be signed by a licensed, treating medical provider (MD, DO, NP, or PA) and include the practice location address, telephone number, signing provider's license number, and state or country (if outside the U.S.) where the licensed medical provider practices.

Requests for medical exemptions will be reviewed and approved if the Medical Exemption Request Form requirements 1-3 or 4 are met. If information supplied is ambiguous or insufficient, the exemption request will be denied. The University's decision regarding the exemption request is final.

Policy Effective 04/01/2022

Drug and Alcohol Abuse Policy and Prevention Plan

The Drug Free Schools and Communities Act Amendments of 1989 requires institutions who participate in federal student aid programs to provide information to its students, faculty, and employees to prevent drug and alcohol abuse. Information about programming opportunities and assistance programs are available to students and employees with suspected drug or alcohol problems in the Annual Security Report (ASR). Possible repercussions of violating state and institutional drug and alcohol policies is available in the Annual Security Report (ASR).

Other Institutional Information

Federal legislation also requires the release of institutional information regarding the cost of attendance; accreditation; and academic programs; facilitates and services to disabled students; financial assistance available to students and requirements and restrictions imposed on Title IV; and refund policies. This information is published annually on public webpages and in this catalog. For direct links to all required published information, see our Student Consumer Information page.

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 professional to inform relevant action and discover theoretical insights in support of a more just and equitable world.

Doctoral Degrees
- Our Doctor of Education program is a minimal residency program that provides doctoral level research and practice through independent study in a collaborative environment.
- Doctoral degree programs with pathway master's degrees awarded along the way in Human Development and Organizational Development & Change combine individual mentoring, small group study, localized seminars, and conference-based workshops to support scholarly research.

Optional Concentrations
Students in our doctoral programs can complete their electives using any of the electives offered by the above doctorates, as well as structure their elective choices to complete specific concentrations in:
- Evidence Based Coaching
- Community College Leadership for Change
- Creative Longevity & Wisdom
- Dual Language – *currently closed to new enrollments*
- Inclusive Leadership for Social Justice
- Leadership of Higher Education Systems
- Media, Technology & Innovation
- Organization Development
- Reflective Practice & Supervision
- Somatics, Phenomenology and Communicative Leadership
- Sustainability Leadership

Master's Degree
- The Master of Arts in Organization Development & Leadership re-launched as an accelerated program Summer 2021. Designed to be completed by students in one year, the program prepares students to be transformative change agents within their organizations.

Certificate Programs
Graduate certificate programs link practical theories with immediately applicable tools. Our certificate programs include:
- Evidence Based Coaching

Education Program

EdD, with an emphasis in Leadership for Change

The Doctor of Education (EdD), with an emphasis in Leadership for Change starts with a New Student Orientation (NSO), where, 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 multi-day orientation is the only residency requirement of the program.

The doctoral curriculum focuses first on courses required for a pathway Master's in Education (MEd), specifically on courses related to effective communication, and approaches to inquiry. After the MEd requirements are met, there are additional courses on leadership praxis and research and your choice of electives.

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.

Students can fulfill their elective requirements choosing ELC electives or any of the general electives offered in the IECD program and/or programs in Human Development and Organizational Development & Change.

EdD students may structure their elective choices to fulfill an optional EdD concentration in one of the following:
- Community College Leadership for Change
- Dual Language - *currently closed to new enrollments*
- Leadership of Higher Education Systems

Or one of the other School of Leadership Studies concentrations as listed below:
- Creative Longevity & Wisdom
- Evidence Based Coaching
- Inclusive Leadership for Social Justice
- Media, Technology & Innovation
- Organization Development
- Reflective Practice & Supervision
- Somatics, Phenomenology and Communicative Leadership
- Sustainability Leadership

Fielding's EdD degree is designed for professionals committed to tackling the challenges in today's educational and human services systems. Teachers, administrators, leaders, innovators, activists, and advocates develop new skills and profound insights from doctoral-level study. Graduates become

change agents, gain knowledge and skills to lead systemic change in various arenas -- all levels of educational institutions, non-profit agencies, community service organizations, human services systems while working for social and ecological justice.

Sample positions for those obtaining an EdD:
- College and University Professor
- Non-profit Executive Director
- College/University President and/or Senior Administrator
- Dean of the Faculty
- Training and Development Director
- Research Associate
- Professional Association CEO
- Consulting Company Owner

Required Coursework:

Effective date: 09/01/2022

Required for MEd (40 credits)

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

Approaches to Inquiry Courses (12 credits)
Provides 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-727 Overview of Action Research Methods 4 semester credits

Effective Communications Courses (12 credits)
Offers 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

Electives (12 credits)
- ELC-698 Special Topic Academic Writing 2 semester credits
- ELC-730 Area of Specialization 2 or 4 semester credits
- ELC-733 Special Topics in Education 4 semester credits
- ELC-736 Dual Language Foundations 4 semester credits
- ELC-740 Curriculum Development for Teaching and Learning in a Global Society 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 Leadership Theories and Models 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 Leadership 4 semester credits
- ELC-749 Capacity Building 4 semester credits
- ELC-766 Forces of Motivation 4 semester credits
- ELC-773 Rethinking Schools and Organizations 4 semester credits
- ELC-784 Theories of Educational 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-801 Assessment and Evaluation 4 semester credits
- ELC-802 Governance 4 semester credits
- ELC-803 Human Resources Management 4 semester credits
- ELC-804 Student Services/Student Success 4 semester credits
- HOD-804 Human Development 4 semester credits

Additional Required Courses beyond the MEd (28 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-726 Change Theories 4 semester credits
- ELC-728 Introduction to Leadership for Change 2 semester credits
- ELC-729 Leadership for Change Praxis 1-10 semester credits (10 credits)

Research Methodologies (8 credits)
Provides the opportunity to engage in research methods as preparation for the dissertation:
- ELC-731 Area of Research Specialization 4 semester credits
- ELC-785 Research Practice 4 semester credits

Additional Elective (4 credits)
One additional 4 credit elective from the elective list above. HOD and IECD general electives may also apply here, as well as HOD-804.

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
- RES-IRB IRB Approval for Dissertation 0 semester credits
- ELC-795 Final Oral Review of Dissertation 0 semester credits
- ELC-799 Dissertation Completion 16 semester credits

Total Semester Credits: 84

EdD Program Concentrations

Students in the EdD program can concentrate their elective studies in the ELC concentrations listed below, or, if matriculated into the Fall 2016 catalog or later, can choose to take their program electives in other concentrations offered through the School of Leadership Studies or from the IECD doctoral program. In this way, students can individualize their doctoral program and expand their professional expertise. Each concentration typically includes a minimum of three tailored courses and access to a community of scholar-practitioners who are passionate about this specialized field of study.

Community College Leadership for Change Concentration

The doctoral concentration in Community College Leadership for Change addresses the most current issues in community colleges and builds students' knowledge and skills as scholar-practitioners.

Required
- ELC-747 The Community College 4 semester credits

Choose two from
- ELC-741 Ethics, Education, and Law 4 semester credits
- ELC-743 Public Policy and Practice 4 semester credits
- ELC-746 Budget and Finance 4 semester credits
- ELC-787 Redefining Curriculum 4 semester credits
- ELC-801 Assessment and Evaluation 4 semester credits
- ELC-802 Governance 4 semester credits
- ELC-803 Human Resources Management 4 semester credits
- ELC-804 Student Services 4 semester credits

Dual Language Concentration

The Dual Language Concentration offers an academic program to guide teachers, administrators, and scholar-leaders in examining the research, theory, and practices needed to develop effective K-12 dual language programs. *This concentration is currently closed to new enrollments.*

Required
- ELC-736 Dual Language Foundations 4 semester credits
- ELC-737 Biliteracy Development 4 semester credits
- ELC-740 Curriculum Development for Teaching and Learning in a Global Society 4 semester credits

Leadership of Higher Education Systems Concentration

The doctoral concentration in Leadership of Higher Education Systems focuses students' doctoral study on the knowledge and skills needed to become leaders and change agents in higher education institutions, such as 4-year colleges, universities, and graduate schools

Required
- ELC-748 Higher Education 4 semester credits

Choose two from
- 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-746 Budget and Finance 4 semester credits
- ELC-747 The Community College 4 semester credits
- ELC-773 Rethinking Schools and Organizations 4 semester credits
- ELC-787 Redefining Curriculum 4 semester credits

Evidence Based Coaching Program

Evidence Based Coaching Certificate

Fielding's Evidence Based Coaching certificate program is a multidisciplinary Accredited Coach Training Program that connects theory and research with effective life coaching skills and strategies from a variety of disciplines including psychology, adult learning, neuroscience, adult development, communication, change, and others. This multidisciplinary-based coach education can be completed in 8 months through a combination of teleconferencing, and face-to-face sessions.

Upon successful completion of the certificate, learners are able to:

- Coach clients at the Professional Certified Coach level as defined by the International Coach Federation
- Articulate their coach identity and social justice focus
- Integrate theory and evidence-based knowledge with skillful coaching
- Partner and acknowledge clients within their system context
- Understand the use of self as an instrument in coaching

EBC graduates have a broad, multi-disciplinary approach to life coaching, including theories and models from leadership, psychology, communication, neuroscience, emotional intelligence, and organization studies, together with current standards, techniques, and strategies in coaching.

Required Coursework:
Effective date: 09/01/2021

Term 1:
- EBC-500 Foundations Intensive Evidence Based Coaching 2 semester credits
- EBC-501 Skillful Coaching Theories and Competencies 4 semester credits

Term 2:
- EBC-502 Development Intensive 2 semester credits
- EBC-503 Integration of Coaching Theories, Methods, and Practice 4 semester credits
- EBC-504 Final Coaching Observation 0 semester credits

Total Semester Credits: 12

Human & Organizational Development Program

Human Development, PhD

The PhD in Human Development is focused on individual and transformational growth in personal, organizational, and cultural settings. The degree empowers doctoral scholar-practitioners with foundational and current research across the lifespan from multidisciplinary perspectives. Students study humans as individuals and as members of systems, learning to optimize interpersonal relationships and empower themselves and others to become change agents for social and ecological justice. The degree requires completion of the following:

- New Student Orientation (NSO) and Learning Plan
- Interdisciplinary foundations and leadership courses
- Human Development emphasis courses
- Advanced research studies, including a Portfolio Review and Comprehensive Assessment
- Elective coursework
- Dissertation

Our PhD offers a master's along the way once a student has completed all required foundations, the Advanced Human Development course, and 8 credits of electives. Students have the option to fulfill elective requirements choosing not just from HOD [course prefix] electives but from any of the general electives offered in the IECD program and/or the Leadership for Change program.

HD students may structure their elective choices to fulfill an optional HD concentration in one of the following:
- Creative Longevity & Wisdom
- Somatics, Phenomenology and Communicative Leadership

Or one of these concentrations as listed below:
- Evidence Based Coaching
- Community College Leadership for Change
- Dual Language - *currently closed to new enrollments*
- Inclusive Leadership for Social Justice
- Leadership of Higher Education Systems
- Media, Technology & Innovation
- Organization Development
- Reflective Practice & Supervision
- Sustainability Leadership

Graduates of the program are leaders in their professional and personal lives as consultants, professors, community activists, authors, nonprofit executives, healthcare administrators, and coaches.

Required Coursework:

Effective date: 09/01/2022

Required Foundations (24 credits)

- HOD-699 Foundations of Doctoral Study 4 semester credits
- HOD-800 Doctoral Competencies and Scholarly Inquiry 4 semester credits
- HOD-803HD Practicum in Human Development 4 semester credits
- HOD-804 Human Development 4 semester credits
- HOD-806 Systems Approaches to Leadership, Organizations, and Society 4 semester credits
- HOD-807 Social & Ecological Justice 4 semester credits

Advanced Human Development course

- HOD-811 Advanced Human Development 4 semester credits

Required Advanced (14 credits)

- HOD-810 Portfolio Review 2 semester credits
- HOD-881 Qualitative Research Methods 4 semester credits
- HOD-882 Quantitative Research Methods 4 semester credits
- HOD-890 HD Comprehensive Assessment 4 semester credits
- Choose one (for at least 2 credits) Advanced Research Methodology course:
  - HOD-883AO Adv Research Methodologies: Appreciative Organizations 2 or 4 semester credits
  - HOD-883AR Adv Research Methodologies: Action Research 2 or 4 semester credits
  - HOD-883AS Adv Research Methodologies: Applied Somatics 2 or 4 semester credits
  - HOD-883CH Adv Research Methodologies: Methodologies for Studying Change 2 or 4 semester credits
  - HOD-883CP Adv Research Methodologies: Critical Participatory Action Research 2 or 4 semester credits
  - HOD-883EH Adv Research Methodologies: Ethnography 2 or 4 semester credits
  - HOD-883GT Adv Research Methodologies: Grounded Theory 2 or 4 semester credits
  - HOD-883LR Adv Research Methodologies: Liberatory Research 2 or 4 semester credits
  - HOD-883NI Adv Research Methodologies: Narrative Inquiry 2 or 4 semester credits
  - HOD-883PG Adv Research Methodologies: Phenomenography and Variation 2 or 4 semester credits
  - HOD-883PH Adv Research Methodologies: Phenomenology 2 or 4 semester credits
  - HOD-883QA Adv Research Methodologies: Advanced Qualitative Methods 2 or 4 semester credits
  - HOD-883ST Adv Research Methodologies: Advanced Quantitative Methods 2 or 4 semester credits
  - HOD-883WC Adv Research Methodologies: World Cafe 2 or 4 semester credits

Electives (24 credits)

Choose any additional 24 credits from HD or ODC degree emphasis area courses, HD/ODC concentration and elective courses listed below, additional Advanced Research Methodology courses listed above, or any general electives with ELC or IECD course prefixes.

- HOD-698 Special Topics in Academic Writing 2 semester credits
- HOD-805 Foundations of Organization Studies 4 semester credits
- HOD-812 Human Learning and Motivation 4 semester credits
- HOD-814 Gendered Identities 4 semester credits
- HOD-815 Transformative Learning 4 semester credits
- HOD-816 Post Traumatic Growth 4 semester credits
- HOD-820 Advanced Organization Studies 4 semester credits
- HOD-821 Organization Development Practicum 4 semester credits
- HOD-822 Organization Development and Change 4 semester credits
- HOD-823 Leadership Theories and Methods 4 semester credits
- HOD-824 Social Psychology 4 semester credits
- HOD-825 Public Policy and Public Action 4 semester credits
- HOD-826 Social Change 4 semester credits
- HOD-829 Praxis II 4 semester credits
- HOD-830 Creativity and Innovation in Organization Design 4 semester credits
- HOD-831 Structural Inequality and Diversity 4 semester credits
- HOD-832 Advanced Systems 4 semester credits
- HOD-833 Global Systems 4 semester credits
- HOD-834 Group Dynamics and Team Learning 4 semester credits
- HOD-835 Intervention Theories and Methods 4 semester credits
- HOD-836 Culture, Technology, and Social Change in the Digital Age 4 semester credits
- HOD-837 Ethnography and Crossing Borders 4 semester credits
- HOD-838 Media, Technology and Disruptive Innovation 4 semester credits
- HOD-840 Inclusive Leadership: Transforming Self and Systems 4 semester credits
- HOD-841 Mindful Leadership 4 semester credits
- HOD-843 Ecological Studies 4 semester credits
- HOD-844 Leadership for Social and Ecological Sustainability 4 semester credits
- HOD-845 Social and Ecological Sustainability: Theory and Practice 4 semester credits
- HOD-846 Intervening in Systems 4 semester credits
- HOD-847 Theoretical Foundations of Evidence Based Coaching 4 semester credits
- HOD-848 Organizational and Leadership Coaching 4 semester credits
- HOD-849 Evidence Based Coaching Praxis 4 semester credits
- HOD-850 Creative Longevity and Wisdom 4 semester credits
- HOD-851 Comparative Wisdom Traditions 4 semester credits
- HOD-852 Spiritual Psychology 4 semester credits
- HOD-853 Spiritual Practice and Social Justice 4 semester credits
- HOD-854 Somatics in Human and Organization Development 4 semester credits
- HOD-856 Writing Phenomenology 4 semester credits
- HOD-857 Adult Development 4 semester credits
- HOD-859 Communications Theory and Practice 4 semester credits
- HOD-860 Advanced Topics 2 or 4 semester credits
- HOD-861 Advanced Specialization Studies 4 semester credits

Dissertation (16 credits)

- HOD-897 Dissertation in Progress 0 semester credits
- HOD-892 HD Dissertation Seminar 4 semester credits
- HOD-896 Dissertation Pilot Study 2 semester credits
- HOD-PA Dissertation Proposal Approval 0 semester credits
- RES-IRB IRB Approval for Dissertation 0 semester credits
- HOD-898 Final Oral Review of Dissertation 0 semester credits
- HOD-899 Dissertation Completion 10 semester credits

Total Semester Credits: 84

Human Development PhD Concentrations

Students matriculated into the Fall 2016 catalog or later in the HD program can concentrate their elective studies in the HD/OD&C concentrations listed below, or from any concentration offered in other School of Leadership Studies doctoral degrees or from the IECD doctoral program. In this way, students can individualize their doctoral program and expand their professional expertise. Each concentration typically includes a minimum of three tailored courses and access to a community of scholar-practitioners who are passionate about this specialized field of study.

Creative Longevity & Wisdom Concentration

The goal of the Creative Longevity & Wisdom concentration is to enhance knowledge and practice in areas concerning mid-life and older adults.

Required
- HOD-837 Ethnography and Crossing Borders 4 semester credits
- HOD-850 Creative Longevity and Wisdom 4 semester credits
- HOD-856 Writing Phenomenology 4 semester credits

Somatics, Phenomenology and Communicative Leadership Concentration

This Somatics, Phenomenology & Communicative Leadership Concentration combines and integrates scholarly theory and mastery of embodied mindful awareness (somatics) with substantial grounding in transformative phenomenology (consciousness and deep personal reflection) along with the interpretive and practical dynamics of social constructionism (Coordinated Management of Meaning (CMM), Symbolic Interactionism, and related communication and social construction disciplines). The impact of the artful blending of these three disciplines and bodies of theory is to: (1) reinforce the validity of "essence-based evidence" available through the phenomenological lens, (2) provide insights into improved research and practice through lifeworld analysis (3) improve practice skills through somatic awareness and practices (4) intensify and enhance leadership skills through increase communication practices such as CMM, (Communicative Management of Meaning) which was developed and perfected by the late Barnett Pearce, HOD Professor Emeritus, and (5) increase contemplative skills as related to research and practice based.

Required
- HOD-854 Somatics in Human and Organization Development 4 semester credits
- HOD-856 Writing Phenomenology 4 semester credits
- HOD-859 Communications Theory and Practice 4 semester credits

Human & Organizational Development Programs

Organizational Development & Change, PhD

The PhD in Organizational Development and Change is a multidisciplinary degree for scholar-practitioners who want to expand their capacities to bring about positive change in today's organizations and communities. The degree requires completion of the following:

- New Student Orientation (NSO) and Learning Plan
- Interdisciplinary foundations and leadership courses
- Organizational Development & Change emphasis courses
- Advanced research studies, including a Portfolio Review and Comprehensive Assessment
- Elective coursework
- Dissertation

Our PhD offers a master's along the way once a student has completed all required foundations, the Organization Development and Change Advance course, and 8 credits of electives. Students have the option to fulfill elective requirements choosing not just from HOD [course prefix] electives but from any of the general electives offered in the IECD program and/or the Leadership for Change program.

OD&C students may structure their elective choices to fulfill an optional OD&C concentration in one of the following:

- Evidence Based Coaching
- Inclusive Leadership for Social Justice
- Media, Technology & Innovation
- Organization Development
- Sustainability Leadership

Or one of these concentrations as listed below:

- Community College Leadership for Change
- Creative Longevity & Wisdom
- Dual Language - *currently closed to new enrollments*
- Leadership of Higher Education Systems
- Reflective Practice & Supervision
- Somatics, Phenomenology and Communicative Leadership

Students develop the knowledge to help organizations and communities thrive in today's complex world. Emphasizing a multidisciplinary integration of human and organizational systems, this degree creates new approaches to inclusive leadership and sustainability. Students gain knowledge, practice, and research skills to empower themselves and others and meet today's organizational and social challenges.

Graduates of the program are uniquely qualified to become leaders in their chosen professions. They are consultants, educators, entrepreneurs, coaches, and leaders in human resources, health care, and at nonprofits

Required Coursework

Effective date: 09/01/2022

Required Foundations (24 credits)

- HOD-699 Foundations of Doctoral Study 4 semester credits
- HOD-800 Doctoral Competencies and Scholarly Inquiry 4 semester credits
- HOD-803OD Practicum in Organization & Systems Change 4 semester credits
- HOD-805 Foundations of Organization Studies 4 semester credits
- HOD-806 Systems Approaches to Leadership, Organizations, and Society 4 semester credits
- HOD-807 Social & Ecological Justice 4 semester credits

Organizational Development and Change course

- HOD-822 Organization Development and Change 4 semester credits

Required Advanced (16 credits)

- HOD-810 Portfolio Review 2 semester credits
- HOD-881 Qualitative Research Methods 4 semester credits
- HOD-882 Quantitative Research Methods 4 semester credits
- HOD-891 ODC Comprehensive Assessment 4 semester credits
- Choose one (for at least 2 credits) Advanced Research Methodology course:
  - HOD-883AO Adv Research Methodologies: Appreciative Organizations 2 or 4 semester credits
  - HOD-883AR Adv Research Methodologies: Action Research 2 or 4 semester credits
  - HOD-883AS Adv Research Methodologies: Applied Somatics 2 or 4 semester credits
  - HOD-883CH Adv Research Methodologies: Methodologies for Studying Change 2 or 4 semester credits
  - HOD-883CP Adv Research Methodologies: Critical Participatory Action Research 2 or 4 semester credits
  - HOD-883EH Adv Research Methodologies: Ethnography 2 or 4 semester credits
  - HOD-883GT Adv Research Methodologies: Grounded Theory 2 or 4 semester credits
  - HOD-883LR Adv Research Methodologies: Liberatory Research 2 or 4 semester credits
  - HOD-883NI Adv Research Methodologies: Narrative Inquiry 2 or 4 semester credits
  - HOD-883PG Adv Research Methodologies: Phenomenography and Variation 2 or 4 semester credits
  - HOD-883PH Adv Research Methodologies: Phenomenology 2 or 4 semester credits
  - HOD-883QA Adv Research Methodologies: Advanced Qualitative Methods 2 or 4 semester credits
  - HOD-883ST Adv Research Methodologies: Advanced Quantitative Methods 2 or 4 semester credits
  - HOD-883WC Adv Research Methodologies: World Cafe 2 or 4 semester credits

Electives (24 credits)

Choose any additional 24 credits from HD or ODC degree emphasis area courses, HD/ODC concentration and elective courses listed below, additional Advanced Research Methodology courses listed above, or any general electives with ELC or IECD course prefixes.

- HOD-698 Special Topics in Academic Writing 2 semester credits
- HOD-804 Human Development 4 semester credits

- HOD-811 Advanced Human Development 4 semester credits
- HOD-812 Human Learning and Motivation 4 semester credits
- HOD-814 Gendered Identities 4 semester credits
- HOD-815 Transformative Learning 4 semester credits
- HOD-816 Post Traumatic Growth 4 semester credits
- HOD-820 Advanced Organization Studies 4 semester credits
- HOD-821 Organization Development Practicum 4 semester credits
- HOD-823 Leadership Theories and Methods 4 semester credits
- HOD-824 Social Psychology 4 semester credits
- HOD-825 Public Policy and Public Action 4 semester credits
- HOD-826 Social Change 4 semester credits
- HOD-829 Praxis II 4 semester credits
- HOD-830 Creativity and Innovation in Organization Design 4 semester credits
- HOD-831 Structural Inequality and Diversity 4 semester credits
- HOD-832 Advanced Systems 4 semester credits
- HOD-833 Global Systems 4 semester credits
- HOD-834 Group Dynamics and Team Learning 4 semester credits
- HOD-835 Intervention Theories and Methods 4 semester credits
- HOD-836 Culture, Technology, and Social Change in the Digital Age 4 semester credits
- HOD-837 Ethnography and Crossing Borders 4 semester credits
- HOD-838 Media, Technology and Disruptive Innovation 4 semester credits
- HOD-840 Inclusive Leadership: Transforming Self and Systems 4 semester credits
- HOD-841 Mindful Leadership 4 semester credits
- HOD-843 Ecological Studies 4 semester credits
- HOD-844 Leadership for Social and Ecological Sustainability 4 semester credits
- HOD-845 Social and Ecological Sustainability: Theory and Practice 4 semester credits
- HOD-846 Intervening in Systems 4 semester credits
- HOD-847 Theoretical Foundations of Evidence Based Coaching 4 semester credits
- HOD-848 Organizational and Leadership Coaching 4 semester credits
- HOD-849 Evidence Based Coaching Praxis 4 semester credits
- HOD-850 Creative Longevity and Wisdom 4 semester credits
- HOD-851 Comparative Wisdom Traditions 4 semester credits
- HOD-852 Spiritual Psychology 4 semester credits
- HOD-853 Spiritual Practice and Social Justice 4 semester credits
- HOD-854 Somatics in Human and Organization Development 4 semester credits
- HOD-856 Writing Phenomenology 4 semester credits
- HOD-857 Adult Development 4 semester credits
- HOD-859 Communications Theory and Practice 4 semester credits
- HOD-860 Advanced Topics 2 or 4 semester credits
- HOD-861 Advanced Specialization Studies 4 semester credits

Dissertation (16 credits)
- HOD-893 ODC Dissertation Seminar 4 semester credits
- HOD-896 Dissertation Pilot Study 2 semester credits
- HOD-897 Dissertation in Progress 0 semester credits
- RES-IRB IRB Approval for Dissertation 0 semester credits

- HOD-PA Dissertation Proposal Approval 0 semester credits
- HOD-898 Final Oral Review of Dissertation 0 semester credits
- HOD-899 Dissertation Completion 10 semester credits

Total Semester Credits: 84

Organizational Development & Change PhD Concentrations

Students matriculated into the Fall 2016 catalog or later in the OD&C program can concentrate their elective studies in the OD&C/HD concentrations listed below, or from any concentration offered in other School of Leadership Studies doctoral degrees or from the IECD doctoral program. In this way, students can individualize their doctoral program and expand their professional expertise. Each concentration typically includes a minimum of three tailored courses and access to a community of scholar-practitioners who are passionate about this specialized field of study.

Evidence Based Coaching Concentration

The doctoral concentration in Evidence Based Coaching offers an interdisciplinary approach to integrating research-based coaching theory with professional practice in organizational and individual coaching. Participants will study the core theories that underpin principle practices of individual and organizational coaching and undertake individual research to integrate theory with practice in individual and organizational settings.

Required
- HOD-847 Theoretical Foundations of Evidence Based Coaching 4 semester credits
- HOD-848 Organizational and Leadership Coaching 4 semester credits
- HOD-849 Evidence Based Coaching Praxis 4 semester credits

Inclusive Leadership for Social Justice Concentration

The doctoral concentration in Inclusive Leadership for Social Justice is designed to develop more inclusive scholar-leaders who are knowledgeable about and sensitive to the complex ways that power and injustice manifest in organizations and communities in order to co-create a more just society.

Required
12 credits total required
- HOD-831 Structural Inequality and Diversity 4 semester credits
- HOD-840 Inclusive Leadership: Transforming Self and Systems 4 semester credits
- HOD-883LR Advanced Research Methodologies: Liberatory Research 4 semester credits

Media, Technology & Innovation Concentration

The doctoral concentration in Media, Technology, & Innovation is focused on the ways in which media, technology, and knowledge networks are transforming our societies, organizations, and ourselves by becoming the dominant driving force for innovation and organizational change.

Required
- HOD-830 Creativity and Innovation in Organization Design 4 semester credits
- HOD-832 Advanced Systems 4 semester credits

- HOD-838 Media, Technology and Disruptive Innovation 4 semester credits

Organization Development Concentration

A doctoral degree with a concentration in Organization Development (OD) prepares students to become scholar practitioners, thought leaders, and change agents in a variety of organizations-profit, non-profit, and public sectors.

Required
- HOD-830 Creativity and Innovation in Organization Design 4 semester credits
- HOD-834 Group Dynamics and Team Learning 4 semester credits
- HOD-835 Intervention Theories and Methods 4 semester credits

Sustainability Leadership Concentration

The objective of the doctoral concentration in Sustainability Leadership is to produce leaders in businesses, nonprofits, governments, and educational institutions.

Required
- HOD-833 Global Systems 4 semester credits
- HOD-844 Leadership for Social and Ecological Sustainability 4 semester credits
- HOD-845 Social and Ecological Sustainability: Theory and Practice 4 semester credits

Organization Development & Leadership Program

Organization Development & Leadership, MA

Featuring an accelerated curriculum, this one-year MA in Organization Development and Leadership (MA-OD&L) program will equip students with the leadership and organization development skills needed to address contemporary challenges and prepare them to be a transformative change agent within your organization. Learn alongside other professionals with a diverse set of backgrounds and occupations at varied levels of leadership. This environment will add value to the student's experience, providing insights into cross-industry sectors and functional areas. Through the curriculum, students will learn to:

- Effectively address complex challenges by mastering fundamental leadership skills of observation, interpretation, and intervention.
- Enhance group and team development through effective collaboration and intervention.
- Assist organizations and communities in framing challenges and realizing opportunities through the intentional design of processes and interventions.
- Mobilize organizations and communities to realize their preferred future through the application of systems thinking, design, and consultative practice.
- Help organizations thrive by applying a rich body of organizational and leadership theory.

The master's in OD&L program equips graduates with the leadership skills needed to address today's organizational challenges and prepare graduates to be transformative change agents, offering foundations in important areas such as diversity, equity, and inclusion (DEI), data analytics, and leadership. MA-OD&L graduates hold positions in mid- and upper-level management in private and nonprofit sectors including education and government. Others create private practices as consultants or work as internal consultants in organizational development, management, coaching, and leadership.

Required Courses:
Effective date: 05/01/2021

- ODL-501 Organizational Behavior & Leadership 6 semester credits
- ODL-502 Organizational Culture 6 semester credits
- ODL-503 Organizational Change 6 semester credits
- ODL-504 Organizational Design 6 semester credits
- ODL-505 Organizational Consulting 6 semester credits
- ODL-506 OD&L Capstone Project 6 semester credits

Total Semester Credits: 36

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.

Doctoral Degrees

- Our PhD in Infant & Early Childhood Development is a multidisciplinary doctoral program in mental health and developmental disorders such as autism spectrum, sensory integration, ADHD, and mood disorder. In addition, PhD IECD students can declare a doctoral concentration offered in the School of Leadership Studies or concentrations in:
  - o Developmental, Individual Differences, Relationships (DIR®)
  - o Reflective Practice & Supervision

- The Clinical Psychology doctorate is accredited by the American Psychological Association (APA) and is the only distributed learning program accredited by the APA. Our unique distributed learning model blends the best of in-person learning opportunities with digital formats and serves adults, many of whom who have trained or worked in the mental health field. A pathway master's degree is conferred along the way to the PhD and students can choose from four optional concentrations:
  - o Forensic Psychology
  - o Health Psychology
  - o Neuropsychology
  - o Social Justice & Diversity

- A generalist doctoral degree in Psychology affords students the opportunity to become experts in psychology by conducting psychology research at the doctoral level, learning the breadth of psychological knowledge, and concentrating on a specific area within psychology (e.g., teaching psychology).

- The Media Psychology doctorate is the first of its kind in a School of Psychology, offering a nonclinical PhD degree with a master's conferred along the way. The program focuses on understanding the relationships between media and behavior and offers optional concentrations in:
  - o Positive Psychology and Media
  - o Psychology and Audience Engagement
  - o Social Media Research

  In addition, PhD Media students can declare a doctoral concentration offered in the School of Leadership Studies or one from the IECD doctoral program.

Master's Degrees

- The online Master of Arts in Applied Media Psychology prepares individuals to use and create media with an understanding of how media impacts human behavior.

- An online Master of Arts in Infant, Child, and Family Mental Health and Development emphasizes a broad, multiple-system, relationship-based approach to developmental capacities beyond a pure behaviorist approach.

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 & Audience Engagement or Media Neuroscience.

Clinical Psychology Programs

Clinical Psychology Postbaccalaureate Certificate

The primary objective of the clinical psychology certificate program is to prepare graduates for successful admission into and progress through a clinical psychology doctoral program. Courses are taught at the doctoral level, building knowledge of clinical psychology and psychotherapy, while enhancing critical thinking and scholarly writing skills and the academic credits earned may be transferred into a variety of graduate programs. Mastery of these skills is essential to position one's self as a strong candidate for a rigorous clinical psychology program.

The program also prepares students for the types of jobs that are typically available to graduates with a BA or BS in psychology. For example, graduates of the program may apply for psychology jobs with titles such as:
- Case manager
- Rehabilitation specialist
- Psychiatric or mental health technician
- Behavioral specialist

Graduates are also able to apply for jobs in related fields that use psychology skills (interpersonal skills, research and writing skills), such as:
- Probation officer
- Library assistant
- Business manager
- Personnel assistant, and human resources assistant

In addition, because the Post Baccalaureate Certificate in Clinical Psychology is a graduate-level certificate, students are prepared for more advanced jobs in the field, similar to those obtained by graduates of a master's degree program. For example, graduates of the program may apply for jobs with titles such as:
- Research associate
- Research lab director
- Project manager
- Grant writer
- Academic advisor
- Career counselor

For students admitted into Fielding's clinical psychology doctoral program or general psychology doctorate 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

Total Semester Credits: 28

Clinical Psychology Programs

Psychology with an emphasis in Clinical Psychology, PhD

The PhD in Clinical Psychology Program's mission and aims are aligned with Fielding's mission to create a more humane, just, and sustainable world, and with Fielding's values of academic excellence, community, diversity, and social justice. A core mission of the program is to foster inclusion of adult students from diverse and under-represented populations, including students of color, those living in rural or remote locations, adult learners with families, and students currently in the military or those who are spouses of military members.

Consistent with this overarching mission and general aims, The PhD program has four specific aims, which students must achieve by the time of graduation.
- Students will demonstrate doctoral-level discipline-specific knowledge that represents the scientific and theoretical knowledge areas of the discipline of psychology (i.e., history and systems of psychology and the affective, biological, cognitive, developmental, and social bases of behavior).
- Students will demonstrate doctoral-level conceptualization, evaluation, analysis, and integration of discipline-specific knowledge across the curriculum.
- Students will demonstrate doctoral-level ability to understand and critique research; design, conduct, analyze, and communicate theoretically informed research; and conduct research in a manner that is culturally sensitive and consistent with legal code and ethical standards, including the APA ethics code.
- Students will demonstrate doctoral-level competence in the profession-wide competencies, including conducting evidence-based diagnosis, assessment, and psychotherapy; and applying theory and research to develop case conceptualizations, treatment plans, and interventions that are consistent with legal and ethical standards and individual and cultural diversity factors.

The PhD offers a master's along the way; 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 84.5 credits: PSY-500, 4cr from the PSY-629 Practicum Case Seminar series (the first two terms of the series), PSY-632A, 9.5cr of PSY-630/695 Clinical Practicum (first 760 hours; no more than 6 credits of PSY-630 permitted), 701A, 701B or 701C, 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, PSY-RSS02, PSY-RSS04, PSY-RSS27.

Students also have the option to declare a concentration in some of the most exciting growth areas of psychology:
- Forensic Psychology
- Health Psychology
- Neuropsychology
- Social Justice and Diversity

The program is designed to prepare students from diverse backgrounds to achieve entry-level knowledge and competencies required for health service psychologists who will be generalists. More specifically, the PhD program's general aims are graduating students who (1) produce empirical and

scholarly research that advances knowledge in the field and (2) deliver evidence-based practice as health-service psychologists. Academic coursework, clinical training, and research experiences are integrated at each stage of the student's development within an ethical and culturally-sensitive context.

Required PhD Coursework:

Effective date: 09/01/2022

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 and Systems of Psychology 4 semester credits
- PSY-705 Social Bases of Behavior 4 semester credits
- PSY-706 Cognitive and 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 and 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 credits
- PSY-710C Objective Assessment 3 semester credits
- PSY-710G Integrated Assessment 2 semester credits
- PSY-711A1 Introduction to Psychotherapy: Theory 3 semester credits
- PSY-711A2 Introduction to Psychotherapy: Technique 1 semester credits
- PSY-745 Consultation and Supervision 2 semester credits
- 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 and Existential Theory/Therapy 4 semester credits

Practicum Case Seminar Tracks

8cr (four terms) of one of the following Practicum Case Seminar tracks, to include six training days and ten case presentations:

- PSY-620 Practicum Case Presentations, 0 semester credits
- PSY-621 Clinical Training Days, 0 semester credits
- 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/Experiential, 2 semester credits each

Clinical Practicum and Internship

Minimum of 19 credits of clinical practicum (1,520 clock hours):

- PSY-695 Clinical Practicum 1-15 semester credits

Note: 6 credits of this requirement may be completed via PSY-630 Clinical Assessment Practicum

One year full-time or two years half-time internship placement:

- PSY-696 Clinical Internship 0.5-24 semester credits

Research Requirements

- PSY-680 Research Practicum: Clinical Psychology 5 semester credits (minimum of 200 direct hours)
- PSY-701A Research Methods I 4 semester credits
- PSY-715A Psychometric Theory 3 semester credits
- PSY-716A Statistical Methods 4 semester credits
- PSY-717 Multivariate Statistics 4 semester credits
- Choose one:
    - PSY-701B Research Methods II: Quantitative 4 semester credits OR
    - PSY-701C Research Methods II: Qualitative 4 semester credits

Research Skills Seminars (4 credits)
2cr Consisting of

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

2cr Chosen From

- PSY-RSS03 Questionnaire Construction 0.5 semester credits
- PSY-RSS05 Publishing and Presenting Scholarly Work 0.5 semester credits
- PSY-RSS07 Sample Size, Effect Size and Power Analysis 0.5 semester credits
- PSY-RSS08 Testing/Mediating/Moderating Hypotheses 1 semester credits
- PSY-RSS15 Factor Analysis and Structural Equation Modeling 1 semester credits
- 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 0.5 or 1 semester credits

- PSY-RSS28 Dissertation Bootcamp: Post Pre-Proposal 0.5 semester credits

Dissertation Milestones (18 credits)
- PSY-638 Dissertation in Progress 0 semester credits
- PSY-PA Dissertation Proposal Approval 0 semester credits
- RES-IRB IRB Approval for Dissertation 0 semester credits
- PSY-633 Oral Review of Dissertation 0 semester credits
- PSY-639 Dissertation Completion 18 semester credits

Other Requirements
- Attendance at professional development seminar meetings for years one-three as follows:
  - a minimum of 5 days during the first year of the program
  - a minimum of 3 days during the second year of the program
  - a minimum of 2 days during the third year of the program
- Attendance at a minimum of one week-long residential in each of your first two years

12cr of Electives
See this sample list. A Clinical PSY elective is a course that is not part of the required curriculum, is offered by Clinical faculty, worth 2 credits or more; and involves graded assignment(s), activities, or tests, in addition to other possible activities that are evaluative in nature. When the required curriculum can be met by selecting from among a number of courses, courses not used to meet the required curriculum can count as an elective. For example, students are required to take one of the following: PSY 701B or 701C. As such the course that is not taken as part of the required curriculum can be used as an elective.

For a full listing of available electives, see the Courses section of this catalog for courses with a PSY prefix and Note of "elective."

- PSY-727 Psychopharmacology 4 semester credits
- PSY-733 Language 4 semester credits
- PSY-734 Neurological Disorders 4 semester credits
- PSY-749 Marriage and Family Therapy 4 semester credits
- PSY-750 Group Psychotherapy 4 semester credits
- PSY-752 Positive Psychology 2 or 4 semester credits
- PSY-774 Neuropsychological Care in Traumatic Brain Injury: Assessment, Rehabilitation, and Advocacy 4 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: 179

*Note: *Requirements must be successfully completed (i.e., with passing grades) within the specified time period (e.g., first year of program) or the student will be placed on academic probation. Students*

on academic probation must create a term-by-term progress plan and will have progress monitored each term; dismissal will occur if planned progress is not made each term.

Psychology with an emphasis in Clinical Psychology PhD Concentrations

Forensic Psychology Concentration Requirements

Required
- PSY-765 Forensic Psychology 4 semester credits
- PSY-765E Ethics in Forensic Psychology 2 semester credits
- PSY-765L Forensic Psychology Lab 1 semester credits
- 500 cumulative hours of forensic experience (inclusive of direct and indirect service as well as supervision), e.g. in a forensically oriented practicum or internship, a forensic rotation under supervision of a licensed clinical psychologist with forensic experience. (Forensic work as part of a paid employment does not fulfill this requirement). Students are encouraged to clear their rotation with the Director of the Forensic Concentration prior to fulfilling this requirement.

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-765F Malingering and Deception 2 semester credits
- PSY-765G Evaluations for the Immigration Courts 2 semester credits

One of the following:
- A first author published research paper on a forensic topic or first author conference poster or paper
- 6 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-639 Dissertation Completion 18 semester credits: A forensically oriented dissertation, with at least one committee member who is a member of the forensic concentration faculty.

Health Psychology Concentration Requirements

Required
- PSY-566 Asmt - Clinical Assessment in Health Psychology 1 semester credits
- PSY-731 Health Psychology 4 semester credits
- PSY-744 Introduction to Integrated Primary Care 4 semester credits

4 Credits Chosen From
- PSY-731A Diversity Issues in Health Psychology 2 semester credits
- PSY-731B Health Behavior Change 2 semester credits

- PSY-731C Health Psychology Focus on Intervention with Chronic Medical Conditions 2 semester credits
- PSY-731D Pharmacology in Integrated Health Settings 2 semester credits
- PSY-731E Applied Psychophysiology & Biofeedback 2 semester credits
- PSY-731F Pediatric Health Psychology 2 semester credits

Practicum
A minimum of 240 hours of practicum be completed in Health Psychology

Dissertation
Dissertation must be on a Health Psychology topic

Neuropsychology Concentration Requirements

Required
- PSY-728 Neuropsychology 4 semester credits
- PSY-730 Neuroanatomy 2 or 4 semester credits
- PSY-780 Neuropsychology in Clinical Practice 4 semester credits

Concentration Meetings (attend 4)
Neuropsychology Concentration Meetings will take place at each of the 3 sessions: Winter, Summer and Fall. These evening meetings will involve a mix of discussion and presentations related to clinical issues, training and professional issues, Q&A about neuropsychology practice, guest presentations, etc. Students must attend and participate in 4 of these meetings.

Case Presentation (attend and present)
Attendance at one in-person Neuropsychology Case Presentation day at session. To complete the concentration, each student will present one case at one Case Presentation Day.

Additional Requirements (choose one option)
- OPTION 1: Take one additional 4 credit term course in neuropsychology (e.g., PSY-774 Neuropsychological Care of TBI) and complete 5 days of in-person session seminars that qualify for the neuropsychology concentration (see partial list below).
- OPTION 2: Do not take an additional course, but complete a total of 9 days of in-person session neuropsychology offerings (see partial list below).

Partial Seminar List
- o PSY-677 Asmt- Introduction to Neuropsychological Assessment 1 semester credits [REQUIRED SEMINAR]
- o PSY-644 Asmt- NEPSY 1 semester credits
- o PSY-684 Asmt- Executive Functions 0.5 semester credits
- o PSY-765D Forensic Neuropsychology Assessment 2 semester credits
- o Neuropsychological Assessment of Stroke and Traumatic Brain Injury (2-day seminar)
- o Psychotherapy with Neurodiverse Individuals (1-day seminar)
- o Psychotherapy for ADHD (1-day seminar) (Also CBT Training Day)
- o Assessment of Spanish Speaking Patients (1-day seminar)

- o   Neuropsychological Consultation for Neurodiverse Patients (1-day seminar)
- o   RBANS (1-day seminar)
- o   DKEFS (1-day seminar)

Social Justice and Diversity Concentration Requirements

Required
- PSY-712 Multicultural Psychology 4 semester credits
- 150 hours (including both direct and indirect hours) of clinical experience or one internship rotation focused on serving an underserved population. May be substituted with 150 hours of community service related activities with an underserved population.
- Research via dissertation, research practicum, new publication, or new conference poster/paper presentation on a topic related to social justice and diversity in clinical practice. This topic could include, but is not limited to, issues pertaining to underserved populations, mental health disparities, prejudice, discrimination, stigma, and promoting equity.

8cr of Electives
Choose 8 credits from credit-bearing seminars occurring at national sessions and/or special topics courses (up to no more than 4 credits) chosen from topics linked to this concentration, including but not limited to:

- PSY-646 Asmt- Cultural Sensitivity in Psy Assessment 1 semester credits
- PSY-720 Special Topics in Research 2 or 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-738 Special Topics in Psychopathology 2 or 4 semester credits
- PSY-740 Special Topics Multicultural Psychology 2 or 4 semester credits
- PSY-741 Special Topics in Legal and Ethical Practice 2 or 4 semester credits
- PSY-742 Special Topics in Social Justice and Diversity 2 semester credits
- PSY-751 Special Topics in Psychotherapy 2 or 4 semester credits
- PSY-762 Human Sexuality and Culture 2 semester credits
- PSY-770 Special Topics in Forensic Psychology 2 or 4 semester credits

Clinical Psychology Programs

Respecialization in Clinical Psychology Postdoctoral Certificate

The Respecialization Program in Clinical Psychology (RCP) shares the mission and aims of the PhD in Clinical Psychology program which is to create a more humane, just, and sustainable world, and with Fielding's values of academic excellence, community, diversity, and social justice.

The RCP program follows the PhD Program curriculum with some modifications since RCP students already hold a PhD in another discipline. The major distinctions between the PhD and RCP programs are a shorter curriculum sequence and program duration. RCP students are also not required to complete a dissertation or research practicum. They also have fewer in-person residency hour requirements. Clinical training requirements are the same for RCP and PhD students.

Students can optionally specialize in one of the following concentrations:
- Forensic Psychology
- Health Psychology
- Neuropsychology
- Social Justice & Diversity

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.

Required Coursework:
Effective date: 09/01/2017

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 and 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 credits

Clinical Requirements
- PSY-710A Clinical Interviewing 1 semester credits
- PSY-710B Cognitive Assessment 3 semester credits
- PSY-710C Objective Assessment 3 semester credits
- PSY-710G Integrated Assessment 2 semester credits
- PSY-711A1 Introduction to Psychotherapy: Theory 3 semester credits

- PSY-711A2 Introduction to Psychotherapy: Technique 1 semester credits
- PSY-745 Consultation and Supervision 2 semester credits
- PSY-755 Writing for the Internship Application 2 semester credits
- Choose from PSY-779 RCP Comprehensive Exam 4 semester credits or PSY-632A/B courses:
  - PSY-632A Internship Qualification Evaluation 2 semester credits
  - PSY-632B Internship Qualification 2 semester credits

5cr from PSY-710D1 and D2 or from 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 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 and Existential Theory/Therapy 4 semester credits

Practicum Case Seminar

8cr (four terms) of one of the following Practicum Case Seminar tracks, to include six training days and ten case presentations:
- PSY-620 Practicum Case Presentations, 0 semester credits
- PSY-621 Clinical Training Days, 0 semester credits
- 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/ Experiential, 2 semester credits each

Clinical Practicum and Internship

19 credits minimum of clinical practicum (1,520 clock hours) are required, with a maximum of 15 credits possible at any one site. 6 credits of this requirement may be completed via PSY-630 Clinical Assessment Practicum:
- PSY-695 Clinical Practicum 1-15 semester credits

One year full-time or two years half-time internship placement:
- PSY-696 Clinical Internship 0.5-24 semester credits

300 clock hours of face-to-face faculty interaction:
- PSY-699 Residency Hours Completion 0 semester credits

Total Semester Credits: 104

Respecialization in Clinical Psychology Concentrations

Forensic Psychology Concentration Requirements

Required
- PSY-765 Forensic Psychology 4 semester credits
- PSY-765E Ethics in Forensic Psychology 2 semester credits
- PSY-765L Forensic Psychology Lab 1 semester credits
- 500 cumulative hours of forensic experience (inclusive of direct and indirect service as well as supervision), e.g. in a forensically oriented practicum or internship, a forensic rotation under supervision of a licensed clinical psychologist with forensic experience. (Forensic work as part of a paid employment does not fulfill this requirement). Students are encouraged to clear their rotation with the Director of the Forensic Concentration prior to fulfilling this requirement.

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-765F Malingering and Deception 2 semester credits
- PSY-765G Evaluations for the Immigration Courts 2 semester credits

One of the following:
- A first author published research paper on a forensic topic or first author conference poster or paper
- 6 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

Health Psychology Concentration Requirements

Required
- PSY-566 Asmt - Clinical Assessment in Health Psychology 1 semester credits
- PSY-731 Health Psychology 4 semester credits
- PSY-744 Introduction to Integrated Primary Care 4 semester credits

4 Credits Chosen From
- PSY-731A Diversity Issues in Health Psychology 2 semester credits
- PSY-731B Health Behavior Change 2 semester credits
- PSY-731C Health Psychology Focus on Intervention with Chronic Medical Conditions 2 semester credits
- PSY-731D Pharmacology in Integrated Health Settings 2 semester credits
- PSY-731E Applied Psychophysiology & Biofeedback 2 semester credits
- PSY-731F Pediatric Health Psychology 2 semester credits

Practicum: A minimum of 240 hours of practicum be completed in Health Psychology

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

Neuropsychology Concentration Requirements

Required
- PSY-728 Neuropsychology 4 semester credits
- PSY-730 Neuroanatomy 2 or 4 semester credits
- PSY-780 Neuropsychology in Clinical Practice 4 semester credits

Concentration Meetings (attend 4)
Neuropsychology Concentration Meetings will take place at each of the 3 sessions: Winter, Summer and Fall. These evening meetings will involve a mix of discussion and presentations related to clinical issues, training and professional issues, Q&A about neuropsychology practice, guest presentations, etc. Students must attend and participate in 4 of these meetings.

Case Presentation (attend and present)
Attendance at one in-person Neuropsychology Case Presentation day at session. To complete the concentration, each student will present one case at one Case Presentation Day.

Additional Requirements (choose one option)
- OPTION 1: Take one additional 4 credit term course in neuropsychology (e.g., PSY-774 Neuropsychological Care of TBI) and complete 5 days of in-person session seminars that qualify for the neuropsychology concentration (see partial list below).
- OPTION 2: Do not take an additional course, but complete a total of 9 days of in-person session neuropsychology offerings (see partial list below).

  Partial Seminar List
  - PSY-677 Asmt- Introduction to Neuropsychological Assessment 1 semester credits [REQUIRED SEMINAR]
  - PSY-644 Asmt- NEPSY 1 semester credits
  - PSY-684 Asmt- Executive Functions 0.5 semester credits
  - PSY-765D Forensic Neuropsychology Assessment 2 semester credits
  - Neuropsychological Assessment of Stroke and Traumatic Brain Injury (2-day seminar)
  - Psychotherapy with Neurodiverse Individuals (1-day seminar)
  - Psychotherapy for ADHD (1-day seminar) (Also CBT Training Day)
  - Assessment of Spanish Speaking Patients (1-day seminar)
  - Neuropsychological Consultation for Neurodiverse Patients (1-day seminar)
  - RBANS (1-day seminar)
  - DKEFS (1-day seminar)

Social Justice and Diversity Concentration Requirements

Required

- PSY-712 Multicultural Psychology 4 semester credits
- 150 hours (including both direct and indirect hours) of clinical experience or one internship rotation focused on serving an underserved population. May be substituted with 150 hours of community service related activities with an underserved population.
- Research via dissertation, research practicum, new publication, or new conference poster/paper presentation on a topic related to social justice and diversity in clinical practice. This topic could include, but is not limited to, issues pertaining to underserved populations, mental health disparities, prejudice, discrimination, stigma, and promoting equity.

8cr of Electives

Choose 8 credits from credit-bearing seminars occurring at national sessions and/or special topics courses (up to no more than 4 credits) chosen from topics linked to this concentration, including but not limited to:

- PSY-646 Asmt- Cultural Sensitivity in Psy Assessment 1 semester credits
- PSY-720 Special Topics in Research 2 or 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-738 Special Topics in Psychopathology 2 or 4 semester credits
- PSY-740 Special Topics Multicultural Psychology 2 or 4 semester credits
- PSY-741 Special Topics in Legal and Ethical Practice 2 or 4 semester credits
- PSY-742 Special Topics in Social Justice and Diversity 2 semester credits
- PSY-751 Special Topics in Psychotherapy 2 or 4 semester credits
- PSY-762 Human Sexuality and Culture 2 semester credits
- PSY-770 Special Topics in Forensic Psychology 2 or 4 semester credits

Infant & Early Childhood Development Programs

Infant, Child, & Family Mental Health & Development, MA

Experiences in early childhood (0-8 years of age) profoundly affect lifelong trajectories (Fry, Fang, et al (2017); Nelson & Gabard-Durnam (2020); Petrucelli, Davis, & Berman, 2019); Sciaraffa, Zeanah and Zeanah, (2018); Shonkoff et al, 2006). In fact, children's executive functions at 4 years of age predict their academic success as young adults (Alloway & Alloway, 2010; Borella, Carretti, & Pelegrina, 2010). Research also indicates that while we are born with the *potential* to develop specific strengths and weaknesses, nurture determines *how* they will develop (Diamond, 2010). In large part, this is because primary relationships and early life experiences directly affect brain architecture, which networks will be reinforced, and which will get pruned. As this early period of development has long-term ramifications, medical, mental health, and allied health communities as well as educators have increased their focus on this critical period. However, many professionals working with the 0- 8 age range are not sufficiently trained for the challenges they face with our youngest populations and families. Often, education and training programs lack the mental health and relationship-based components necessary to effectively assess, intervene, and build the type of child and family alliances needed to facilitate optimal care, treatment, and well-being.

Even in infants and children not considered to be at high risk, there is a wide range of what is considered "typical" behavior, based on individual differences and cultural influences. This too, presents professional challenges. Consequently, many states are requiring Infant Mental Health State Endorsements, fellowships and/or continuing education/certification with infant mental health competencies in a move to embrace a deeper understanding of both development and working with diverse families. While many recognize the need for better education and training, currently there are limited options for professionals to receive the necessary specialized education and reflective training that integrates culturally-informed, relationship-based, mental health practices. The ICFMHD program emphasizes an integrated, interprofessional, multiple-system, relationship-based, and reflective approach to developmental capacities.

Program educational goals are to develop graduates who:

1. *Effectively use research to inform practice:* Demonstrate the ability to understand, integrate, and apply research that advances the fields of infant and early childhood development including child & family mental health.
2. *Develop programs, policies, and procedures that contribute to advanced knowledge and implementation of evidence-based practice:* Design programs, policies, and procedures in the fields of infant mental health and child development with an interdisciplinary/interprofessional, relationship-based framework, including but not limited to communicating ideas and information at professional levels both verbally and in writing.
3. *Develop and build interprofessional reflective practices that are culturally informed and integrate the application of equity, inclusion, and social justice:* Promote institutional, professional practice, and advocacy reform that facilitates relationship-based approaches while respecting individual, biological, neurological, cultural, family, and community differences.

This degree is beneficial to graduates applying for jobs in infant and early childhood mental health fields. Because this degree is multidisciplinary, the job outlook will be diversified dependent upon student background/discipline).

Required Coursework

Effective date: 01/01/2023

Term 1
- IECD-552 The Brain, Behavior, and Human Development in Practice 4 semester credits
- IECD-553 Understanding and Integrating Best Practices in Infant, Child, and Family Mental Health Across Multi-Disciplines 4 semester credits

Term 2
- IECD-554 Culture, Inclusion, and Diversity in Infant, Child, and Family Real World Domains 4 semester credits
- IECD-555 Relationship-Based Practice with Infants, Children, Families, and Professionals 4 semester credits

Term 3
- IECD-556 Working with Diverse Families 4 semester credits
- IECD-588 Policy, Advocacy, Leadership 4 semester credits

Term 4
- IECD-583 A Practitioner's Toolkit: Reflective Practice and Techniques 4 semester credits
- IECD-599 Capstone Project 4 semester credits

Total Semester Credits: 32

Infant & Early Childhood Development Programs

Infant & 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 trauma and neurodiversity, including autism spectrum disorder, learning differences, sensory integration, mood disorders, and cultural effects on development The program offers a unique link between various disciplines within a relationship-based developmental framework. The program was initiated by Stanley Greenspan, MD, and Serena Weider, PhD to promote research supporting relationships, individual differences, and development (DIR®) in working with infants, children, and their families. Using this as a foundation, the program continues to grow and expand as research in the field and in neuroscience broadens and continues to inform our understanding. The field of Infant and Early Childhood Development is exciting and highly rewarding. The first years of life lay the foundation for all domains of human development, including the basic relationship building blocks needed for the capacities to feel, love, adapt, and develop a sense of self. The program is interprofessional in structure, including mental health professionals (Clinical and counseling psychologists, Marriage and Family Therapists, social workers), Occupational Therapists, Physical Therapists, Speech and Language Pathologists, medical professionals (MD, RN), social services professionals, as well as educators and policymakers.

Students study multiple factors affecting an infant, child, and family's well-being within a framework including mental health, education, occupational therapy, physical therapy, and speech and language development. The faculty teach neurotypical and neurodivergent infant, child, and family development using a curriculum that includes physiological, emotional, cognitive, linguistic, reflective, behavioral, social, and cross-cultural perspectives.

The program provides a pathway master's degree, and offers optional concentrations in:
- Developmental, Individual Differences, Relationships (DIR®)
- Reflective Practice & Supervision

In addition, students may structure their elective choices to fulfill concentrations offered by School of Leadership Studies (SLS) doctoral programs.

IECD graduates from this research-focused PhD program will be prepared for several careers in research, policy and advocacy, and clinical/educational settings.

Required Coursework

Effective date: 09/01/2022

MA requirements (40 credits)

A pathway master of arts is earned along the way to the PhD.

- IECD-518 New Student Orientation 0 semester credits
- IECD-519 Foundations of Doctoral Level Competencies: Writing, Thinking, Research 4 semester credits
- IECD-520 Human Development 4 semester credits
- IECD-521 Infant and Early Childhood Mental Health 4 semester credits
- IECD-526 Cross-Cultural Understanding 4 semester credits
- IECD-527 Law, Policy and Advocacy 4 semester credits
- IECD-550 Social-Emotional Development 4 semester credits
- IECD-566 Family Systems Theory and Functioning 4 semester credits
- IECD-569 Individual Differences and Developmental Psychopathology 4 semester credits
- IECD-575 Introduction to Reflective Practice/Supervision 4 semester credits
- IECD-580 Theory and Practice of DIR/Floortime 4 semester credits

Additional Foundations, 12 credits

- IECD-522 Sensory-Motor Development 4 semester credits
- IECD-523 Language Development 4 semester credits
- IECD-524 Developmental Disabilities 4 semester credits

Research & Statistics, 16 credits

- IECD-536 Statistics I 4 semester credits
- IECD-537 Research and Design 4 semester credits
- IECD-620 Dissertation Seminar 4 semester credits

One course chosen from:

- IECD-538 Statistics II/Practice 4 semester credits
- IECD-539 Qualitative Research/Practice 4 semester credits
- PSY-717 Multivariate Statistics 4 semester credits

Electives (none required), 4 credits

See course section of catalog for descriptions and course registration for availability.

Comprehensives, 4 credits

- IECD-700 Comprehensive Essay 4 semester credits

Dissertation, 17 credits

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

Total Semester Credits: 89

Infant & Early Childhood Development PhD Concentrations

Students can optionally complete electives for the concentrations listed below, or, can choose to take electives in other concentrations offered through the School of Leadership Studies. In this way, students can individualize their doctoral program and expand their professional expertise. Each concentration typically includes a minimum of three tailored courses and access to a community of scholar-practitioners who are passionate about this specialized field of study.

Developmental, Individual Differences, Relationships (DIR®) Concentration

The DIR® three-course series is designed to teach students the theory of relationship-based practice using the DIR® framework. Students move through theory, assessment, and intervention approaches designed to serve children with neurodiversity, such as autism, emotional and sensory regulation challenges, and developmental delays, and their families.

Required
- IECD-580 Developmental, Individual Differences, Relationships (DIR®): Theory and Technique 4 semester credits
- IECD-601 Developmental, Individual Differences, Relationships (DIR®): Intervention 1 4 semester credits
- IECD-602 Developmental, Individual Differences, Relationships (DIR®): Intervention II 4 semester credits

Reflective Practice/Supervision Concentration

The doctoral concentration in Reflective Practice/Supervision is designed to teach students the theory of reflective practice/supervision and how to apply it to their professional work experiences in clinical, educational, administrative, or organizational systems.

Required
- IECD-575 Introduction to Reflective Practice/Supervision 4 semester credits
- IECD-581 Reflective Practice/Supervision 4 semester credits
- IECD-582 Advanced Reflective Practice/Supervision 4 semester credits

Media Psychology Programs

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. Our mission is to provide students with a grounding in the use of Media Psychology for branding and marketing. Students will focus their studies on either media neuroscience or brand psychology and audience engagement.

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.

Brand Psychology & 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.

From traditional media to today's digital landscape, media psychologists work in a number of careers where the application of psychology to media and technology make a difference.

Companies recognize the need to apply psychology in organizational communications from HR to Twitter. Marketing is increasingly focused on the power of storytelling and identity as behavioral drivers across platforms. Entertainment tackles the perceptual limitations across multiple screens. Healthcare leverages media to provide care to marginalized and geographically disperse populations. Educators are adapting content to virtual spaces for online education. Media psychology is everywhere.

Required Coursework:

Effective date: 09/01/2022

Three required courses per the student's chosen emphasis:

Brand Psychology & Audience Engagement emphasis

Required:

PSY-713 is required. Brand Psychology emphasis students choose two more courses from the rest of the list. Total of 3 courses, 12 credits required.

- PSY-713 Audience Engagement 4 semester credits
  Choose 2 courses from:
    - PSY-533 Media Psychology 4 semester credits
    - PSY-617 Symbols, Images and Text 4 semester credits
    - PSY-622 Communities in a Digital World 4 semester credits
    - PSY-743 Narrative Persuasion, Brands, and Storytelling 4 semester credits

Media Neuroscience emphasis

Required:

All three courses required

- PSY-533 Media Psychology 4 semester credits
- PSY-623 Introduction to Consumer Neuroscience 4 semester credits
- PSY-763 The Psychology of Neuromarketing 4 semester credits

Total Semester Credits: 12

Media Psychology Programs

Applied Media Psychology, MA

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. The objective of this program is to train students to apply psychology to the development, use, and effects of media in settings such as education, entertainment, the media industry, health, business and marketing, and public policy. 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.

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Alumni of the MA in Media Psychology are eligible for articulated credit in some of Fielding's doctoral degree programs.

Required Coursework:

Effective date: 09/01/2022

- PSY-525 Professional Writing for Media Psychology 4 semester credits
- PSY-533 Media Psychology 4 semester credits
- PSY-701A Research Methods I 4 semester credits

Choose 6 electives from:

- PSY-617 Symbols, Images and Text 4 semester credits
- PSY-618 Psychology of Video Games 4 semester credits
- PSY-619 Social Media Research Methods 4 semester credits
- PSY-622 Communities in a Digital World 4 semester credits
- PSY-623 Introduction to Consumer Neuroscience 4 semester credits
- PSY-713 Audience Engagement 4 semester credits
- PSY-714 Media, Technology, and Social Identities 4 semester credits

- PSY-724A Cognition and Technology 4 semester credits
- PSY-743 Narrative Persuasion, Brands, and Storytelling 4 semester credits
- PSY-753 Narrative Psychology 4 semester credits
- PSY-754 The Role of Media in Social Justice 4 semester credits
- PSY-763 The Psychology of Neuromarketing 4 semester credits
- PSY-764 Media Psychology Research 4 semester credits
- PSY-766 Special Topics in Media Psychology 4 semester credits
- PSY-776 Social Media and Society 4 semester credits
- PSY-777 Positive Media Psychology 4 semester credits
- PSY-778 Psychology of Big Data 4 semester credits
- PSY-782 Advanced Social Media Research Methods 4 semester credits
- PSY-783 Advanced Topics in Positive Media Psychology 4 semester credits

Capstone
- PSY-600 Media Psychology Capstone 4 semester credits

Total Semester Credits: 40

Media Psychology Programs

Psychology with an emphasis in Media Psychology, PhD

The Media Psychology doctorate was the first of its kind in a School of Psychology, offering a nonclinical PhD degree with a pathway master's earned along the way. The program focuses on understanding the relationships between media and behavior and offers optional concentrations in:
- Positive Psychology and Media
- Psychology and Audience Engagement
- Social Media Research

In addition, students may structure their elective choices to fulfill concentrations offered by School of Leadership Studies (SLS) doctoral programs. For the full list of SLS concentration offerings, see Doctoral Concentrations. Students customize their graduate program under the supervision of a faculty advisor.

The objective of the program is to prepare students to (1) understand the development, use and effect of media from psychological perspectives, (2) advance society's understanding of media and its effects through psychological research, and (3) apply their knowledge and skills in settings such as education, entertainment, the media industry, health, business and marketing, and public policy.

Graduates of the Media psychology doctoral program, gain an expertise of psychology to apply to media and technology. They can explore the ways in which cognition, emotion, and instinct can influence human responses to different media stimuli and alter technological impact. Graduates can use these skills to anticipate consumption and use patterns, look for leverageable solutions to global problems, promote technology design that promotes economic, social, and environmental progress.

Media psychologists are finding new roles across multiple domains. Fortune 100 companies, for example, increasingly recognize the need for applying media psychology to organizational communications, structure, products and strategy. Our graduates have innovated new roles working with companies like Mozilla, Fox Films, AT&T, Deutsche Telekom and Disney among others, as well as crafting new business and consulting opportunities and developing successful advocacy campaigns. Special projects within the program give students the opportunity to have real-life experience during the course of their education. Recent projects include partnering with the Department of Defense deconstructing the narrative, cognitive and neuroscience triggers of terrorism in the social space and developing brand-aligned corporate social responsibility programs for companies like Grub Hub.

Required Coursework
Effective date: 09/01/2022

Core (10 courses, 40 credits)
- PSY-525 Professional Writing for Media Psychology 4 semester credits
- PSY-533 Media Psychology 4 semester credits
- PSY-619 Social Media Research Methods 4 semester credits
- PSY-701A Research Methods I 4 semester credits

- PSY-701C Research Methods II: Qualitative 4 semester credits
- PSY-703 History and Systems of Psychology 4 semester credits
- PSY-705 Social Bases of Behavior 4 semester credits
- PSY-706 Cognitive and Affective Bases of Behavior 4 semester credits
- PSY-716A Statistical Methods 4 semester credits
- PSY-781 Dissertation Preparation 4 semester credits

Research Skills Seminars (4 credits)
- PSY-RSS35 Crafting a Research Question 1 semester credits
- PSY-RSS36 Ethical Issues in Research and the IRB 1 semester credits
- PSY-RSS37 Writing a Literature Review 1 semester credits
- PSY-RSS38 Survey Design 1 semester credits

Electives (choose 20 credits)
Choose elective credits from courses below. General electives from courses with subject code ELC or HOD may also apply.

- PSY-617 Symbols, Images and Text 4 semester credits
- PSY-618 Psychology of Video Games 4 semester credits
- PSY-622 Communities in a Digital World 4 semester credits
- PSY-623 Introduction to Consumer Neuroscience 4 semester credits
- PSY-713 Audience Engagement 4 semester credits
- PSY-714 Media, Technology, and Social Identities 4 semester credits
- PSY-724A Cognition and Technology 4 semester credits
- PSY-743 Narrative Persuasion, Brands, and Storytelling 4 semester credits
- PSY-753 Narrative Psychology 4 semester credits
- PSY-754 The Role of Media in Social Justice 4 semester credits
- PSY-763 The Psychology of Neuromarketing 4 semester credits
- PSY-764 Media Psychology Research 4 semester credits
- PSY-766 Special Topics in Media Psychology 4 semester credits
- PSY-769 Advanced Topics in Media Psychology 2 or 4 semester credits
- PSY-776 Social Media and Society 4 semester credits
- PSY-777 Positive Media Psychology 4 semester credits
- PSY-778 Psychology of Big Data 4 semester credits
- PSY-782 Advanced Social Media Research Methods 4 semester credits
- PSY-783 Advanced Topics in Positive Media Psychology 4 semester credits

Dissertation Courses
- PSY-638 Dissertation in Progress 0 semester credits
- PSY-PA Dissertation Proposal Approval 0 semester credits
- RES-IRB IRB Approval for Dissertation 0 semester credits
- PSY-633 Oral Review of Dissertation 0 semester credits
- PSY-639 Dissertation Completion 18 semester credits

Total Semester Credits: 82

Concentrations for the Media Psychology PhD

Students in the Media Psychology PhD program can concentrate their studies in one of the program options listed below, or, if matriculated into the Fall 2016 catalog or later, can choose to take their program electives in other concentrations offered through the School of Leadership Studies. In this way, students can individualize their doctoral program and expand their professional expertise. Each concentration typically includes a minimum of three tailored courses and access to a community of scholar-practitioners who are passionate about this specialized field of study.

Positive Psychology and Media Concentration

This concentration has a global perspective 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. Students examine the major tenets of positive psychology and how they are can be applied to media and beyond. Students 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.

Required:
- PSY-766 Special Topics in Media Psychology 4 semester credits
- PSY-777 Positive Media Psychology 4 semester credits
- PSY-783 Advanced Topics in Positive Media Psychology 4 semester credits

Dissertation Topic
A dissertation focused on positive psychology and media is required.

Psychology & Audience Engagement Concentration

This concentration combines the cognitive and narrative psychologies of branding and storytelling with the power of social psychology to engage customers, promote ideas and influence behaviors across media technology platforms. Creating and applying transmedia storytelling to messaging is a complex proposition that demands the integration of multiple elements: the media environment, narrative structure and meaning, audience psychology, media and technology attributes, audience targeting, and process management and evaluation. Storytelling in the new media environment demands a new approach to building stories and storyworlds that create an immersive experience. The ability to apply theory to practice is becoming the standard because it increases profitability, sustainability and engagement. Social impact comes from a robust, integrative and vibrant campaign that extends reach in an increasingly fractured environment.

People have high expectations thanks to the ubiquity of technology, real time data, 24/7 connectivity and social media. Audience profiling allows us to identify and understand the audience, to be sensitive to their individual differences and cultural context. This allows us to be able to create satisfying and engaging user messages, services, and products. It is equally important in order to develop strategies that use resources wisely. Every individual has a story. We use the persona development process to identify the audience's story. This course teaches psychology by deconstructing human behavior into meaning, identity, perception and motivation. Using qualitative research, semiotic and narrative analysis, and frame analysis, concentration students develop a persona that can inform

communication and content development and supports a wide range of applications, including user experience, education, social advocacy, political influence, marketing strategy, fundraising, design, campaigning and recruitment.

Required:

- PSY-713 Audience Engagement 4 semester credits

  Choose 2 courses from:
- PSY-617 Symbols, Images and Text 4 semester credits
- PSY-622 Communities in a Digital World 4 semester credits
- PSY-743 Narrative Persuasion, Brands, and Storytelling 4 semester credits

Dissertation Topic

A dissertation focused on a topic relevant to brand psychology and audience engagement.

Social Media Research Concentration

The Social Media Research Concentration prepares students to be effective psychological researchers in evolving digital media contexts. Courses show students how to apply foundational research skills to social media and explores the emerging contours of digital social life. Students learn a psychological approach to understanding social media in conjunction with the technical expertise to successfully carry out their own social media research. Social media research methods are valued skills in business, non-profit, and academic roles; and the concentration prepares students for a wide variety of cutting-edge careers.

Concentration objectives include:
- To build upon quantitative and qualitative research methods skills in preparation for social media research
- To understand concepts like data collection, sampling, validity, and limitations as these apply to social media research
- To understand the logic of platform design and the role of algorithms in enabling and constraining discourse and relationships on social media that may impact research questions
- To understand the role of theory in social media research
- Develop awareness of social justice components to social media research: surveillance; overrepresentation of certain voices and marginalization of other voices on social media
- Develop training and proficiency in the use of social media research platforms

The concentration will have an applied component requirement where students will design and carry out a social media research project that will allow them to demonstrate expertise, allowing them to substantiate on their CVs their deep knowledge of social media research.

Required:

- PSY-619 Social Media Research Methods 4 semester credits
- PSY-776 Social Media and Society 4 semester credits
- PSY-782 Advanced Social Media Research Methods 4 semester credits

Dissertation Topic

A dissertation focused on a topic relevant to social media research.

Neuropsychology Specialization Training Program

Neuropsychology Certificate

The two year Neuropsychology Specialization Training Program is designed for psychologists with a doctoral level license or certificate to practice who wish to develop expertise in the administration/interpretation of neuropsychological assessments and rehabilitative methods. The 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, case consultation on assessments students conduct in their local practices and culminates in a professional evaluation.

This program is designed for doctoral level licensed psychologists who want to extend the scope of their practice to include neuropsychology.

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

Psychology Program

Psychology, PhD

Our generalist degree in Psychology affords students the opportunity to become experts in psychology by conducting psychology research at the doctoral level, learning the breadth of psychological knowledge, and concentrating on a specific area within psychology (e.g., teaching psychology).

The objective of the psychology PhD program is to prepare graduates for careers as full-time faculty at colleges and universities, independent researcher in a variety of settings (universities, research institutes, organizations, etc.), and consultants in psychology. Graduates who are already clinicians can also apply their doctoral level thinking and knowledge to improve their clinical practices. It should be noted that this program does not prepare students for clinical practice nor does it make graduates eligible for psychology licensure.

A pathway master's is awarded upon completion of the core and research course areas listed below.

Required Coursework:
Effective date: 09/01/2021

Required Core Courses:
- PSY-702 Developmental Bases of Behavior 4 semester credits
- PSY-703 History and Systems of Psychology 4 semester credits
- PSY-705 Social Bases of Behavior 4 semester credits
- PSY-706 Cognitive and 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

Research Courses:
- PSY-686A Research Practicum Methods: Psychology 2 semester credits
- PSY-686B Research Practicum Analysis: Psychology 2 semester credits
- PSY-686C Research Practicum Presentation: Psychology 1 semester credits
- PSY-701A Research Methods I 4 semester credits
- PSY-701B Research Methods II: Quantitative 4 semester credits, OR
    - PSY-701C Research Methods II: Qualitative 4 semester credits
- PSY-716A Statistical Methods 4 semester credits
- PSY-717 Multivariate Statistics 4 semester credits

Electives, 12 credits:
Students choose 12 credits of electives that form an area of focus if not completing a developed focus area.
- PSY-715A Psychometric Theory 3 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 Qualitative Research 2 or 4 semester credits
- PSY-721 Special Topics in Quantitative Research 2 or 4 semester credits
- PSY-725 Special Topics in Cognitive and Affective Bases of Behavior 2 or 4 semester credits
- PSY-726 Special Topics in Biological Bases of Behavior 2 or 4 semester credits
- PSY-727 Psychopharmacology 4 semester credits
- PSY-727L Seminar in Psychopharmacology 1 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-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 and Ethical Practice 2 or 4 semester credits
- PSY-742 Special Topics in Social Justice and Diversity 2 semester credits
- PSY-744 Introduction to Integrated Primary Care 4 semester credits
- PSY-749 Marriage and Family Therapy 4 semester credits
- PSY-751 Special Topics in Psychotherapy 2 or 4 semester credits
- PSY-752 Positive Psychology 2 or 4 semester credits
- PSY-756 Special Topics in Academic Writing 1 or 2 semester credits
- PSY-760 Independent Study 1, 2 or 4 semester credits
- PSY-762 Human Sexuality and Culture 2 semester credits
- PSY-765 Forensic Psychology 4 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

Teaching of Psychology Focus Area
- PSY-757 Teaching of Psychology: Course Development 4 semester credits
- PSY-758 Teaching of Psychology: Fostering Learning 4 semester credits
- PSY-759 Teaching of Psychology: Practicum 4 semester credits

Dissertation Milestones, 18 credits total:
- PSY-638 Dissertation in Progress 0 semester credits
- RES-IRB IRB Approval for Dissertation 0 semester credits
- PSY-PA Dissertation Proposal Approval 0 semester credits
- PSY-633 Oral Review of Dissertation 0 semester credits
- PSY-639 Dissertation Completion 18 semester credits

Total Semester Credits: 79

Courses

Continuing Education (CE) Courses

CE-538 Hidden Forensic Evaluations

Hidden forensic evaluations involve referrals that appear to be solely for treatment, but are later revealed to be required for legal matters involving the client (e.g., fitness for trial or legal culpability). These evaluations pose complex ethical and clinical problems for unprepared psychologists. This presentation provides methods for the identification of hidden forensic referrals and information that is critical when deciding if and how to proceed with the evaluation. Foundational forensic concepts will be discussed to aid the psychologist in conducting the forensic aspects of the evaluation such as responding to subpoenas, differences between testifying as an expert or fact witness, the use of collateral information, and the nuances amongst different types of forensic opinions will be discussed.

Delivery Method: Online
Grading Default: Credit/No Credit Only
Note: 1 CE
Learning Outcome(s):

1. Attendees will be able to apply methods for the identification of hidden forensic evaluations
2. Attendees will be able to evaluate critical information in order to decide if and how to proceed with a hidden forensic evaluation.
3. Attendees will be able to summarize fundamental forensic psychology concepts to assist with hidden forensic evaluations.

CE-541 Suicide Assessment and Intervention

The seminar will focus on standards of care and malpractice issues relevant to the practicing psychologist, as well as consider suicide risk among specific populations, such as the military, schools, and culturally stigmatized groups. It will cover a number of different approaches to assessing suicide risk and treating suicidal patients.

Delivery Method: Online
Grading Default: Credit/No Credit only
Note: 1 CE
Learning Outcome(s):

1. Become conversant with contemporary theories and models of suicide risk and behavior.
2. Be able to assess suicide risk based on an understanding of correlates of suicide and available risk assessment tools.
3. Utilize appropriate standards of care for working with suicidal patients.
4. Apply the distinction between crisis intervention and longer term interventions addressing suicide risk and behavior.
5. Respond appropriately and sensitively to the needs of family members and friends who are survivors of suicide.

CE-554 Coaching for STEM Leaders: Core Coaching Competencies

This coaching program is designed to introduce the basic principles, structures, techniques and practices of leadership coaching using didactic and experiential learning processes. Participants will use this knowledge to develop effective and responsive coaching strategies for working with a variety of individuals, with a focus on the STEM fields. The course will begin with an overview of some of the key evidence-based theories and principles that underpin effective coaching practices. Since cultural

orientations and frameworks influence both coach and client, this course will merge coaching with theory, gender, and intercultural communication. Participants will receive a manual that includes relevant excerpts from scholars and researchers in several disciplines, including psychology, sociology, and communication. The program is offered in the form of thirty (30) hours of workshops, webinars and other subsequent activities, both in person and virtually, that will allow participants to practice coaching and receive developmental feedback from the facilitator. Twenty-four (24) of the total number of hours can later be applied toward a formal coaching certification (e.g. ICF, CTE, IPEC, etc.).
CCEs: This course is approved by the International Coach Federation for up to 30 CCEs
Delivery Method: In-person/Blended
Note: 3 CEUs
Learning Outcome(s):

- Participants will understand and be able to discuss the definition of coaching and distinguish coaching from other human development processes.
- Participants will understand and be able to demonstrate the four elements of a coaching conversation.
- Participants will be able to apply relationship principles of coaching with an appreciation for aspects of race, gender and cultural identities.
- Participants will understand and be able to utilize foundational coaching tools and practices.

CE-555 Fielding Conclave Leadership Colloquium

The content of the program will focus on topics designed to meet the unique leadership development needs of underrepresented minority STEM faculty within the context of lived experiences at the intersection of race and gender.

The program is offered in the form of ten (10) hours of complementary workshops and seminars at the beginning, during and after the Conclave. It will be delivered by nationally prominent individuals with documented knowledge and experience in the art, science and delivery of effective leadership in higher education in STEM academic units and in colleges and universities generally throughout the United States.
Delivery Method: Online
Grading Default: Credit/No Credit Only
Note: 1 CEU

CE-556 Leadership Fellows Professional Development Residency Program

The content of the program will focus on topics designed to meet the unique leadership development needs of broadening participation in STEM by producing more graduates that are prepared to advance the STEM enterprise. The program is offered in the form of ten (50) hours of complementary workshops and seminars at the beginning, during and after the four residencies. It will be delivered by nationally prominent individuals with documented knowledge and experience in the art, science and delivery of effective leadership in higher education in STEM academic units and in colleges and universities generally throughout the United States.
Delivery Method: In person
Grading Default: Credit/No Credit Only
Note: 50 CEUs

CE-557 Classifications of Strengths

This presentation will review a secular, scientific classification of character strengths (VIA Classification of Strengths) and a free assessment of those character strengths. Using a strengths vocabulary from this classification, we will talk about determining one's signature character strengths and finding ways to use these strengths in daily life.

Presentation Abstract:

Character strengths and virtues were largely neglected in social science throughout most of the 20th century. However positive psychology has refocused scientific attention on character, identifying it as key to understanding the good life. Character is understood to contribute to optimal development across the lifespan. In fact, research has shown that character strengths and virtues have important consequences for the well-being of individuals and society. The Values in Action (VIA) project undertook scientific study of good character, and yielded the VIA Classification of Strengths (VIA Classification). The VIA Classification is intentionally descriptive and not based on any given theory; it is secular but draws from both secular and religious tradition. The VIA Classification approaches character as plural rather than singular, and as a family of positive characteristics shown in thoughts, feelings, and actions. In the VIA Classification, 24 widely-valued character strengths were identified and classified under six broad virtue categories: wisdom, courage, humanity, justice, temperance, and transcendence. These virtues were conceptualized as core characteristics valued by moral philosophers and religious scholars. The VIA Inventory of Strengths (VIA-IS) is a free self-report survey suitable for adults that assesses the 24 character strengths. The VIA-IS yields a profile of an individual's signature strengths. Research has shown that the exercise of signature strengths is particularly fulfilling. The VIA classification provides a useful vocabulary for people to talk about character strengths, which may help to legitimize a strengths vocabulary in whatever settings people happen to be. In this presentation, we will explore the value of having a vocabulary for talking about character strengths in an appropriately nuanced way, and of utilizing one's signature strengths to improve quality of life. We will also consider ways to use strengths in daily life.

Delivery Method: Online

Note: 1.5 CEs (APA approved)

Learning Outcome(s):
1. To understand the importance of a scientific understanding of virtues.
2. To learn a vocabulary for talking about character strengths in an appropriately nuanced way.
3. To consider the value of finding novel ways to use strengths in daily life.

CE-560 TCOS Team Coaching Mindset Essentials

This academically rigorous, highly interactive course steeped in best practices is designed for serious coach practitioners who seek advanced coaching knowledge and tools that result in increased confidence and competence to coach teams in organizations.

CCEs: This course is approved by the International Coach Federation for up to 34 CCEs

Delivery Method: In-person/Blended or Online

Grading Default: Credit/No Credit only

Note: 3 CEUs

CE-561 TCOS Coaching Mindset Essentials

This course offering is designed to introduce participants to the Essentials of coaching in the workplace. Participants rapidly develop a coaching Mindset by learning and applying the essential knowledge, competencies, and skills needed to effectively coach individuals in the workplace.

CCEs: This course is approved by the International Coach Federation for up to 34 CCEs

Delivery Method: In-person/blended or Virtual

Grading Default: Credit/No Credit only

Note: 3 CEUs
Learning Outcome(s): By the end of the course, participants will be able to demonstrate the essential competencies and mindset to coach *individuals* in the workplace.

CE-562 The Power of Diversity

The Power of Diversity is the umbrella course. It focuses on the concepts of diversity, equity, inclusion and accessibility as an organizational and community imperative by emphasizing respect for each individual. The Power of Diversity helps participants identify systemic and psychological processes that contribute to how individuals interact with those who are different from themselves. As the title suggests, there is power in diversity…power to reduce conflict and micro-aggressions, power to increase productivity and power to positively affect revenues.
Delivery Method: Online
Grading Default: Credit/No Credit Only
Note: 6 CEUs (60 clock hours)

CE-563 Implicit Bias

This course provides learners with the opportunity to explore implicit bias or the unconscious associations, beliefs or attitudes we have toward any social or cultural group (i.e. race, gender, sexual orientation, ethnicity, physical abilities, etc.). People often attribute certain characteristics and qualities to all members of a particular group without accounting for individuality. This course will allow participants to discover their own implicit biases and take steps to minimize their effect on their decision making about others. Also, it will teach participants how to help others identify their implicit bias, which is necessary to facilitate a desired change.
Delivery Method: Online
Grading Default: Credit/No Credit Only
Note: 4 CEUs (40 clock hours)

CE-564 Conflict Management and Diversity Leadership

Conflict Management and Diversity Leadership prepares individuals to assess and resolve situations of potential and current conflict. Participants will study assessment and procedural skills that will enable them to effectively engage in conflict management, conflict mediation, conflict resolution, and effective leadership. The text for this course is a Cross Cultural Conflict Resolution tool-kit which can be used to guide the participants to the most appropriate solution for each conflict based on best practices.
Delivery Method: Online
Grading Default: Credit/No Credit Only
Note: 6 CEUs (60 clock hours)

CE-565 Effective Presentations on Topics of Culture

Effective Presentations on Topics of Culture provides learners with the opportunity to explore principles and techniques to improve their public speaking, specifically on concepts of culture. Culture includes all the primary and secondary dimensions of diversity. Additionally, this course will utilize all the knowledge acquired in the courses included in the Certificate for Diversity, Equity, Inclusion and Accessibility (DEI&A) Ambassadors Certificate. Learners will explore how to create a professional PowerPoint presentation, use technology to make virtual presentations, deliver them effectively to a multicultural group, and adapt to multicultural audience feedback.
Delivery Method: Online
Grading Default: Credit/No Credit Only
Note: 2 CEUs (20 clock hours)

CE-764 Hosting World Cafés: The Fundamentals

Providing a fundamental understanding of The World Cafe theory and method, this course applies the World Cafe design principles to bring forth the creative power of conversation and engage questions that matter. Participants will develop the capacity to use the World Cafe in their own lives and work, and gain a basic understanding of World Cafe hosting practices.

There will be required "real time" sessions, including an opening orientation and closing session, a full-length online World Café, and regular study groups.
CCEs: The International Coach Federation will grant 19 CCEs for this course.
Delivery Method: Online
Grading Default: Credit/No Credit Only
Note: 6 CEUs

CE-780 Transformational Customer Experience Leadership

Providing an understanding of Transformational Customer Experience Leadership practices, this course challenges managers to rethink their role in defining the consumer experience in retail stores.
Grading Default: Credit/No Credit Only
Note: 70 CEUs

CE-780B Transformational Customer Experience Leadership

Providing an understanding of Transformational Customer Experience Leadership practices, this course challenges managers to rethink their role in defining the consumer experience in retail stores
Grading Default: Credit/No Credit Only
Note: 40 CEUs

Evidence Based Coaching (EBC) Courses

EBC-500 Foundations Intensive Evidence Based Coaching
2 semester credits
This four-day live session orients participants to the Evidence Based Coaching program and curriculum; introduces foundational distinctions, the International Coach Federation core competencies, coaching models, importance of self-development, and theories that inform skill, practice, and coaching for individuals, systems, social change, and renewal. This course equates as 32 coach training hours from the ICF.
Co-requisites: EBC-501
CCEs: This course equates as 32 coach training hours from the ICF.
Delivery Method: In-person/Blended or Online
Grading Default: Credit/No Credit Only
Learning Outcome(s):
- Learn history and theories that underpin evidence based coaching.
- Learn distinctions between coaching and other disciplines of support.
- Develop what it means to be an instrument of self as the foundational skill and quality of a coach.
- Demonstrate the ability to listen, inquire, and offer in conversation.
- Design observation and reflective practices for self-development.
- Cultivate a coaching mindset in action with a focus on social justice, equity, and inclusion.
- Learn an approach to observe, discern, assess, partner, and offer in a coaching relationship.

EBC-501 Skillful Coaching Theories and Competencies
4 semester credits
This course deepens the student's ability to integrate theory with coaching competency, skill, and practice by focusing on the arc of coaching, domains of knowing, somatics, mindfulness, social change, and creating client awareness and agency; includes individual and group mentoring, peer-to-peer learning, practice clients, and a two-day virtual observation intensive to coach, observe and be coached. This course equates as 43 coach training hours from the ICF.
Co-requisites: EBC-500
CCEs: This course equates as 43 coach training hours from the ICF.
Delivery Method: In-person/Blended or Online
Grading Default: Letter
Learning Outcome(s):
- Define and integrate theories of skillful coaching with the ICF core competencies.
- Explore socially constructed ways of knowing with a focus on social justice.
- Further explore the role of awareness and language in coaching.
- Co-create client relationships, agreements, and objectives integrating positive psychology.
- Design client coaching aims integrating adult learning as well as human development theories.
- Identify three practice clients and create individual coaching agreements.
- Practice coaching skills and receive written feedback from other students and faculty.

EBC-502 Development Intensive
2 semester credits
This four-day live session advances the participant's knowledge of evidence based coaching by introducing adult development theories, neuroscience, systems, and other theories that inform the

coaching profession and coaching for social change. This course teaches advanced techniques to create awareness with clients and further cultivate a coaching mindset. This course equates as 32 coach training hours from the ICF.

Pre-requisites: EBC-500, EBC-501
Co-requisites: EBC-503, EBC-504
CCEs: This course equates as 32 coach training hours from the ICF.
Delivery Method: In-person/Blended or Online
Grading Default: Credit/No Credit Only
Learning Outcome(s):

- Recognize how adult development informs coaching.
- Explain the complexity of the subject to object shift.
- Discover new ways to facilitate client growth using multiple ways of knowing.
- Understand the cycle of coaching clients at various stages of growth and development.
- Explore coaching for social change.
- Practice the integration of ICF core competency with contextual theories of coaching.

EBC-503 Integration of Coaching Theories, Methods, and Practice

4 semester credits

This course integrates theories of human development and organizational development with core ICF competencies by focusing on client and system context and facilitating client growth; includes individual and group mentoring, peer-to-peer learning, practice clients, and a two-day advanced virtual observation intensive to coach, observe, and be coached. This course equates as 43 coach training hours from the ICF.

Pre-requisites: EBC-500, EBC-501
Co-requisites: EBC 502, EBC-504
CCEs: This course equates as 43 coach training hours from the ICF.
Delivery Method: In-person/Blended or Online
Grading Default: Letter
Learning Outcome(s):

- Apply knowledge of human and leader development to coaching in organizational systems
- Learn distinctions between coaching groups and teams; leader development and leadership
- Understand how to engage with key stakeholders and ethical issues related to organizational coaching
- Develop knowledge of contextual theories of leadership, systems, OD, and organizational culture
- Explore coaching research, assessments, scholarship, and statistics
- Demonstrate ability to coach at a transformational level with a focus on the whole client
- Practice coaching skills and receive written feedback from other students and faculty

EBC-504 Final Coaching Observation

0 semester credits

The final coaching observation is conducted with a practice client and evaluated by a faculty member to ensure the student meets the required core competencies. All professional certified coach markers need to be demonstrated in order to pass the assessment.

Pre-requisites: EBC-500, EBC-501
Co-requisites: EBC-502, EBC-503
Delivery Method: Online
Grading Default: Credit/No Credit Only
Learning Outcome(s):

- Demonstrate coaching skills at the International Coach Federation (ICF) Professional Certified Coach (PCC) level
- Provide evidence of an original 30-minute coaching transcript, recording, and self-evaluation

Educational Leadership for Change Courses

ELC-698 Special Topics in Academic Writing
2 semester credits
Entry into the course will be based on each student completing and submitting a writing assessment, identifying specific areas for further development. The course is designed to support those who need to enhance their readiness for doctoral scholarship.
Delivery Method: Online
Grading Default: Letter Only
Learning Outcome(s):
- greater clarity in scholarly writing
- presentation of ideas in a concise and engaging manner
- accurate application of grammar and APA 7 format

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
Learning Outcome(s):
1. Critical Reading
- Locates relevant sources.
- Critically reads and evaluates literature to include a counterhegemonic point of view.
2. Critical Writing
- Uses theory, research, critical reflection, and practice to make a written argument.
- Highlights and analyzes alternative points of view.

- Revises and improves original drafts.

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
Learning Outcome(s):
1. Uses five appropriate digital media to communicate effectively with a diverse group in the role of leader/facilitator.
2. Orally communicates clearly and persuasively with an individual or a group and responds to their concerns.
3. Exhibits critical self-reflection by assessing the strengths of one's work and the need for additional development.

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
Learning Outcome(s):
1. Student writes a draft of either a Concept Paper or dissertation proposal representing a personal "likely" interest/focus.

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
Learning Outcome(s):
1. Defines systems thinking and delineates examples of several different systems.

2. Applies one or more systems theories to the analysis of problems encountered in community activism or educational settings.
3. Critiques theory, concepts, or methods consistent with the practice of social and ecological justice, recognizing that systems theories are not solely a European phenomenon.

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
Learning Outcome(s):
1. Demonstrates, whether orally, in writing or otherwise, a knowledge of the terms, elements, and mechanisms that comprise structural inequality as distinguished from diversity.
2. In addition to demonstrating a knowledge of the structures of oppression and privilege that sustain such inequality, student shows an awareness of strategies that have been successfully used to overcome such oppression/marginalization.
3. Demonstrates in their interaction and their communication with others the ability to work effectively across cultural differences.

ELC-726 Change Theories
4 semester credits
Change theories 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
Learning Outcome(s):
1. Explains several theoretical approaches regarding how change occurs in social systems and institutions.
2. Identifies barriers to change and how they might be overcome.
3. Discusses how several change theories could apply to their potential dissertation research.

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
Learning Outcome(s):

1. Describes the relationship between the research and/or change question they propose and the method(s) by which they choose to answer that question or address that change.

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
Learning Outcome(s):
1. Creates a Personal Praxis Plan (PPP) that fulfills the 10 expectations outlined in the Plan.

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

2 or 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
Learning Outcome(s):

1. Selects a specific research practice (culture and methodology) and demonstrates an understanding of its strengths and weaknesses as well as its suitability for the study of various kinds of questions.

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. It is the only dissertation course a student can register for directly, is available for registration each term and is not associated with any particular step. 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 and course instructor. Students registered in the course should have a plan for said dissertation engagement for the term and a written summation of progress must be submitted to the dissertation supervisor 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. This course cannot be substituted for elective course requirements.
Delivery Method: Online
Grading Default: Credit/No Credit Only

ELC-736 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 will include program models and support structures for the language allocation, assessment, and evaluation of student academic performance.

Additionally this course will examine educational leadership research, theories, practice, and application in dual language settings. Effective leadership guided by a clear vision is critical to the success of a dual language program. Dual language educators set goals and expectations in ways that effect measurable, positive change in the lives of students. K−12 school leaders that strive to establish dual language educational models and nurture teacher leaders that collaborate with parents and community members can have a profound impact on school climate, culture, and educational outcomes. This is especially true in the case of dual language programs that set high academic standards for students.
Delivery Method: Online
Grading Default: Letter

ELC-737 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 and application. 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: Online
Grading Default: Letter

ELC-740 Curriculum Development for Teaching and Learning in a Global Society

4 semester credits

Educating emergent biliterate 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 prepare educators to apply the conceptual framework known as the community funds of knowledge to curriculum development for implementation in a dual language classroom setting. This approach applies the knowledge and experiences of students' homes and communities to classroom instruction.

Standards based curriculum units for emergent biliterate students will be explored through the application of high level critical thinking skills through collaborative classroom structures, the use of protocols, and technology. Educators will engage in developing cross-cultural competencies while learning to apply them in the classroom. Today's educators recognize that valuing students' community funds of knowledge and its integration in the curriculum generates greater engagement in student learning. The course exploration of curriculum development and classroom teaching and learning strategies that engage students through the application of community funds of knowledge practices will result in a project that integrates the course learning.
Delivery Method: Online
Grading Default: Letter

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.

Additional Information for CCL Concentration students: Activities will provide a comprehensive survey of the legal problems and issues that confront community college education administrators including case studies and the subtlety and richness of the law itself and when to consult counsel. The important concepts and principles of education law and courts decisions and the likelihood of litigation or error in professional practice with its effect on the organization including how to draft college policy in a legally appropriate manner that complies with federal and state laws. Activities will include reviewing existing community college policies and practices to determine their enforceability and permissibility.

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.

Additional Information for CCL Concentration students: New ways to analyze complex state policies including an examination of how policies affect students' access and success in community college will be included. An examination as to how policymakers and administrators can work to inform and influence change within the system using research-based evidence. Also included will be the consideration of political and historical values including an understanding of the effective uses of power within educational organizations. Participants will define the political nature of decision making and the formal and informal power structures within the community college organizations.
Delivery Method: Online
Grading Default: Letter

ELC-744 Leadership Theories and Models
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.

Additional Information for CCL Concentration students: Course introduces participants to the administrative and business management of community college education. The class will cover topics such as institutional planning, space management, budgeting, human resource administration, purchasing and organizational management. Other issues will include the nature of financial and business issues within community colleges and student affairs. Participants will obtain a basic understanding of staffing processes, business principles on the organizational structure; economic principles at work within and outside the institution, performance management, accounting principles, budget and budget management, marketing functions, power and politics and legal issues involved in administering a community college.

Delivery Method: Online

Grading Default: Letter

ELC-747 The Community College

4 semester credits

Study of community colleges is 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 Leadership

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-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-785 Research Practice
4 semester credits
This course is designed to offer students the opportunity to experiment with a particular research method, data collection tool, and/or forms of data analysis. Students will practice skills they propose using in the dissertation research process.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

1. Documents their learning from the practice of skills they propose using in the dissertation research process.

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.

Additional Information for CCL Concentration students: Community college faculty are increasingly being asked to play leadership roles in curriculum assessment and reform initiatives. This change is being driven by quality concerns; burgeoning disciplinary knowledge; interest in a broader array of learning outcomes, including skills and values; and growing support for constructivist pedagogies and learning-centered, interdisciplinary curricula. Course to include the process and shape that community colleges will take in the future on the basis of their growth and innovation trajectory and in response to the dramatic industry shift that is currently underway in community colleges, that is the integration of themes into the curriculum and shifts in practice, such as interdisciplinary collaboration and partnerships for engaged learning.

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-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

ELC-801 Assessment and Evaluation

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.

Additional Information for CCL Concentration students: Assessment is not a set of techniques, but a way of thinking guided by humane and helping values. Grounded in sound theory and extensive practical experience, this course will provide important, accessible, and timely guidance for administrators and teaching faculty who develop and implement policy regarding assessment and evaluation. Course will include the connection among three powerful trends in higher education: the focus on learning and learners, the emphasis on the assessment of learning, and the need to continually improve what we presently do. Grounded in principles of constructivist learning theory and continuous improvement, course will offer opportunities for participants to make connections with what they already know about assessment, integrate new information with their current knowledge, and try new approaches to enhance the learning of their students. Participants will consider what it means to shift from a teacher-centered paradigm of instruction to a learner-centered paradigm and practical approaches to help formulate intended learning outcomes, gather feedback from students to guide instruction, and develop scoring criteria for guiding and evaluating student work. Course will address the students' ability to think critically, address enduring and emerging issues and problems in their disciplines, and the use of portfolios to promote and evaluate student learning.

Delivery Method: Online

Grading Default: Letter

ELC-802 Governance

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.

Additional Information for CCL Concentration students: Course to cover an analysis of the exercise of authority and the power and influence in community colleges that relates to governance and management and the relationship of education to other segments of the economy. Coverage will include organizational structures and patterns in community colleges including the board of governors and board of regents. Participants will have a better understanding of the influences affecting community colleges as institutional systems; public/private sector relationships; policies and procedures. Activities will address the subject of shared governance from several perspectives, including partnerships between the state and higher education; disjointed governance in university centers and institutes; a cultural perspective on communication and governance; and balancing governance structures with leadership and trust. Participants will also explore a conceptual framework of faculty trust and participation in governance.

Delivery Method: Online

Grading Default: Letter

ELC-803 Human Resources Management

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.

Additional Information for CCL Concentration students: Course to cover issues of employee/employment relationship including, but not limited to the following: Overview of Employment Law; Recruitment, Applications, and Interviews; Background Checks, References, and Verifying Employment Eligibility; Employment Testing; Hiring and Promotion Decisions; Wages, Hours, & Pay Equity; Benefits; Unions and Collective Bargaining; Employment Discrimination; Affirmative Action; Sex Discrimination & Harassment; Reasonably Accommodating Disability & Religion; Work-Life Conflicts and Other Diversity Issues (includes Sexual Orientation Discrimination, National Origin Discrimination, Pregnancy Discrimination; Family & Medical Leave Act; Performance Appraisals; Training, and Development; Privacy on the Job; Information, Monitoring, and Investigations; Terminating Employees; Downsizing and Post-termination Issues.
Delivery Method: Online
Grading Default: Letter

ELC-804 Student Services/Student Success

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.

Additional Information for CCL Concentration students: Course to engage participants in the critical concerns for any college as to the components of the learning environment and its significance for student learning and success. Course will cover the many complexities of campus settings and how they contribute to student success and the quality of learning experiences including the diverse populations of students who experience college differently and encounter group-specific barriers to success; low-income students, racial/ethnic minorities, students with disabilities, LGBT students, and others. Several topics will include ethical standards, legal issues, organizing and managing student affairs, supervision, teaching, counseling, technology, and community and professional development.
Delivery Method: Online
Grading Default: Letter

Human and Organizational Development Courses

HOD-PA Dissertation Proposal Approval

0 semester credits

The proposal is approved when the committee chair is satisfied with the student's response to the feedback which has been received by the full committee, including the external examiner and this has been documented appropriately.

Pre-requisites: HOD-890 or HOD-891, HOD-892 or HOD-893, HOD-897

Delivery Method: Online

Grading Default: Credit/No Credit Only

HOD-698 Special Topics in Academic Writing

2 semester credits

Entry into the course will be based on each student completing and submitting a writing assessment, identifying specific areas for further development. The course is designed to support those who need to enhance their readiness for doctoral scholarship.

Delivery Method: Online

Grading Default: Letter Only

Learning Outcome(s):

- greater clarity in scholarly writing
- presentation of ideas in a concise and engaging manner
- accurate application of grammar and APA 7 format

HOD-699 Foundations of Doctoral Study

4 semester credits

Foundations of Doctoral Study is required for all students entering Fielding's doctoral programs in Human Development and in Organizational Development & Change. It consists of a New Student Orientation with both in-person and online components. Students are introduced to: Fielding's doctoral faculty; the adult learning model; the degree's curriculum, competencies, and learning outcomes; student support services; and in-person and online options for completing degree requirements. Each student develops a unique Learning Plan that is customized to meet the student's scholar-practitioner interests and goals.

Delivery Method: In person/Blended

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. It is the only dissertation course a student can register for directly, is available for registration each term and is not associated with any particular step. 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 and course instructor. Students registered in the course should have a plan for said dissertation engagement for the term and a written summation of progress must be submitted to the dissertation supervisor 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. This course cannot be substituted for degree-emphasis or elective course requirements.
Delivery Method: Online
Grading Default: Credit/No Credit Only

HOD-800 Doctoral Competencies and Scholarly Inquiry

4 semester credits

This seminar is designed to be the on-ramp to doctoral studies and the first of a series of courses exploring scholarly research. Students are introduced to the community of scholar-practitioners, understood as a profession defined by shared norms and values and specific expectations about what scholars should know and know how to do. The course builds awareness and capacity about the competencies needed to execute scholarly research.
Delivery Method: Online
Grading Default: Credit/No Credit Only
Learning Outcome(s):
- Introduces the doctoral competencies that need to be demonstrated in academic work.
- Cultivates skills in critical reading, writing, argumentation, and assessing scholarly research.
- Understands the different ways of knowing that constitute scholar-practitioner inquiry, including empirical-analytical, qualitative, and active engagement/praxis approaches.
- Overviews the ethical aspects of scholarly inquiry through the Collaborative Institutional Training Initiative (CITI).

HOD-803HD Practicum in Human Development

4 semester credits

Students explore the relevance of scholarly concepts, theories and research to professional and personal problem solving. This course helps students become more insightful practitioners. Students demonstrate the essential skills of a scholar/practitioner by applying theory and scholarship to a significant project in their organization, community, or other human system. Students engage regularly with the faculty assessor to plan and implement the project and to reflect on project steps, intended and unintended outcomes of the project, their role in the project, and their personal and professional effectiveness. The practicum is intended to engage students in praxis, a cyclical process of critical reflection and action through which one engages in actions to create change, reflects on those actions, and in response may revise one's conceptions and theories of change and plan new actions.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Apply concepts utilized in academic settings to practical or professional situations.
- Develop reflective practitioner skills.

HOD-803OD Practicum in Organization & Systems Change

4 semester credits

Students explore the relevance of scholarly concepts, theories and research to professional and personal problem solving. This course helps students become more insightful practitioners. Students demonstrate the essential skills of a scholar/practitioner by applying theory and scholarship to a significant project in their organization, community, or other human system. Students engage regularly with the faculty assessor to plan and implement the project and to reflect on project steps, intended and unintended outcomes of the project, their role in the project, and their personal and professional effectiveness. The practicum is intended to engage students in praxis, a cyclical process

of critical reflection and action through which one engages in actions to create change, reflects on those actions, and in response may revise one's conceptions and theories of change and plan new actions.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Apply concepts utilized in academic settings to practical or professional situations.
- Develop reflective practitioner skills.

HOD-804 Human Development

4 semester credits

This course presents original readings on human development traditions which can include psychoanalysis, depth psychology, behaviorism, cognitive, humanistic, feminist, or indigenous perspectives. In addition, students learn the assumptions and applications in a current area of research that they choose which could include constructivist, black feminist critical theory, post-colonial psychology, somatics, depth psychology, transpersonal psychology, consciousness, brain physiology, queer theory, and/or positive psychology. Students examine basic differences in theories including: the goal of development, stage theory vs nonlinear development, critical theory of societal oppression, and applications for individual, community and organization human development.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Critically examine the assumptions and approaches of one to three human development theorists or areas of research.
- Write a scholarly paper that demonstrates an in-depth understanding of one or more specific areas of human development

HOD-805 Foundations of Organization Studies

4 semester credits

In this course students acquire an overall familiarity with the multi-disciplinary aspects and multi-level fields of inquiry within organization studies. Students develop an appreciative understanding of the approaches to organizing from an historical perspective, critiquing the multiple traditions and paradigms in the field. Topics include decision-making and the limits of rationality, structural contingency theory and the determinants of organizational structures, institutional theory, sense making, organization identity, power, politics, organizational culture, and theories of organization environment and society.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Communicate an understanding of theories, concepts or pieces of research.
- Critically and appreciatively assess diverse perspectives in organization theory.

HOD-806 Systems Approaches to Leadership, Organizations, and Society

4 semester credits

Cultivates systemic understanding as a holistic way of seeing and acting that stands in contrast with reductionist ways of knowing, focusing on interdependencies and interconnections. Develops systems concepts through investigation of patterns across human systems, human-environmental systems, and human-machine systems. Encourages a systemic practice addressing balancing stability/identity and change/transformation. Explores systemic leadership and systemic ethics in social systems ranging from organizational/community systems to ecological/world systems.

Fosters understanding of concepts that form a ground for systemic understanding, such as feedback, complexity, chaos, self-organization, self-regulation, requisite variety, and mutual causality, always focusing on relationships and interaction.

Topics also include context, process and emergence, inner and outer relationships, systems adaptation and flexibility, and organism/environment relationships.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Gain an understanding of basic principles of, and varieties of, Systems Thinking, Systems Theory, and Systems Practice.
- Connect systems methods, models and theories to understanding and shaping dynamics of leadership in organizations and society.
- Bring an appreciation of systems to settings and situations that matter to a student's own worlds.

HOD-807 Social & Ecological Justice

4 semester credits
This foundational course in social and ecological justice is designed to enable students to develop the competencies they need to recognize and integrate social and ecological justice - at the interpersonal, organizational, societal and global levels - into their practice and scholarship. Students will develop understandings of how social, economic, and ecological justice is defined and manifested in various societies. Students analyze these concepts and consider actions that promote more just societies. In addition to its focus on cognitive and intellectual understanding, this course emphasizes effective use of self to prepare students to take meaningful action in a wide range of interpersonal, organizational, and societal contexts. Importantly, we will pay close attention to power and systemic sources of inequality throughout the semester.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Understand competing schools of thought and scholarly debates on how social and ecological justice have been defined and how this can manifest in communities, organizations, relationships, and work.
- Demonstrate awareness of the student's own assumptions, biases, and limitations and critically reflect on their own power and privilege and lack thereof.
- Communicate more effectively across differences in race, culture, gender, and other domains.

HOD-810 Portfolio Review

2 semester credits
The Portfolio Review is designed to support student learning. Students to self-assess their progress in the program with a Portfolio Review Essay and a plan for advanced studies and a brief description of a preliminary dissertation concept. The student's faculty mentor and a second faculty reader review the students' work in both a formative and summative way, providing specific critique and feedback, and assess the students' doctoral competencies and progress.
Pre-requisites: HOD-699, HOD-800, and 12 additional course credits
Delivery Method: Online
Grading Default: Credit/No Credit Only
Learning Outcome(s):

- Write a portfolio review of progress with a self-assessment of competency development and content learning.

- Plan for advanced electives, including an optional Concentration
- Describe a brief, preliminary dissertation concept

HOD-811 Advanced Human Development

4 semester credits

This seminar explores theories and research in Human Development and consciousness across the life span which can include: prenatal development, birth, infancy, early childhood, middle and late childhood, adolescence, early adulthood, maturity, old age, and death. Some of the key questions for this advanced seminar address: What are the roles of culture, genetics, and wisdom in Human Development? How do learning and contexts affect individuals and groups? How might we conceptualize "Becoming Human"? What roles do organizations and social interaction play in Human Development? These questions could be considered at many points in the lifespan, in terms of changing family/social structures; or as a process over a certain period of time.

Pre-requisites: HOD-804

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):
- Critically analyze and construct scholarly arguments relevant to advanced human development theories.
- Write a scholarly paper on an advanced human development topic
- Demonstrate understanding of ways to apply human development theory and research to professional and personal practice.

HOD-812 Human Learning and Motivation

4 semester credits

Students examine environments that promote learning by looking at the roots of learning theory starting stimulus control and Thorndike's research on instrumental learning. Malcolm Knowle's work documenting learning resulting in the creation of andragogy combined with Bruner's work on curriculum design are also reviewed. More recent theories of holistic learning, transformative learning and indigenous traditions of elder storytelling give students choices to focus their projects for the course. Current trends in organization learning also complete the course content.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):
- Define at least one historical theories or area of research relevant to human learning and motivation and document this content in a portfolio.
- Find and review current research articles on a topic from learning.
- Document this critical analysis in a scholarly paper.

HOD-814 Gendered Identities

4 semester credits

Students examine the formation of gender identities and their expression and consequences in roles within families, work, and social organizations. In most cultures, gender is understood in binary terms (woman or man) tethered to the sex (male or female) one is often assigned at birth. However, in reality, the lives of many individuals are lived in the boundaries and overlaps of this binary. Scholars in various disciplines have acknowledged the ways in which gender is socially constructed. The notions of masculinity and femininity have changed over time, and thus have histories. Greater recognition of transgendered individuals combined with sexual orientation has led to important developments in this area of research.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Define issues around social construction of identity.
- Write a scholarly paper on a gendered identities topic.
- Demonstrate understanding of ways gendered identities theory and research impact individuals, leadership, and society.

HOD-815 Transformative Learning

4 semester credits

Transformative learning describes how we engage with our learning directly, reframing our perspectives, habits of mind, and judgements. The aim of Transformative Learning is to cultivate more inclusive and adaptive meanings to guide our reflective practice and critical action in the world. In the words of Jack Mezirow, one of the founders of the field, such an approach helps to make us "more inclusive, discriminating, open, emotionally capable of change, and reflective." Students explore research on the theory and practice of transformative learning, including constructive-developmental, cultural, cognitive-rational, spiritual, Jungian, ecological, and critical emancipatory approaches. Questions include: What is meant by transformation? How is it catalyzed? What are the ethical concerns? What are the relationships between individual and socio-cultural and systemic transformation? What are the educational dimensions and outcomes of Transformative Learning?
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Design curricula or interventions drawing on one or more of the transformative learning perspectives.
- Demonstrate an understanding of the principles of three or more major theories of transformative learning and the differences between them.
- Apply this understanding to practice in leadership or organization development.

HOD-816 Post Traumatic Growth

4 semester credits

The notion of trauma has evolved over the past century with increased awareness of how people experience loss, and hurt in physical, social, economic, emotional, and spiritual parts of their lives. The course begins with a conceptual exploration of trauma and its historical construction, from its early focus on the experience of war among veterans and civilians, to more contemporary concerns with various forms of abuse, loss, illness, social violence, and destruction from natural disasters. Trauma is framed in terms of the "loss of assumptive" worlds, resulting in fundamental loss of meaning. After this introduction, the focus shifts to the process of questioning assumptions about life, values, ideals, and goals in life often resulting in shock, despair, depression and much more. Scholars and practitioners have studied how survivors of trauma react in different ways, from gaining coping strength to exploring transformational processes. Students critically analyze different approaches to trauma from changes in cognitive and phenomenological structures, to narrative and transformational reconstruction of meaning. Trauma becomes a paradoxical catalyst for personal growth and transformation. The readings include theoretical and empirical work by Richard Tedeschi, Lawrence Calhoun, Kenneth Doka, and Jeffrey Kauffman.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Critically analyze and construct scholarly arguments relevant to theories of post traumatic growth.

- Write a scholarly paper on an advanced post traumatic grown topic.
- Demonstrate understanding of ways to apply posttraumatic growth theory and research to professional and personal practice.

HOD-820 Advanced Organization Studies

4 semester credits

This course provides a structure for students to engage in learning beyond the foundational organization studies to explore the theory, practice, and research of specific issues or topics in organization studies. Examples of topics/issues may include organizational structure and design, organizational effectiveness, organizational learning, rationality and decision-making, organizational culture, compensation and reward systems, issues of diversity, power and conflict, population ecology, organizational fields, etc. Students may contract individually or as a group course.

Pre-requisites: HOD-805
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Gain an in depth understanding of theories, practice, and research of specific topics/issues in organization studies.
- Demonstrate an understanding of how the specific topics/issues examined fits within the larger context of the organization studies literature.

HOD-821 Organization Development Practicum

4 semester credits

Students demonstrate the essential skills of a scholar/practitioner by applying theory and scholarship to a significant project in their workplace or another chosen worksite. Students engage regularly with the faculty assessor to plan and implement the project and to reflect on project steps. A complete professional write up of the steps of the project and the intended and unintended outcomes of the project will be developed. Students will also comment on their role in the project as well as reflect on their personal and professional effectiveness. The student and Fielding faculty member engage in regular debriefing discussions with the worksite project manager.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Demonstrate the ability to apply theory and scholarship through a significant project in the workplace or elsewhere.
- Produce a professional write-up of the project, including project steps and outcomes.
- Reflect on personal and professional effectiveness.

HOD-822 Organization Development and Change

4 semester credits

Students explore theory and practice relating to change in social systems, including groups, organizations and communities. The focus is on planned, facilitated change to strengthen adaptation, quality of working life, and effectiveness within (and of) organizations. A range of organization development approaches will be studied, along with their attendant assumptions, values, processes, practices, and evaluation. Though planned change will be primary focus, the course will also explore unplanned, emergent, and continuous change in organizations.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Critically analyze theory underlying different approaches to organization development and change.
- Demonstrate understanding of various OD practices and techniques and their use in organizational settings.

HOD-823 Leadership Theories and Methods

4 semester credits

This course critically explores theories and models of leadership and how these are reflected in the world and in students' own leadership orientations and styles. Key topics include changing definitions and models of leadership, leadership as an individual vs a relational attribute, the contingent nature of leadership (relating to context, culture, and social identity), and leadership development. Students will compare traditional leadership models with more contemporary approaches that have evolved to address leadership in networked, virtual, social action, and global organizations. The course will balance theoretical, research, and practice aspects to help students deepen their knowledge, understanding and skills of leadership as a positive influence on individuals, organizations and communities.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Critically analyze and construct scholarly arguments relevant to various theories and models of leadership as applied to a selected practice theme.
- Demonstrate awareness of how leadership theories and practice are context-dependent.
- Demonstrate the skills of personal reflection and skill development with regard to leadership.

HOD-824 Social Psychology

4 semester credits

In this course students examine effective decision-making in organizations, drawing on research in social psychology, interpersonal relations, and neuropsychology. Creating organizational change requires insight into both organizational dynamics and the social psychology of organizational stakeholders. Students address questions such as "How can the leaders of organizations engage most effectively with key stakeholders, in order to develop and engage in practices that promote social and ecological sustainability?"

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Demonstrate understanding of the latest advances in cognitive sciences
- Analyze and discuss ways that theories and models in cognitive sciences can be used to foster effective and collaborative decision-making in organizations.

HOD-825 Public Policy and Public Action

4 semester credits

This course is concerned with the institutional processes by which government responds to societal problems. Public Policy focuses on policy-making processes including problem definition; public input; policy formulation; policy implementation, and policy impacts. These processes are best understood via analysis of specific topical areas such as social welfare policy, health policy, educational policy, policies promoting social and ecological sustainability, and the like.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Demonstrate understanding of the processes and actions of Public Policy.
- Critically analyze and discuss ways that public policy impacts one or more specific topical areas.

HOD-826 Social Change

4 semester credits

Students will examine theories of social change, and investigate historic and contemporary changes. Human and organization development occur within the context of social changes that in previous times were often slow, and that are usually rapid today. The purpose of this knowledge area course is to understand the meaning of social changes, 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

Learning Outcome(s):
- Demonstrate understanding of historical and contemporary theories of social change.
- Critically analyze and discuss ways that these theories can be used to intervene proactively in the process of social change.

HOD-829 Praxis II

4 semester credits

Praxis refers to the purposeful use of theoretical knowledge to inform action, in the form of a scholarly argument that targets real-life challenges in modern organizations or communities. One possible format is to develop a case study, to be presented at a conference or submitted to a journal for publication. For the modern scholar, there is no practice more vital to academic endeavor than the ability to present one's research in a peer-reviewed journal, or at a peer-reviewed academic conference. Through the synthesis of scholarship and practice, the theoretically informed, reflective practitioner develops the skills to analyze current problems and suggest new and innovate ways to address and solve them.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):
- The competency to craft a cogent and persuasive argument, based on evidence and cited literature.
- The competency to cast this argument in an article for publication, and a paper to be presented at an academic conference.
- The competency to perform all steps in the process of submitting articles and paper proposals to conferences and journals.

HOD-830 Creativity and Innovation in Organization Design

4 semester credits

Considers creativity and innovation from disciplinary and transdisciplinary perspectives. Explores issues of creativity in organizational settings, and individual and professional life. Focuses on design thinking while extending creativity and innovation to organization design, including spaces in which organizational life takes place. Explores links between paradox and creativity, and social bases of creativity, as well as ways new media shape landscapes and soundscapes of creativity and innovation. Cultivates both a theory and practice of creativity and innovation, including use of metaphors that invite creativity in organization design, and how an organization might foster creative confidence.

Connection with HOD-838 Media, Technology and Disruptive Innovation, is possible.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Develop a deep understanding of key ideas and theories of creativity and innovation.
- Bring creativity and innovation to organization design, linking theory to practice.
- Appreciate contexts for creativity and design thinking in social systems.

HOD-831 Structural Inequality and Diversity
4 semester credits
This course involves understanding and respecting differences including those related to race, ethnicity, culture, class, gender, and sexual orientation. Demonstrating skill in interacting with diverse groups is a key part of one's study of human and organization development. This course explores structural inequality, because it is important to know how inequality and inequity is designed as part of institutional structures and mechanisms. Honoring difference is not the same as understanding how inequality is produced in society. Thus, this course provides an important insight, especially for individuals who may have been granted great privilege in the context of current structures.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Critically analyze and construct scholarly arguments relevant to understanding and respecting differences in race, ethnicity, culture, class, gender, sexual orientation, and other related issues.
- Write a scholarly paper that demonstrates understanding of ways that inequality is produced in society and built into institutional structures and mechanisms.

HOD-832 Advanced Systems
4 semester credits
Builds on Foundational Systems, emphasizing non-reductionist and nonlinear ways of knowing, Explores the relations and interconnections that allow any system to sustain itself, while adapting to and cohering with changing, often turbulent, environments. Develops deeper understanding of key systems concepts for systems ranging from organizations and communities, to world systems and entire ecosystems, focusing on whole systems design. Investigates second-order systems approaches - seeing ourselves as part of the systems we seek to understand.

Topics include: ecological and system sustainability, adaptation and second-order change, sociotechnical systems, reflexivity, self-organization and self-regulation, levels and boundaries of systems and movement across them, whole systems design, and communication process.
Pre-requisites: One of the following: HOD-806, ELC-724, IECD-566, equivalent in MEDIA
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Develop a deep understanding of key advanced systems principles.
- Bring systems principles to systems practice in different contexts.
- Recognize key issues of second-order systems, including implications for participatory systemic knowing and learning.

HOD-833 Global Systems

4 semester credits

In this course we examine the global systems that in recent decades have transformed the world: economic globalization, driven by transnational corporations whose economic power transcends that of many countries; the transnational migration of labor; armed conflicts and militarization that are resulting in casualties and displacement of people in epic proportions; and decisions about the natural environment that have resulted in climate change and global warming that threatens many species, including our own. We will examine the theories - and suggested practices - that address these and related issues, in part through the lens of Immanuel Wallerstein's World-Systems theory.

Pre-requisites: One of the following: HOD-806, ELC-724, IECD-566, equivalent in MEDIA

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Demonstrate an understanding of the historical trajectory of globalized and globalizing social, economic, technological, political, and cultural forces currently shaping the world.
- Critically evaluate various theoretical accounts for those forces, while exploring the assumptions that underpin these theories.
- Recognize, understand, and act out of one's social location and related responsibilities and accountabilities and what it means to act as a "global citizen" with a goal of creating a more just, equitable, and sustainable world.

HOD-834 Group Dynamics and Team Learning

4 semester credits

In this course students develop an understanding of group dynamics inherent in small group interaction in organizations. Using unstructured and structured learning environments students will reflect upon their learning, conflict management, decision making, and communication styles and the impact they may have on others. This course will also explore various aspects of group dynamics such as power, perception, motivation, leadership, and decision-making. Students will experiment with, and experience, the relevance of several concepts related to team learning and will develop their judgment, understanding, and competence to be better facilitators of their own and others' learning in a variety of group situations in organizations.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Develop and demonstrate the ability to facilitate work in small groups and teams.
- Communicate an understanding of the underlying theories of team effectiveness.

HOD-835 Intervention Theories and Methods

4 semester credits

In this course the emphasis is on various change interventions and the assumptions underlying these approaches. The change methods may include sociotechnical systems, appreciative inquiry, large group interventions, open space, dialogic OD, survey feedback, process consultation, strategic planning, team building, job enrichment, participative management, and action research. Students may also critically evaluate various OD models such Weisbord's Six-Box model, Nadler-Tushman Congruence Model, Tichy's TPC framework, and Burke-Litwin model.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Develop and demonstrate the competency to accurately judge the right OD intervention approach for specific OD engagements.

- Develop and demonstrate the ability to evaluate the effectiveness of various OD interventions.
- Critically analyze underlying assumptions of various intervention approaches to change.
- Demonstrate how change interventions can help remedy structural inequality.

HOD-836 Culture, Technology, and Social Change in the Digital Age
4 semester credits
Culture, technology, and social change issues in our digital age have become increasingly intertwined and complex. In order to understand the relationships and directions of today's globally-connected societies, it will be important to examine those disruptions and interventions that have had significant impacts on societies.

Using a case study approach, this course will focus on controversial issues of power and resource distribution as well as the deep interior workings of the internet and social media, and how these affect our modern society. Students will choose a particular topic of their choice to investigate how we are seeing phenomena and as a way of engaging with social reality.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Critically examine the assumptions, examples, and dominance of digital social media as cultural and technological advances obscure the origins and direction of social change.
- Demonstrate an understanding of the major theories regarding technology on a global stage.
- Apply an understanding of social change as seen through the digital era to an academic paper.

HOD-837 Ethnography and Crossing Borders
4 semester credits
This course is an introduction to the rich and complex field of ethnography and its approaches. Of particular interest will be how studies utilizing ethnography cross borders between disciplines to produce research studies that are comprehensive and holistic. Students will experience ethnography as an approach to the study of human development, systems, and organizations that is of special interest in our scholar-practitioner world. The roots of ethnography and anthropology will be examined along with the relationship of ethnographic research with contemporary social and ecological justice issues.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Critically examine the assumptions and examples of ethnography as a research approach.
- Demonstrate an understanding of the conceptual principles of anthropology and cultures.
- Write a research paper utilizing ethnographies and methodological studies of cultures.

HOD-838 Media, Technology and Disruptive Innovation
4 semester credits
One of the greatest threats to traditional organizations is the growing role of disruptive media and online technology. Web-based, on-demand business models are increasingly eliminating established enterprises and distribution networks. In this course, students will develop case study portfolios on examples of notable disruption and innovation phenomena in organizations, prompted by media and technology. The purpose is to extract empirical and theoretical findings towards an understanding of change dynamics wrought by modern online media. The principal methodology of this course is collaborative case study research. A key reference is: Clayton M. Christensen. (2013). *The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail.* Harvard Business Review

Press.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Analyze "open innovation" (Christensen, 2013) in organizations as driven by technological disruptive change.
- Assess the role of social media in fostering or corroding social relationships.
- Argue how disruptive media can become a catalyst for positive social and organizational change.

HOD-840 Inclusive Leadership: Transforming Self and Systems

4 semester credits

Inclusive leadership involves the ability to co-create more inclusive organizations and communities. By leading in ways that enable all voices and stakeholders in specific settings and contexts to be fully heard and empowered, inclusive leadership provides an important means through which to create organizations and communities, and ultimately a society, in which people from all backgrounds feel fully welcome and included. Through integration of contemplative and transformative pedagogies, this course provides students with the foundation for system transformation in a wide variety of contexts at all levels of system by focusing on the relationship between transforming self and systems, and the ways in which we must learn to recognize and overcome our own biases as well as the structural barriers and differential power among those from various identity groups. The course uses scholarship, self-reflection, embodied practice, and creative expression for understanding self and others and crossing borders within ourselves, and between "us" and "them."
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Discuss and critically analyze theories and methods of inclusive leadership.
- Apply inclusive leadership principles to professional, personal and academic contexts.

HOD-841 Mindful Leadership

4 semester credits

This course examines the theoretical foundation and application of mindful leadership.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Discuss and critically analyze theories and methods of mindful leadership
- Apply mindful leadership principles and methods to professional and personal practices

HOD-843 Ecological Studies

4 semester credits

This course reflects upon a central challenge of our times - the large scale human impact on the natural environment. The degradation of the natural environment is systemic and global and, as some scholars have argued, dire for all of humanity. As the environmental philosopher Wendell Berry has written, "The time has now come where we will listen to the earth or die. We must follow the guidance of the ecological systems upon which all life depends." Written in the 1990s, these words press us with a moral imperative: One must help to create a new story, out of which we guide and inspire our future. This course turns to the literature and current knowledge in order to pursue a greater understanding of how human beings through organizations and systems can respond to this urgent challenge.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Critically analyze and construct scholarly arguments relevant to the subject matter, demonstrating a nuanced understanding of multiple and divergent scholarly perspectives and intellectual traditions.
- Understand the political, social, economic, and cultural approaches to the environment in national, regional, and global contexts.
- Develop an awareness of how structural and economic inequality undermine efforts to improve the environment.
- Analyze various real world responses to promote better practice in managing the UN Sustainable Development Goals.

HOD-844 Leadership for Social and Ecological Sustainability

4 semester credits

This course ties in concepts of social and ecological sustainability with organizational culture. It will focus on the systemic interrelations between such organizational capabilities as leadership, organizational culture, organizational change, and sustainability strategies. The focus of the knowledge area will be to integrate theoretical and practical understandings of organization strategy, leadership, and execution, emphasizing the importance of inclusive leadership. It will rely heavily on case studies to illustrate successes, failures, and the understanding that results from both. This knowledge area is addressed to those charged with the organizational implementation of social and ecological sustainability knowledge and practice. This includes not only sustainability professionals, but the senior leaders and top managers of business, non-profit (NGO), educational, and government organizations.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Demonstrate ability to integrate theoretical and practical understandings of organization strategy, leadership, and execution, emphasizing the importance of inclusive leadership
- Apply learnings to the organizational implementation of social and ecological sustainability knowledge and practice.

HOD-845 Social and Ecological Sustainability: Theory and Practice

4 semester credits

Students examine concepts of sustainability, cultural differences in notions of sustainability, indigenous thinking about sustainability, and national and global efforts to come up with common standards. Topics include a critical and historical look at corporate social responsibility (CSR), the "triple bottom line," ideas of "shared value," and other sustainability efforts, using case studies to generate a hands-on understanding of what works, what hasn't worked, and what can be done to improve existing approaches. Readings may include such scholars as Arne Naess, Thomas Hylland Erickson, and Richard Appelbaum. Based on availability, leading practitioners in the field will share their experiences in some online phone calls.

Pre-requisites: Recommended that HOD-806 and HOD-833 be taken previously.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- The ability to demonstrate a clear conceptual understanding of models of organizational sustainability for the future.

- An understanding of the dynamics of ethical decision-making in support of sustainable futures.
- The use of scholarly writing and critical analysis that shows a clear understanding of theories, concepts, and empirical research.

HOD-846 Intervening in Systems

4 semester credits

Students critically examine the histories and development of a variety of approaches for intervening in systems and the strengths and limitations of these approaches, and their applicability in different types of systems.

Pre-requisites: One of the following: HOD-806, ELC-724, IECD-566, equivalent in MEDIA
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Demonstrate understanding and critically analyze the strengths and limitations several approaches to intervening in systems
- Design an intervention in systems and analyze the potential outcomes.

HOD-847 Theoretical Foundations of Evidence Based Coaching

4 semester credits

In this course, students examine, discuss and apply the key principles and strategies from eight groups of theories which underpin coaching practice and competence: theories from humanistic and transpersonal psychology, adult learning, adult development, behavioral change and neuroscience, cognitive-behavioral theories, intelligences, communication, gender and culture. Each theory set is aligned with specific coaching competencies as defined by the International Coach Federation. This course is not approved by ICF for continuing coach education units (CCEs).

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Demonstrate understanding of key principles and strategies that underpin Evidence Based Coaching
- Apply these key principles and strategies to coaching practice

HOD-848 Organizational and Leadership Coaching

4 semester credits

Students examine, discuss and apply the key principles and theories associated with leadership and organizational coaching: organizations and organizational culture, using a multidimensional coaching framework, executive and leadership coaching, team and group coaching, internal coaches and managers as coaches, systems theories and coaching, gauging potential outcomes, assessments for organizational and group coaching. This course is not approved by ICF for continuing coach education units (CCEs).

Pre-requisites: HOD-847 or ODL-650A
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Demonstrate understanding of, and apply, key principles and theories of leadership and organizational coaching.
- Develop a case study based on coaching practice

HOD-849 Evidence Based Coaching Praxis

4 semester credits

This course offers students an opportunity to engage in scholarly work by selecting and developing a fully conceptualized case directed at an individual coaching engagement or a consultation engagement for developing and managing an internal coaching program. Students developing an individual case will utilize assessments to collect data, identify needs, formulate process propositions based on evidence and theoretical formulations, engage in and document coaching interactions and outcomes. The case development process will be guided by principles of collaborative case conceptualization. The final case will include reflective learning. Students pursuing the consultation engagement will collect data to assess organizational needs and resources and, in collaboration with the client organization, develop a framework for designing, delivering and managing an internal coaching program. This course is not approved by ICF for continuing coach education units (CCEs).

Pre-requisites: HOD-847 or ODL-650A , and HOD-848 or ODL-652A
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Develop an individual coaching case that utilizes assessments to collect data, identify needs, formulate process proposition, engage in and document coaching interactions and outcomes
- Collect data to assess organizational needs and develop a framework for designing, delivering, and managing an internal coaching program.

HOD-850 Creative Longevity and Wisdom

4 semester credits

This course aims to contribute to knowledge, policy, and practice addressing mid-life and older adults, which can encompass the unique developmental experiences and transitions of adulthood; the relationship between creativity, wisdom development, and spirituality; positive and conscious aging; successful aging; lifelong learning; end of life; organizations/policies to combat poverty and promote wellness in the later years of life; substance abuse, and recovery; caregiving; intergenerational engagement; the promotion of barrier-free, sustainable environments enhancing longevity; entrepreneurship; encore careers; and greater social and ecological justice worldwide for diverse aging populations and future generations.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Critically analyze and construct scholarly arguments relevant to creative longevity and wisdom theories.
- Write a scholarly paper or do a group project on a creative longevity and wisdom topic.
- Demonstrate understanding of ways to apply creative longevity and wisdom theory and research to professional and personal practice.

HOD-851 Comparative Wisdom Traditions

4 semester credits

Throughout history, different cultures have developed wisdom traditions and legacies that today form a spectrum of paths for personal growth, maturation, and leadership development. These wisdom traditions usually linked philosophy, religion, and ethical teachings that today represent resources in our collective histories that can be sources of inspiration and guidance for our time. The cultures of Asia, African, Indigenous American, and Western traditions, ancient and modern, provide resources for appreciative and comparative exploration and research across time and cultures. Selective exploration of different traditions and paradigms for personal growth and maturation. Some wisdom paradigms emphasize deep connection with nature, others deep social and communal relationships, while others

emphasize more transcendental notions of value and the sacred. Comparative appreciation of different paradigms and cultures provide opportunity to consider contemporary options and possibilities for the development of wisdom among adults. This course compares cultural traditions and ritual cultures comparatively to understand the formation of adults via socialization, education, ethical, and religious formation, comparatively. Considering specifics of different cultures like values, practices, heroes, ideals, and forms of status reward, students will engage in descriptive work and comparative analysis.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Demonstrate understanding of different cultural paradigms and approaches to wisdom by comparative analysis.
- Critically analyze how cultural traditions and ritual cultures impact the formation of adults.
- Write succinctly and scholarly about complex ideas, philosophies, and paradigms.

HOD-852 Spiritual Psychology

4 semester credits

This course reviews the foundation of transpersonal psychology genesis from the 1970s, which examined altered states of consciousness, including Stanislav Grof's work on spiritual emergencies, as well as physiological research on yogis' feats and brain physiology research. The course will look at humanistic psychology as well as developmental psychologists Fowler's stages of faith and Kegan's spiral progression. It will review research and philosophy from Christian mysticism, Buddhist meditation, the eight limbs of Hinduism and other spiritual practices. Students will be able to define specific spiritual practices, which evoke spiritual awareness, apply these practices to their work or life in a project and also document their own spiritual practice for the term.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Understand and critically analyze through a portfolio the foundation of transpersonal psychology, humanistic psychology, and developmental psychology.
- Choose a specific spiritual practice to evoke spiritual awareness, and document practice to their lives and work through a portfolio including supportive references.

HOD-853 Spiritual Practice and Social Justice

4 semester credits

Diverse faith traditions have been at the center of political protests (i.e., Buddhist self-immolation) and cultural resistance (i.e., Amish rejection of modern technology). Students study how people of different faiths and no faith (i.e., atheists) have engaged in communities have engaged in individual and collective practices aimed at changing society. One possible area of inquiry is how contemplative practices, such as mindfulness, can lead to greater self-awareness and connections to others. Transformative learning that leads to increased authenticity and caring social action is another possible focus. Whatever focus the course takes in a particular term, there will be attention to the nuances within a particular tradition (e.g., contemporary texts that reveal and confront racism in mindfulness communities). This course is an exploration of the relationship between human development and systems change.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Explore relationship between personal development and societal system change.
- Critically analyze how spiritual practices can impact social change.
- Write an essay that communicates a story or argument related to course readings.

HOD-854 Somatics in Human and Organization Development

4 semester credits

Over the past several decades, the various scholarly disciplines have turned their attention to the manner in which the body is an ever-present aspect of all we know. Somatics is about the body as experienced from within. What can and does our body tell us as? How do we integrate bodily knowing and being into textual forms of knowledge? How do we build this knowing into our scholarship and practice? This course reviews these literatures. We are investigating experience and learning as an embodied phenomenology and as such - the study of consciousness will be a key perspective. We cover somatics from the fields of neuroscience, psychology, social and human sciences, phenomenology and spirituality. Since we are attempting to interpret the meaning of texts about Somatics, hermeneutics is also a key discipline for our collaborative work.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Deepen our awareness and understanding of the way embodiment determines our experiences.
- Apply the interpretive discipline of hermeneutics to understand both readings and messages from our bodies.
- Realize the valuable and insightful connection between body, mind and soul through body awareness practices.

HOD-856 Writing Phenomenology

4 semester credits

Students will write eight rich descriptions of an experience of their choice using techniques of essential (Husserl) and lifeworld (Schutz) phenomenology. Techniques practiced will be bracketing, imaginative variation, horizontalization as techniques to capture the essential structure of your experience. Situating experience in the lifeworld, the experience is described using a dramatic model. Reflection on the ten qualities of phenomenologists (Rehorick and Bentz (2017) clarity to a research topic and insight into the practice of transformative phenomenology. (Rehorick and Bentz, 2007). Through collaboration on the forum and zoom the class engages with the community of practice of consciousness change for a liveable world. Readings will include fundamental texts of phenomenology.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Clarify the underlying dimensions of an experience or research topic.
- Become comfortable with sharing and collaborating on experiences and protocols.
- Uncover and facilitate the differences of awareness and knowledge of others and intersubjectivities in the lifeworld in which your phenomenon exists.
- Develop a companionable relationship with a major phenomenologist/writer/thinker.

HOD-857 Adult Development

4 semester credits

Students study major theories that explore the dynamics and potential outcomes of adult development, including post-formal and complex thinking, wisdom, individuation, maturity, and higher orders of consciousness. Theorists studied include Erikson, Kegan, Loevinger, Wilber, Cook-Greuter, O'Fallon, and others with attention given to the latest research in the field and how to apply these theories to understanding and informing the design and practice of leadership, coaching, social change, organizational development, and education of adults in various contexts.

Delivery Method: Online

Grading Default: Letter
Learning Outcome(s):
- Demonstrate an understanding of the principles of three or more major theories of adult development and the differences between them.
- Apply this to practice in leadership, organization development, teaching or coaching.

HOD-859 Communications Theory and Practice

4 semester credits

This course consists of four modules. Module One introduces several important hermeneutic perspectives which may elucidate the interpretation of texts. Each student/colleague will explain the overall purpose of hermeneutics and discuss one perspective in more detail.

Module Two focuses on theories of the social construction of reality, which provide framing about the ways that many of the "realities" experienced in our social worlds are constructed by convention or agreement, including the way that we communicate about them. These theories help us to distinguish that which is socially constructed from the empirical realities of the natural world, and helps to account for multiple versions of "reality" across cultural and other social divides. This also helps us understand why conflicts occur between groups, and why some conflicts seem intractable.

Module Three deals with theories of meaning-making and how they can serve as interpretive, critical, and constructive / interventional strategies. Convergences can be found between theories of social construction and communication such as the Coordinated Management of Meaning (CMM), symbolic interactionism, the "Lifeworld Phenomenology" of Alfred Schutz, and the Dramatistic methods of Burke. For example, each has a perspective on motives, structures or patterns, "speech acts" and alternate realities.

Module Four reviews several examples of research and scholarly practice that "takes a communication perspective" or draws upon social construction concepts as a way of framing an inquiry, and then consider a research question that you have and how this perspective could be a part of your own research.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Ability to trace the development of the scholarly field of social construction of reality and identify major theorists and their ongoing evolution in scholarship and practice. This will include works and contributions by Meade, Berger and Luckmann, Pearce, Cronin, and others.
- Explain the "communication perspective" of looking "at" (not "through") communication, and apply various heuristics of CMM to analyze an episode or phenomenon of interest to identify what is being "made in communication," and the roles of context, logical force, and other related conceptual tools.

HOD-860 Advanced Topics

2 or 4 semester credits

This course provides a flexible opportunity for students to complete 2 or 4 units of academic credit in specialized studies. Students in all phases of their doctoral studies can assess in HOD-860, to build doctoral competencies, deepen scholarly knowledge, extend the breadth of their scholar-practitioner expertise, and explore diverse epistemologies, ways of knowing, and worldviews. Students are limited to 8 units of HOD-860. HOD-860 offers opportunities for both structured and individualized studies. Students contract individually with faculty for HOD-860. The assessment contract needs to specify the associated credit as well as the detailed expectations for the assessment. The assessor determines

allocation of credit (2 or 4). The course title may be customized for the transcript.
Delivery Method: Online
Grading Default: Letter
Note: May be repeated for up to 8 credits

HOD-861 Advanced Specialization Studies

4 semester credits

In this course, students define a specific specialization topic. 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.
Delivery Method: Online
Grading Default: Letter
Note: May be repeated once.

HOD-881 Qualitative Research Methods

4 semester credits

Students develop and demonstrate an understanding of the strategies for qualitative inquiry, including case study, ethnography, phenomenology, narrative, grounded theory, and critical genres, among others. Students study methodological topics, including the researcher's stance, sampling, data collection, coding, thematic analysis, and procedures for assessing the trustworthiness of qualitative data, interpretation, and reporting. Students explore the range of qualitative approaches in application to their research interest, development of a research question, and creation of a qualitative, action research, or mixed methods research proposal.
Pre-requisites: HOD-800
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Gain familiarity with the primary characteristics of the range of qualitative approaches representing how each approach informs research design, data collection, and analysis.
- Critically analyze published research studies identifying how the selected qualitative method is reflected in the research question(s), research design, data collection and analysis, and representation of findings.
- Evaluate the trustworthiness of qualitative research noting how the study's findings are *credible, transferable, confirmable, and dependable.*
- Apply a qualitative research method to the design of one's research generating possible research questions and developing a qualitative research proposal.

HOD-882 Quantitative Research Methods

4 semester credits

Students are introduced to the range of quantitative inquiry methods, including survey, descriptive, quasi-experimental, correlational, and causal-comparative research. Students study the methodological topics, including structured data collection, sampling, design, basic data analysis strategies, procedures for assessing reliability and validity of quantitative studies, interpretation, and reporting. Students explore the range of quantitative approaches in application to their research interest, development of the research question, and creation of a quantitative proposal.
Pre-requisites: HOD-800
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Show familiarity with the essential characteristics of the range of quantitative approaches understanding how each approach informs the research question(s), the definition of measurable variables, selection of data collection methods, analysis of data using appropriate statistical tools, and interpretations and findings.
- Critically analyze published quantitative research in terms of reliability and validity and make judgments on the statistical significance of the results.
- Demonstrate understanding of descriptive statistics to the analysis of a dataset: drawing on measures of central tendency and standard deviations, power analyses to determine sample sizes; and inferential statistics, including measures of reliability (including Cronbach alpha) and measures of statistical significance (including chi-square, t-tests, factor analysis, and multi regression).
- Apply a quantitative research approach to the design of one's research topic generating the research question and developing a quantitative research proposal.

HOD-883AO Advanced Research Methodologies: Appreciative Organizations

2 or 4 semester credits

Students engage in advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 883XX 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 that 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-800, HOD-881, HOD-882
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Diagnose and analyze organizations using appreciative inquiry
- Become skillful facilitators (change agents) of organization development.

HOD-883AR Advanced Research Methodologies: Action Research

2 or 4 semester credits

Students engage in advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 883XX 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-800, HOD-881, HOD-882
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Understand the theories and methodologies of action research
- Apply action research theories and methodologies

HOD-883AS Advanced Research Methodologies: Applied Somatics

2 or 4 semester credits

This course includes advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 883XX are designed to enable students to learn a particular research method in depth. This module focuses on understanding the theories and methodologies of applied Somatics.

Pre-requisites: HOD-800, HOD-881, HOD-882
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Understand the theories and methodologies of applied Somatics
- Apply the methods of applied Somatics to research projects

HOD-883CH Advanced Research Methodologies: Methodologies for Studying Change

2 or 4 semester credits

This course includes advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches used to study change. All the advanced research modules numbered 883XX are designed to enable students to learn a particular research method in depth. This module focuses on understanding the theories and methodologies for studying change.

Pre-requisites: HOD-800, HOD-881 and HOD-882
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Understand the theories and methodologies of studying change.
- Apply action methodologies for studying change to research projects.
- Critically analyze different methodological approaches to studying change.

HOD-883CP Advanced Research Methodologies: Critical Participatory Action Research

2 or 4 semester credits

This course introduces the student to critical participatory action research (CPAR) approaches that foster deep collaborations between "community members" and "researchers." Participants explore CPAR as a potentially powerful methodology for community empowerment and social change. Although the focus will be on the methods used to engage groups in collective inquiry, analysis, and

action, exploration will be grounded in a foundational understanding of critical theories and of the social, political, and institutional contexts that shape CPAR projects.

Pre-requisites: HOD-800, HOD-881 and HOD-882
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Demonstrate knowledge of the principles of Critical Participatory Action Research.
- Develop written plan for CPAR project that examines phenomena from various perspectives and demonstrates awareness of structural inequality.

HOD-883EH Advanced Research Methodologies: Ethnography

2 or 4 semester credits

This course includes advanced studies and applied research projects designed to develop skills in Ethnography and its approaches. Like the other advanced research modules numbered 883XX students will be expected to learn a particular research method in depth, in this case 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 an Ethnography. Students will also learn if ethnography suits their intellectual projects and personal styles of academic engagement.

Pre-requisites: HOD-800, HOD-881 and HOD-882
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Critically examine the assumptions and examples of ethnography as a research method.
- Demonstrate an understanding of the principles of three or more major theories of anthropology as related to ethnographic research methods and the differences between them.
- Apply an understanding of ethnography to research for the Concept Paper, Proposal, and/or Dissertation.

HOD-883GT Advanced Research Methodologies: Grounded Theory

2 or 4 semester credits

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. Grounded theory is particularly appropriate to inquiry about processes that are not well understood, and gaining insight about the ways in which dynamics are linked, resulting in 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. Grounded theory can be used to map out the pathways by which a spectrum of participants goes 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 or map out a strategy. The methodology provides excellent tools for the 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. The exploration will include the clarification of the research, the disciplined collection of data, the dynamic reflection on the data via memoing, the analysis of the data with different coding schemes (Axial and Theoretical coding), and the formulation and validation of theory.

Pre-requisites: HOD-800, HOD-881 and HOD-882
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Developing clear understanding of change processes and how to formulate grounded theory.
- Engaging data collection dynamically with data analysis though reflective practice of writing or "memoing" and developing coding strategies for organizing data collection.
- Demonstrate capacity to support theoretical ideas and claims with empirical data in process of theory formation.

HOD-883LR Advanced Research Methodologies: Liberatory Research

2 or 4 semester credits

This advanced studies course examines the emancipatory potential of research and praxis, particularly within an ever-changing globalized world. The course is deeply rooted in social justice, and it underscores liberatory research as an approach to understanding knowledge production, ways of knowing, questions of epistemology, and methodological inquiry. With a strong emphasis on social change and transformation, the course engages a range of critical, multi-disciplinary, conceptual and theoretical perspectives for research as praxis. Some of these perspectives include: Feminist theory, queer theory, theories of race and ethnicity, among others.

Pre-requisites: HOD-800, HOD-881 and HOD-882
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Understand the ways in which liberatory research challenges conventional ways of thinking about knowledge.
- Apply liberatory research to global and local problems such as, systems of power.
- Challenge taken-for-granted assumptions about theory, research, and praxis.

HOD-883NI Advanced Research Methodologies: Narrative Inquiry

2 or 4 semester credits

This course 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. Through narrative life voices of those marginalized emerge. Narratives provide coherence to human experience and have a central role to communicate this to others. Storytelling is a powerful tool to collect data and gather information. Narrative research studies the whole person in context and taps in to emotional material and memories to reveal patterns of making meaning 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-800, HOD-881 and HOD-882
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Explain the epistemology of narrative inquiry.
- Find and document narrative inquiry methods from current research journal articles.
- Create an interview protocol, collect data and do a data analysis to create themes.

HOD-883PG Advanced Research Methodologies: Phenomenography and Variation

2 or 4 semester credits

This inquiry approach, originally developed in Sweden, captures, analyzes, and graphically represents variations in ways that people experience and make meaning of phenomena in education, social change, politics, health care, organizations, technology, and other areas where there is a need for positive change. This course integrates project-based learning with critical reading of classical literature (Marton, F., & Booth, S. (1997). Learning and awareness. Mahwah, NJ: Lawrence Erlbaum) and current research related to the student's interests. Practitioners and academics use this approach to address today's complex, often divisive, issues. It promotes new understandings and enables shared actions to promote positive change.

Pre-requisites: HOD-800, HOD-881 and HOD-882

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Design, implement, and document a phenomenographic research project.
- Critically analyze and compare research literature.
- Demonstrate diversity values in all aspects of the research project and literature critique.

HOD-883PH Advanced Research Methodologies: Phenomenology

2 or 4 semester credits

This course includes advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 883XX 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-800, HOD-881 and HOD-882

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Understanding of core ideas of Phenomenology
- Application of Phenomenology in research and scholarship

HOD-883QA Advanced Research Methodologies: Advanced Qualitative Methods

2 or 4 semester credits

This course includes advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 883XX 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-800, HOD-881 and HOD-882

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Understanding of variation of advanced qualitative methods
- Selections of specific methodologies based on context and research question

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- Application of qualitative research techniques and tools

HOD-883ST Advanced Research Methodologies: Advanced Quantitative Methods

2 or 4 semester credits

This course includes advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 883XX 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-800, HOD-881 and HOD-882
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Understanding of variation of advanced quantitative methods
- Selections of specific methodologies based on context and research question
- Application of quantitative research techniques and tools

HOD-883WC Advanced Research Methodologies: World Cafe

2 or 4 semester credits

The World Café is a dialogic process that relies on creating a co-evolving network of conversations to foster collaborative learning and knowledge creation. With its focus on co- generative understanding around key questions that matter, it also has significant value as a research methodology.

Focuses on design principles of World Cafés, with research questions at the core. Explores context setting for World Cafés together with the context- bound nature of knowledge generated, featuring research design for actionable knowledge. Develops an understanding of role relationships of the researcher in a World Café setting. Featuring a learning-by-doing approach, explores interpretation and sense-making of the resultant knowledge generated, together with other epistemological issues that recognize process understanding, and context setting for collaborative inquiry.

Pre-requisites: HOD-800, HOD-881 and HOD-882
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Understanding of design principles and core conceptual basis of The World Café.
- Understand World Café process by engaging in a World Café.
- Interpret and make sense of the knowledge generated in World Café.

HOD-890 HD Comprehensive Assessment

4 semester credits

This course demonstrates a student's readiness to begin the dissertation and includes a critical analysis of academic literature in one or more Human Development areas and/or in the area of a student's concentration. Students demonstrate their ability to read, comprehend, summarize, and critique scholarly work. Students develop a comprehensive assessment plan/registration form that is reviewed and approved by the faculty mentor. The student submits the plan and a copy of the mentor's approval to administration.

The Comprehensive Assessment includes scholarly references, uses APA V.7 format, and is between 20 (minimum) and 25 (maximum) pages in length (excluding the reference list). Two faculty readers review the comprehensive essay with expertise in the area of the student's essay. It must be completed and accepted before the student's dissertation proposal approval can be posted.
Pre-requisites: HOD-810, HOD-881, HOD-882, and at least 20 additional elective credits
Delivery Method: Online
Grading Default: Credit/No Credit Only
Learning Outcome(s):
- Critically analyze and synthesize theoretical perspectives relevant to the student's area of dissertation interest
- Write a scholarly paper that presents a scholarly argument relevant to a human development topic and/or the student's concentration.

HOD-891 ODC Comprehensive Assessment
4 semester credits
This course demonstrates a student's readiness to begin the dissertation and includes a critical analysis of academic literature in one or more Organizational Development & Change areas and/or in the area of a student's concentration. Students demonstrate their ability to read, comprehend, summarize, and critique scholarly work. Students develop a comprehensive assessment plan/registration form that is reviewed and approved by the faculty mentor. The student submits the plan and a copy of the mentor's approval to administration.
The Comprehensive Assessment includes scholarly references, uses APA V.7 format, and is between 20 (minimum) and 25 (maximum) pages in length (excluding the reference list). Two faculty readers review the comprehensive essay with expertise in the area of the student's essay. It must be completed and accepted before the student's dissertation proposal approval can be posted.
Pre-requisites: HOD-810, HOD-881, HOD-882 and at least 20 additional elective credits
Delivery Method: Online
Grading Default: Credit/No Credit Only
Learning Outcome(s):
- Critically analyze and synthesize theoretical perspectives relevant to the student's area of dissertation interest
- Write a scholarly paper that presents a scholarly argument relevant to an organizational development and change topic and/or the student's concentration.

HOD-892 HD Dissertation Seminar
4 semester credits
This seminar supports students' transition into the dissertation phase of the program. It provides clarifying information on Fielding's formal dissertation process, advances students' research competences, facilitates student-to-student peer review, and provides a supportive space for the initial development of individual dissertation plans and a draft of the concept paper.
Pre-requisites: HOD-800, HOD-881, HOD-882, and at least 12 additional course credits
Delivery Method: Online
Grading Default: Credit/No Credit Only
Learning Outcome(s):
- Clarify (a) the formal steps in the dissertation process and requirements for advancing steps; (b) formal processes (e.g., creation of dissertation committees, requirements for Final Oral Review, etc.); and (c) products of the dissertation phase (Concept Paper, Proposal, and Dissertation) to support student agency in navigating their dissertation phase.

- Advance proficiencies in scholarly writing, critical analysis, coherent and persuasive presentation of research ideas, peer feedback, and feedback response.
- Develop and present a draft of a coherent and effective Concept Paper (or other dissertation related writing project) and dissertation research plan.

HOD-893 ODC Dissertation Seminar

4 semester credits

This seminar supports students' transition into the dissertation phase of the program. It provides clarifying information on Fielding's formal dissertation process, advances students' research competences, facilitates student-to-student peer review, and provides a supportive space for the initial development of individual dissertation plans and a draft of the concept paper.

Pre-requisites: HOD-800, HOD-881, HOD-882, and at least 12 additional course credits
Delivery Method: Online
Grading Default: Credit/No Credit Only
Learning Outcome(s):

- Clarify (a) the formal steps in the dissertation process and requirements for advancing steps; (b) formal processes (e.g., creation of dissertation committees, requirements for Final Oral Review, etc.); and (c) products of the dissertation phase (Concept Paper, Proposal, and Dissertation) to support student agency in navigating their dissertation phase.
- Advance proficiencies in scholarly writing, critical analysis, coherent and persuasive presentation of research ideas, peer feedback, and feedback response.
- Develop and present a draft of a coherent and effective Concept Paper (or other dissertation related writing project) and dissertation research plan.

HOD-896 Dissertation Pilot Study

2 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-810, HOD-881, HOD-882, HOD-897 (Concept Paper approval)
Delivery Method: Online
Grading Default: Credit/No Credit Only

HOD-897 Dissertation in Progress

0 semester credits

Completion of this course signifies the student has an approved concept and is working on building a full dissertation committee and their dissertation proposal.
Delivery Method: Online
Grading Default: Credit/No Credit Only

HOD-898 Final Oral Review of Dissertation

0 semester credits

Signifies completion of the public defense of the dissertation.
Pre-requisites: HOD-PA

Delivery Method: In person/Blended
Grading Default: Credit/No Credit Only

HOD-899 Dissertation Completion

10 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 filing.
Pre-requisites: HOD-898
Delivery Method: Online
Grading Default: Credit/No Credit Only

Infant and Early Childhood Development 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-518 New Student Orientation
0 semester credits
New Student Orientation (NSO) into the IECD program consists of two phases:

PreNSO: Through Zoom meetings and synchronous/asynchronous work, this self-paced PreNSO provides incoming doctoral students with an overview of their course of graduate study while orienting them to Fielding's online environment and the expectations and standards for PhD level study including critical thinking, writing skills, and research expectations.

NSO & Term: The NSO through synchronous meetings at the start of the first term provides students with a growing understanding of their graduate study standards/expectations for successful PhD level work. NSO focuses primarily on the students' preparedness for the program which includes understanding of 1) various student support services available, and 2) entry level foundational doctoral level competencies, ethical attitudes, attentiveness to cultural diversity, self-awareness, and ability to work independently and collaboratively.
Delivery Method: In-person/Blended
Grading Default: Credit/No Credit
Learning Outcome(s):
Students completing IECD PreNSO/NSO will be expected to:
1. Use technology for effective exchange of information and collaboration with faculty/classmates (Moodle, myFielding, online library)
2. Understand use of and access to student services and Fielding's online library.
3. Understand the academic and research components of the program.
4. Promote a climate of respect, dignity, inclusion, integrity, civility and trust to foster collaboration among and between diverse student/faculty interprofessional backgrounds.
5. Demonstrate professional values and attitudes (i.e., honesty, ethics, accountability, beginning identification as a PhD student).
6. Demonstrate knowledge of university-wide competencies:
- Diversity: Understanding of alternative points of view, diverse worldviews and/or epistemologies
- Critical Thinking: Critical analysis and synthesis of theory, research, or both
- Scholarly Writing: Appropriate writing, including development of a coherent, focused theme or argument, and overall effective communication

IECD-519 Foundations of Doctoral Level Competencies: Writing, Thinking, Research

4 semester credits

This course introduces students to the world of academic research and scholarly writing. Students will learn how to: locate peer-reviewed sources; critique research articles and other scholarly literature; use APA format; write literature reviews; utilize citations as evidence in writing; engage in the writing process by receiving feedback and making revisions; and use an electronic reference manager. Assignments for this course are coordinated with assignments for IECD-520; in IECD-519, students will receive feedback on drafts that they will eventually submit in IECD-520.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
1. Understand how individual research studies contribute to a larger body of scientific knowledge
2. Identify and locate peer-reviewed sources
3. Critically review research studies and other scholarly literature
4. Write a literature review where they synthesize existing knowledge and analyze limitations on a topic of their choosing
5. Implement proper APA formatting, including the use of citations

IECD-520 Human Development

4 semester credits

This course introduces students to the theoretical constructs of a comprehensive conceptual framework, through a bio-psychosocial model, to understand healthy and disordered infancy and early childhood development. The course gives students an overview of the framework's practical application in understanding and promoting normative child development, working with caregivers, professionals, and families, and of how development impacts the provision of services to children with a range of difficulties. The course combines lectures, reading materials, group discussions, videotaped examples, and related assignments to achieve its learning objectives.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
1. Develop a working understanding of human development within an integrated context of biology, psychology, and experience.
2. Develop an understanding of the complex process of human development in regard to:
    o Biology
    o Psychology
    o Human Experience
    o The integration of the above
3. Demonstrate knowledge of Greenspan's stages of building healthy minds.
4. Demonstrate an understanding of the impact of context and culture on human development.

IECD-521 Infant and Early Childhood Mental Health

4 semester credits

This is a core course introducing infant and early childhood mental health. The course will focus on defining the discipline of infant and early childhood mental health, trace the historical emergence of the field, reviewing key contributors and changes in focus over the past few decades. It will also introduce how infant and early childhood mental health specialists assess and treat the parent-child dyad and triad in cultural and social contexts. Use of video, key readings and class discussion will be used to integrate the content. Additionally, students will learn about the field through self-directed learning projects that they will share with our class.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
Students successfully completing this course will be able to:
1. Discuss the historical foundation of the infant and early childhood mental health field.
2. Discuss the contributions of key figures in the IECMH field.
3. Describe assessments used by infant and early childhood mental health specialists.
4. Recognize key elements of IECMH treatment in response to typical infant and toddler mental health issues.
5. Describe recent trends in the IECMH field.
6. Express appreciation for social and cultural issues in IECMH with broad populations of infants and their families.

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
Learning Outcome(s):
Students successfully completing this course will be able to:
1. Discuss and analyze major theories of motor and perceptual development with reference to normal development and intervention for children with challenges.
2. Discuss intervention theories and their underlying assumptions.
3. Assess and make explicit their own assumptions underlying clinical judgment and intervention in motor and perceptual development or the influence of perceptual development on their own area of clinical expertise.
4. Discuss 10 "general developmental issues that are broadly relevant to developmental science" (Adolph & Robinson, 2015) and their influence in clinical populations.

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
Learning Outcome(s):
Students successfully completing this course will be able to:
1. Describe the social, affective, cognitive, and communication pre-cursors to the child's use of their first words.
2. Describe the major developments in speech, language, and communication from the single word period to the multi-verb stage of language.

3. Apply information presented on typical language acquisition to the description of children who are presenting challenges in the development of speech, language and communication.
4. Evaluate and discuss how communication and language development can be supported in both children with typical language acquisition and those presenting challenges in the development of speech, language, and communication.

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
Learning Outcome(s):
Student successfully completing this course will be able to:
1. Learn about the history and treatment of developmental disabilities in the United States.
2. Discuss developmental disabilities cross culturally.
3. Learn about the basic concepts of learning disabilities.
4. Identify and discuss the impact of developmental disabilities on the family and the larger community.

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. Emphasis will be on leadership skills that promote cultural responsiveness and diversity. Students will also learn about different social policies that different cultures have regarding children's mental health.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
Students successfully completing this course will be able to:
1. Develop an awareness of their own culture and biases. Influences include: family dynamics, geography, and life experiences.
2. Closely observe clients and/or families to identify similarities and differences that influence effective ways to engage them.
3. Become aware of one's sensitivity to the "other" culture; be able to suspend judgments.
4. Acknowledge how and when applicable laws/rules must be obeyed and work to talk with clients as needed.

IECD-527 Law, Policy and Advocacy

4 semester credits

Fielding Graduate University emphasizes leadership development, social and economic justice, and environmental sustainability. Drawing on the specialized knowledge and skill gained from IECD courses and practitioner experience, this course emphasizes development of leaders through effective advocacy in law, policy, and program development decisions to ensure all children and families can

maximize each child's success. Although the US Individuals with Disabilities Education Act (IDEA) forms the foundation for this course, students are encouraged to research relevant laws and regulations in their home regions and to make practical recommendations to improve policies and programs, transdisciplinary collaborations, and parent engagement. The course encourages students' public advocacy and leadership on behalf of children and families in their communities, workplaces, and society at large.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
Students successfully completing this course will be able to:
1. Articulate key elements of Parts B and C of IDEA, or their country's laws related to young children with developmental disabilities, as they pertain to covered services, provider qualifications, performance measures, and funding for early intervention, rehabilitation, and educational services for young children (birth to 8 years).
2. Identify resources, local and online, within their own state/country, and know how to access them to help parents successfully advocate for needed services for their children birth to eight with developmental delays/disabilities.
3. Discuss opportunities to foster collaboration with other agencies in the health, educational, and child welfare systems to maximize funding and services for young children.
4. Define the policy issues and actions to take in student's home state/country to take a leadership role to change policy and practice (including family engagement) as needed to improve early intervention and school requirements.
5. Increase their sensitivity to both family desires and goals for their child/ren and cultural norms around interpretation and implementation of law and policy within the community and school.

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
Learning Outcome(s):
Students successfully completing this course will be able to:
1. Discuss and analyze video data from therapy and of typical development.
2. Discuss and develop intervention strategies while making the underlying assumptions for the strategy explicit.
3. Assess and make explicit their own assumptions underlying clinical judgment and intervention in motor and perceptual development.

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
Learning Outcome(s):
Students successfully completing this course will be able to:
1. Describe the areas to consider when assessing a child's communication during natural observations.
2. Apply information learned about typical language acquisition to the description of children who are presenting challenges in the development of speech, language, and communication.
3. Understand how to support the development of foundational capacities for communication and language development.
4. Evaluate and discuss how communication and language development can be supported in both children presenting challenges in the development of speech, language, and communication.

IECD-531 Maltreatment Trauma and Loss

4 semester credits
This cross-cultural class focuses on child maltreatment, trauma, and loss. We currently live in a world in which there are few places that are without some type of violence and deprivation that are depriving families of their right to live in peace and safety. There are children across the world who live under conditions of deprivation including starvation, danger, poor education, and poor health care. Children across cultures are losing their caregivers and do not have the opportunities to live in caring and loving families in the context of supportive community environments and larger cultural systems. We are recognizing that there is a relationship between conditions of maltreatment, trauma, and loss and the development of later psychopathology.
It will also focus on the effect of these experiences on development through later childhood and the impact on the family. Topics including neurodevelopment (nature/nurture, developmental sequences, sensitive and critical developmental periods) will be studied and the effect of trauma, maltreatment, and loss will be discussed in the context of each of these factors.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
Students successfully completing this course will be able to:
1. Develop an understanding of the definitional issues in child maltreatment.
2. Develop an understanding of transactional theory and its relevance to the development of child maltreatment.
3. Develop an understanding of the intergenerational transmission of child maltreatment.
4. Develop an understanding of the antecedents of child maltreatment through parent-child relationships.
5. Develop an understanding of prevention in child maltreatment.

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
Learning Outcome(s):
Students successfully completing this course will be able to:
1. Choose an analysis appropriate to the following designs/study types and properly conduct and report the analysis using APA guidelines:
   a. Population studies
   b. Correlational study
   c. Comparison of two means (related and unrelated)
   d. Comparison of more than two means (related and unrelated)
   e. Comparison of two or more means with multiple factors
   f. Determination of linear effects on factors

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.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
Students successfully completing this class will be able to:
1. Understand basic concepts and terms associated with empirical research.
2. Understand advantages and disadvantages of common research designs.
3. Know what general statistical tests can be applied to common research designs.
4. Read and understand academic research articles.
5. Write a testable hypothesis and design an experiment to test said hypothesis.
6. Understand how to write an academic report of a research study.

IECD-538 Statistics II/Practice

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
Learning Outcome(s):
Students successfully completing this course will be able to:
1. Prepare data for statistical analysis, including
   a. Cleaning (identifying and repairing data entry and other errors)
   b. Screening the data for violations of assumptions
   c. Identifying outliers
2. Select appropriate inferential approaches for analyzing quantitative data from different types of research designs
   a. Parametric-within and between subject designs
   b. Non-parametric (distribution free)
3. Utilize SPSS to perform descriptive and inferential analyses
4. Interpret statistical results to evaluate research hypotheses
5. Explain your findings to others who may not know much about statistics.

IECD-539 Qualitative Research/Practice

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
Learning Outcome(s):

Students successfully completing this course will be able to:

1. Understand the culture and essence of Qualitative Research.
2. Demonstrate an understanding of the primary assumptions of quantitative and qualitative research.
3. Describe the historical events that renewed the interest in qualitative research in the 1970s.
4. Identify the essential features of the following qualitative approaches: Phenomenology, Grounded Theory, and Ethnography.
5. Develop a working knowledge of the following terms: quantitative research, qualitative research, theoretical sampling, saturation, researcher bias, member check, and trustworthiness as it relates to qualitative research.
6. Identify resources in the literature and the Fielding Library related to qualitative research.
7. Identify competencies needed to conduct a qualitative research project.
8. Identify a topic to research with qualitative methods.

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.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

Students successfully completing this course will be able to:

1. Explain the philosophical origins of the idea that emotions need to be regulated or controlled in order for an individual to thrive.
2. Explain an interpersonal model of emotional development and regulation in infants and young children.
3. Explain the basic principles of the functional/emotional model of development and the role of emotions in the development of symbols and intelligence.
4. Understand the ways in which increasingly complex and textured emotional interactions with caregivers promote symbolic development and progress in functional emotional development.
5. Explain the benefit of the functional/emotional model for both assessments and intervention.
6. Describe how each functional emotional developmental capacity contribute to emotional, intellectual and societal development (i.e., what does it enable the child to do in each of these areas).

7. Explain what it means to say that disorders like autism, ADHD, or conduct disorder are downstream phenomena, and the implications of this developmental pathways model for assessment and intervention.
8. Explain the concept of Secondary Altriciality and its bearing on our views about the role of certain types of caregiving experiences on a child's development, especially in earliest infancy.
9. Explain the role that emotions and emotional signaling plays in language development, and the implications of this understanding for our views about genetic determinism in general.
10. Explain how emotions serve as the orchestra leader for the mind's many functions.
11. Describe the social, political and global implications of examining human development through the life-span functional emotional developmental perspective.

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
Learning Outcome(s):
Students successfully completing this course will be able to:
1. Demonstrate awareness of their own social emotional learning (SEL) skills.
2. Be able to apply their awareness of SEL skills in their professional contexts.
3. Be able to demonstrate the application of SED principles in interventions with infants, early childhood, and caregivers.
4. Recognize the impact and value of emotions in their work with infants, toddlers, and their caregivers.
5. Demonstrate an understanding of social emotional competencies and how these can be used in the field of infancy and early childhood.
6. Integrate social emotional skills into their personal practice.
7. Develop interventions for children and their caregivers based on their awareness and choice of social emotional competencies that are relevant to the needs of these constituents.
8. Be able to deliver a quality presentation on a topic of their choice related to social emotional development of children and their caregivers.
9. Incorporate self-reflection into case presentations, assignments, and written comments.

IECD-552 The Brain, Behavior, and Human Development in Practice

4 semester credits

This course examines the development of the brain, the impact of experience, such as primary relationships, play, and interactions in the environment, and how the combination comes to shape behavior and long-life social, cognitive, and physical functioning.

Co-requisites: IECD-553
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
Students successfully completing this course will be able to:

- Examine and develop through the use of current research and foundational literature an inter-professional, culturally-informed perspective of infant and early childhood development as related to the brain, relationships, and behavior.
- Understand brain development and the factors that contribute to its architecture, and evaluate how this advanced knowledge 1) shapes our conceptualization of the needs of infants, children, and families, and 2) informs programs, curricula, and policies as related to these populations.
- Understand the factors that can adversely impact brain development and, consequently, behavior and social emotional development
- Apply human development theory and research to professional and personal practice.

IECD-553 Understanding and Integrating Best Practices in Infant, Child, and Family Mental Health Across Multi-Disciplines

4 semester credits

This course focuses on understanding the importance of mental health across child and family-related disciplines and how it informs professional practice and other applications to support healthier long-term outcomes for infants, children, and families.

Co-requisites: IECD-552
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

Students successfully completing this course will be able to:
- Examine the field of Infant and Early Childhood Mental Health through the use of current research, foundational literature, and contributions from interprofessional disciplines.
- Understand and apply guiding principles in infant and early childhood mental health, including 1) the unfolding of social emotional development from in utero to 8 years old, and 2) the stages of emotional development throughout infancy and early childhood, within a relational and cultural context including the importance of regulatory capacities.
- Understand attachment, regulation, adverse childhood experiences (ACEs), and trauma and their effects on development and how this overall knowledge may apply to professional practice and the development of curricula and policies, as they relate to infants, children, and families.
- Understand and apply potential 'missteps' that might occur in infant-parent relationships and the potential longitudinal effects on social emotional, language, and cognitive development including school readiness, academic functioning, and behavior.

IECD-554 Culture, Inclusion, and Diversity in Infant, Child, and Family Real World Domains

4 semester credits

This course focuses on real world practice that integrates culture, inclusion, and diversity. The goal is to facilitate better understanding and relationships between professionals, infants, children, and families. The course also addresses the many significant inequities we find in clinical, educational, and professional realms with regard to these populations.

Pre-requisites: IECD-552, IECD-553
Co-requisites: IECD-555
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

Students successfully completing this course will be able to:

- o Understand through the use of current research, case studies, and foundational literature what culture encompasses, how it shapes and is intrinsic to development, and how it informs practice with infants, children, and families.
- o Understand culture and DEI related challenges in child systems, such as health care, education, mental health, allied health, early intervention, and policy.
- o Analyze issues that impact and perpetuate systemic racism, hinder access to adequate care, and how these factors affect child development, family function, and life-long trajectories.
- o Facilitate collaborations in one's own organizations and communities to be aware of and work with varied worldviews toward effective practices with and development of policies for children and families

IECD-555 Relationship-Based Practice with Infants, Children, Families, and Professionals

4 semester credits

This course builds an understanding of relationship-based practices with infants, children, and families and the vital importance of these types of interactions for effective and successful interventions, educational endeavors, and policies that serve our family populations. The course also develops skills to build these professional relationships, which support not only the populations served, but also the professional themselves.

Pre-requisites: IECD-552, IECD-553
Co-requisites: IECD-554
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
Students successfully completing this course will be able to:

- Develop an understanding through current research and foundational literature of relationship-based practices with infants, children and families.
- Know how relationship-based approaches need to inform medical care, mental health, allied health, education, early intervention, and policy.
- Understand how all individuals, including family members and professionals, bring into professional situations their own relational histories, experiences, and trauma as well their capacities for resilience.
- Use reflective practice skills to facilitate relationships with infants, children, and families as well as other professionals.
- Build one's own relationship capacities through reflection and self-awareness to enhance professional practice and enhance one's own well-being as a professional.

IECD-556 Working with Diverse Families

4 semester credits

This course builds professional skills to work with families subsumed under the broad concept of diversity which may include culture, neurodiversity, demographics, language, individual identities and differences, family configuration, and socioeconomic status.

Pre-requisites: IECD-552, IECD-553, IECD-554, IECD-555
Co-requisites: IECD-588
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
Students successfully completing this course will be able to:

- Understand, through current research and foundational literature, working relationships with a wide range of parents/caretakers and the importance of these relationships with infants, children, and families.
- Use skills to support parents in cultural and developmental contexts meaningful to them.
- Facilitate parenting skills to support infants and children.
- Use reflective tools to work with diverse children and families to build awareness of and sensitivity to the 'other's' culture, to facilitate the capacity to suspend judgment, interact authentically and with empathy, and reflect on feelings evoked within oneself.

IECD-561 Infant Mental Health Intervention and Practices

4 semester credits

This course emphasizes clinical practices that are evidence based and effective in the prevention and treatment of relationship disruption, adverse childhood events, and early regulatory issues. Emphasis will be put on the role of cultural sensitivity, reflective process, and family-based interventions.
- Clinical interventions
- Trauma related outcomes
- Regulation and regulatory disorders
- Relationship-based interventions
- Culturally-based interventions
- Reflective practice and supervision evidence

Pre-requisites: IECD-521
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
1. Describe the breadth and depth of clinical interventions for commonly recognized mental health issues in infancy
2. Discuss symptoms, interventions, and outcomes related to adverse traumatic experiences
3. Detail early regulatory issues and interventions that impact later mental health outcomes for high-risk infants
4. Compare and contrast current evidence based, relationship-based interventions used in infant mental health
5. Integrate a culturally sensitive approach into one's own practice
6. Utilize a reflective stance in all class discussions, written documents and class exercises
7. Apply reflective, culturally sensitive, relationship-based approaches to one's own leadership stance

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.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
Students who successfully complete this course will be able to:

1. Define and differentiate between three models of cognition.
2. Articulate theories of the origins of intelligence.
3. Explain the neurodevelopmental and sensory underpinnings of cognition.
4. Outline the stages and central concepts that define the cognitive models of Piaget and Vygotsky.
5. Discuss the role of affect in the unfolding of cognition.
6. Discuss the development of memory and language.
7. Explain two current techniques used to measure intelligence.
8. Discuss two models of early education.

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
Learning Outcome(s):

Students who successfully complete this course will be able to:
1. Define and apply concepts and strategies to support children's development.
2. Define and apply strategies that relate to particular developmental profiles.
3. Track developmental progress.
4. Memorialize and communicate what has happened within a session, and strategize for the future.
5. Self-reflect.

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
Learning Outcome(s):

Students successfully completing this course will be able to:
1. Define visual/spatial thinking and its role in social and academic learning throughout development.
2. Describe visual/spatial thinking and relationships with vision, speech, sensory motor functioning, concrete and abstract reasoning.
3. Discuss constructivism and other educational approaches supporting skill development.
4. Describe and demonstrate knowledge of visual/spatial thinking within your discipline and/or biography based on theoretical frameworks and practical applications covered in this course.

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
Learning Outcome(s):

Students successfully completing this course will be able to:

1. Apply knowledge based on theoretical understanding of visual spatial processing development to identify and support a child's visual spatial problem solving abilities through implementation of the TGTS curriculum.
2. Experience and articulate one's own visual spatial processing abilities using activities from the TGTS curriculum. This is a core skill that serves as a foundation for supporting the visual spatial processing of others.
3. Utilize knowledge of constructivist and DIR principles to understand and facilitate a child's critical thinking involving their visual spatial processing.
4. Discuss relationships between a child's visual spatial processing and their academic and social learning.

IECD-566 Family Systems Theory and Functioning

4 semester credits

This course provides basic background information on the history, as well as 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.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

Students successfully completing this course will be able to:

1. Describe the basic concepts of parent development among typically developing adults (to serve as a template and backdrop for later understandings of developing pathology).
2. Recognize the early parent-child relationship as a unit of development, observation, assessment, and intervention.
3. Recognize the all-important role of state and self- and mutual regulation among all participants in our work, clinician-parent, parent-parent, and parent-child.
4. Appreciate the roles of parallel process, and of reflection and reflective supervision.
5. Be aware, sensitive, and informed about realities of family systems in different cultures.
6. Explain the basics of family systems theory.
7. Apply enhanced learning skills in the work environment.
8. Develop a clinical understanding of the importance of a strength-based focus.
9. Possess greater insight into how to reach the hard-to-reach parent.
10. Recall the names and describe the salient ideas of several important contributors to the fields of adult and parent development, including those who initiated ecological and family systems perspectives.

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
Learning Outcome(s):

Students successfully completing this course will be able to:

1. Describe basic concepts in applying family systems theory as studied in prerequisite(s).
2. Gain a more integrated conceptualization of parallel process as it applies to reflective practice in family-oriented work.
3. In family systems application, student will gain enhanced understanding of and application of cultural similarities and differences.
4. Student will use newly learned family systems skills and share how in class.
5. Student will establish conceptualization as well as application of leadership in promoting a family systems approach and philosophy.
6. Student will be able to justify integrated application of family system theory through example in discussion and writing.
7. Understand how they can best integrate and apply family systems theory in their work and both discuss and write about it.

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
Learning Outcome(s): The primary objective is to have students develop a working understanding of the brain and nervous system as it relates to behavior. Behavior can be considered those perceptions, emotions, responses, and actions that occur within the range of normal function, as well as those that result from diseases, disorders, and other dysfunctions in the nervous system. Students successfully completing this course will be able to:

1. Demonstrate a working knowledge of the structures and functional mechanisms of the brain and nervous system.
2. Express a thoughtful, integrated perspective of the brain in terms of how it relates to behavior.
3. Demonstrate a developing understanding of how the above information may be reflected and/or applicable in real world circumstances.

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
Learning Outcome(s):

Students successfully completing this course will be able to:
1. Gain an understanding of critical factors that affect developmental trajectories.
2. Use class readings and discussions to assess and describe children whom they see in their individual professional practices.
3. Gain an understanding of the research on specific individual differences by reviewing the literature on specific individual differences.
4. Write scholarly Reviews of the Literature on an individual difference that they will share in their group discussions.

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.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

Students who successfully complete this course will be able to:
1. Use developmental frames to understand, conceptualize, and plan treatment goals for individuals with developmental challenges and their families.
2. Demonstrate understanding and critique of various assessment/diagnostic approaches and issues.
3. Consider and choose assessments/measures/methods for both clinical practice and research based on the question being asked and the theoretical frame being used.
4. Through self-directed study, choose a topic of personal interest and develop questions surrounding it based on current literature.
5. Demonstrate through writing, presentation, and class participation the ability to develop, critique and share ideas coherently and meaningfully with colleagues.

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.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
Students successfully completing this course will be able to:
1. Approach the tasks of assessment with a strategy in mind that includes: identifying client, question, informants, strategies, data interpretation, giving feedback; analyzing whether that central question was answered and what work would logically follow the assessment in the area of accountability; become more aware and reflective about their own part of the assessment process.
2. Consider the strengths as weaknesses of the three major techniques of assessment: interviewing, observing, using psychometric measures as it relates to a specific question.
3. Work with various approaches to report writing and documentation.
4. Feel some familiarity with reflectiveness in practice.

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-570, IECD-571
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
Students successfully completing this course will be able to:
1. Discuss theoretical and foundations of dynamic approaches to intervention.
2. Understand and be able to discuss the construct of developmentally based psychotherapy and how it applies to intervention.
3. Discuss Greenspan's developmental approach to adult psychopathology.
4. Present an in-depth analysis of psychodynamic theoretical constructs as they apply to understanding strengths and challenges in young children.
5. Describe the foundation elements of individualized intervention.

IECD-574 Intervention in Practice

4 semester credits
This course provides an opportunity for students to learn how to formulate clinical or educational case material and apply it to design a comprehensive intervention program with infants and young children, in a variety of settings (e.g., therapeutic, educational, day care, and/or home). Students will gather developmental family and other case information and then formulate a comprehensive treatment plan to address family concerns.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
Students successfully completing this course will be able to:
1. Understand the definition of case formulation for intervention.
2. Understand the components of a case formulation to guide intervention.

3. Develop a multidisciplinary document that can be used in developmental interviews and treatment planning for intervention.

IECD-575 Introduction to Reflective Practice/Supervision

4 semester credits

This course is an introductory course on reflective practice. The goal of the class is to introduce students to the reflective process. This will be done through readings, class discussions, and activities that enable the students to be introduced to engaging in reflective practice. In this class we will define the process of reflection and relate reflection to mindfulness practice. We will discuss the components of mindfulness and apply reflection and mindfulness to the learning process. As we understand the process we will discuss the application to creating learning experiences in different settings.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

Students successfully completing this course will be able to:
1. Learn the components of self-reflection and self-awareness.
2. Have increased understanding of the benefits of Reflective Supervision and its impacts on the parallel process.
3. Learn strategies of mindfulness and use of self to support Reflective practice experience when working with complex early childhood, family, and systems challenges.
4. Have Reflective Supervision (RS) tools to incorporate reflective supervision/practice into educational or work environments.
5. Engage in face-to-face interactions and obtain reflective feedback so that they can develop the skills to do reflective supervision with other professionals.

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
Learning Outcome(s):

1. To define and understand the brain development in relation to social emotional development in infants
   o Normal development
   o Problematic development
2. To understand and articulate an understand of how culture may impact development in this area
3. To demonstrate knowledge of the importance of the mother/primary caretaker and infant relationship, in regard to social emotional development
4. To demonstrate an understanding of emotional communication in infants
5. To demonstrate knowledge of the development of memory and language
6. To have a working understanding of social skills in infancy
7. To demonstrate knowledge of affect or emotional regulation in infants

IECD-580 Developmental, Individual Differences, Relationships (DIR®): Theory and Technique

4 semester credits

This course will provide students with an introduction of the Developmental, Individual Differences, Relationship (DIR) model developed by Dr. Stanley Greenspan and Dr. Serena Weider. Discussions in class will include how early experiences impact development, learning, social emotional relationships, mental health, and families. Historical perspectives will be discussed in describing the model's development as well as how evidence-based application of the model has been expanded to inform lifespan development, culture, and reflective practice. Course objectives of learning will help inform students with family, educational, community, and geopolitical initiatives, how to foster mutual understanding, a shared sense of humanity and reality, and reflective capacities to support stable, reflective practice from a personal or institutional level (Greenspan & Shanker, 2006). Demonstration of this model will be explored in class to include: 1) functional examples revolving around the progression of human development from the lens of relationships, daily activities, and emotions, and relationships, and 2) working to build and nurture distressed communities to recognize the presence and absence of affective connection/ engagement (Greenspan, Wieder et al 1988). Students will be provided with a collaborative intervention method, sensitive to principles of their adult learning, to derive all 16 Functional Emotional Developmental Capacities (FEDCs) as described in The First Idea by Dr. Greenspan and Shanker (2004). An emphasis on FEDC 1-9 will be studied. Students will apply examples from their everyday lives across all FEDC levels and how these capacities offer support to problem solving in both their personal and professional spaces.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s): Students successfully completing this course will:
1. Understand the history and current practices of DIR®Floortime™.
2. Understand the meaning of development within the context of DIR®Floortime™.
3. Identify, summarize, and analyze present scientific evidence supporting the DIR® model and Floortime™ intervention.
4. Understand the core elements of the "D" Developmental, "I" Individual and "R" Relationship.
5. Understand the role of culture within the DIR®Floortime™Model.
6. Understand available team structures using varied professional disciplines when using the DIR®Floortime™model in clinical intervention and educational settings.
7. Understand the importance of ethical professional behavior and problem solving through clinical case presentations and class discussion/assignments.

IECD-581 Reflective Practice/Supervision

4 semester credits

This course will combine theory and practice. The course will be co-taught so that students can continue to have discussions and have practice engaging in reflective practice experiences. The course will alternate sessions each week, i.e., a class involving discussions relating to reflective practice, and then a practice class in which students will work in pairs or groups to practice reflection and to have ongoing supervision on their work.

Pre-requisites: IECD-575

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students successfully completing this course will be able to:
1. Participants begin integrating the theoretical foundation of reflective Supervision into practice.

2. Participants will have increased understanding and confidence when using Reflective Supervision tools to incorporate reflective supervision/practice in educational or work environments.
3. Participants will learn strategies of holding multiple perspective while providing and receiving reflective supervision facilitating cultural competence and sensitivity considering complex early childhood, family and systems challenges.
4. Participants will have increased capacity in reflection, use of self, mindfulness and the parallel process.
5. Participants will engage in face-to-face interactions and obtain reflective feedback so that students can develop the skills to do reflective supervision with other professionals.

IECD-582 Advanced Reflective Practice/Supervision

4 semester credits

This course will be treated as a practicum/intervention course. Students will bring in case work from their own professional experiences and their own disciplines. The focus of the course will be student-led discussions of their experiences and supervision from the instructor who will have Infant Mental Health Endorsement to ensure expertise in reflective practice.

Pre-requisites: IECD-575, IECD-581
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

Students successfully completing this course will be able to:
1. Expand on reflective supervision skills one on one and in small groups.
2. Have increased understanding of the benefits of Reflective Supervision and its impacts on the parallel process.
3. Have increased confidence when using Reflective practice in academic and work settings.
4. Continue to move from concepts to strategies in understanding and applying reflective practice and mindfulness in early learning programs.
5. Integrate reflective practice in personal settings and consider strategies for balancing process and the need for accountability in programs and systems.
6. Learn how to process multiple, competing demands and prioritize topics for reflective practice.
7. Consider policy strategies for integrating and sustaining RS/RP into programs, policies and agencies.

IECD-583 A Practitioner's Toolkit: Reflective Practice and Techniques

4 semester credits

This course focuses on reflective practice and techniques. Effective work with infants, young children, and families, involves attunement, sensitivity, containment, reflective capacity, and empathy.
However, for many professionals these skills and abilities still require development. Research indicates this is best achieved through reflective practice - the development of self-reflection and the awareness of the impact of self on others.

Pre-requisites: IECD-552, IECD-553, IECD-554, IECD-555, IECD-556, IECD-588
Co-requisites: IECD-599
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

Students successfully completing this course will be able to:
- Understand and integrate into practice reflective functioning as informed by current research, foundational literature, cultural considerations, and case study material.

- Demonstrate the capacities to reflect on, conceptualize, and understand self in relation to others, including use of thoughtful curiosity and abilities to process interactions/relationships, understand and attribute meaning in professional work.
- Recognize and work with one's body's signals, regulatory capacities, and strategies as applied to practice as well as demonstrate the capacity to tolerate the state of not knowing.
- Apply reflective practice in professional realms and/or policy development.

IECD-588 Policy, Advocacy, Leadership

4 semester credits
This course examines how culturally informed and mental health informed practices may better shape policies, advocacy, and leadership to support the development of systems that best serve our youngest populations and their families. These systems may include Medical, Education, EI, Infant and Family Mental Health, Insurance, Justice and Foster Care, and Peer Support.
Pre-requisites: IECD-552, IIECD-553, IECD-554, IECD-555
Co-requisites: IECD-556
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
Students successfully completing this course will be able to:
- Understand, through research and key literature, the nature and importance of policy, advocacy, and leadership systems and related work.
- Articulate key elements of Parts B and C of U.S. federal law IDEA, the UN Convention on the Rights of the Child, WHO ICF, and/or WAIMH statements or their country's laws related to young children with developmental disabilities as they pertain to covered services, provider qualifications, performance measures, and funding for early intervention, rehabilitation, and educational services for young children (birth to 8 years).
- Identify research and resources, local and online, within their own state/country and know how to access them to help parents successfully advocate for needed services for their children (birth to eight years) with developmental delays/disabilities.
- Collaborate with agencies in the health, educational, and child welfare systems to maximize funding and services for young children.
- Increase one's own sensitivity to both family desires and goals for their child/ren and cultural norms around interpretation and implementation of law and policy within the community and school.

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-599 Capstone Project

4 semester credits

The capstone project serves as the culminating academic and intellectual experience for students in the MA program. This project includes investigating, writing, and presenting on a topic to demonstrate competency and the capacity to integrate research and knowledge into practice. The capstone project is designed to push students to think critically and apply what they have learned through the graduate program. By integrating basic research skills and practical experience, students can also develop a competitive portfolio to showcase to future employers or higher-level graduate programs.

Pre-requisites: IECD-552, IECD-553, IECD-554, IECD-555, IECD-556, IECD-588
Co-requisites: IECD-583
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
Students successfully completing this course will be able to:
- Demonstrate competency and the capacity to integrate research and course-related knowledge as applied to infant, child, and family development and mental health
- Demonstrate the capacity to integrate the importance of relationships, reflective practice, culture, ACEs, and trauma into professional application and practice
- Demonstrate the capacity to write at a scholarly level and develop and implement a professional level presentation on a chosen topic.
- Demonstrate advanced capacities to move into leadership positions in their chosen field and/or to prepare to pursue higher level graduate studies.

IECD-601 Developmental, Individual Differences, Relationships (DIR®): Intervention 1

4 semester credits

The focus of this course is on developmental and relational models of development and infant mental health and theory. Caregiver/child and lifespan relationships (e.g., home, school, work, community) will be emphasized. This course provides an opportunity to integrate and apply the Functional Emotional Developmental Capacities, FEDCs 1-9, with an emphasis on FEDCs 1-4 of the DIR model. Conceptual and theoretical constructs to current practice and/or professional experiences will be explored. Part of the process for growing and learning is appreciating the developmental process of breaks and repairs of connection and developing ongoing support for problem solving and planning (Tronick 2007). This course involves discussion of students' experiences and includes integration of reading materials and video clips to achieve course learning objectives. Students will explore key concepts related to the developmental individual relationship- based approach by analyzing videos from the instructor and students' clinical work, family members, and Youtube.

Pre-requisites: IECD-580
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s): Students successfully completing this course will be able to:
1. Apply the foundation of DIR® in practice with a focus on FEDCs 1-4.
2. Reflect on the importance of observation to understand behavior.
3. Interpret behavior utilizing individual differences and relationships and their impact on development.
4. Apply the use and integration of the "I" with the Functional Emotional Developmental Capacities.
5. Describe Floortime™ and implementation strategies through case analysis that addresses the unique needs and strengths of children and families, based on a relational approach to intervention.

6. Employ, through case presentation the application assessment and intervention using the integration of the "D," "I," and the "R," and Floortime™
7. Illustrate ethical professional behavior in clinical case presentations, clinical intervention, educational settings, and class discussion/assignments.

IECD-602 Developmental, Individual Differences, Relationships (DIR®): Intervention II

4 semester credits

The focus of this course is on developmental and relational models of development and infant mental health theory and application. Caregiver/child and lifespan relationships (e.g., home, school, work, community) will be emphasized. This course provides an opportunity to integrate and apply the Developmental Capacities, 1-9, with an emphasis on developmental capacities 4-6 and caregiver coaching of the DIR model. Conceptual and theoretical constructs to current practice and/or professional experiences will be explored. This course involves the mentoring of students based on the student's experiences and includes integration of reading materials, lectures, and video clips to achieve course learning objectives. Students will explore key concepts related to the developmental individual relationship- based approach by analyzing videos from the students' clinical work.

Pre-requisites: IECD-580, IECD-601
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s): Students successfully completing this course will be able to:
1. Apply the foundation of DIR® in practice with a focus on FEDCs 4-9.
2. Use client, caregiver, and professional's individual differences to facilitate the advancement of development, emotions, and relationships.
3. Exhibit the integration of development, individual differences, culture, and relationships with assessment and intervention.
4. Demonstrate the assessment and practice of parent coaching to facilitate the child's emotional and functional development
5. Describe and implement Floortime™ principles through case analysis that addresses the unique needs and strengths of children and families, based on a relational approach to intervention.
6. Discuss and reflect and when possible illustrate interprofessional teamwork when assessing and implementing treatment with a child/family.
7. Display ethical professional behavior in clinical case presentations, clinical intervention, educational settings, and class discussion/assignments.

IECD-620 Dissertation Seminar

4 semester credits

This seminar offers students the opportunity to embark on the process of developing their dissertation project in a supportive, collaborative environment. In addition to exploring topics, methods, and resources, students will develop a realistic timeline for completion of the project (including presenting the Final Oral Review [FOR] and final dissertation document). Course goals include selecting the dissertation topic, recruiting the dissertation committee chair, writing an annotated proposal draft, writing a literature review draft, planning methods, writing an IRB application draft, and completing a timeline based on initial project concept.

Pre-requisites: IECD-536, IECD-537, and IECD-538, IECD-539 or PSY-717
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

This course is designed to support students as they embark on the planning and implementation of their dissertation research. Developing, implementing, and writing the dissertation itself involve both an understanding of the literature within one's topic area and an understanding of the planning and management aspects of the multiple tasks that are part of completing the project. After completing this course, students will understand:

1. The stages of dissertation design,
2. The role of dissertation chair and committee,
3. The materials, personnel, resources, and methodological planning needed to complete the research itself,
4. The ethical considerations in research design, implementation, data analysis, and interpretation of findings,
5. The process of writing the dissertation proposal, and
6. The subsequent IRB approval process, implementation of the research proposal, and writing the final dissertation document.

Successful completion consists of:

1. Selection of the dissertation topic
2. Recruiting the dissertation committee chair
3. Writing an annotated proposal draft
4. Writing a literature review outline with some areas written
5. Methods section including planned analysis of data (quant and/or qual)
6. IRB proposal draft, and
7. Completion of a timeline based on the initial project concept

Students will be able to make substantial progress on the proposal by the end of this course.

IECD-700 Comprehensive Essay

4 semester credits

The Comprehensive Assessment Essay (CAE) is a literature review around a topic related to the student's dissertation. The student will provide an in-depth written analysis of scholarly sources, including those received in IECD coursework. The student should demonstrate a scholarly argument about their research question using critical analysis of both theory and methodology. Students will be asked to demonstrate doctoral competencies in critical reading, writing, and synthesis of scholarly literatures.

Pre-requisites: Complete 60 credits from courses with prefixes of either IECD or PSY
Delivery Method: Online
Grading Default: Credit/No Credit Only
Learning Outcome(s):

1. Demonstrate doctoral level competencies in scholarly writing.
2. Demonstrate doctoral level competencies in critical thinking.
3. Demonstrate the ability to develop a thesis and build a scholarly argument using critical analysis of both theory and methodology.

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. It is the only dissertation course a student can register for directly, is available for registration each term and is not associated with any particular step. 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 and course instructor. Students registered in the course should have a plan for said dissertation engagement for the term and a

written summation of progress must be submitted to the dissertation supervisor 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. 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 Program Courses

PSY-RSS35 Crafting a Research Question

1 semester credits

Learn the art and science of asking psychological research questions. Examine the sources from which research questions are derived, such as psychological theory and previous psychological research. Develop an understanding of the important elements of a testable research question. Practice writing research questions.

Delivery Method: Online

Grading Default: Credit/No Credit Only

Learning Outcome(s):

- Identify academic psychological sources to support research questions
- Identify the important elements of psychological research questions
- Evaluate research questions
- Develop testable research questions

PSY-RSS36 Ethical Issues in Research and the IRB

1 semester credits

Understand the principles of conducting ethical psychological research, and learn what can make psychological research unethical. Learn the purposes behind Internal Review Boards (IRBs) and their roles at universities. Learn the process by which you seek IRB approval for your dissertation and other research. Learn the elements of an IRB research proposal at Fielding.

Delivery Method: Online

Grading Default: Credit/No Credit Only

Learning Outcome(s):

- Demonstrate a basic understanding of ethical issues in psychological research
- Identify unethical practices in psychological research
- Demonstrate an understanding of the role of the IRB
- Demonstrate understanding of the IRB proposal content and process
- Practice writing aspects of an IRB proposal

PSY-RSS37 Writing a Literature Review

1 semester credits

Learn the organization and elements of a psychological literature review. Understand how to support research questions from psychological theory and research. Distinguish between primary versus secondary sources and peer-reviewed versus non-peer-reviewed sources. Learn how to properly paraphrase research.

Delivery Method: Online

Grading Default: Credit/No Credit Only

Learning Outcome(s):

- Demonstrate how to organize a literature review
- Identify primary sources, secondary sources, and peer-reviewed sources
- Demonstrate the ability to contextualize and support research questions

PSY-RSS38 Survey Design

1 semester credits

Examine the strengths and weaknesses of survey research methods to address a research question. Become acquainted with modern best practices in designing and conducting scientific surveys. Practice writing survey questions and response options. Learn about apps for survey data collection and analysis. Learn how to present survey research.

Delivery Method: Online

Grading Default: Credit/No Credit Only

Learning Outcome(s):

- Understand the basic elements of a survey
- Develop an understanding of the uses and misuses of survey research methods
- Practice applying survey research methods to research questions
- Demonstrate good practices in writing survey items and response options
- Practice communicating survey research results

PSY-525 Professional Writing for Media Psychology

4 semester credits

Learn the elements of writing in psychology, literature review, the incorporation of theory, argumentation, evidence, and APA Style. Practice incorporating psychological research into writing in various academic and professional formats.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

1. Demonstrate critical analysis in reviewing psychological literature.
2. Demonstrate the incorporation of psychological literature in writing in various writing samples.
3. Demonstrate the proper use of APA Style.
4. Demonstrate knowledge of the structure and organization of a psychological research paper

PSY-533 Media Psychology

4 semester credits

Apply psychological theory to understanding how the media landscape impacts the use, experience, and production of media technologies across all economic and industry sectors. Examine topics such as the impact of mediated environments on identity and group behaviors, the persuasive elements of media content, how the structure and design of media tools and platforms influence attitudes and behaviors, and using media for socially constructive purposes.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

1. Recognize media psychology as the use of psychological science to understand human interaction with media and technology
2. Develop an awareness of the ethical, cultural, and social implications of media and technology
3. Learn how to apply psychological theories and provide evidence to support the analysis of media design, use and impact
4. Show the ability to link academic approaches to real world problems and solutions

PSY-600 Media Psychology Capstone

4 semester credits

Under the supervision of a faculty member, develop and undertake a scholarly or creative project that synthesizes your theoretical understanding, academic interests, and personal goals in a way that will

be useful for you in your job searches and career advancement as a portfolio or resume item, presentation, or review paper.
Pre-requisites: Students should register for Capstone in their last term.
Delivery Method: Online
Grading Default: Letter Only
Learning Outcome(s):
1. Demonstrate a synthesized understanding of media psychology in a manner that supports the student's professional and academic goals.
2. Produce a final project in according with the capstone plan developed with the faculty supervisor.

PSY-617 Symbols, Images and Text
4 semester credits
Learn the foundations of Semiotics -- the study of meaning in signs, symbols, codes, and text. Learn how Semiotics is applied in modern media, such as emojis, memes, gifs, hashtags, photos, tweets, and other symbols. Practice developing research questions involving Semiotics and media. Explore how Semiotics can be used in the practice of media psychology in various industries, such as marketing and advertising.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
1. Know semiotic theories and understand their relation to media psychology
2. Demonstrate an understanding of the psychology of mediated identity construction
3. Recognize, deconstruct, and analyze the psychological underpinnings of how meaning-making is created in mediated communications
4. Apply psychological and semiotic theories to create media that conveys the intended meaning, facilitates understanding, and motivates positive behavioral or attitudinal change

PSY-618 Psychology of Video Games
4 semester credits
This course examines the role of psychological theory and research in video games and video game behavior. Discover what makes video games unique as a medium. Explore what attracts people to video games. Examine the beneficial and detrimental effects of video games. Examine whether video games are addictive. Explore the implications of virtual reality for game behavior.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
1. Evaluate psychological research on video games.
2. Analyze video games from a psychological perspective.
3. Understand the roles that video games play in your own life and in the lives of others.

PSY-619 Social Media Research Methods
4 semester credits
Learn about and practice various applications to collect data from different social media sources such as YouTube, Twitter, Facebook, and Flickr. Practice analyzing social media data using statistical software and conventional statistical analyses for the social science. Practice explaining analytic results through presentations and in writing.
Delivery Method: Letter Only
Learning Outcome(s):
1. Learn how to use apps for collecting social media data

2. Practice analyzing social media data using SPSS or another statistical package
3. Practice conveying social media research results through presentation software and in writing

PSY-622 Communities in a Digital World

4 semester credits

Explore the dynamics of fandom, community, and social choreography of commitment. Analyze the human experience in relation to traditional and emerging means of media consumption, consumer behavior, and self-representation.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

1. Understand community building and the establishment of a shared set of beliefs, attitudes, and interests
2. Understand the emotional, value-based threads that create a community experience
3. Interpret how our usage, relationships, and patterns of behavior influence our social relationships - in both digital and physical settings
4. Understand the theory of identity utility as a set of supportive behaviors associated with strengthening one's level of commitment
5. Interpret the "us vs them" tribal mentality with respect to our increasingly connected society
6. Demonstrate ability to critically assess and analyze digital technology and participatory media from multiple perspectives

PSY-623 Introduction to Consumer Neuroscience

4 semester credits

Learn and apply persuasion theories based on groundbreaking brain discoveries. Learn the limitations of surveys with respect to explaining the cognitive, affective, and instinctive responses from advertising messages and other media stimuli. Discover new research modalities like eye-tracking, EEG, GSR (skin conductance), and fMRI to generate neuroinsights that can help assess the effectiveness of marketing messages, social advocacy campaigns as well as public health campaigns.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s): Students will increase their knowledge and/or strengthen competencies in each of the following areas:

- Learn popular persuasion theories
- Review pros and cons of traditional persuasion frameworks
- Learn the value and limitations of pre-conscious measures such as implicit association tests (IAT)
- Learn the contribution of neuroscience towards our understanding of critical information and emotional processing functions such as attention, memory, preferences, emotions and behavioral intentions.
  Learn the value and limitations of peripheral measures (eye tracking, skin conduction, heart rate, respiration, voice, facial expressions)
- Learn the value and limitations of direct brain measures (EEG, fMRI)
- Learn to read and critique neuromarketing studies (peer-reviewed, business cases)

PSY-713 Audience Engagement

4 semester credits

Research and develop a psychologically-based user/buyer persona with user-experience (UX) research techniques of interviewing, thematic analysis, social listening and experience mapping to build a persona-based engagement strategy.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
1. Understand why and how to use psychological theory to create a user/buyer persona
2. Demonstrate UX research skills in the persona development process.
3. Create a persona-based engagement strategy with visual and narrative collateral to create stakeholder buy-in.

PSY-714 Media, Technology, and Social Identities

4 semester credits

Explore the relationship between mediated forms of communication, emerging technologies, and social identities. Critically examine how media and technology both represent and construct social categories such as race, gender, class, sexuality, religion, and nationality. Demonstrate how media impacts attitudes about identities and relates to processes such as perception, social learning, stereotyping, and discrimination.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Identify the relationship between media and intersectional identities.
- Demonstrate understanding of the role media processes play in constructing identity, belonging, inclusion, and exclusion.
- Apply constructs such as stereotyping and representation in analysis of real-world media portrayals of identities.
- Reflect critically on your own understanding and assumptions about identity and difference, including how media may impact them.

PSY-724A Cognition and Technology

4 semester credits

Inspired by Vygotsky's Mind in Society, this seminar reimagines technology as a kind of psycho-social and cultural environment that envelops, entangles and exists in tension with cognitive functioning. We explore cognition in and through the lens of current questions that set in relief the relationship between cognition, new technologies and the current digital moment. Topics covered include: cognitive theories and assumptions they make about mind and technology; memory in media environments; technology and attention; visual culture, perception and technology; viral culture and cognition; cognition and mental maps and immersion as a property of cognition.

Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Learning Outcome(s):
1. Apply cognitive theories to current tech and media environment.
2. Develop understanding of memory as cognitive process as aspects of this process (attention, short and long term memory, encoding, retrieval) present themselves in new and developing media environments
3. Develop understanding of perception as cognitive process (for example, bottom up and top down perception) as these issues present themselves in new and developing media environment.
4. Understand constructive nature of cognition: difference between physical and psychological, social, cultural and virtual realities.

PSY-743 Narrative Persuasion, Brands, and Storytelling

4 semester credits

Learn storytelling strategies for brands based on the psychologies of branding, storytelling and social behaviors in media.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

1. Understand the psychology of story and how structure, archetypes and mental models are used to construct brand meaning.
2. Examine the implications of multiple platforms and screens in delivering story-based content.
3. Create a story-based, multi-platform strategy and pitch or the brand, cause or person of your choice.

PSY-753 Narrative Psychology

4 semester credits

This course examines the psychology of story and narrative through a variety of psychological lenses including social, cognitive, neuro-, health, media and developmental psychological approaches. We examine how humans are drawn to and think in narrative and story forms. Readings include original research articles and book chapters offering a variety of insights and perspectives on the psychology of our engagement with stories, characters, story worlds and story structures.

Pre-requisites: A background or academic coursework in social psychology is strongly recommended.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

1. Demonstrate, through writing, posts and the author's journal, the state of the scientific literature in media psychology on narrative.
2. Demonstrate, through scholarly writing, posts and author's notebook entries the theory upon which the scholarly literature on narrative rests.
3. Demonstrate, through scholarly writing, posts and author's notebook entries the methods commonly applied to media and narrative psychology.
4. Develop a facility for identifying parts of APA style publications that are important such that this forms the basis of the writing process and develops understanding of the subject matter.

PSY-754 The Role of Media in Social Justice

4 semester credits

This course covers theories of psychology (including media, cognitive and social psychology) and communications as foundations to understanding how the audience processes social information presented in media and how we can use that knowledge to work towards increasing social justice in the real world. In addition to theoretical foundations, students can expect to leave the course with an up-to-date knowledge of the research literature on how social groups (including those construed around race, gender, age, sexual orientation and their intersections) have been represented in the media and how the stories we tell about social group members can change audience members' beliefs and attitudes towards those groups. Other topics include: social media, journalism, online incivility and narrative persuasion.

Pre-requisites: PSY-705 or a background in social psychology recommended.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

1. Demonstrate, through writing, posts and the author's journal, the state of the scientific literature in social representations in media such as gender, race, sexual orientation and their intersections.
2. Demonstrate, through scholarly writing, posts and author's notebook entries the theory upon which the scholarly literature on the psychology of social representations in the media rests.
3. Demonstrate, through scholarly writing, posts and author's notebook entries the methods commonly applied to the psychology of social representations in the media.
4. Develop a facility for identifying parts of APA style publications that are important such that this forms the basis of the writing process and develops understanding of the subject matter.

PSY-763 The Psychology of Neuromarketing

4 semester credits

Learn the neurological effect of advertising, propaganda, social media, PR, movies, news media and consumer packaging on our brain. Analyze how widespread availability of neuroimaging technologies has allowed neuromarketing researchers to unveil revolutionary insights on how messages and even decisions are processed in critical brain areas. Learn how knowledge has radically transformed our scientific understanding of media effects.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Understand the limits of conventional research methods used to evaluate media effects
- Demonstrate a basic understanding of the nervous system and brain anatomy
- Learn core functional systems such as attention, memory, cognition, affect and decision-making.
- Articulate the relative appropriateness of the most popular research modalities used to measure the effect of media on the nervous system.
- Discuss the major ethical issues raised by the commercial use of neuroimaging technologies

PSY-764 Media Psychology Research

4 semester credits

In this course, graduate students do hands-on research with the intention of publishing and presenting that research. Research tasks vary from term to term, but can involve research design, literature review, data collection, participant recruitment, data analysis and writing APA-style research reports. Software involved can include SPSS, Qualtrics, Dedoose, and others.

Pre-requisites: Students must be pre-approved by instructor to register.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Work towards mastery of the particular objectives underway in a given term. For all research designs, graduate students will be able to:
- Demonstrate competency in:
  - o Performing literature reviews relevant to the current project.
  - o Designing research studies.
- For questionnaire research: know when and why questionnaires are used, where to find them, how to write your own survey items. Additionally, be able to enter survey data and perform data analysis including reverse coding, composites, reliability, correlations and hypothesis testing. Have some familiarity with what a factor analysis.
- For qualitative research: Demonstrate understanding of the qualitative research approach, such as narrative inquiry. Be able to write interview questions, perform interviews, enter data into qualitative software such as Dedoose, and perform data coding and interpretation.

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-525, PSY-533
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 topics. Each assessment involves an individual special topic agreed between the student and the faculty member. Students may choose from a large array of topics that reflect theories on psychology as applied to the media. These may be applied to media technologies in practica, research projects, and special studies in media effects.
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter

PSY-776 Social Media and Society
4 semester credits
This course will provide an overview of key issues that define the relationship between social media, society, and mediated social media publics. Topics covered include: social media and democratic culture; the structure and politics of platforms; social media and cognition; the curious role of social media influencers; the forms and rituals of social media communication; social media movements; and the social construction of facts on social media. Students will be lightly introduced to social networks in the overall analysis of social media influence and communication.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
1. Demonstrate understanding of current issues in social media
2. Demonstrates an understanding of theory and research in the domain of social media through graduate level writing and communication
3. Be able to apply psychological theory to social media
4. Understand role of social media as instruments of expression and social change
5. Critically assess underlying ideological, racial, economic and cultural assumptions guiding social media as instruments of public culture Demonstrate understanding of current issues in social media

PSY-777 Positive Media Psychology
4 semester credits
Learn to apply the constructs of positive psychology to media use and development for social impact.
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
1. Understand the major constructs in positive psychology
2. Identify and apply positive psychology constructs to media and technology structure, content and consumption
3. Research and present an analysis of a real world application using positive media psychology

PSY-778 Psychology of Big Data

4 semester credits What can media psychology contribute to our understanding of big data? This seminar explores the psychological and social psychological processes that mediate big data as a both a method and form of knowledge. Topics covered include: Characteristics of big data as research method; behaviorism and big data; reification and trait psychology; psychology of the algorithm; perceiving the other through data; big data pictures and social psychology of perception; the psychology of dataveillance; big data, consciousness and agency.

Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Learning Outcome(s):
1. Identify areas where media psychology can contribute to understanding of big data culture and method.
2. Consider the ethical implications of a society structured around dataveillance and quantification.
3. Understand the role of psychological and social psychological factors that mediate big data as chain of knowledge production.
4. Identify potential for inequality and reification of biases through big data.

PSY-781 Dissertation Preparation

4 semester credits

Explore and refine research questions and the circumstances that prompted the questions, and/or the relevant psychological research. Examine how you would answer the questions using various research methodologies available to you. Learn the IRB requirements for your proposal. Anticipate and plan how you would analyze your data. Practice communicating your ideas in writing using APA Style. Draft a timeline for completion of your dissertation. Consider your options for a core faculty chair of your dissertation committee.

Pre-requisites: Students must take all other required Core courses and RSS courses before registering for PSY-781 Dissertation Prep. Course can be taken with electives, and must be taken before dissertation.

Delivery Method: Online
Grading Default: Letter Only
Learning Outcome(s):
- Identify a research area for your dissertation.
- Develop a general research question (RQ) based on a combination of psychological theory and research to guide your inquiry.
- Determine the general methodological approach that fits your RQ (quantitative or qualitative).
- Develop a testable research hypothesis (quantitative) or research objective (qualitative).
- Propose a suitable research methodology.
- Draft an initial plan and rationale for analyzing the data that you would collect.
- Draft a preliminary research proposal in APA Style.
- Draft a preliminary IRB proposal.
- Consider your options for Dissertation Committee Chair.

PSY-782 Advanced Social Media Research Methods

4 semester credits

Learn the technical expertise to successfully carry out your own social media research project. Design a research project involving social media and apply digital tools to answer a research question. Acquire deep knowledge of social media research tools and complete a research project using qualitative and/or quantitative methods. Write up a professional research report on a social media research project.

Pre-requisites: PSY-619
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Identify a research question involving social media
- Complete a research project using social media methods
- Write up a social media research report
- Demonstrate competency in a digital tool for social media research

PSY-783 Advanced Topics in Positive Media Psychology
4 semester credits
Apply the constructs of positive psychology to media and technology to understand and promote the qualities and constructs that contribute to human flourishing and a life well-lived. Gain a deeper understanding of the theoretical and empirical advances in positive psychology and apply them to real world problems. Practice identifying a phenomenon, problem or issue that has personal meaning or professional value, synthesize relevant theory and empirical evidence to develop a research proposal or media application that is intended to enhance wellbeing. Practice presenting projects to the class. Learn concepts such as developing character strengths, resilience and grit, pathways to meaning, self narratives, and belongingness.
Pre-requisites: PSY-777
Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):
- Understand and articulate key concepts, findings, and controversies in the field of positive psychology and the implications for media and technology
- Evaluate evidence for the validity, both internal and external, of empirical claims in contemporary positive media psychology research
- Develop and present a research proposal or media application based on positive psychology theories and empirical evidence that addresses a real-world problem
- Reflect on the personal experience of integrating a positive media psychology practice

Neuropsychology 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.
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
This course documents completion of one thousand hours of self-guided clinical experience involving neuropsychological testing, report writing and related follow up activities (e.g., neuropsychological counseling, cognitive rehabilitation) with a minimum of fifty cases. This experience is typically found on-the-job. See Student Handbook for further details.
Delivery Method: In person
Grading Default: Credit/No Credit Only

Organizational Development and Leadership Courses

ODL-501 Organizational Behavior & Leadership

6 semester credits

Organizational leadership requires a deep and nuanced understanding of how individuals behave in organizational settings. Effective leaders create environments that are consistent with the fundamentals of human behavior in organizations. This course examines the nature of individual and group behavior in work environments and how it affects organizational performance. Special emphasis is placed on psychological principles, how and why people act as they do, and the use of (leadership) theories as conceptual tools for analyzing and solving organizational problems.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Identify and define organizational behavior (OB) concepts.
- Understand what organization development (OD) is and the similarities and differences between OB and OD.
- Apply organizational behavior theories and models to improve their understanding of their own work attitudes and behaviors.
- Identify principles and challenges related to organizational behavior at the level of individual, team and organization.
- Use leadership theories to improve individual, team or organization performance.
- Create a plan to improve their own leadership skills.

ODL-502 Organizational Culture

6 semester credits

It is essential to understand the relationship between organizational culture and behavior. This course examines the development, nature, classifications, and characteristics of organizational culture. Emphasis is placed on the investigation of behaviors and their relationship to organizational culture. The interaction of the individual, groups, the organization and environment are explored. Special emphasis is placed on conceptualizations of culture, theoretical perspectives linking culture to behavior, how culture affects psychological processes and organizational behaviors, including motivation, cognition, social networking, leadership, and teams.

Delivery Method: Online
Grading Default: Letter
Learning Outcome(s):

- Identify and define organizational culture and how it is structured and formed.
- Understand how discussions and realities of identity, diversity, equity, and inclusion fit within organizational culture.
- Identify the impact of organizational culture on structures and outcomes.
- Develop proficiency in conducting culture assessments.
- Identify the role of organization development in changing culture.
- Apply knowledge of culture toward creating a learning culture.

ODL-503 Organizational Change

6 semester credits

Organizational culture influences the likelihood of success or failure for change strategies and initiatives. This course examines the factors that drive organizational change, focusing on change in organizational culture, structure, and communication. Special emphasis is placed on change resistance, dimensions of change, and approaches to the change management process. Students will analyze, evaluate, and apply change models to real-life organizational change and development initiatives.

Delivery Method: Online
Grading Default: Letter

ODL-504 Organizational Design

6 semester credits

Organizational analysis, planning, implementation, and evaluation of social and technical systems are essential. This course examines the design, redesign, and implementation of effective organizations. There will be a focus on the external environment, technology, structure (and their interrelationship), organizational culture, and change management. Special emphasis is placed on the structural changes necessary to best ensure constructive organizational behaviors, quality of work life, productivity and achievement of overall organizational goals.

Delivery Method: Online
Grading Default: Letter

ODL-505 Organizational Consulting

6 semester credits

Developing and maintaining effective consultative approaches, consulting practices, and consultative engagements are essential program outcomes. This course examines consulting models, frameworks, and fundamental steps in the consulting process from both a consultant and client perspective. Students will learn how to build their identity, develop a consulting practice, and position themselves as trusted advisors. Special emphasis is placed on examining consulting models for high impact outcomes, opportunities and challenges facing internal and external consultants, role of ethics, and professionalism.

Delivery Method: Online
Grading Default: Letter

ODL-506 OD&L Capstone Project

6 semester credits

Students will complete a multifaceted organizational intervention project that serves as a culminating academic, intellectual, and practical experience. The project will integrate and build on relevant models and practices across organizational behavior, culture, change, design, and consulting. The project will evince a range of outcomes and their implications, including a critical assessment of intended and potential unintended outcomes. The project proposal, implementation, and presentation will be rigorous in terms of theory, inquiry, reflection and action.

Delivery Method: Online
Grading Default: Letter

Psychology Courses

PSY-PA Dissertation Proposal Approval
0 semester credits
The proposal is approved when the committee chair is satisfied with the student's response to the feedback which has been received by the full committee, including the external examiner, and this has been documented appropriately.
Pre-requisites: For MEDIA and CLIN: pre-proposal approval (PSY-638).
Additional for CLIN: PSY-RSS02, PSY-RSS04, PSY-RSS27, 0.5 credits chosen from other RSSs and 5 credits of PSY-680.
Delivery Method: Distance/Electronically Mediated
Grading Default: Credit/No Credit

PSY-RSS02 Scholarly Argument
1 semester credits
This hands-on skills training will provide didactic material on using evidence, synthesizing the existing literature, and making and organizing a scholarly argument. The seminar uses multiple 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. The course is offered over two days; students must sign up for both days, must leave time between classes to meet with other students to work on assignments, and must complete the final paper in order to receive credit.
Delivery Method: In person/Blended
Grading Default: Credit/No Credit Only
Learning Outcome(s):
1. Develop critical reviewing skills.
2. Describe how a body of knowledge is conceptualized and then developed.
3. Develop proficiency in focused note-taking (or other mechanisms that facilitate condensing and organizing bodies of knowledge) and outlining of critical argument.
4. Develop research questions to organize literature review.
5. Outline a story, argument, or logical progression of material from references.
6. Write a paper including a critical review of selected 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 formatting questionnaires in a way that invites participants to complete them and avoid confusion, which can lead to unusable responses. Web-applications are also covered. In order to earn credit, students must attend the entire seminar and complete the homework assignments.
Delivery Method: In person
Grading Default: Credit/No Credit Only
Learning Outcome(s):
1. Articulate when it is appropriate to use questionnaires.

2. Design a questionnaire that will elicit appropriate information from respondents.
3. Describe questionnaire formatting, coding, and data entry.
4. Explain how questionnaire design impacts return rates.
5. 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 Outcome(s):
1. Recognize the differences between quantitative, qualitative, mixed methods, and theoretical dissertations.
2. Locate the structural specifications for the traditional and for the alternative "publication-ready" dissertation format on MyFielding.
3. Discuss how to prepare the written dissertation according to APA and FGU style requirements.
4. Recognize what belongs in each section of the dissertation.
5. Prepare simple statistical tables using APA format.
6. Describe the sequence of steps in the dissertation process, from start to finish.

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 Outcome(s):
1. Identify conventions of APA style.
2. Compose and present an argument cogently in writing.
3. 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. Discuss findings in journal articles, posters, and oral conference presentations.

PSY-RSS07 Sample Size, Effect Size and 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 Outcome(s):
1. Describe the concept of statistical power and its relationship to effect size, sample size and Type I and II error.
2. Explain the difference between "effect size" and "statistical significance."
3. Conduct a power analysis for a variety of statistical models using G-Power software.
4. Determine appropriate sample size estimates for a variety of statistical models.
5. Write a scientifically supportable sample size estimate for a grant proposal or dissertation.

PSY-RSS08 Testing/Mediating/Moderating Hypotheses

1 semester credits

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. In other words, in addition to testing *whether* an effect occurs (or relationship exists), students will learn to test *how* or *why* it exists (i.e. the underlying mechanism), and *when* it can be expected to be found. At the conclusion of the seminar students will understand the nature of statistical mediation and moderation, and will be able to test them using SPSS. Students will be exposed to the Baron and Kenny (1986) framework for testing moderating and mediating relationships and effects and an alternative (and updated) approach using the PROCESS software developed by Andrew Hayes (2013).

Students must have laptop with SPSS software installed. We will be adding the Hayes' *PROCESS* add-on during the seminar, though you can do this prior to session if you like.
Pre-requisites: PSY-717
Delivery Method: In person
Grading Default: Credit/No Credit Only
Learning Outcome(s):
1. Discuss standard approaches to multiple (linear) regression analysis (MRA).
2. Test moderating relations using ANOVA and MRA.
3. Differentiate between direct and indirect effects in regression models and the logic of path analysis.
4. Describe the nature of statistical mediation and moderation.
5. Discuss modern approaches to testing moderating relationships that move beyond the Baron and Kenny model, including bootstrapping methods and structural modeling approaches.
6. Use IBM-SPSS and A. Hayes *PROCESS* software to run procedures to test for mediation and moderation.
7. Write narrative descriptions of analyses of mediation and moderation.

PSY-RSS15 Factor Analysis and Structural Equation Modeling

1 semester credits

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 (SEM). 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 examined using SEM-focused software programs. 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-717
Delivery Method: In person
Grading Default: Credit/No Credit Only
Learning Outcome(s):
1. Discuss the logic of causal modeling and the general purpose and process of creating a statistical model.
2. Differentiate between FA and PCA.
3. Run, interpret, and present the results of FA and PCA.
4. Discuss the purpose and practice of conducting a full structural equation model.
5. Use software to conduct both CFA and SEM.
6. Assess the various components of model evaluation, including an assessment of model fit.

PSY-RSS21 Interviewing for Qualitative Research
1 semester credits
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 Outcome(s):
1. Frame an interview in line with the conceptual questions of the research.
2. Frame an experience-near interview plan.
3. 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 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, preferably ones that are part of a student's ongoing research. Students will be required to read some literature about interpretation in qualitative research to put the experience in context. The seminar is open to those who are engaged in doing narrative research, preparing to do so, or curious about it.
Delivery Method: In person

Grading Default: Credit/No Credit Only
Learning Outcome(s):
1. Discuss different approaches to reading narrative interviews for research purposes.
2. Explain 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 Outcome(s):
1. Describe the link between a research method, data collection sources, and data analysis.
2. Discuss scholarly research articles using a variety of qualitative data analyses including content analysis and composite stories.
3. Present, critique, and discuss scholarly research articles with emphasis on defining the research methods, data collection, and analysis as related to results.
4. Describe validity and reliability issues as related to data analysis.
5. Load narrative data set and demographic descriptors in Dedoose, and code data creating themes.
6. Create qualitative content analysis mini-result section based on Dedoose coding, including meaningful themes aligned to narrative coded excerpts.

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 et al., 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 Outcome(s):
1. Identify 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. Review content analysis methods for reliability, coding, and constructing themes used in two current research articles chosen by students.
4. Code a narrative data set and create a mini results write-up.

PSY-RSS26 Introduction to Qualitative Research

0.5 or 1 semester credits

Introduces students to epistemologies of qualitative research, showcasing differences between qualitative and quantitative traditions. We will define phenomenology, ethnography, participant action research, and other research traditions. Non-Western epistemologies and research ethics are included. Workshop activities include critically analyzing journal articles and completing a beginning research activity. Learners are required to read posted journal articles and chapters from the text and to complete discussion questions before the session. For the 1.0 credit offering, students must create a qualitative research proposal, with research question, research genre, data collection, and data analysis techniques.

Delivery Method: In person
Grading Default: Credit/No Credit Only
Learning Outcome(s):
1. Distinguish and compare primary assumptions of quantitative and qualitative paradigms.
2. Identify and appraise similarities and differences among core terms: quantitative, qualitative, epistemology, positivistic, non-positivistic, open-ended qualitative interviews, ethnography, participant action research, phenomenology, hermeneutics, narrative, grounded theory, case study, critical theory, and ethnomethodology.
3. Demonstrate critical analysis of qualitative research studies.
4. Design, prepare, and submit a qualitative research proposal for 1 credit course.

PSY-RSS27 Pre-Dissertation Seminar

0.5 semester credits

This seminar will be given at National Sessions, Research and Clinical Sessions, and several Professional Development Seminars; this seminar may also be offered through Zoom. Each student brings a conceptual idea, and preliminary ideas regarding the niche for their research to discuss with the group. Instructors will require students to submit either a draft dissertation concept paper or an outline of their scholarly argument.

Pre-requisites: PSY-701A
Co-requisites: PSY-RSS02 is a required co-requisite if not already completed.
Delivery Method: In person/Blended
Grading Default: Credit/No Credit Only
Learning Outcome(s):
1. Explain the basic epistemological assumptions and tenets that underlie the student's focus for scientific inquiry.
2. Discuss possible research methods that would be appropriate to the student's focus of inquiry.
3. Apply ethical standards to the student's arena of study, and document sensitivity to identified groups that might be recruited for the dissertation proposal.
4. Articulate an overview of a scholarly argument both orally and in written form.

PSY-RSS28 Dissertation Bootcamp: Post Pre-Proposal

0.5 semester credits
This seminar is offered at residential sessions for students with an approved pre-proposal who are actively working on aspects of their dissertation. The focus is on helping students work through any current issues they are having with their dissertation. For example, students present issues with developing their proposal or IRB applications, challenges with data collection, addressing feedback, and writing up results or the discussion section. Participants are given feedback by faculty and students and class time is given to work on the issue. The day ends by writing an outline on the progress and reviewing this with faculty.
Pre-requisites: PSY-638, PSY-717, PSY-RSS27
Delivery Method: In person
Grading Default: Credit/No Credit Only
Learning Outcome(s):
1. Formulate emergent research questions and associated hypotheses.
2. Design research methods appropriate for these questions/hypotheses.
3. Write a dissertation proposal methods section for their research questions/hypotheses.
4. Devise solutions to deal with problems encountered in data collection and analysis if s/he is beyond the proposal stage.

PSY-RSS30 Special Topics in Research and Statistics

0.5 or 1 semester credits
The topic of this Research Skills seminar will vary based on student and instructor interest. It is intended to expose students to a variety of research and statistical approaches. The specific content at each session will be described prior to registration. Topics may include, but are not limited to:
- Advanced regression techniques
- Advanced ANOVA applications
- meta-analysis
- multilevel modeling
- archival data analysis
- mixed methods
- R statistical software
- Partial Least Squares- Structural Equation Modeling (PLS-SEM)

Pre-requisites: PSY-717
Delivery Method: In person
Grading Default: Credit/No Credit only
Learning Outcome(s):
1. Be able to utilize/implement the special topic statistical or research method;
2. Additional learning objectives dependent on the topic.

PSY-500 New Student Orientation (NSO)

4 semester credits
There are two parts to successful completion of the New Student Orientation.

Part 1: Through Zoom meetings and synchronous and asynchronous work, this month-long course provides incoming doctoral students with an overview of their course of graduate study while orienting them to Fielding's online environment and the expectations and standards for PhD level study including critical thinking and writing skills. During the course students register for their first term of study and complete a series of written assignments.

Part 2: This 5-day in person course provides students who successfully complete the NSO-Online with a growing understanding of their course of graduate study and standards/expectation for successful PhD level work. While continuing to assess critical thinking and writing skills, this segment of NSO focuses primarily on the students' suitability for the profession which includes demonstration of entry level foundational competencies, ethical attitudes, attentiveness to cultural diversity, self-awareness, and ability to work independently and collaboratively.

Delivery Method: In person/Blended
Grading Default: Credit/No Credit Only
Learning Outcome(s):
Part 1: Students completing this course will be expected to:
1. Successfully use Moodle, myFielding, and online library with ease
2. Effectively utilize APA style
3. Clearly summarize and critique journal articles
4. Be timely and open to and benefit from feedback

Part 2: Students completing this course will be expected to meet the following:
1. Describe the academic, clinical, and research components of the program
2. Clearly summarize and critique journal articles and then argue an issue from opposing perspectives
3. Be open to and benefit from feedback
4. Demonstrate capacity for ethical judgement
5. Demonstrate professional values and attitudes (i.e., honesty, accountability, empathy, beginning identification as a psychologist).
6. Demonstrate awareness of individual differences and acceptance of difference broadly defined to include culture, race, privilege, age, gender, disability, etc.
7. Work collaboratively and effectively with individuals and groups
8. Evidence self-awareness/reflection and self-care

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
Learning Outcome(s):
Part 1: Students completing this course will be expected to:
1. Successfully use Moodle, myFielding, and online library with ease
2. Effectively utilize APA style
3. Be able to clearly summarize and critique journal articles
4. Be timely and open to and benefit from feedback

Part 2: Students completing this course will be expected to meet the following:
1. Understand of the academic, clinical, and research components of the program

2. Be able to clearly summarize and critique journal articles and then argue an issue from opposing perspectives
3. Be open to and benefit from feedback
4. Demonstrate capacity for ethical judgement
5. Demonstrate professional values and attitudes (i.e., honesty, accountable, empathic, beginning identification as a psychologist).
6. Demonstrate awareness of individual differences and acceptance of difference broadly defined to include culture, race, privilege, age, gender, disability, etc.
7. Work collaboratively and effectively with individuals and groups
8. Evidence self-awareness/reflection and self-care

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
Grading Default: Letter
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.

PSY-502 Critical Thinking in Clinical Psychology

4 semester credits
Enhances critical thinking skills related to issues in the field of clinical psychology.
Pre-requisites: PSY-501 is a required co-requisite if not already completed.
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Note: This course may be waived if the student scored a 5.0 or higher on the analytical writing portion of the GRE within the past 5 years; or earned a PhD in any subject area from an accredited U.S. university within the past 10 years.
Learning Outcome(s):
1. Define critical thinking and explain its importance (generally and specifically for doctoral students)
2. Distinguish between different types of arguments and understand the factors that make arguments clear and credible
3. Identify and analyze the structure and components of arguments
4. Assess the credibility of sources and claims
5. Recognize and evaluate forms of persuasive rhetoric
6. Evaluate psychological and related fallacies
7. Compare and contrast inductive and deductive reasoning
8. Analyze the influence of language ambiguity, vagueness, and other linguistic factors on reasoning
9. Identify social influence and persuasion strategies and address illusions of invulnerability
10. Evaluate psychological theory; compare and contrast different theoretical models based on evidence and reason
11. Use critical thinking skills to analyze and make clear and logical arguments about controversial topics in clinical psychology

PSY-503 Scholarly Writing in Clinical Psychology

4 semester credits
Enhances scholarly writing and APA style skills related to clinical psychology topics.
Pre-requisites: PSY-501 and PSY-502 are required co-requisites if not completed previously
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-505 Clinical Psychology Research Lab

0 semester credits
This course provides students with advanced clinical psychology research lab experience. Students will help design new research, conduct research, and disseminate the results of research through conference presentations and/or journal article publications.
Pre-requisites: Open only to alumni of the Clinical Psychology certificate program (postbaccalureate).
Delivery Method: Online
Grading Default: Credit/No Credit only
Learning Outcome(s):
After successful completion of the course, students will be able to:
1. apply the APA ethical principles and code of conduct to various research situations
2. critique prior research
3. write integrative reviews of clinical psychology research literature
4. design doctoral-level research that addresses gaps in the literature
5. accurately and concisely describe the results of clinical psychology research through conference presentations and/or journal article publications

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-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 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-532F Asmt- Overview of Rorschach

1 semester credits

This course provides a basic clinical introduction to coding and interpretation of the Rorschach Inkblots. This course provides relevant knowledge to clinical psychology students, including those who are not intending to take any additional Rorschach courses.

Pre-requisites: PSY-710A, PSY-710B
Co-requisites: PSY-710C must be taken concurrently if not completed previously
Delivery Method: In person/Blended
Grading Default: Credit/No Credit only
Learning Outcome(s):
1. Explore basic principles of the clinical application of the Rorschach Inkblots
2. Learn basic coding principles of the clinical application of the Rorschach Inkblots
3. Gain basic understanding of interpretation of clinical protocols using the Rorschach Inkblots.

PSY-534A Asmt- WISC-IV Administration and Scoring

1 semester credits

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 credits

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- WPSSI-R

1 semester credits

The WPSSI-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 and Deception

1 semester credits

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 credits

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 credits

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 credits

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 Outcome(s):
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

0.5-1 semester credits
This course will cover best practices related to the assessment of Autism Spectrum Disorder. Emphasis will be on developmental and clinical indicators as well as commonly used psychometric tools. Topics may include the Autism Diagnostic Observation Schedule as well as other commonly used rating scales with an emphasis on integration of assessment results with regard to issues of diversity. May be repeated for credit.

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-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 Outcome(s):
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 and 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-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 professional development seminars, 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 days' 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-620 Practicum Case Presentations

0 semester credits
Case presentations are an integral component of the Practicum Case Seminar (PCS) which is the oversight course for practicum training during the second and third years of the student's program. Case presentations consist of a student's presentation of a clinical case from their practicum, framed in the particular concentration they have chosen as their orientation to clinical intervention. Each PCS will have its own schedule for and organization of the presentation. Students must complete a

minimum of 10 case presentations, 5 of which must be of their own cases from practicum. Two of these case presentations must occur during a professional development seminar, the remaining three case presentations with the PCS faculty from the student's PCS track. The remaining 5 presentations can be observed. Students keep a record of their case presentations on a form available on myFielding and submit the completed form for recordation.
Pre-requisites: PSY-708, PSY-709, PSY-710A , PSY-710B, PSY-711A1, PSY-711A2, PSY-715A, and either PSY-746, PSY-747 or PSY-748.
Delivery Method: In person
Grading Default: Credit/No Credit Only

PSY-621 Clinical Training Days
0 semester credits
Clinical PCS Training Days are offered to enhance clinical skills development prior to a student's beginning the pre-doctoral internship. Each hands-on training day is developed to be consistent with one or more of the three training tracks: Psychodynamic, CBT and Humanistic/Experiential.

Students entering in Fall 2016 or before are required to accrue a minimum of six Training Days before they begin their internship. While a student may attend a Training Day from any orientation, student must accrue six Training Days consistent with their PCS orientation.

Students entering in Fall 2018 must take at least 7 training days. Five training days must be consistent with the student's selected PSY 629 (PCS) orientation; the two remaining required training days may be taken in any of the three PCS orientations.

Students entering in Fall 2017 have the option to do the 6 or 7 training day option.
Training days may begin at any time in the program.

Students keep a record of Training Days on a form available on myFielding and submit the completed form for recordation.
Pre-requisites: PSY-710A and PSY-711A1
Delivery Method: In person
Grading Default: Credit/No Credit Only

PSY-625A Asmt- Thematic Apperception Techniques (TAT) Introduction
1 semester credits
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 credits
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 credits
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
Note: Elective

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-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. The Psychodynamic track introduces students to a philosophically informed approach to psychotherapy that is congruent with the psychoanalytic traditions but which is cognizant of the postmodernist, dialectic, and systems- informed modes of thinking. Students will be introduced to basic philosophical ideas that formed the foundation of the psychoanalytic theory and practice.
Pre-requisites: PSY-708, PSY-709, PSY-711A1, PSY-746
Delivery Method: Blended
Grading Default: Letter Only
Learning Outcome(s):
1. Identify a broad spectrum of psychoanalytic theories and principles.
2. Discuss cases from the theory and evidence-based underpinning of the psychoanalytic perspectives.
3. Conduct appropriate treatment planning in consideration of patient goals, diagnosis, ego strengths, and challenges consistent with psychoanalytic perspectives.
4. Intervene therapeutically and empathically with clients utilizing a psychodynamic framework.
5. Describe the research on the strengths and weaknesses of psychodynamic theories and practice.

6. Demonstrate cultural competency in case applications consistent with psychodynamic theory and practice.

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.

PSY-629A focuses on developing a strong knowledge base in psychodynamic theories and the application of these theories and related research to the conceptualization and practice of psychotherapy. The Psychodynamic track introduces students to a philosophically informed approach to psychotherapy that is congruent with the psychoanalytic traditions but which is cognizant of the postmodernist, dialectic, and systems- informed modes of thinking. Students will be introduced to basic philosophical ideas that formed the foundation of the psychoanalytic theory and practice.

Pre-requisites: PSY-708, PSY-709, PSY-711A1, PSY-746. In addition, each course in this sequence is a prerequisite to those that follow.
Delivery Method: Blended
Grading Default: Letter Only
Learning Outcome(s):
1. Identify a broad spectrum of psychoanalytic theories and principles.
2. Discuss cases from the theory and evidence-based underpinning of the psychoanalytic perspectives.
3. Conduct appropriate treatment planning in consideration of patient goals, diagnosis, ego strengths, and challenges consistent with psychoanalytic perspectives.
4. Intervene therapeutically and empathically with clients utilizing a psychodynamic framework.
5. Describe the research on the strengths and weaknesses of psychodynamic theories and practice.
6. Demonstrate cultural competency in case applications consistent with psychodynamic theory and practice.

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.

PSY-629A focuses on developing a strong knowledge base in psychodynamic theories and the application of these theories and related research to the conceptualization and practice of psychotherapy. The Psychodynamic track introduces students to a philosophically informed approach to psychotherapy that is congruent with the psychoanalytic traditions but which is cognizant of the postmodernist, dialectic, and systems- informed modes of thinking. Students will be introduced to basic philosophical ideas that formed the foundation of the psychoanalytic theory and practice.

Pre-requisites: PSY-629A2
Delivery Method: Blended

Grading Default: Letter Only
Learning Outcome(s):
1. Identify a broad spectrum of psychoanalytic theories and principles.
2. Discuss cases from the theory and evidence-based underpinning of the psychoanalytic perspectives.
3. Conduct appropriate treatment planning in consideration of patient goals, diagnosis, ego strengths, and challenges consistent with psychoanalytic perspectives.
4. Intervene therapeutically and empathically with clients utilizing a psychodynamic framework.
5. Describe the research on the strengths and weaknesses of psychodynamic theories and practice.
6. Demonstrate cultural competency in case applications consistent with psychodynamic theory and practice.

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.

PSY-629A focuses on developing a strong knowledge base in psychodynamic theories and the application of these theories and related research to the conceptualization and practice of psychotherapy. The Psychodynamic track introduces students to a philosophically informed approach to psychotherapy that is congruent with the psychoanalytic traditions but which is cognizant of the postmodernist, dialectic, and systems- informed modes of thinking. Students will be introduced to basic philosophical ideas that formed the foundation of the psychoanalytic theory and practice.
Pre-requisites: PSY-629A3
Delivery Method: Blended
Grading Default: Letter Only
Learning Outcome(s):
1. Identify a broad spectrum of psychoanalytic theories and principles.
2. Discuss cases from the theory and evidence-based underpinning of the psychoanalytic perspectives.
3. Conduct appropriate treatment planning in consideration of patient goals, diagnosis, ego strengths, and challenges consistent with psychoanalytic perspectives.
4. Intervene therapeutically and empathically with clients utilizing a psychodynamic framework.
5. Describe the research on the strengths and weaknesses of psychodynamic theories and practice.
6. Demonstrate cultural competency in case applications consistent with psychodynamic theory and practice.

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-711A1, PSY-747.
Delivery Method: Blended
Grading Default: Letter Only
Learning Outcome(s):
1. Identify a broad spectrum of cognitive behavioral theories and principles.
2. Discuss cases from the theory and evidence-based underpinning of the cognitive behavioral perspective.
3. Conduct appropriate treatment planning in consideration of client goals, diagnosis, strengths, and challenges consistent with CBT and practice.
4. Intervene therapeutically and empathically with clients from a cognitive behavioral perspective.
5. Describe the research on the strengths and weaknesses of CBT and practice.
6. Demonstrate cultural competency in case applications consistent with CBT and practice.

PSY-629B2 Practicum Case Seminar: Cognitive/Behavioral

2 semester credits
Each 2 credit 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-711A1, PSY-747. In addition, each course in this sequence is a prerequisite to those that follow.
Delivery Method: Blended
Grading Default: Letter Only
Learning Outcome(s):
1. Identify a broad spectrum of cognitive behavioral theories and principles.
2. Discuss cases from the theory and evidence-based underpinning of the cognitive behavioral perspective.
3. Conduct appropriate treatment planning in consideration of client goals, diagnosis, strengths, and challenges consistent with CBT and practice.
4. Intervene therapeutically and empathically with clients from a cognitive behavioral perspective.
5. Describe the research on the strengths and weaknesses of CBT and practice.
6. Demonstrate cultural competency in case applications consistent with CBT and practice.

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-629B2
Delivery Method: Blended
Grading Default: Letter Only
Learning Outcome(s):
1. Identify a broad spectrum of cognitive behavioral theories and principles.
2. Discuss cases from the theory and evidence-based underpinning of the cognitive behavioral perspective.
3. Conduct appropriate treatment planning in consideration of client goals, diagnosis, strengths, and challenges consistent with CBT and practice.
4. Intervene therapeutically and empathically with clients from a cognitive behavioral perspective.
5. Describe the research on the strengths and weaknesses of CBT and practice.
6. Demonstrate cultural competency in case applications consistent with CBT and practice.

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-629B3
Co-requisites: PSY-710F must be taken concurrently if not completed prior.
Delivery Method: Blended
Grading Default: Letter Only
Learning Outcome(s):
1. Identify a broad spectrum of cognitive behavioral theories and principles.
2. Discuss cases from the theory and evidence-based underpinning of the cognitive behavioral perspective.
3. Conduct appropriate treatment planning in consideration of client goals, diagnosis, strengths, and challenges consistent with CBT and practice.
4. Intervene therapeutically and empathically with clients from a cognitive behavioral perspective.
5. Describe the research on the strengths and weaknesses of CBT and practice.
6. Demonstrate cultural competency in case applications consistent with CBT and practice.

PSY-629C1 Practicum Case Seminar: Humanistic/Experiential

2 semester credits
Each 2 credit PSY-629 course consists of four terms over a two-year period taken during a 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/experiential theories, and the application of these theories, and related research to the conceptualization, and practice of psychotherapy. The Humanistic/Experiential track introduces students to a philosophically informed approach to psychotherapy that is congruent with the humanistic and experiential traditions but which is cognizant of the postmodernist, 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/experiential movement, as well as selections from the "classic" writings of humanistic psychology, there will be equal emphasis upon subsequent and recent developments within the broad humanistic tradition that have endeavored to integrate these into practice with psychodynamic ideas, neurobiology, and systems theory including approaches that have attempted to ground humanistic therapy in empirical support.

Pre-requisites: PSY-708, PSY-709, PSY-711A1, PSY-748.
Delivery Method: Blended
Grading Default: Letter
Learning Outcome(s):

1. Identify a broad spectrum of humanistic/experiential theories and principles.
2. Discuss cases from the theory and evidence-based underpinning of the humanistic/experiential perspectives.
3. Conduct appropriate treatment planning in consideration of client goals, diagnosis, strengths, and challenges consistent with humanistic/experiential perspectives.
4. Intervene therapeutically and empathically with clients from a perspective of specific humanistic/experiential theories.
5. Describe the research on the strengths and weaknesses of humanistic/experiential theories and practice.
6. Demonstrate cultural competency in case applications consistent with humanistic/experiential theory and practice.

PSY-629C2 Practicum Case Seminar: Humanistic/Experiential

2 semester credits
Each 2 credit PSY-629 course consists of four terms over a two-year period taken during a 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/experiential theories, and the application of these theories, and related research to the conceptualization, and practice of psychotherapy. The Humanistic/Experiential track introduces students to a philosophically informed approach to psychotherapy that is congruent with the humanistic and experiential traditions but which is cognizant of the postmodernist, 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/experiential movement, as well as selections from the "classic" writings of humanistic psychology, there will be equal emphasis upon subsequent and recent developments within the broad humanistic tradition that have endeavored to integrate these into practice with psychodynamic ideas, neurobiology, and systems theory including approaches that have attempted to ground humanistic therapy in empirical support.

Pre-requisites: PSY-629C1
Delivery Method: Blended

Grading Default: Letter Only
Learning Outcome(s):
1. Identify a broad spectrum of humanistic/experiential theories and principles.
2. Discuss cases from the theory and evidence-based underpinning of the humanistic/experiential perspectives.
3. Conduct appropriate treatment planning in consideration of client goals, diagnosis, strengths, and challenges consistent with humanistic/experiential perspectives.
4. Intervene therapeutically and empathically with clients from a perspective of specific humanistic/experiential theories.
5. Describe the research on the strengths and weaknesses of humanistic/experiential theories and practice.
6. Demonstrate cultural competency in case applications consistent with humanistic/experiential theory and practice.

PSY-629C3 Practicum Case Seminar: Humanistic/Experiential

2 semester credits
Each 2 credit PSY-629 course consists of four terms over a two-year period taken during a 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/experiential theories, and the application of these theories, and related research to the conceptualization, and practice of psychotherapy. The Humanistic/Experiential track introduces students to a philosophically informed approach to psychotherapy that is congruent with the humanistic and experiential traditions but which is cognizant of the postmodernist, 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/experiential movement, as well as selections from the "classic" writings of humanistic psychology, there will be equal emphasis upon subsequent and recent developments within the broad humanistic tradition that have endeavored to integrate these into practice with psychodynamic ideas, neurobiology, and systems theory including approaches that have attempted to ground humanistic therapy in empirical support.
Pre-requisites: PSY-629C2
Delivery Method: Blended
Grading Default: Letter Only
Learning Outcome(s):
1. Identify a broad spectrum of humanistic/experiential theories and principles.
2. Discuss cases from the theory and evidence-based underpinning of the humanistic/experiential perspectives.
3. Conduct appropriate treatment planning in consideration of client goals, diagnosis, strengths, and challenges consistent with humanistic/experiential perspectives.
4. Intervene therapeutically and empathically with clients from a perspective of specific humanistic/experiential theories.
5. Describe the research on the strengths and weaknesses of humanistic/experiential theories and practice.
6. Demonstrate cultural competency in case applications consistent with humanistic/experiential theory and practice.

PSY-629C4 Practicum Case Seminar: Humanistic/Experiential

2 semester credits

Each 2 credit PSY-629 course consists of four terms over a two-year period taken during a 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/experiential theories, and the application of these theories, and related research to the conceptualization, and practice of psychotherapy. The Humanistic/Experiential track introduces students to a philosophically informed approach to psychotherapy that is congruent with the humanistic and experiential traditions but which is cognizant of the postmodernist, 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/experiential movement, as well as selections from the "classic" writings of humanistic psychology, there will be equal emphasis upon subsequent and recent developments within the broad humanistic tradition that have endeavored to integrate these into practice with psychodynamic ideas, neurobiology, and systems theory including approaches that have attempted to ground humanistic therapy in empirical support.

Pre-requisites: PSY-629C3
Delivery Method: Blended
Grading Default: Letter Only
Learning Outcome(s):
1. Identify a broad spectrum of humanistic/experiential theories and principles.
2. Discuss cases from the theory and evidence-based underpinning of the humanistic/experiential perspectives.
3. Conduct appropriate treatment planning in consideration of client goals, diagnosis, strengths, and challenges consistent with humanistic/experiential perspectives.
4. Intervene therapeutically and empathically with clients from a perspective of specific humanistic/experiential theories.
5. Describe the research on the strengths and weaknesses of humanistic/experiential theories and practice.
6. Demonstrate cultural competency in case applications consistent with humanistic/experiential theory and practice.

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 19 units (approximately 1,520 hours), with most students completing more hours to develop the competency levels needed to pass the Internship Qualifying Evaluation 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
Delivery Method: In person
Grading Default: Credit/No Credit Only
Note: Registration in 710B is a requirement when applying for practicum; to begin practicum, 710B must be transcripted as complete. Students who have not successfully completed 710B and other practicum pre-requisites will not be allowed to start practicum.

PSY-632A Internship Qualification Evaluation

2 semester credits

The Internship Qualification Exam (IQE) is a two-part evaluation of a student's doctoral-level scholarship and clinical intervention skills that is offered only in Summer term. PSY-632A is completed during the third term of Practicum Case Seminar (PCS). It covers theoretical orientation, issues of diversity, and research on effectiveness and theoretical constructs. PSY-632B is completed during the final term of PCS. It covers case conceptualization, application of theoretical orientation, treatment planning & summary, and ethical & diversity issues. Students must successfully complete both parts of the exam before applying for internship. Completion of the exam indicates these skills are at or above the pre-internship level.

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
Learning Outcome(s):
1. Demonstrate an integrative understanding of your preferred theoretical orientation and its research base
2. Demonstrate understanding of how one's selected theory addresses cultural difference

PSY-632B Internship Qualification

2 semester credits

The Internship Qualification Exam (IQE) is a two-part evaluation of a student's doctoral-level scholarship and clinical intervention skills that is offered only in Summer term. PSY-632A is completed during the third term of Practicum Case Seminar (PCS). It covers theoretical orientation, issues of diversity, and research on effectiveness and theoretical constructs. PSY-632B is completed during the final term of PCS. It covers case conceptualization, application of theoretical orientation, treatment planning & summary, and ethical & diversity issues. Students must successfully complete both parts of the exam before applying for internship. Completion of the exam indicates these skills are at or above the pre-internship level.

Pre-requisites: PSY-620, PSY-632A, first 4 terms of PSY-629 Practicum Case Seminar, 9.5 credits of clinical practicum as either PSY-630 or PSY-695, three training days.
Delivery Method: Distance/Electronically Mediated
Grading Default: Credit/No Credit
Learning Outcome(s):
1. Ability to develop a case conceptualization and treatment plan that is consistent with one's preferred theory and reflects an ability to incorporate diversity considerations and relevant research
2. Able to develop and maintain an effective therapeutic relationship
3. Case conceptualizations, treatment plans, and practice appropriately take into account cultural differences
4. Practice in a manner consistent with legal and ethical standards

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 their 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 their 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

This course represents student engagement in the dissertation process from concept to the final dissertation as planned with and evaluated by the chairperson. It is the only dissertation course a student can register for directly, is available for registration each term and is not associated with any particular step. 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 and course instructor. Students registered in the course should have a plan for said dissertation engagement for the term and a written summation of progress must be submitted to the dissertation supervisor 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. This course cannot be substituted for other course requirements.

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 credits
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 credits
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 credits
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 or 1 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 credits
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
Students will attend this one day seminar in which they will learn to interpret the current edition of the WAIS which includes the 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
Learning Outcome(s):
　　1. Score and interpret a WAIS protocol
　　2. Write a test section for cognitive assessment
　　3. Identify when to use FSIQ and GAI

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 credits
This lab presents practice in administering, scoring and interpreting the salient components of neuropsychological assessment.
Co-requisites: PSY-710B must be taken concurrently if not completed previously.
Delivery Method: In person
Grading Default: Credit/No Credit Only
Learning Outcome(s):
　　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 credits
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 credits
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- Advanced Cognitive Assessment

1 semester credits
This course will provide a brief overview of theories that underlie various measures of cognitive assessment as well as an introduction to alternative cognitive assessments that have evolved out of those theories (e.g., Stanford-Binet, KABC, Woodcock Johnson Cognitive, Weschler Q-interactive test administration). It will focus on best practices related to test selection given both test characteristics and population characteristics. Issues related to bias broadly and specifically will be discussed.
Pre-requisites: PSY-703, PSY 710B
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-686A Research Practicum Methods: Psychology

2 semester credits
Development of a broad set of research skills serves as preparation for conducting dissertation research. This series of three courses must result in a research product submitted for peer review (e.g., conference proposal, journal article manuscript).

This first course in the series will focus on the introduction and methods sections of the research project and an IRB application.

All research practicum proposals must be reviewed and pre-approved (i.e., before the student begins the practicum) by the Program Director.
Delivery Method: Online
Grading Default: Credit/No Credit Only
Learning Outcome(s): At the completion of this course for research practicum, students will be able to:
1. conceptualize new research ideas based on prior research and relevant theory
2. articulate testable research hypotheses
3. design research that tests their hypotheses
4. prepare IRB protocols and research materials

PSY-686B Research Practicum Analysis: Psychology

2 semester credits
Development of a broad set of research skills serves as preparation for conducting dissertation research. This series of three courses must result in a research product submitted for peer review (e.g., conference proposal, journal article manuscript).

This second course in the series will focus on the results and analysis section of the research project.

All research practicum proposals must be reviewed and pre-approved (i.e., before the student begins the practicum) by the Program Director.
Pre-requisites: PSY-686A
Delivery Method: Online
Grading Default: Credit/No Credit Only
Learning Outcome(s): At the completion of this research practicum course, students will be able to:
1. analyze research data and interpret the results

PSY-686C Research Practicum Presentation: Psychology

1 semester credits
Development of a broad set of research skills serves as preparation for conducting dissertation research. This series of three courses must result in a research product submitted for peer review (e.g., conference proposal, journal article manuscript).

This third course in the series will focus on the completion of the research project and presentation or publication preparation.

All research practicum proposals must be reviewed and pre-approved (i.e., before the student begins the practicum) by the Program Director.
Pre-requisites: PSY-686B
Delivery Method: Online
Grading Default: Credit/No Credit Only
Learning Outcome(s): At the completion of research practicum, students will be able to:
1. present research results at the doctoral level through conference proposals and presentations and/or journal article manuscripts
2. design and conduct research in accordance with legal, ethical and regulatory requirements
3. design and conduct research that considers relevant individual and cultural diversity factors

PSY-689 Asmt- Memory Assessment
1 semester credits
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-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 1,520 hours, with most students completing more hours to develop the competency levels needed to pass the Internship Qualifying Evaluation 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-711A1, PSY-710B
Delivery Method: In person
Grading Default: Credit/No Credit Only
Note: Registration in 710B is a requirement when applying for practicum; to begin practicum, 710B must be transcripted as complete. Students who have not successfully completed 710B and other practicum pre-requisites will not be allowed to start practicum.

PSY-695A Additional Clinical Practicum Hours
1-50 semester credits
A minimum of 1520 hours of practicum experience is needed to apply for internship. 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
A minimum of 1520 hours of practicum experience is needed to apply for internship. 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
A minimum of 1520 hours of practicum experience is needed to apply for internship. 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

0.5-24 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 an entry level professional psychologist. The program follows the criteria for internships as determined by APPIC and students are required to apply for an accredited internship through the APPIC Match process.

The internship must provide at least 25% of the intern's time providing a range of psychological assessment and intervention activities conducted directly with recipients of psychological services. Full time and half time interns must spend at least 2 hours per week in didactic activities such as case conferences, seminars, in service training or grand rounds. Internship experience must be either full-time for one year or half-time for two consecutive years and must complete/document a minimum of 1,800 total hours.
Pre-requisites:
- A Master's degree in Psychology from Fielding Graduate University
- A minimum of 19 units of clinical practicum completed in Fielding's program
- Successful completion of all required terms of Practicum Case Seminar (PCS)
- Pre Internship Evaluation (PIE), Comprehensive Examination, or Internship Qualification, as appropriate to your program and catalog.
- Completion of PSY-710G
- Completion of PSY-755
- Satisfactory progress in the program
- Dissertation proposal approved (step 2 of the dissertation) including Research Practicum Completion
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-699 Residency Hours Completion

0 semester credits
The residency requirement is a minimum amount of contact with faculty members in a variety of activities. This course is logged as complete when a minimum of 300 hours of demonstrated, face-to-face faculty-student contact in a variety of contexts is logged. Students maintain a residency log on which faculty verify the hours of contact between the student and faculty during professional

development seminars, regional and national sessions, and other times throughout the student's tenure at Fielding.
Delivery Method: In person
Grading Default: Credit/No Credit Only
Note: Residency hours should be logged as complete prior to internship application.

PSY-701A Research Methods I

4 semester credits
This course provides an overview of research epistemology and ethics and the assumptions that underlie scientific inquiry. Students are expected to be able to evaluate the concepts, methods and results of quantitative, qualitative, and mixed research methodologies and designs, and the principles underlying their implementation.
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter Only
Learning Outcome(s):
   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: Quantitative

4 semester credits
This course focuses on developing the abilities to make scholarly arguments, critique existing research studies, and design research studies. The primary outcome of the course is writing a research pre-proposal, including a scholarly review of the literature and methodology, on a topic of interest.
Pre-requisites: PSY-701A, PSY-717
Co-requisites: Clinical PhD only: PSY-RSS02, PSY-RSS04 and PSY-RSS27 are all highly recommended as a pre- or co-requisite.
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter Only
Note: Elective
Learning Outcome(s):
   1. Apply basic research design principles and strategies demonstrating understanding of epistemological assumptions of the research methodology.
   2. Develop a written scholarly argument with empirical implications.
   3. Design and write a research proposal.
   4. Discuss at least two approaches to collecting and analyzing quantitative data.
   5. Demonstrate sensitivity to cultural and individual differences as reflected in research questions and research design.

PSY-701C Research Methods II: Qualitative

4 semester credits
This course focuses on developing the abilities to 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
Co-requisites: Clinical PhD only: PSY-RSS02, PSY-RSS21 and PSY-RSS27 are all highly recommended as a pre- or co-requisite.
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Note: Elective
Learning Outcome(s):
1. Demonstrate how epistemological values and methodological research assumptions apply to qualitative research designs and analytical procedures.
2. Develop a written scholarly argument with empirical implications.
3. Design and write a research proposal.
4. Discuss at least two approaches to collecting, interrogating, interpreting qualitative data.
5. Demonstrate sensitivity to cultural and individual differences as reflected in research questions and research design.

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 various developmental theories and contemporary developmental psychological research.
Pre-requisites: PSY-701A or PSY-711A1
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter Only
Learning Outcome(s):
1. Critically evaluate classical developmental models and theorists and their limits and current critiques.
2. Explain the complex influences of the interactions between nature and nurture across the life cycle.
3. Compare and contrast development across cultures.
4. Analyze how gender, SES, different values, and worldviews impact development.

PSY-703 History and 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 Only
Learning Outcome(s):
1. Review a body of knowledge in the history and systems of psychology, and describe the relevance of that history to current psychological theory.
2. Explain how current ideas, trends, and controversies in psychology reflect, and are impacted by the history of the field.
3. Develop an "historical sense," and a habit of using historical and "primary" sources when researching a topic of current theoretical importance.
4. Summarize the philosophical roots and foundations of psychology, the basic ideas in the philosophy of sciences as they apply to psychological science, and the underlying philosophical

and conceptual assumptions of the psychological paradigms (biological, behavioral, cognitive, psychoanalytic, humanistic, systems, etc.) that underlie current perspectives in psychology.
5. Identify assumptions and trends that define various theories in psychology.
6. Demonstrate 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. Describe the role and place of psychology within history of ideas and culture.
8. Identify 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
Note: Elective
Learning Outcome(s):
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 Only
Learning Outcome(s):
1. Describe social construction, including how we construct the concepts of normalcy and pathology, culture, gender, ethnicity, and social class.
2. Analyze the literature on group dynamics and leadership.
3. Identify cultural differences and similarities, including stereotyping, prejudice, oppression, and discrimination.
4. Describe sociopolitical influences that impinge upon the lives of identified groups (e.g., poverty, stereotyping, powerlessness, and marginalization).

5. Summarize the literature on attitudes and attitude change, including cognitive consistency, dissonance, persuasion, and the relationship of attitudes to behavior.
6. Summarize the literature on social cognition, including person perception (know the classic studies on impression formation and attribution theory).
7. Describe the literature on aggression and violence, with a focus on the role of social learning.
8. Summarize the work on social influence (conformity, obedience, bystander psychology, cooperation, altruism, brutality).
9. Describe the literature on interpersonal attraction and relationships.
10. Identify methodological problems in social psychology research, including demand characteristics.

PSY-706 Cognitive and 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 Only
Note: For Clinical students only: This course cannot be taken in conjunction with PSY-707.
Learning Outcome(s):
1. Identify and describe aspects of emotion, including emotional brain circuitry, categories of emotion, neural pathways for basic emotion, empathy, rewards and motivation, emotional impairments and disorders, and stress
2. Critically examine theories, models, principles, and research methods used to study emotion
3. Identify and describe aspects of cognition, including sensation and perception, attention, learning, memory, visual-spatial processing, language, decision-making, and executive functioning
4. Critically examine theories, models, principles, and research methods used to study cognition
5. Explain the sources of individual and cultural differences, including psychosocial factors, that influence: (a) cognitive, and (b) emotional processes
6. Synthesize concepts and research on cognition, affect, and emotion (e.g., conceptual processing of emotion, cognitive reappraisal and emotion regulation, memory and affect, language and emotion, attention and emotion, stress and cognition)

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 Only
Note: For Clinical students: This course cannot be taken in conjunction with PSY-706.
Learning Outcome(s):
1. Identify the major anatomical areas of the brain, their evolutionary significance, and their putative functions, and the structure and function of a neuron.
2. Specify 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. Describe the influences of heredity and environment on brain development and functioning, pre-and post-partum and through the life span.
4. Describe 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
Grading Default: Letter Only
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.
Learning Outcome(s):
1. Describe the historical evolution of definitions of psychopathology.
2. Define the various nosological systems (including DSM-5).
3. Compare the strengths and weaknesses of current and past nosological systems based on research findings and on major theories of psychopathology.
4. Summarize the prevalence, course, and differential diagnostic and prognostic considerations of the major psychological disorders.
5. Describe 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, and 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 Only
Learning Outcome(s):
1. Identify the legal and ethical frameworks and guidelines for professional practice (APA Code of Ethics and Federal/State laws).
2. Demonstrate how to access: (a) information about the laws and regulations concerning the practice of psychology in one's own jurisdiction, and (b) the resources concerning practice in other jurisdictions.
3. Develop and practice self-awareness, self-care, and the maintenance of self-awareness and self-care.
4. Demonstrate how: (a) in clinical situations, ethical decision-making and problem-solving can proceed in a culturally sensitive manner, and (b) ethical conflicts may be resolved in a culturally sensitive manner.

PSY-710A Clinical Interviewing

1 semester credits

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 Only
Learning Outcome(s):
1. Conduct initial interviews for assessment purposes.
2. Incorporate a balance of structured clinical interviewing and idiographic interviewing techniques.
3. Conduct interviews to obtain family, socio-emotional, and medical histories.
4. Use interviews to assess client mental status and preliminary DSM diagnoses.
5. Demonstrate active listening skills in order to obtain necessary information for evaluating prospective adult clients.
6. Demonstrate cultural sensitivity in interviewing techniques, alliance building, and diagnosis.

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 in-person 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.

Co-requisites: PSY-710A must be completed or taken concurrently
Delivery Method: Blended
Grading Default: Letter Only
Learning Outcome(s):
1. Describe theories of intelligence.
2. Describe bias, cultural issues, ethics, and controversies in intellectual assessment.
3. Competently administer and score the WAIS.
4. Accurately interpret the WAIS IV full scale score, the indexes, and the subtests.

PSY-710C Objective Personality 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-710A. PSY-710B and PSY-715A must be completed previously or taken concurrently.

Delivery Method: Blended

Grading Default: Letter Only

Learning Outcome(s):
1. Describe the basic assumptions about the nature of personality and the nature of measurement involved in objective psychological assessment of personality and psychopathology.
2. Explain the critique of personality assessment by those who assert the importance of situations and culture in the evaluation or prediction of human functioning.
3. Summarize 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. Use this information in the critique of psychological tests and in the interpretation of results from psychological testing using the MMPI-2. (LAB)

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

Co-requisites: Required co-requisite unless already completed: PSY-710C

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: Elective

Learning Outcome(s):
1. Discuss 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. Explain the comprehensive system and response-optimized administration.
4. Review the R-PAS coding system and be able to solve typical coding problems.

PSY-710D2 Projective Personality Assessment: Advanced Coding and Administration

3 semester credits

This is the second course in the Rorschach using R-PAS (Rorschach Performance Assessment System). Students will demonstration proficiency in coding. They will learn administration and interpretation. Students will be versed in the empirical support of the variables.

Pre-requisites: PSY-710A, PSY-710B, PSY-710C, PSY-710D1, PSY-715A

Delivery Method: Blended

Grading Default: Letter

Note: Elective
Learning Outcome(s):
1. Demonstrate proficiency in R-PAS Coding.
2. Administer a valid Rorschach.
3. Interpret and explain basic elements of the test.
4. Discuss empirical support for the elements of the Rorschach.
5. Discuss empirical support for diverse populations.

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-710A, PSY-710B, PSY-715A
Co-requisites: Required co-requisite unless already completed: PSY-710C
Delivery Method: Blended
Grading Default: Letter
Note: Elective
Learning Outcome(s):
1. Explain the development of and theory behind Thematic Apperception techniques.
2. Demonstrate proper administration of the TAT (CAT and SAT).
3. Discuss the basics of at least one of the five standardized scoring systems and describe the advantages and disadvantages of its use and that of other scoring systems.
4. Interpret and apply thematic apperception measures for assessment at a beginning level.
5. Describe theory and research applications of the TAT, including cross-cultural studies.
6. 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, which can be applied transtheoretically. Students will learn how to utilize these assessment tools to inform case conceptualizations and treatment plans consistent with their preferred theoretical orientation.

Pre-requisites: PSY-710A, PSY-710B, PSY-715A
Co-requisites: Required co-requisite unless already completed: PSY-710C

Delivery Method: Blended
Grading Default: Letter
Note: Elective
Learning Outcome(s):
1. Review domain specific CBT self-report and structured interview-based measures of anxiety and depression to be able to select appropriate measures for factors maintaining target behaviors and for treatment outcomes.
2. Discuss idiographic case formulation principles and models used by cognitive behavioral therapists.
3. Develop cognitive-behavioral case conceptualizations for specific clinical cases, with adaptations for multicultural diversity.
4. Write psychological reports with format that integrates CBT domain specific client self-reported measures, structured interview-based measures of DSM-5 Axis I mental disorders, and objective psychological tests results such as the WAIS-IV and the MMPI-2, in order to provide clear, behaviorally specific assessments and treatment recommendations.
5. 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), 9.5 credits of clinical practicum (any combination of PSY-695 or PSY-630).
Delivery Method: Blended
Grading Default: Letter Only
Learning Outcome(s):
1. Articulate in writing psychological test findings, including those from cognitive, (Wechsler scales), objective personality (e.g. MMPI-2, MCMI, PAI), and projective (Rorschach, TAT) tests in a manner consistent with beginning internship level.
2. 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. Recognize the readers to whom a given psychological report is to be directed and write in a manner commensurate with one's anticipated readers.
4. Identify: (a) the limitations inherent in any clinical assessment, and (b) situations when further work-up, research, interviews, and referrals are needed.
5. Describe diversity issues that impact: (a) the selection and interpretation of assessment methods, and (b) case conceptualization, diagnosis, and recommendations.

PSY-711A1 Introduction to Psychotherapy: Theory

3 semester credits

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 Only
Learning Outcome(s):
1. Compare the three major theoretical orientations' basic concepts and techniques.
2. Evaluate the empirical basis for the major psychotherapy theories.
3. Assess the influence of multicultural perspectives on theory and practice.
4. Determine your preferred theoretical orientation for clinical practice.

PSY-711A2 Introduction to Psychotherapy: Technique

1 semester credits
This two-day, in-person seminar focuses on the development of basic psychotherapy skills. As a precursor to clinical practica, students learn generic therapy skills through role play exercises. Content includes basic interviewing and relationship building skills, managing client engagement and resistance, as well as awareness of self in the context of the therapy relationship. Legal and ethical issues such as contracting, record-keeping, and other practical information are discussed. The impact of the cultural context on the psychotherapy relationship is addressed.
Pre-requisites: PSY-711A1
Delivery Method: Blended
Grading Default: Letter Only
Learning Outcome(s):
1. Recognize and demonstrate psychotherapy skills related to building a therapeutic alliance in the context of the three phases of treatment: initiation, action, and termination.
2. Illustrate contracting, ethical practice, and record keeping.
3. Describe how cultural influences may impact the therapeutic relationship.
4. Demonstrate an ability to reflect upon one's emerging role as a health service provider.

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
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Learning Outcome(s):
1. Demonstrate understanding of the current literature on psychotherapy research, including empirically supported practices and evidence based practice.
2. Demonstrate understanding of the literature on non-specific or common factors (e.g., therapeutic alliance) as they affect interventions across different forms of practice.
3. Evaluate the quality of clinical research and its application to effective interventions.
4. Describe the research on the role of culture and diversity in the practice and outcome of psychotherapy.

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 Only
Learning Outcome(s):
1. Describe how a nation's history and culture affect individual and interpersonal experience.
2. Assess and critique multicultural approaches in psychology.
3. Describe how cultural variables influence the etiology and manifestations of mental health and illness, including but not limited to knowledge of culture-specific diagnoses.
4. Describe how normative values within a culture interface with individual differences to influence illness and help-seeking behaviors, interactional styles, and worldviews.
5. Describe and assess variables of special relevance to identified groups, such as cultural orientation, acculturative stress, and the effects of discrimination.
6. 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. Identify and evaluate 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: PSY-716A (or waiver by exam)

RCP certificate students who need the course for licensure can request to take the class without having met the pre-requisite.

Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Learning Outcome(s):
1. Identify 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. Describe the concepts of standardization and norming, reliability, and validity.
3. Make selection decisions with assessment instruments based on psychometric data.
4. Identify the concepts and procedures pertaining to test construction, including scaling, item construction, and item analysis
5. Critically consider cultural issues related to psychological assessment with a focus on test development.
6. Identify legal and ethical standards associated with psychological assessment with a focus on test development.

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, bivariate correlation and regression analysis, familiarity with non-parametric alternatives to parametric tests and the chi-square test and related measures of association, power analysis, and effect size and confidence interval analysis.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter Only

Note: By special arrangement, PhD students can test out of this course via a proctored exam.

Learning Outcome(s):

1. Apply basic concepts and methods of univariate descriptive statistics to analyze data, including levels of measurement, z-scores, measures of central tendency and dispersion, types of distributions, and independent and dependent variables.
2. Apply basic concepts and methods of bivariate descriptive statistics to analyze data, including linear relationships, regression models, residuals, and measures such as slope, Y intercept, coefficient of determination, Pearson's r, eta, gamma, and phi.
3. Utilize univariate and bivariate graphing approaches, including bar charts, histograms, stem and leaf diagrams, pie charts, boxplots, scatterplots, and regression lines.
4. Apply basic concepts of statistical inference to analyze data, including sampling distribution, sampling error, standard error, null, and alternative hypotheses, one and two tailed tests, Type I and Type II error, rejection region, alpha level, level of significance, rejection of null hypothesis, central limit theorem, effect sizes, confidence intervals, general logic of inference, relationship of confidence interval to hypothesis test, and meaning of z, t, F, and chi-square distributions.
5. Discuss theory behind null hypothesis significance testing (NHST) and criticisms of, and alternatives to, this approach.
6. 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, power analysis, one way analysis of variance (one way ANOVA), bivariate regression and correlation analysis.
7. Describe 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, and MANOVA. 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.

Pre-requisites: PSY-716A or IECD-536

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter Only

Learning Outcome(s):

1. Describe the assumptions underlying multivariate statistical techniques and how to test these assumptions.
2. Make adjustments to analyses when assumptions are violated (e.g., transform variables, delete outliers, apply non-parametric, or robust alternatives).

3. Apply the appropriate statistical method to a variety of research questions and designs.
4. Conduct Factorial ANOVA & ANCOVA, Multiple Regression (including hierarchical methods), and MANOVA.
5. Write the results of all the statistical techniques discussed above using APA format and including properly constructed tables.
6. Apply the concepts related to statistical significance, effect sizes, confidence intervals, and contemporary challenges and alternatives to null hypothesis significance testing (NHST) to these multivariate analytic techniques.

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
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Note: Elective
Learning Outcome(s):
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: PSY-701A, PSY-716A
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Note: Elective
Learning Outcome(s):
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 Qualitative Research

2 or 4 semester credits
This course might include advanced topics in qualitative interviewing, qualitative data analysis, qualitative data presentation, construction of data collection instruments, and advanced research methodology. This course is available for independent study contracting and when contracted the specific content of this course must be negotiated and approved with a faculty member using an assessment contract.
Pre-requisites: PSY-701C
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Note: Elective

PSY-721 Special Topics in Quantitative Research

2 or 4 semester credits
This course might include coursework in causal modeling, classification methods, multi-level modeling, etc. The specific content of this course can be negotiated and approved with a faculty member using an independent study contract.
Pre-requisites: PSY-717
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Note: Elective

PSY-725 Special Topics in Cognitive and 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
Note: Elective

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
Note: Elective

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. Additionally, attention will be given to the cautions and responsibilities of psychopharmacy.

Pre-requisites: PSY-707

Co-requisites: PSY-727L must be taken in the same term (concurrent) if not completed previously.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: Elective

Learning Outcome(s):

1. Identify basic constructs of pharmacy, with an emphasis on neural mechanisms
2. Describe the biochemistry implicated
3. Compare the working hypotheses related to various medication regimens currently used to treat the selected mental disorder categories
4. Discuss issues of diversity that would impact pharmacotherapy considerations

PSY-727L Seminar in Psychopharmacology

1 semester credits

This seminar is the in-person (face-to-face/real time) seminar providing the basics in pharmacology and psychopharmacology necessary to successfully complete the advanced course in Psychopharmacology, PSY-727. Constructs of pharmacokinetics and pharmacodynamics as well as neural biology important to psychopharmacology will be covered, as will networks applicable in psychopharmacological treatment.

Pre-requisites: PSY-707

Co-requisites: PSY-727 is a recommended co-requisite when both are offered in the Spring term.

Delivery Method: In person

Grading Default: Letter

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

Note: Elective

Learning Outcome(s):

1. Recall the organization of the higher cortical functions by areas.
2. Describe the bases behind the process approach to clinical neuropsychology as set forth by Edith Kaplan and her colleagues and be able to compare this approach and what could be called the "battery" approach of others. Also be able to outline the strengths and weaknesses of each approach.

3. Describe 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. Discuss functional neuropsychological deficits that are associated with environmental, personality, or other factors, and not with brain damage.
5. Explain the importance of ecological validity as applied to neuropsychological assessment, including both generic and individual factors.
6. Describe the influence of cultural and diversity issues on the development of neuropsychological conditions, neuropsychological assessment, and interpretation of results.

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
Note: Elective

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
Note: Elective
Learning Outcome(s):
1. Describe the gross anatomy of the brain, major landmarks, basic organization of the primary and secondary motor and sensory association areas, and the primary relationship between cortex and subcortical structures.
2. Identify the key elements of the neurological examination and describe how neurologists interpret results to infer location and type of disease.
3. Identify the structure and relative location of the ventricles and meninges and compare and contrast the primary clinical conditions associated with their pathology including headaches, increased intracranial pressure, herniation syndromes, tumors, and hydrocephalus.
4. Describe the basic anatomy of the spinal cord, motor system, autonomic nervous system, somatosensory pathways, and structure and function of the thalamus, and understand the relationship between these regions and signs and conditions associated with their dysfunction such as hemiparesis, unsteady gait, multiple sclerosis, paresthesias, sensory loss, and pain.
5. Examine the pathways, brainstem nuclei, and methods of assessment of the cranial nerves and list signs and symptoms of their dysfunction including anosmia, eye gaze and pupillary disorders, facial numbness, hearing loss, dizziness, dysarthria, dysphagia, and pseudobulbar affect.
6. Analyze and discuss the vascular supply, cytoarchitecture, and major input and output pathways of the cerebellum and review clinical findings and localization of cerebellar lesions and differential diagnosis of ataxia.

7. Analyze the intrinsic connections and input and output pathways of the basal ganglia and describe their basic functions and signs of dysfunction, especially as related to the movement disorders (e.g. Parkinson's disease, Huntington's disease).
8. List and define the major limbic system structures and their interconnections, especially the hippocampus and amygdala, and discuss how lesions of these regions affect memory, emotion, and olfaction.

PSY-731 Health Psychology

4 semester credits

This course will provide an overview of the specialty of Clinical Health Psychology. Students will examine theoretical and research foundations of health and illness from a psychological perspective. Students will gain an understanding of the specialty of Health Psychology and its role in the application of psychological knowledge and techniques to health, illness, and health care. Information on the integration of biomedical information about health and illness with current psychological knowledge for various health conditions will be examined by students. Ethical and cultural considerations specific to Health Psychology will be considered.

Pre-requisites: PSY-701A, PSY-707
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Note: Elective
Learning Outcome(s):
1. Discuss the complex interplay between one's health and a variety of biological, psychological, and social factors.
2. Describe how psychological research methods, theories, and principles can be applied to enhance biomedical approaches to for promoting health and treating illness.
3. Examine how behavioral and cognitive methods can help one cope with stress and promote health behavior.
4. Identify the experiences of patients in health care settings, factors that affect adherence to medical regimes, and sources of problems in patient/practitioner relationships.
5. Identify how psychological methods and principles can be applied to help patients manage and cope with chronic illness.
6. Explain how psychological and medical methods for relieving pain differ and are often combined to enhance treatment effectiveness.
7. Discuss diversity factors in relation to health and illness and the importance of research examining the role of diversity in health outcomes.
8. Identify ethical implications for the practice of health psychology.

PSY-731A Diversity Issues in Health Psychology

2 semester credits

A review of the impact of factors such as gender, age, cultural factors, socioeconomic status and sexual orientation on individuals' physical and mental health. This course examines important considerations for prevention, intervention, and service delivery. Topics may include: methodological issues in conducting research with diverse populations, developmental health psychology, child and adolescent health, gender differences in health, chronic disease and psychological adjustment, quality of life, health disparities, the role of culture in illness perception and adjustment to illness among others.

Pre-requisites: PSY-731
Delivery Method: In person/Blended
Grading Default: Letter

Note: Elective
Learning Outcome(s):
1. Define major concepts and identify key characteristics of theories of minority health and health disparities in various racial/ethnic, gender, income, and sexual orientation groups.
2. Describe theoretical positions used to understand/explain health disparities.
3. Analyze how individual and institutional differences can influence the applicability and generalizability of research and action on minority health and health disparities.
4. Identify strategies and interventions for the elimination of health disparities.

PSY-731B Health Behavior Change

2 semester credits
Assessment of psychosocial, cultural and situational factors in the voluntary behavior change process; theories of health behavior.
Pre-requisites: PSY-731
Delivery Method: In person/Blended
Grading Default: Letter
Note: Elective
Learning Outcome(s):
1. Identify major health behavior theories used to measure, record, and observe individual based health behaviors.
2. Identify the psychosocial factors (i.e. social, cultural, and individual) that contribute to the health of individuals based on current empirical research.
3. Apply assessment strategies targeting the psychosocial, cultural, and individual factors utilized in the development of health behavior change for individual clients/patient.
4. Examine a health behavior change intervention targeting physical activity and mood, and anxiety based largely on cognitive and learning theories.
5. Examine behavioral and cognitive techniques targeting physical activity utilized in practice settings.

PSY-731C Health Psychology Focus on Intervention with Chronic Medical Conditions

2 semester credits
Exploration of the current usefulness of a health psychology orientation in treating patients/clients who may be encountered in a variety of contexts with chronic medical conditions. Case examples are utilized as demonstrations of applications of health knowledge with psychological expertise.
Pre-requisites: PSY-731
Delivery Method: In person/Blended
Grading Default: Letter
Note: Elective
Learning Outcome(s):
1. Describe psychological factors related to chronic medical conditions encountered by health psychologists.
2. Identify cognitive behavioral interventions relevant for health psychologists treating patients with chronic medical conditions.
3. Examine empirically supported alternative methods of delivery for cognitive behavioral therapy interventions to optimize participation for chronically ill patients.

PSY-731D Pharmacology in Integrated Health Settings

2 semester credits

The Mind/Body dichotomy is no longer considered viable in the world of primary health care today. Increasingly, the interplay of physiology and behavioral manifestations is being understood. This combined course brings a basic understanding of brain and body functioning underpinning symptom presentation and the impact of medications on symptoms, and of symptom/condition correlations amenable to behavioral intervention as well as pharmacological treatment. A focus is on psychopharmacology, with a contextualization in the larger arena of presentation to health care treatment centers. Major physiological systems are be reviewed, as well as the medications most commonly prescribed for those conditions. Effects of medications, behavioral interventions appropriate for the pathology presented for these systems, and the role of pharmacy and psychopharmacy in treatment are reviewed.

Pre-requisites: PSY-731
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Note: Elective
Learning Outcome(s):
1. Explain how pharmacy works and what effects pharmacy has on bodies
2. Describe the operation of the major systems of the body
3. Identify the pathologies associated with the major systems of the body and their treatment

PSY-731E Applied Psychophysiology & Biofeedback

2 semester credits

This course presents an overview of commonly used psychophysiology and biofeedback techniques by psychologists in behavioral healthcare and integrated care settings.

Pre-requisites: PSY-731
Delivery Method: In person/Blended
Grading Default: Letter
Note: Elective
Learning Outcome(s):
1. Describe the basic principles of psychophysiological self-regulation and mind-body interaction.
2. Describe basic biofeedback systems and instrumentation.
3. Describe treatment applications supported by research.
4. Model biofeedback methods and adjunctive techniques such as cognitive and behavioral interventions.
5. Examine historical perspectives, basic concepts, clinical efficacy research, ethical and legal considerations, and definitions of applied psychophysiology and biofeedback.

PSY-731F Pediatric Health Psychology

2 semester credits

This course presents an overview of current knowledge for working as a behavioral health care provider with children and adolescents with chronic and acute medical illnesses.

Pre-requisites: PSY-731
Delivery Method: In person/Blended
Grading Default: Letter
Note: Elective
Learning Outcome(s):
1. Identify the developmental, professional, and ethical issues related to the practice of Pediatric Health Psychology.
2. Describe the research basis for the field of Pediatric Health Psychology.

3. Describe common health conditions and interventions for working with those conditions encountered by Pediatric Health Psychologists.
4. Describe issues of culture and diversity encountered in Pediatric Health settings.

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
Note: Elective

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
Note: Elective
Learning Outcome(s):
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
Note: Elective
Learning Outcome(s):
1. Demonstrate advanced knowledge of the organization of higher cortical functions as applied to specific neurological/neuropsychiatric disorders.
2. Describe neurological and neuropsychiatric symptoms that are typical of specific neurological disorders.
3. Critically analyze the strengths and weaknesses of a flexible versus fixed battery approach to the neuropsychological assessment of various neurological disorders.
4. Demonstrate knowledge of disease-specific neuropsychological/cognitive test profiles pertaining to specific neurological disorders.
5. Discuss intervention recommended for specific neurological disorders.
6. Explain multicultural factors that may adversely impact diagnosis, assessment, and treatment of 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
Note: Elective

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
Note: Elective

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
Note: Elective

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
Note: Elective

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
Note: Elective

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
Note: Elective

PSY-741 Special Topics in Legal and 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
Note: Elective

PSY-742 Special Topics in Social Justice and Diversity
2 semester credits
This special topics course addresses content related to multicultural psychology and clinical practice from a social justice perspective with under-served and culturally diverse populations.
Pre-requisites: PSY-712
Delivery Method: Distance/Electronically Mediated
Grading Default: Credit/No Credit Only
Note: Elective

PSY-744 Introduction to Integrated Primary Care
4 semester credits
Introduction to the knowledge needed to become effective providers in primary care medical settings including terminology and best practices for psychologists working in such settings. The different roles of clinical psychologists working in traditional mental health settings and integrated primary care will be explored. Research on theories and models of working in a primary care setting will be explored. Specifically, the Patient Centered Medical Home as a model of care will be introduced. Clinical methods and behavioral considerations of working with patients in primary care settings will also be introduced, including characteristics of patient populations presented in primary care as well as specific conditions which will be the focus of a psychologist's behavioral interventions. Knowledge of behavioral considerations for working with the health conditions of primary care patients will be introduced.
Pre-requisites: PSY-731
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter Only
Note: Elective
Learning Outcome(s):
1. Identify the basic knowledge needed for psychologists to work in integrated primary care including basic vocabulary and the context of the primary care setting.
2. Describe the value in terms of outcomes that psychologists bring to the primary care setting through their work.
3. Describe assessment procedures used in behavioral health consultation in an integrated health setting.
4. Discuss clinical interventions and behavioral considerations for working with patients in primary care setting with an understanding.
5. Explain how patient factors affect practice in an integrated setting including cultural factors.
6. Discuss ethical considerations for working in an integrated care setting.

PSY-745 Consultation and 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 Outcome(s):
1. Summarize the major: (a) supervision models, (b) approaches to consultation, and (c) approaches to essential elements of interprofessional practice.
2. Describe the developmental processes involved in the supervision relationship.
3. Critically examine research on the supervisee relationship and the supervisory triad.
4. Critically examine research on consultation in regard to the relationship, processes, and outcome.
5. Review national and state ethical and legal requirements pertaining to: (a) supervision, and (b) consultation.
6. Identify: (a) cultural issues related to the supervisory-supervisee relationship, (b) cultural issues related to the consultant-client relationship, and (c) cultural issues and ethics related to working collaboratively with other professions.

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 Only
Note: Elective
Learning Outcome(s):
1. Discuss the development and main features of these psychoanalytic theories. A: Classical; B: Object Relations; C: Attachment Theory; and D: Relational Theories.
2. Discuss the significance of each major psychoanalytic theory and how each theory has contributed to our contemporary understanding of personality and/or therapy.
3. Employ in discussion and apply to clinical material the major terms in psychoanalytic psychotherapy.

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 Only
Note: Elective
Learning Outcome(s):
1. Describe the history of behavioral, cognitive, and cognitive behavioral therapies.
2. Explain the principles of classical, operant, and vicarious learning and how they can be used to effect change.
3. Discuss the roles of Social Learning Theory and Social Cognitive Theory in the paradigm shift from a purely behavioral view of personal change to a cognitive mediational view.
4. Explain the reciprocal processes involved in personal change and the role of self-efficacy on those processes.
5. Compare different cognitive behavioral therapies and how they apply cognitive, behavioral, and environmental interventions contextually for different psychological disorders.
6. Apply CBT in a culturally competent manner.

PSY-748 Humanistic and 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.
Pre-requisites: PSY-711A1
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter Only
Note: Elective
Learning Outcome(s):
1. Explain a broad spectrum of humanistic, existential-phenomenological, post-modern and systemic theories and principles.
2. Describe the relevance of these principles to the therapeutic alliance, relationship, and technique.
3. Discuss the relationship between humanistic and existential psychology and other psychological and psychotherapeutic approaches.

PSY-749 Marriage and 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 couples and family therapy.
Pre-requisites: PSY-711A1 and PSY-711A2

Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Note: Elective
Learning Outcome(s):
1. Relate the historical context of contemporary theories of family therapy.
2. Describe the current status of marriage and the challenges facing contemporary couples.
3. Examine the importance and contributions of systems thinking in family and couples therapy.
4. Discuss several different theoretical approaches to family therapy and be able to apply them to clinical cases.
5. Identify the role of ethnicity, culture, and gender in understanding and treating couples and families
6. Demonstrate understanding of the research supporting the efficacy of at least one approach to couples therapy.

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
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Note: Elective
Learning Outcome(s):
1. Identify the eleven therapeutic factors which are intrinsic to the group therapy process.
2. Identify the typical stages of group development and basic group theory principles.
3. Explain how to modify a prototypic group to the needs of a particular setting, issue, or purpose.
4. Describe the ethical and professional issues relevant to group therapy.
5. Describe and apply the basic techniques/strategies that are useful in leading groups and that differentiate group from individual counseling.
6. Discuss how to work with diverse populations in group settings.
7. Describe contemporary research on group therapy.

PSY-751 Special 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
Note: Elective

PSY-752 Positive Psychology

2 or 4 semester credits

Positive psychology is an orientation to the field of psychology that goes beyond the emphasis on illness and pathology and examines the significance of character strengths, virtues and values, including happiness, well-being, optimism, and fulfillment. This discipline has been applied to a variety of settings including individuals, groups, and organizations. Positive psychology can be described as an effort to use the tools of rigorous science to help us understand the sources and nature of positive human strengths, characteristics, resources, and aspirations. The focus of this field is to promote the development of those positive features of human psychology, by guiding both individuals and the institutions within which they function. This course will critically examine the history, assumptions, principles, and findings of the positive psychology movement, the role of values in the theory and practice of psychology, techniques in the practice of positive psychological assessment and to treatment, and the relationship between positive psychology to religion, spirituality, ethnicity and non-western traditions and philosophies.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: Elective

Learning Outcome(s):

1. Identify the historical, philosophical, and meta-psychological foundations of the positive psychology movement.
2. Describe the basic theories and findings of positive psychology.
3. Identify the place of values and cultural differences in the theory and practice of psychology.
4. Discuss techniques and controversies in the practice of positive psychological assessment and to treatment.
5. Describe the role of positive psychological assessment in creating psychological formulations and writing psychological reports.
6. Explain basic critiques of the positive psychological movement.
7. Compare positive psychology in relation to non-western traditions and philosophies.

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. Students will identify good fitting training sites based on their unique characteristics.

Pre-requisites: PhD students: PSY-632A and PSY-638 (pre-proposal approval). PhD students registering in the Spring term with an active dissertation chair can request registration from registrar@fielding.edu. This exception is not permitted for Summer or Fall offerings of PSY-755. RCP students: Will need permission from the RCP Program Director who will work with the student and Director of Internship Advising to determine if the student will meet the Oct 1 deadline for completing internship requirements (e.g., 1500 hrs practicum, PSY-710G, PSY-779 or PSY-632B). Registration for RCP students will require contacting the registrar with this permission.

Delivery Method: Distance/Electronically Mediated

Grading Default: Credit/No Credit Only

Learning Outcome(s):

1. Write clearly, concisely, engagingly, and effectively for the purposes of developing APPIC Match materials.

2. Demonstrate comprehension of the process of the APPIC match.
3. Identify unique clinical strengths and growth edges and develop training goals consistent with long term career goals.
4. Identify 15-18 good fitting training sites based on student's unique characteristics.

PSY-756 Special Topics in Academic Writing

1 or 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
Note: Can count as elective for Clinical students if taken for 2 credits.
Learning Outcome(s):
1. Able to write clearly, concisely, engagingly and effectively both for scholarly and other professional purposes.
2. Able to use correct grammar, spelling and APA format.

PSY-757 Teaching of Psychology: Course Development

4 semester credits
This course introduces doctoral students to the teaching of psychology at the university level. Course includes analysis of pedagogical principles and research. Students learn to apply pedagogy to develop university level psychology courses.
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Learning Outcome(s): After successful completion of this course, students will be able to:
1. Analyze research on human learning
2. Evaluate principles of effective teaching
3. Analyze research on the characteristics of excellent teachers
4. Design course learning objectives for an undergraduate psychology course
5. Choose appropriate and effective course materials for an undergraduate psychology course
6. Develop a syllabus for an undergraduate psychology course that includes learning experiences and methods of evaluating student learning

PSY-758 Teaching of Psychology: Fostering Learning

4 semester credits
This course advances doctoral student knowledge in the art, science, and profession of teaching psychology at the university level. Emphasis is on developing psychology teaching methods and assignments that foster learning. Both online and in-person teaching methods are covered.
Pre-requisites: PSY-757
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Learning Outcome(s): After successful completion of this course, students will be able to:
1. Develop and describe their teaching style
2. Analyze different instructional strategies for classroom and online teaching environments
3. Apply knowledge to design effective learning experiences for an undergraduate psychology course
4. Apply knowledge to design effective methods of assessing student learning in an undergraduate psychology course
5. Understand methods of fostering effective relationships with students
6. Assess and improve their teaching style

7. Apply knowledge and experiences to design a new course syllabus for an undergraduate psychology course

PSY-759 Teaching of Psychology: Practicum
4 semester credits
Teaching practicum provides students with the opportunity to apply their knowledge by assisting an experienced university-level instructor with a course. Teaching practicum students practice providing instruction and feedback on course assignments. Practicum students also meet with faculty to discuss the practice of teaching and their teaching experiences. Course is repeatable for credit.
Pre-requisites: PSY-757
Co-requisites: PSY-758 is a required co-requisite if not completed previously.
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Learning Outcome(s): After successful completion of this course, teaching practicum students will be able to:
1. Foster student learning through office hours interactions
2. Design and deliver an effective lecture in the classroom (in-person or via live video meeting)
3. Design and deliver an effective non-lecture learning experience (in-person or via live video meeting)
4. Provide effective feedback on assignments
5. Receive feedback openly and use it to make improvements in teaching practices
6. Manage relationships with students in an effective manner

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
Note: Elective

PSY-762 Human Sexuality and Culture
2 semester credits
The objective of this course is the development of information, skills, and attitudes that enable psychologists to deal effectively with sexual problems and sex-related issues in psychotherapy as they intersect with issues of culture. Topics include the physiology and psychology of sexual identity, sexual behavior, sexual disorders, and treatment of psychologically based sexual disorders from a culturally responsive perspective.
Pre-requisites: PSY-712
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Note: Elective
Learning Outcome(s):
1. Discuss the effect of cultural factors such as gender, race/ethnicity, sexual orientation, age, religion, and mental health on sexual behavior and values.
2. Describe the various sexual diseases and dysfunctions.
3. Identify human sexual anatomy and physiology.
4. Describe the processes of sexual arousal and response.
5. Discuss the varieties of sexual styles and relationships across cultural groups.
6. Examine the nature and treatment of sexual dysfunction across cultural groups.

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. Students under the "old" forensic concentration curriculum may take it without co-registering for the lab portion, PSY-765L. Students under the "new" forensic concentration curriculum should register for the PSY-765L lab to be held at session, ideally in the same term in which PSY-765 is taken.

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

Note: Elective

Learning Outcome(s):
1. Identify the scope of the field of forensic psychology.
2. Explain the tasks involved in applying psychological knowledge and skills to the psycho-legal issues to which forensic psychologists respond.
3. Describe the core psycho-legal issues in various types/areas of forensic practice.
4. Achieve an understanding of the leading cases relevant to the practice of civil forensic psychology
5. Examine the ethical issues relevant to forensic practice.
6. Understand and apply 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

The seminar covers the basics of forensic assessment in criminal cases. The interaction between psychology and law is reviewed as it pertains to Competency to Stand Trial and the Insanity Defense and the form that it takes in various states in the U.S. Also reviewed are other legal defenses to culpability in criminal cases. Assessments for purposes of sentencing will be reviewed. The legal standard for expert testimony and the dos and don'ts of expert presentations in criminal courts are also discussed.

Co-requisites: Prior completion of or concurrent registration in PSY-765

Delivery Method: In person/Blended

Grading Default: Letter

Note: Elective

Learning Outcome(s):
1. Examine the tasks involved in applying psychological assessment skills to the psycho-legal issues presented in criminal cases.
2. Describe the core psycho-legal issues in various types of psychological assessments in criminal court cases.
3. Identify the ethical issues relevant to forensic assessments in a criminal setting.

PSY-765B Forensic Assessment in Civil Court

2 semester credits

Advanced course in Forensic Civil Assessment with one-day, face-to-face lab. This seminar will examine issues in forensic psychological assessment in civil settings.

Co-requisites: PSY-765

Delivery Method: In person/Blended

Grading Default: Letter

Note: Elective

Learning Outcome(s):
1. Achieve an in-depth understanding of the basic issues and legal standards in the practice of civil forensic psychology including the assessment psychological damages, causation, psychological disability, fitness for employment.
2. Achieve an understanding of the use of interviews, psychological testing, collateral information, record review, and other sources of information in forming a civil forensic psychological opinion.
3. Gain a basic understanding of research relevant to the practice of civil forensic psychology.
4. Become familiar with the ethical, cultural, and professional issues that arise in the practice of civil forensic psychology.

PSY-765C Forensic Assessment in Child Custody and Parental Rights

2 semester credits

This advanced course provides training, practice, and feedback in the application of psychological knowledge and skills, including integrated assessment, to the psycho-legal issues to which forensic psychologists respond to regarding child custody and parental competency evaluations. This course includes a one-day face-to-face lab.

Pre-requisites: PSY-710A, PSY-710B, and PSY-710C

Co-requisites: Prior completion of or concurrent registration in PSY-765

Delivery Method: In person/Blended

Grading Default: Letter

Note: Elective

Learning Outcome(s):
1. Demonstrate a basic understanding of the methods, assessments, and best practices for conducting child custody and parental competency evaluations.
2. Demonstrate a basic understanding of the ethical issues relevant to child custody/parental competency evaluations.
3. Demonstrate a basic understanding of diversity/multicultural factors relevant to child custody/parental competency evaluations.

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 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: PSY-708

Delivery Method: In person/Blended

Grading Default: Letter

Note: Elective

Learning Outcome(s):
1. Outline the scientific approach to forensic neuropsychology.
2. Evaluate the factors influencing admissibility of forensic neuropsychology expert opinions.

3. Analyze ethical issues in the practice of forensic neuropsychology.
4. Analyze the process of assessing response style in forensic neuropsychological evaluations.
5. Compare the common psychological questions in criminal and civil cases utilizing neuropsychological evaluations.
6. Synthesize research and clinical best practices for conducting neuropsychological evaluations for criminal cases.
7. Synthesize research and clinical best practices for conducting neuropsychological evaluations for civil cases.

PSY-765E Ethics in Forensic Psychology

2 semester credits
Advanced course in Forensic Ethics with one-day face-to-face lab. This seminar will explore the ethical issues that can arise in the practice of forensic psychology.
Co-requisites: Concurrent enrollment or prior completion of PSY-765.
Delivery Method: In person/Blended
Grading Default: Letter
Note: Elective
Learning Outcome(s):
1. Examine the ethical issues and dilemmas that can arise in the practice of forensic psychology and to be familiar with the guidelines and general principles that aid in their resolution.
2. Apply the APA ethical principles of psychologists and code of conduct, the APA Specialty Guidelines for Forensic Psychology, and other APA ethical guidelines to forensic practice.
3. Identify the ethical, cultural, and professional issues that can impact the ethical issues that arise in the practice of forensic psychology.

PSY-765F Malingering and Deception

2 semester credits
This seminar will provide students with a framework for understanding the clinical, conceptual and ethical issues pertaining to evaluations of malingering. Students will be provided with a review of techniques used in evaluating malingering of both cognitive and functional psychological symptoms.
Pre-requisites: PSY-765
Delivery Method: In person/Blended
Grading Default: Letter
Note: Elective
Learning Outcome(s):
1. Discuss the clinical, psychometric, cultural, and ethical issues in the assessment of malingering.
2. Examine and assess malingering of cognitive deficits.
3. Examine and assess malingering of mental illness.
4. Describe psychological report writing as it is relevant to the assessment of malingering and exaggeration.

PSY-765G Evaluations for the Immigration Courts

2 semester credits
This course is provided over a one-day seminar at national session with additional individual student follow up assignments. The course will provide an overview of the process of conducting evaluations for the U.S. Immigration Courts. Students will learn the basics of immigration law including information about asylum and removal proceedings. They will learn the process of conducting an evaluation for the immigration courts including the interview, evaluation, drafting a report/affidavit, and the essentials of providing testimony. Other topics will include working with diverse clients, the

psychology of immigration, and working with an interpreter.
Co-requisites: Prior completion of or concurrent registration in PSY-765
Delivery Method: In person/Blended
Grading Default: Credit/No Credit Only
Note: Elective
Learning Outcome(s):
1. Examine the basics of the U.S. Immigration Courts
2. Examine the law of asylum and removal cases in Immigration Court
3. Analyze the nuance of conducting evaluations with diverse clients
4. Demonstrate a beginning proficiency in interviewing immigrations clients
5. Demonstrate a beginning proficiency in writing reports/affidavits for immigration cases

PSY-765L Forensic Psychology Lab

1 semester credits
This is a one day lab/workshop in report writing and expert testimony which is required in connection with PSY-765, the basic core course in forensic psychology, required for all students in the forensic concentration. This course adds an applied component and serves to enhance the learning objectives of PSY-765.
Pre-requisites: PSY-710A, PSY-710B, PSY-710C
Co-requisites: Prior completion of or concurrent registration in PSY-765.
Delivery Method: In person/Blended
Grading Default: Credit/No Credit Only
Learning Outcome(s):
1. Identify the scope of the field of forensic psychology.
2. Examine the tasks involved in applying psychological knowledge and skills to the psycho-legal issues to which forensic psychologists respond.
3. Describe the core psycho-legal issues in various types/areas of forensic practice.
4. Identify the ethical issues relevant to forensic practice.
5. Demonstrate an understanding of the steps required to conduct a forensic assessment and prepare a forensic report (clinical), and the ability to present expert testimony and an expert report on a relevant forensic issue (non-clinical).

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
Note: Elective

PSY-774 Neuropsychological Care in Traumatic Brain Injury: Assessment, Rehabilitation, and Advocacy

4 semester credits
This course addresses the psychological and neuropsychological implications of brain injury. There is a focus on both evaluation and treatment in addressing the needs of the brain injured patient. A rehabilitation neuropsychological perspective is taken in this course. The practice of using neuropsychological evaluation not only to gauge the patient's neurocognitive functioning, but also to educate the patient and family through the therapeutic recovery process is emphasized. Understanding brain injury from those who have experienced it is important for the development of

any clinician who intends to treat this population, so literature and other materials produced by those who have an a brain injury will be covered in the course.

Pre-requisites: PSY-707, PSY-728
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Note: Elective
Learning Outcome(s):
1. Describe how brain injury affects the physiology of the brain.
2. Discuss how brain injury affects neurocognitive functioning.
3. Describe how brain injury affects emotional functioning and personality.
4. Explain how brain injury impacts the family.
5. Identify various approaches to neuropsychological assessment of brain injury.
6. Explain the model of multi-disciplinary treatment used in brain injury rehabilitation.
7. Identify training and career options for doctoral students in clinical psychology who wish to pursue a career in brain injury rehabilitation.

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: PSY-500A, PSY-711B, PSY-712, the first two terms of Practicum Case Seminar (PCS) including 5 case presentations, 9.5 units (760 hours) of PSY-695 Clinical Practicum, PSY-710G (may be taken concurrently).
Delivery Method: Distance/Electronically mediated
Grading Default: Credit/No Credit Only
Note: 12.5 credits recommended (1,000 clock hours) of PSY-695/PSY-630 before taking this exam.
Learning Outcome(s):
1. Ability to develop a case conceptualization and treatment plan that is consistent with one's preferred theory and reflects an ability to incorporate diversity considerations and relevant research
2. Able to develop and maintain an effective therapeutic relationship
3. Case conceptualizations, treatment plans, and practice appropriately take into account cultural differences
4. Practice in a manner consistent with legal and ethical standards

PSY-780 Neuropsychology in Clinical Practice

4 semester credits
This course covers the broad relevance and applications of clinical neuropsychology across types of practice settings and across different patient populations. The emphasis is on how neuropsychological evaluations can be used in clinical practice, when such evaluations are and are not appropriate, and how the practice of clinical neuropsychology can take a variety of different forms depending on setting, demand, and boundaries of competence. Ethical issues in clinical neuropsychology and multicultural and diversity issues will be addressed. The role of neuropsychology in private practice, institutional employment settings, and school-based settings will be covered.

Pre-requisites: PSY-677, PSY-728, PSY-730
Delivery Method: Distance/Electronically Mediated
Grading Default: Letter
Note: Elective
Learning Outcome(s):

1. Describe clinical neuropsychology as a procedure and a specialty
2. Explain the variety of roles clinical neuropsychological evaluations can have in practice
3. Describe the Houston Guidelines for preparation as a clinical neuropsychologist
4. Describe alternatives to the Houston Guidelines for gaining competency in clinical neuropsychology
5. Identify how clinical neuropsychology interfaces with other specialties in clinical psychology
6. Explain issues related to multicultural competencies and ethical responsibilities in clinical neuropsychology

PSY-784 Developmental Psychopathology

4 semester credits

The foundation courses in Developmental Bases of Behavior and Cognitive and Affective Bases of Behavior are designed to enable a comprehensive understanding of theories, concepts, and important empirical issues represented by these separate subdisciplines in psychology. This course integrates developmental science, psychopathology, and cognitive and affective science to consider the how and why, and for whom and when, processes related to psychopathology develop. This course includes the exploration of the developmental pathways among specific disorders common in children and adolescents. Students will examine key concepts including contextual processes, developmental cascades, the reciprocal and transactional nature of developmental psychopathology, and the necessity of multiple levels of analysis. Emphasis will be on risk/resilience and the principles of adaptive/maladaptive coping. Both categorical and dimensional approaches will be considered. The course will consider how current and historical practices have created disparities in outcomes for certain children and families. Students will be expected to apply the knowledge gained throughout the course to diverse populations of children and families. Additionally, during the semester, students are required to attend a 2 day in-person training seminar at the associated National Session (i.e., the National Session that occurs during the semester you are taking this course).

Required topics of this course include:
- Current and historical approaches to classifying developmental psychopathology (e.g., dimensional vs. categorical)
- Mental health disparities in diagnostic and treatment outcomes for certain children and families
- Resilience and risk models to include adaptive and maladaptive coping
- Overview of common childhood disorders including developmental, etiological, and cultural factors (e.g., ADHD, Autism, Anxiety, Conduct disorders, Mood disorders, Pediatric Bipolar disorder, Developmental/Intellectual Disability, Trauma/Stressors, Child Maltreatment)
- Key concepts including contextual processes, developmental cascades, and reciprocal and transactional nature of developmental psychopathology
- Integration of developmental science, psychopathology, and cognitive and affective aspects of behaviors involving processes related to how psychopathology develops

Pre-requisites: PSY-702, PSY-706, and PSY-708
Co-requisites: During the semester, students are required to attend a 2 day in-person training seminar at the associated National Session (i.e., the National Session that occurs during the semester you are taking this course).
Delivery Method: Blended
Grading Default: Letter Only
Note: Elective
Learning Outcome(s): Students completing Developmental Psychopathology will be expected to:

1. Evaluate the central current and historical theoretical models and empirical findings in the field of developmental psychopathology and consider how current and historical practices have created disparities in outcomes for certain children and families.
2. Apply key concepts such as contextual processes, developmental cascades, the reciprocal and transactional nature of developmental psychopathology, and the necessity of multiple levels of analysis using real world applications.
3. Describe major forms of psychopathology covered in the course including information about development and epidemiology.
4. Demonstrate understanding of the risk/resilience and the principles of adaptive/maladaptive coping associated with behavioral, cognitive, and emotional disorders in the context of typical human development.

PSY-799 Research Seminar on the Integration of Emotional, Cognitive, Psychosocial, and Developmental Aspects of Behavior

4 semester credits

The foundation courses in Developmental, Social, and Cognitive and Affective Bases of Behavior are designed to enable a comprehensive understanding of theories, concepts, and important empirical issues represented by these separate subdisciplines in psychology. In this course, students will expand upon that understanding to engage with research literature that integrates these subdisciplines with the goal of deepening their understanding of contemporary interdisciplinary behavioral psychological research. Students read at least two contemporary empirical articles weekly on integrative topics. Weekly classes combine lecture, student presentations of the research, and collaborative discussion. The focus of discussion will be on hypothesis testing, research design, measurement of constructs, data interpretation, and diversity issues. In addition to presenting the research for one week's readings to the class, students will turn in papers that analyze/critique the research from 5 week's readings of their choosing. Students are expected to attend seminars every week, and to actively participate in discussion. Additionally, during the semester, students are required to attend a 1 day in-person training seminar at the associated National Session (i.e., the National Session that occurs during the semester you are taking this course).

Required topics of this course include:
- Theories and models of research domains involving the integration of Cognitive, Affective, Social and/or Developmental aspects of behavior
- Operationalizing emotion, cognition, and psychosocial constructs
- Methods of interdisciplinary research in the subdisciplines
- Diversity issues in research relevant to the empirical articles under discussion

Pre-requisites: PSY-702, PSY-705, and PSY-706
Co-requisites: During the semester, students are required to attend a 1 day in-person training seminar at the associated National Session (i.e., the National Session that occurs during the semester you are taking this course).
Delivery Method: Blended
Grading Default: Letter Only
Note: Elective
Learning Outcome(s): Students completing the Research Seminar on the Integration of Emotional, Cognitive, Psychosocial, and Developmental Aspects of Behavior will be expected to:
1. Discuss the models and theoretical perspectives used by researchers who investigate the interdisciplinary nature of cognitive, emotional, developmental, and psychosocial aspects of human behavior.
2. Compare and contrast how psychological constructs used by the researchers are defined and measured.

3. Critically evaluate research methods employed by interdisciplinary researchers.
4. Present, discuss and criticize scientific papers.
5. Reflect upon the developmental nature of the integrative processes under discussion (cf., early development and the conceptual processing of emotion; development, stress, emotion and cognition; lifespan development of cognitive and emotional processing).
6. Reflect upon and discuss diversity issues relevant to the empirical studies covered.

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

Research (RES) Courses

RES-FFP Filing Dissertation Pending
0 semester credits
This course is used to show active enrollment (at less than halftime status) as a student completes proofreading process and prepares their final copy of the dissertation for filing.
Delivery Method: Distance
Grading Default: Credit Only

RES-IRB IRB Approval for Dissertation
0 semester credits
This zero-credit course signifies the student has achieved clearance from Fielding Graduate University's IRB office to proceed with their research for their dissertation. An Institutional Review Board (IRB) is a federally mandated committee composed of scientists, clinicians, non-scientists and non-affiliated community representatives charged with overseeing all research projects involving human volunteers to protect the rights and welfare of the volunteers, certifying that the research is conducted according to the highest scientific and ethical standards.
Delivery Method: Distance
Grading Default: Credit Only

Faculty, Chief Administrators, Board of Trustees

Faculty and Chief Administrators

Definitions of Faculty Titles

Associate Faculty: Part-time, non-contract Fielding faculty members who often teach courses and may be invited to serve as mentors and/or on thesis and dissertation committees and perform other duties as described in and compensated according to Schedule A. The President or Provost may appoint Fielding employees to an Associate Faculty role in recognition of their scholarly contributions in their fields or by virtue of their role at the university (e.g. serving on the academic leadership and/or university leadership teams). They do not participate in Institutional Service & Governance, and are not academic senate members.

Affiliate Faculty: Part-time, non-contract Fielding faculty members who do not teach courses. They may serve on dissertation committees and perform other duties as described in and compensated according to Schedule A. Individuals who supervise clinical trainees may also be appointed as Affiliate Faculty, although they are not compensated. They do not participate in Institutional Service & Governance and are not academic senate members.

Core Faculty: Fielding faculty members who are under contract at no less than .5 FTE to teach courses and serve on thesis and dissertation committees. Core Faculty also participate in service and governance within their programs, schools, and the University, and/or as elected or designated by the Senate Leadership Committee (SLC). They are academic senate members and are eligible to vote on senate matters.

Dean/Faculty/Provost Emeritus: The honorary title Emeritus may be conferred on faculty members who retire from Fielding, in recognition of lengthy, meritorious and loyal service to Fielding. This designation is approved individually by the Board of Trustees. With the approval of the Dean and/or Program Director, Emeriti may serve on dissertation committees or teach a course and may be compensated according to Schedule A, but they do not participate in Institutional Services & Governance and are not academic senate members.

Name	Position	Education
Adams, Michelle L.	Associate Faculty: School of Psychology	PhD, Fielding Graduate University
Agger-Gupta, Dorothy E.	Core Faculty: School of Leadership Studies	PhD, University of Massachusetts
Alexander, Celeste	Associate Faculty: School of Psychology	MS, Brenau University
Álvarez Mangual, Melissa	Associate Faculty: School of Leadership Studies	EdD, Northeastern University
Appelbaum, Richard P.	Core Faculty: School of Leadership Studies	PhD, University of Chicago
Arnold, Carrie A.	EBC Program Director: School of Leadership Studies	PhD, Fielding Graduate University

Name	Position	Education
Austin, John R.	Affiliate Faculty: School of Leadership Studies	PhD, Boston College
Awal, Deepa	Associate Faculty: School of Leadership Studies	PhD, Stern School of Business, New York University
Baca, Leonard	Faculty Emerit: School of Leadership Studies	EdD, University of Northern Colorado
Baker, Nancy	Faculty Emerit: School of Psychology	PhD, California School of Professional Psychology
Barrett, Frank J.	Core Faculty: School of Leadership Studies	PhD, Case Western Reserve University
Battaglia, John	Associate Faculty: School of Leadership Studies	DMin, Assemblies of God Theological Seminary, Evangelical University
Bell, Autumn	Manager of Academic Technology and Services	MA, University of New Mexico
Benach, Pedro L.	Associate Faculty: School of Psychology	PsyD, Chaminade University
Bendell Estroff, Debra	Faculty Emerit: School of Psychology	PhD, University of Kansas
Benson-Quaziena, Marcella	Faculty Emerit: School of Leadership Studies	PhD, Fielding Graduate University
Bolanos, Carmen R.	Associate Faculty: School of Leadership Studies	PhD, Boston University
Boutin-Martinez, Alma	Associate Provost for Teaching, Learning & Assessment	PhD, University of California, Santa Barbara
Brady, Bridget L.	Registrar & Director of Curricular Services	MS, California State University, Long Beach
Bryson, (William) Jeff	Associate Faculty: School of Psychology	PhD, Fielding Graduate University
Bulanda, Michelle	Associate Faculty: School of Psychology	DSc, University of Oklahoma
Burns, Carliss Darrin	Manager of ERP Systems	MIS, Capella University
Bush, Joseph P.	Faculty Research Specialist: School of Psychology	PhD, University of Virginia
Bushnell, Don	Faculty Emerit: School of Leadership Studies	PhD, University of California, Santa Barbara
Casenhiser, Devin M.	Associate Faculty: School of Psychology	PhD, University of Illinois Urbana - Champaign
Cahn, Lindsay	Director of Advising	EdD, University of Southern California
Catalano, Corinne G.	Associate Faculty: School of Psychology	PhD, Montclair State University
Christian, P. Dian	Associate Faculty: School of Leadership Studies	PhD, Fielding Graduate University
Constantine, Joseph	Core Faculty: School of Psychology	PhD, University of South Florida
Cordero, Milagros J.	Associate Faculty: School of Psychology	EdD, Boston University

Name	Position	Education
Corley, Constance	Affiliate Faculty: School of Leadership Studies	PhD, University of Michigan, Ann Arbor
Cornelius, Allen E.	Faculty Research Specialist: School of Psychology	PhD, University of North Carolina at Chapel Hill
Costa, Gerard	Associate Faculty: School of Psychology	PhD, Temple University
Craig, Argentine S.	Faculty Emerit: School of Leadership Studies	PhD, Union Graduate College
Craig, Jenene W.	Director of IECD Programs: School of Psychology	PhD, Fielding Graduate University
Cramer, Margaret A.	Faculty Emerit: School of Psychology	PhD, California School of Professional Psychology
Cutler, Brian	Director of Media Psychology Programs: School of Psychology	PhD, University of Wisconsin-Madison
Davis-White Eyes, Allison	Vice President of Diversity, Equity & Inclusion; Associate Faculty: School of Leadership Studies	PhD, Oregon State University
DeBolt, Timothy J.	Director of Marketing	MBA, University of Florida
DelaCerda, Jose	Core Faculty: School of Leadership Studies	PhD, Benedictine University
Dill, Jody C.	Associate Faculty: School of Psychology	PhD, University of Missouri - Columbia
DiStefano, Anna	Provost Emerit	EdD, Boston University
Drob, Sanford L.	Faculty Emerit: School of Psychology	PhD, Boston University
Dumas, Marine	Director of Institutional Research	
Dunlop, Connie W.	Associate Faculty: School of Leadership Studies	EdD, George Washington University
Dyette, Ksera	Associate Faculty: School of Psychology	PsyD, Widener University
Edwards, Jennifer L.	Core Faculty: School of Leadership Studies	PhD, Fielding Graduate University
Ehlers-Flint, M. Lorraine	Core Faculty: School of Psychology	PhD, Alliant International University
Emick-Seibert, Jessica E.	Core Faculty: School of Psychology	PhD, University of Maryland
Epstein, Kathryn "Kitty" Kelly	Core Faculty: School of Leadership Studies	PhD, University of California, Berkeley
Evans, Sarah F.	Associate Faculty: School of Leadership Studies	MA, Royal Roads University
Faille, Lisa	Associate Faculty: School of Psychology	PhD, Alliant International University/California School of Professional Psychology
Fallon, April E.	Core Faculty: School of Psychology	PhD, University of Pennsylvania
Farrell, Marie	Faculty Emerit: School of Leadership Studies	PhD, Maynooth University

Name	Position	Education
Feder, Joshua D.	Affiliate Faculty: School of Psychology	MD, Boston University
Ferrare, Dino	Vice President, Human Resources and IT Operations	MS, Binghamton University
Fichter, Erica	Director of Recruitment	MEd, Northern Arizona University
Field, Tiffany	Core Faculty: School of Psychology	PhD, University of Massachusetts
Fisher, Tracy L.	Affiliate Faculty: School of Leadership Studies	PhD, City University of New York
Foley, Gilbert M.	Affiliate Faculty: School of Psychology	EdD, Lehigh University
Fowler, Henry	Associate Faculty: School of Leadership Studies	EdD, Fielding Graduate University
Frank, Chiyoko K.	Associate Faculty: School of Psychology	PhD, Cornell University
Freimuth, Marilyn	Director: Alonso Center for Psychodynamic Studies; Core Faculty: School of Psychology	PhD, Clark University
Gallegos, Placida V.	Faculty Emerit: School of Leadership Studies	PhD, University of California, Riverside
Geller, Kathy D.	Director of HOD Programs: School of Leadership Studies	PhD, Fielding Graduate University
George-Feres, Deborah	Associate Faculty: School of Leadership Studies	PhD, Walden University
Giannetti, Ronald A.	Dean Emerit: School of Psychology	PhD, University of California, Berkeley
Gillum, Tameka L.	Associate Faculty: School of Psychology	PhD, Michigan State University
Gliniak, Christine	Associate Faculty: School of Psychology	PhD, Fielding Graduate University
Glovinsky, Ira P.	Associate Faculty: School of Psychology	PhD, University of Michigan
Goldberg, Elkhonon	Associate Faculty: School of Psychology	PhD, City University of New York
Goldberg, Susan G.	Core Faculty: School of Psychology	PhD, Fielding Graduate University
Goldyne, Dara A.	Associate Faculty: School of Psychology	PhD, Fielding Graduate University
Gordon Sue	Faculty Emerit: School of Leadership Studies	PhD, University of Chicago
Greene, Anthony F.	Core Faculty: School of Psychology	PhD, University of South Florida
Griffith, Nathan M.	Core Faculty: School of Psychology	PhD, University of Cincinnati
Grissette-Banks, Monique	Associate Faculty: School of Leadership Studies	PhD, Fielding Graduate University
Guilarte, Miguel G.	Core Faculty: School of Leadership Studies	PhD, Columbia University

Name	Position	Education
Hadden, Julia	Associate Faculty: School of Psychology	PsyD, William James College
Hairston, Latise	Associate Faculty: School of Leadership Studies	PhD, Niagara University
Hall, K. Melchor Quick	Affiliate Faculty: School of Leadership Studies	PhD, American University
Hamabata, Matthew M.	Faculty Emerit: School of Leadership Studies	PhD, Harvard University
Hamlett, Tiffany	Associate Faculty: School of Psychology	PhD, Texas Women's University
Hansen, Nancy Downing	Faculty Emerit: School of Psychology	PhD, University of Florida
Hanson, Elaine D.	Core Faculty: School of Psychology	PsyD, University of Denver
Harrell, Ivan L.	Associate Faculty: School of Leadership Studies	PhD, Florida State University
Harris-Britt, April	Core Faculty: School of Psychology	PhD, Chapel Hill University
Harway, Michele	Faculty Emerit: School of Psychology	PhD, University of Maryland
Haskie, Miranda J.	Associate Faculty: School of Leadership Studies	EdD, Fielding Graduate University
Hatcher, Sherry Lynn	Core Faculty: School of Psychology	PhD, University of Michigan
Hauser, Laura	Associate Faculty: School of Leadership Studies	PhD, Fielding Graduate University
Hawkins II, Raymond C.	Core Faculty: School of Psychology	PhD, University of Pennsylvania
Henderson Jr., Lenneal J.	Core Faculty: School of Leadership Studies	PhD, University of California, Berkeley
Hildebrandt, Terry H.	Associate Faculty: School of Leadership Studies	PhD, Fielding Graduate University
Ho, Christine	Faculty Emerit: School of Leadership Studies	PhD, University of California, Los Angeles
Holland, Daniel C.	Core Faculty: School of Psychology	PhD, Southern Illinois University - Carbondale
Honda, Jennifer	Associate Faculty: School of Psychology	OTD, Nova Southeastern University
Howell, Steven R.	Associate Faculty: School of Psychology	PhD, McMaster University
Hurst, Clifford	Associate Faculty: School of Leadership Studies	PhD, Fielding Graduate University
Isbouts, Jean-Pierre	Faculty Emerit: School of Leadership Studies	DLitt, Leyden University
Jackson, Julie A.	Core Faculty: School of Psychology	PsyD, Adler University
Jacobs, Don "Four Arrows"	Core Faculty: School of Leadership Studies	PhD, Columbia Pacific University
Jacquin, Kristine M.	Dean: School of Psychology	PhD, University of Texas
Jensen, Susanne M.	Faculty Emerit: School of Psychology	PhD, University of Bonn

Name	Position	Education
Josselson, Ruthellen	Core Faculty: School of Psychology	PhD, University of Michigan
Kalmanson, Barbara	Affiliate Faculty: School of Psychology	PhD, University of California, Berkeley
Kamm, Kathi L.	Associate Faculty: School of Psychology	PhD, Indiana University-Bloomington
Klein, June R.	Vice President and Chief Financial Officer	EdD, Fielding Graduate University
Kranzberg, Marti B.	Core Faculty: School of Psychology	PhD, Fielding Graduate University
Kuipers, Judith	President Emerit	PhD, Michigan State University
Ladd, Walker	Associate Faculty: School of Psychology	PhD, Sofia University
Lannon, Kari L.	Associate Faculty: School of Psychology	PhD, Fielding Graduate University
Lassen, Maureen K.	Core Faculty: School of Psychology	PhD, University of Arizona
Lazaridou, Asimina	Core Faculty: School of Psychology	PhD, University of Macedonia
Leach, Edward J.	Associate Faculty: School of Leadership Studies	PhD, The University of Texas at Austin
Lemke, Debbie	Director of Academic Conference & Event Services	
Leslie, Bruce H.	Associate Faculty: School of Leadership Studies	PhD, The University of Texas at Austin
Levin, Leanne J.	Core Faculty: School of Psychology	PhD, Fielding Graduate University
Lewis, Marva L.	Associate Faculty: School of Psychology	PhD, University of Colorado, Boulder
Lopes, Milton E.	Faculty Emerit: School of Leadership Studies	PhD, Virginia Polytechnic Institute
Lyn, Hilary	Director of Alumni Relations	MS, California Polytechnic State University, San Luis Obispo
Lynam, Abigail	Core Faculty: School of Leadership Studies	PhD, Prescott College
Maber, Trevor	Lecturer: School of Leadership Studies	PhD, Fielding Graduate University
MacDonald, Heather	Core Faculty: School of Psychology	PsyD, Walden University
Manning, Michael R.	Core Faculty: School of Leadership Studies	PhD, Purdue University
Marquez-Lopez, Teresa	Faculty Emerit: School of Leadership Studies	EdD, Teachers College, Columbia University
Matamonasa-Bennett, Arieahn	Associate Faculty: School of Psychology	PhD, Fielding Graduate University
Mattila, Heidi M.	Associate Faculty: School of Psychology	PhD, Fielding Graduate University
McClintock, Charles	Dean Emerit: School of Leadership Studies	PhD, State University of New York

Name	Position	Education
	Director of the Institute for Social Innovation	
McElhenie, Michael	Associate Faculty: School of Leadership Studies	PhD, University of North Texas
McGraw, Katherine	Associate Provost for Research & Scholarship	PhD, Howard University
McKenna, Andrea	Director of Academic Business Affairs	MA, University of California, Santa Barbara
McPherson, Sandra	Faculty Emerit: School of Psychology	PhD, Case Western Reserve University
Mejia, Erik	Associate Faculty: School of Leadership Studies	MS, Northwestern University
Melton, Charles Reid	Associate Faculty: School of Leadership Studies	MRP (Master of Regional Planning), Cornell University
Melville, Keith E.	Core Faculty: School of Leadership Studies	PhD, Columbia University
Miles-Novelo, Andreas J.	Core Faculty: School of Psychology	PhD, Iowa State University
Mink, Barbara P.	Dean: School of Leadership Studies	EdD, Duke University
Mizock, Lauren M.B.	Core Faculty: School of Psychology	PhD, Suffolk University
Moreland, Nicole	CASL Director of Operations & Program Manager; Associate Faculty: School of Leadership Studies	PhD, Howard University
Morin, Christophe	Associate Faculty: School of Psychology	PhD, Fielding Graduate University
Murphy-Shigematsu, Stephen	Faculty Emerit: School of Leadership Studies	EdD, Harvard University
Myhal, M. Lynn	Associate Faculty: School of Leadership Studies	PhD, University of Rhode Island
Nelson, Annabelle L.	Core Faculty: School of Leadership Studies	PhD, University of Kansas
Newman, Nina F.	Core Faculty: School of Psychology	PhD, Fielding Graduate University
Newton, Rae	Faculty Emerit: School of Psychology	PhD, University of California, Santa Barbara
Nicklasson, Elena	Director of Development & Community Relations	MA, Middlebury College
Nitzburg, George C.	Core Faculty: School of Psychology	PhD, Columbia University
North, Malcolm A.	Core Faculty: School of Leadership Studies	PhD, Grand Canyon University
Norwood, Kathryn J.	Associate Faculty: School of Leadership Studies	EdD, Fielding Graduate University
Nourse, (Arnold) Kevin	Associate Faculty: School of Leadership Studies	PhD, Fielding Graduate University
Oblath, Rachel	Core Faculty: School of Psychology	PhD, Boston University

Name	Position	Education
Okazawa-Rey, Margo	Associate Faculty: School of Leadership Studies	EdD, Harvard University
Ormerod, Alayne J.	Core Faculty: School of Psychology	PhD, University of Illinois at Urbana - Champaign
Page, Konjit V.	Core Faculty: School of Psychology	PhD, University of North Dakota
Palloff, Rena M.	Associate Faculty: School of Leadership Studies	PhD, Fielding Graduate University
Parson Puccio, Cynthia	Associate Faculty: School of Psychology	PhD, Fielding Graduate University
Patterson, Angela	Associate Faculty: School of Leadership Studies	PhD, Fielding Graduate University
Peterzell, David H.	Associate Faculty: School of Psychology	PhD, University of Colorado
Phelan, Daniel J.	Associate Faculty: School of Leadership Studies	PhD, Iowa State University
Plato, Toni	Associate Faculty: School of Leadership Studies	EdD, University of New England
Platzman, Kathleen A.	Associate Faculty: School of Psychology	PhD, University of Chicago
Pulido, Carmen	Core Faculty: School of Psychology	PhD, University of California, San Diego
Purisch, Arnold D.	Associate Faculty: School of Psychology	PhD, University of South Dakota
Rae, Abigail	Director of Library Services	MLIS, California State University, San Jose
Ray, Keith	ODL Program Director: School of Leadership Studies	PhD, Fielding Graduate University
Read, Joan B.	Core Faculty: School of Psychology	PhD, Georgia State University
Rehorick, David	Faculty Emerit: School of Leadership Studies	PhD, University of Alberta
Reilly, Nora	Director of Psychology PhD Program: School of Psychology	PhD, Dartmouth University
Robinson, Georgeanna W.	Faculty Research Specialist: School of Psychology	EdD, University of Pittsburgh
Rogers, Katrina S.	President and Doctoral Faculty: School of Leadership Studies	PhD, Northern Arizona University
Rosenthal, Patrice E.	Core Faculty: School of Leadership Studies	PhD, London School of Economics & Political Science
Rudestam, Janice R.	Associate Faculty: School of Psychology	PhD, York University
Rudestam, Kjell E.	Faculty Emerit: School of Psychology	PhD, University of Oregon
Rutledge, Pamela B.	Core Faculty: School of Psychology	PhD, Fielding Graduate University
Saba, Lynne	Faculty Emerit: School of Psychology	PhD, Fielding Graduate University

Name	Position	Education
Sage, Kara	Associate Faculty: School of Psychology	PhD, University of Oregon
Scanlon-Greene, Mark E.	Faculty Emerit: School of Leadership Studies	PhD, Fielding Graduate University
Schapiro, Steven	Faculty Emerit: School of Leadership Studies	EdD, University of Massachusetts at Amherst
Schoenholtz-Read, Judith	Faculty Emerit: School of Psychology	EdD, University of British Columbia
Schwartz, Jarrod	Associate Faculty: School of Leadership Studies	MS, American University
Schulman, Gary	Faculty Emerit: School of Leadership Studies	PhD, Stanford University
Seiler, Hélène	Associate Faculty: School of Leadership Studies	DCM (Doctorate of Coaching and Mentoring), Oxford Brookes University
Shackleford, Karen	Core Faculty: School of Psychology	PhD, University of Missouri at Columbia
Shapiro, Jeremy	Faculty Emerit: School of Leadership Studies	PhD, Brandeis University
Silverman, Robert J.	Faculty Emerit: School of Leadership Studies	PhD, Cornell University
Simmons, Lillian	Executive Director of Enrollment Services	MS, Louisiana State University, Shreveport
Singleton, Tunisha	Associate Faculty: School of Psychology	PhD, Fielding Graduate University
Smith, Jennifer B.	Associate Faculty: School of Psychology	PhD, Fielding Graduate University
Smith, Nicola E.	Core Faculty: School of Leadership Studies	JD, Harvard Law School
Steier, Frederick	Core Faculty: School of Leadership Studies	PhD, University of Pennsylvania
Stevens-Long, Judith	Faculty Emerit: School of Leadership Studies	PhD, University of California, Los Angeles
Sussman, Deborah A.	Core Faculty: School of Psychology	PhD, Fielding Graduate University
Sweeney, Patrick	Core Faculty: School of Psychology	PhD, The Graduate Center, City University of New York
Szuromi, Ibolya	Associate Faculty: School of Psychology	PhD, Fielding Graduate University
Taylor, Amy E.	Core Faculty: School of Psychology	PhD, Duquesne University
Taylor, Orlando	Distinguished Senior Advisor to the President; Director: Marie Fielder Center for Democracy Leadership & Education; Associate Faculty: School of Leadership Studies	PhD, University of Michigan
Thoennes, Sean P.	Associate Faculty: School of Psychology	PhD, Fielding Graduate University

Name	Position	Education
Thomas, Earl E.	Core Faculty: School of Leadership Studies	EdD, Kansas State University
Thompson, Laura A.	Core Faculty: School of Psychology	PhD, University of California, Santa Cruz
Thompson, Teresa L.	Associate Faculty: School of Psychology	PhD, Fielding Graduate University
Tiner-Sewell, Kathy A.	Faculty Emerit: School of Leadership Studies	PhD, Fielding Graduate University
Tuma, Regina M.	Core Faculty: School of Psychology	PhD, The New School for Research
Udo, Okokon	Associate Faculty: School of Leadership Studies	PhD, Luther Seminary
Varela, Veronica Sanchez	Associate Faculty: School of Psychology	PhD, Suffolk University
Veazey, Connie S.	Director of Clinical Programs: School of Psychology	PhD, University at Albany
Veloni, Gina	Associate Faculty: School of Psychology	PhD, Fielding Graduate University
Vignone, Mary Jean	Associate Faculty: School of Leadership Studies	PhD, Fielding Graduate University
Vivian, James E.	Faculty Research Specialist: School of Psychology	PhD, Boston College
Walker, Kimberly	Associate Faculty: School of Leadership Studies	PhD, Antioch University
Walters, Andrew Schrack	Faculty Research Specialist: School of Psychology	PhD, University of Georgia
Walton-Walker, Tia	Associate Faculty: School of Psychology	PhD, Michigan State University
Warren, Mary G.	Affiliate Faculty: School of Psychology	PhD, Arizona State University
White, Dennis	Associate Faculty: School of Leadership Studies	JD, Woodrow Wilson College of Law, Oglethorpe University
Wiley-Rapoport, Caryn	Associate Faculty: School of Leadership Studies	PhD, Fielding Graduate University
Williams, Camilla R.	Associate Faculty and Coordinator of Clinical Admissions and Advising: School of Psychology	PhD, University of Utah
Williams, Wendi S.	Provost and Senior Vice President	PhD, Georgia State University
Willis, David Blake	Core Faculty: School of Leadership Studies	PhD, University of Iowa
Witt, Judith V.	Dean Emerit: School of Leadership Studies	PhD, Fielding Graduate University

Board of Trustees

Excerpts of the Board of Trustee Bylaws

Classes of Trustees and Terms of Office

Section 2.03. There shall be three (3) classes of Trustees:
(1) Public
(2) Faculty
(3) Student

Public Trustees are individuals who are not employed by or enrolled at Fielding. The governance committee will nominate candidates for the position to be vetted and elected by the Board. Term of

office of Public Trustees shall be one three (3) year term. Public Trustees may be elected for two subsequent three (3) year terms for a total of 9 years of service. A period of at least one (1) year must lapse before such person is again eligible for election as a Public Trustee. A Public Trustee who has previously served as a Faculty Trustee and/or Student Trustee is eligible for three (3) 3-year terms as a Public Trustee.

Two **Faculty Trustees** will serve on the Board of Trustees. The Senate Leadership Committee will nominate candidates from among faculty applicants for the position to be vetted and elected by the Board. Term of office of Faculty Trustees shall be one three (3) year term. Faculty Trustees may not be elected for a second consecutive term unless they are completing the term due to a vacancy. A faculty Trustee who is completing a term due to vacancy is eligible for election to another term if the term they are completing is more than half completed when they fill the vacancy (see section 2.06 d). Otherwise, a period of at least one (1) year must lapse before such person is again eligible for election as a Faculty Trustee. However, a former Faculty Trustee shall be eligible for service as a Public Trustee after leaving FGU employment.

Two **Student Trustees** will serve on the Board of Trustees. Programs will nominate students who are in good standing to be vetted and elected by the Board. Term of office of Student Trustees shall be one two (2) year term. Student Trustees may not be elected for a second consecutive term unless they are completing the term due to a vacancy. A student Trustee who is completing a term due to vacancy is eligible for election to another term if the term they are completing is more than half completed when they fill the vacancy (see section 2.06 d). A period of at least one (1) year must lapse before such person is again eligible for election as a Student Trustee. However, a former Student Trustee shall be eligible for service as a Public Trustee after graduating FGU.

Powers

Section 2.08. Subject to the provisions of the California General Corporation Law and any limitations in the articles of incorporation and these Bylaws, all corporate powers of the Corporation shall be exercised, its properties controlled, and its affairs conducted by the Board. The following powers are exclusively delegated to the Board:

> (a) To adopt, amend, or repeal the Bylaws of the Corporation.
> (b) To affirm the general policies of the Corporation and see to their faithful execution.
> (c) To manage the financial affairs of the Corporation so as to ensure the Corporation's financial stability and the continued integrity of its academic programs, including the power to borrow and incur indebtedness for the purposes of the Corporation, set tuition and other charges, and to approve its annual operating and capital budgets.
> (d) To affirm the strategic plan of the Corporation so as to ensure the Corporation's long-term viability.
> (e) To grant academic honors and issue certificates or diplomas and confer degrees evidencing the completion of prescribed courses of instruction. Such certificates and diplomas or degrees shall be issued under the corporate seal and with the signatures of such officers of the corporation, as the Trustees deem expedient.
> (f) To approve and confer honorary degrees and emeritus status.
> (g) To select, appoint, or remove the President of the Corporation, and to set the terms and conditions of his or her employment.

Officers of the Corporation - Number and Titles

Section 3.01. The officers of the Corporation shall be a Chair, a Vice Chair, President, Treasurer, and Secretary and such other officers and assistant officers as the Board may determine. The Chair, Vice Chair, Treasurer and Secretary shall be elected from among the Trustees. The criteria for election of a Chair, a Vice Chair, Treasurer, and Secretary are: a) must have been on the Board for at least one year; and b) must have demonstrated substantive involvement in the work of the Board. Neither the Secretary nor the Treasurer may serve as the Chair or President at the same time.

The Chair of the Board for the preceding year will continue to serve for one year with the title of Immediate Past Chair, unless the Chair succeeds herself or himself, in which case this title will remain vacant. If the regular Board term of the Immediate Past Chair is lapsing with his or her term as Chair, the Immediate Past Chair will continue as a Board member for one additional year. The Chair may request the Immediate Past Chair to assume responsibility as the Chair directs, including service on the Executive Committee.

Duties

Chair and Vice Chair

Section 3.04. The Chair and Vice Chair shall be elected annually from among the Trustees.

(Duties of the Chair and Vice Chair)

The Chair shall preside at all meetings of the Board and of the Executive Committee. The Chair shall be a member ex officio of all Standing Committees, and perform such other duties as may be from time to time assigned to the Chair by the Board or by these Bylaws.

In the absence of the Chair, the Vice Chair shall perform in the Chair's place in compliance with Section 2.09(h).

President

Section 3.05. A President shall be appointed by the Board to serve at the pleasure of the Board, provided that the President may be engaged to serve for a term of years subject to such terms and conditions as the Board shall adopt. The President shall be an ex officio nonvoting member of the Board and of the Executive Committee and all Standing Committees of the Board.

(Duties of the President)

The President shall be the chief executive officer of the Corporation and shall in general, subject to the control of the Board, supervise and control all of the business and affairs of the Corporation. The President shall, subject to the direction of the Board except by action of the Trustees otherwise delegating the authority, appoint and remove, employ and discharge, and prescribe the duties and fix the compensation of all agents, employees, and clerks of the Corporation except as provided in Article 2.08 (c). The President shall perform all duties incident to the office and such other duties as may be required by law, the Articles of Incorporation of this Corporation, or these Bylaws, or which may be

from time to time assigned to this officer by the Board. In the event of the absence or disability of the President to act, the Board will appoint an Interim President for an interim period.

Treasurer

Section 3.06. A Treasurer shall be elected annually by the Board.

(Duties of the Treasurer)

In general, the Treasurer shall perform all duties incident to the office of Treasurer, including, but not limited to, the oversight of the financial functions of the Corporation, and such other duties as may be required by law, the Articles of Incorporation of this Corporation, or these Bylaws, or which may from time to time be assigned to this officer by the Board. Any instrument, check or note to which the Corporation shall be a party and which would obligate the Corporation to an amount determined by resolution of the Board must be signed by the Treasurer and the President.

Secretary

Section 3.07. The Secretary shall be elected annually by the Board. (Duties of the Secretary) The Secretary shall perform all duties incident to the office of Secretary and such other duties as may be required by law, the Articles of Incorporation of this Corporation, or by these Bylaws, or which may from time to time be assigned to this officer by the Board. Without limiting the foregoing, the Secretary shall give, or cause to be given, notice of all meetings of the Board required by the Bylaws or by law, record minutes of Board of Trustees meetings, and keep the seal of the Corporation if one be adopted, in safe custody.