



Academic Catalog 2017-2018



Graduates from the 2015 Winter Ceremony. From left to right: Valerie Nishi, PhD, Alison Granger-Brown, PhD and Paul Stillman, PhD

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About Fielding Graduate University

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

Vision

We are an innovative global community dedicated to educating scholars, leaders, and practitioners in pursuit of a more just and sustainable world.

Mission

We provide exemplary interdisciplinary programs within a distributed and relational learning model grounded in student-driven inquiry and leading to enhanced knowledge. This community of scholar-practitioners addresses personal, organizational, societal, ecological, and global concerns in pursuit of a more just and sustainable world.

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.

Disclaimer

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

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

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

Students are responsible for observing the policies included here; therefore, they are urged to read this catalog thoroughly. This catalog does not include all university policies and procedures for which students are responsible. Student should also consult other publications, such as the online Schedule of Courses (requires myFielding login), Student Consumer Information items such as the Cleary Act Crime Reporting or Annual Security Report, program student handbooks, transfer and articulation handbook, program and office websites.

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

Non-Discrimination Policy

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

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

Program Review

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

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

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

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

Institutional Accreditation

Fielding Graduate University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WSCUC). Contact information for 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.

APA Accreditation

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

Continuing Education Approvals

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

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

State Registrations or Approvals

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

Academic Calendar 2017-2018

Fall Semester

September 6, 2017-December 17, 2017

Jul 19-Aug 18 (Wed-Fri)	Online registration for Fall 2017
Aug 21-Sept 5 (Mon-Tues)	Term break
Sept 5-Sept 11 (Tues-Mon)	Onsite orientations (exact dates vary by program)
Aug 28 (Mon)	Financial Aid loan disbursement begins
Aug 28 (Mon)	Fall 2017 Tuition due
Sept 1 (Fri)	IRB Submission Deadline
Sept 4 (Mon)	Labor Day - Administrative offices closed
Sept 6 (Wed)	Fall semester classes begin
Sept 6-19 (Wed-Tues)	Add/Drop period for School of Psychology, ODL and School of Leadership Studies certificate programs
Sept 14 (Thurs)	Unofficial withdrawal deadline
Sept 22 (Fri)	Financial Aid disqualification appeal deadline
Oct 2 (Mon)	IRB Submission Deadline
Oct 24 (Tues)	Drop (with a W) deadline for School of Psychology, ODL and School of Leadership Studies certificate programs
Nov 1 (Wed)	IRB Submission Deadline
Nov 6-11 (Mon-Sat)	PSY Fall residency session
Nov 23-24 (Thurs-Fri)	Thanksgiving recess - Administrative offices closed
Nov 28 (Tues)	ODL, Media MA, School of Leadership Studies certificate courses end
Dec 1 (Fri)	IRB Submission Deadline
Dec 11-17 (Mon-Sun)	Assessment week for all other programs
Dec 17 (Sun)	Fall 2017 grades due
Dec 18-Jan 7 (Mon-Sun)	Term break
Dec 22-Jan 1 (Fri-Mon)	Administrative offices closed

Spring Semester

January 8, 2018-April 22, 2018

Oct 26 (Thurs)	Dissertation to Committee Deadline for Winter Session 2018 Graduates
Nov 8-Dec 5 (Wed-Tues)	Online registration for Spring 2018
Dec 7 (Thurs)	Degree Audit Deadline for Winter Session 2018 Graduates
Dec 18-Jan 7 (Mon-Sun)	Term break
Dec 22-Jan 1 (Fri-Mon)	Administrative offices closed
Jan 2 (Tues)	Financial Aid loan disbursement begins
Jan 2 (Tues)	Spring 2018 Tuition due
Jan 2 (Tues)	IRB Submission Deadline
Jan 7-Jan 9 (Sun-Tues)	Onsite orientations (exact dates vary by program)
Jan 8 (Mon)	Spring semester classes begin
Jan 8-21 (Mon-Sun)	Add/Drop period for School of Psychology, ODL and School of Leadership Studies certificate programs
Jan 9-13 (Tues-Sat)	School of Leadership Studies Winter residency session
Jan 13 (Sat)	School of Leadership Studies Winter Session Graduation Ceremonies
Jan 15 (Mon)	Martin Luther King Jr. Holiday - Administrative offices closed
Jan 15-20 (Mon-Sat)	School of Psychology Winter residency session
Jan 16 (Tues)	Unofficial withdrawal deadline
Jan 20 (Sat)	School of Psychology Winter Session Graduation Ceremony
Jan 26 (Fri)	Financial Aid disqualification appeal deadline
Feb 1 (Tues)	IRB Submission Deadline
Feb 19 (Mon)	President's Day - Administrative offices closed
Feb 25 (Sun)	Drop (with a W) deadline for School of Psychology, ODL and School of Leadership Studies certificate programs
Mar 1 (Thurs)	IRB Submission Deadline
Apr 1 (Sun)	ODL, Media MA, School of Leadership Studies Certificate courses end
Apr 2 (Mon)	IRB Submission Deadline

Apr 15-22 (Mon-Sun)	Assessment week for all other programs
Apr 22 (Sun)	Spring 2018 grades due
Apr 23-May 6 (Mon-Sun)	Term break

Summer Semester

May 7, 2018-August 19, 2018

Mar 14- Apr 10 (Wed-Tues)	Online registration for Summer 2018
Apr 23-May 6 (Mon-Sun)	Term break
Apr 30 (Mon)	Financial Aid loan disbursement begins
May 1 (Tues)	Summer 2018 Tuition due
May 1 (Tues)	IRB Submission Deadline
May 3 (Thurs)	Dissertation to Committee Deadline for Summer Session 2018 Graduates
May 6-May 10 (Sun-Thurs)	Onsite orientations (exact dates vary by program)
May 7 (Mon)	Summer semester classes begin
May 7-21 (Mon-Tues)	Add/Drop period for ODL, Media Psy MA, and School of Leadership Studies Certificate programs
May 15 (Tues)	Unofficial withdrawal deadline
May 25 (Fri)	Financial Aid disqualification appeal deadline
May 28 (Mon)	Memorial Day - Administrative offices closed
Jun 1 (Fri)	IRB Submission Deadline
Jun 7 (Thurs)	Degree Audit Deadline for Summer Session 2018 Graduates
Jun 24 (Sun)	Drop (with a W) deadline for School of Psychology, ODL and School of Leadership Studies certificate programs
Jul 2 (Mon)	IRB Submission Deadline
Jul 4 (Wed)	Independence Day - Administrative offices closed
Jul 15-Jul 21 (Sun-Sat)	Clinical and Media Summer residency session
Jul 17-Jul 21 (Tues-Sat)	School of Leadership Studies residency session
Jul 29 (Sun)	ODL, Media MA, School of Leadership Studies certificate courses end

Aug 1 (Wed)	IRB Submission Deadline
Aug 13-19 (Mon-Sun)	Assessment week for all other programs
Aug 19 (Sun)	Summer 2018 grades due
Aug 20-Sept 4 (Mon-Tues)	Term break

Future Terms

2018-2019

2018 Fall

- Doctoral, postdoctoral, and postbaccalaureate programs, MA-IECD and MA-CEL programs: 09/05/18- 12/16/18
- ODL and Media Psych MSC master's and certificates: 09/05/18 - 11/27/18

2019 Spring

- Doctoral, postdoctoral, and postbaccalaureate programs, MA-IECD and MA-CEL programs: 01/07/19 - 04/21/19
- ODL and Media Psych MSC master's and certificates: 01/07/19 - 03/31/19

2019 Summer

- Doctoral, postdoctoral, and postbaccalaureate programs, MA-IECD program: 05/06/19 - 08/18/19
- ODL and Media Psych MSC master's and certificates: 05/06/19- 07/28/19
- MA-CEL programs: 06/15/19 - 08/18/19

2019-2020

2019 Fall

- Doctoral, postdoctoral, and postbaccalaureate programs, MA-IECD and MA-CEL programs: 09/04/19 - 12/15/19
- ODL and Media Psych MSC master's and certificates: 09/04/19 - 11/26/19

2020 Spring

- Doctoral, postdoctoral, and postbaccalaureate programs, MA-IECD and MA-CEL programs: 01/06/20 - 04/19/20
- ODL and Media Psych MSC master's and certificates: 01/06/20 - 03/29/20

2020 Summer

- Doctoral, postdoctoral, and postbaccalaureate programs, MA-IECD program: 05/04/20 - 08/16/20
- ODL and Media Psych MSC master's and certificates: 05/04/20- 07/26/20
- MA-CEL programs: 06/13/20 - 08/16/20

2020-2021

2020 Fall

- Doctoral, postdoctoral, and postbaccalaureate programs, MA-IECD and MA-CEL programs: 09/09/20 - 12/20/20
- ODL and Media Psych MSC master's and certificates: 09/09/20 - 12/01/20

2021 Spring

- Doctoral, postdoctoral, and postbaccalaureate programs, MA-IECD and MA-CEL programs: 01/11/21 - 04/25/21
- ODL and Media Psych MSC master's and certificates: 01/11/21 - 04/04/21

2021 Summer

- Doctoral, postdoctoral, and postbaccalaureate programs, MA-IECD program: 05/10/21 - 08/22/21
- ODL and Media Psych MSC master's and certificates: 05/10/21 - 08/01/21
- MA-CEL programs: 06/19/21 - 08/22/21

Calendar Parameters

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

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

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

Additional Parameters for Doctoral programs and Postdoctoral and Postbaccalaureate Certificates, some Master's programs:

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

Additional Parameters for all other Master's, all other Certificates:

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

Revisions of Calendars

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

University Master Calendar

Please see the university master Calendar website for additional event and deadline dates and details.

Admissions

University Standard

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

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

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

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

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

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

Programmatic Admissions Standards

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

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 fulltime 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.

Policy Revised 03/01/2017

Financial Aid

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

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

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

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

Tuition and Fee Information

Payment Information

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

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

Tuition due dates for academic year 2017-2018 are as follows:

Fall 2017 - Due 08/28/2017
Spring 2018 - Due 01/02/2018
Summer 2018 - Due 05/01/2018

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

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

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

Cost of Attendance for Financial Aid

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

Other Expenses	Amount	Per
Books: Doctoral and Respecialization Certificate	\$500	term
Books: Master's and Certificate	\$25	credit
Transportation: Clinical Doctoral and Respecialization Certificate	\$3,000	year
Transportation: All Other Doctoral	\$1,800	year
Transportation: MA in ODL	\$1,050	year
Transportation: Evidence Based Coaching Certificates	\$2,400	program
Room/Board/Personal/Miscellaneous	\$1,915	month

Doctoral Tuition Rates by Program as of September 1, 2017

Program	Tuition	Additional Information
Doctor of Education Doctor of Education in Leadership for Change	\$8,525/term	\$25,575/annually
Infant and Early Childhood Development (PhD)	\$8,525/term*	\$25,575/annually *ICDL teach-out students who entered Fall 2014 through Summer 2015 will instead be charged \$920 per credit
Human Development (PhD) Human & Organizational Systems (PhD) Organizational Development & Change (PhD)	\$9,330/term	\$27,990/annually
Clinical Psychology (PhD)	\$9,330/term	\$27,990/annually
Media Psychology (PhD)	\$9,330/term	\$27,990/annually

Master's Tuition Rates by Program as of September 1, 2017

Program	Tuition	Associated Fees	Additional Information
Collaborative Educational Leadership	\$4,950/term	\$450 - PASC option, charged in first three of four terms for master's students, and charged all three terms for certificate students	\$4,950-\$5,400/term depending on optional PASC fee
Digital Teaching & Learning	\$3,500/term		\$10,500 annually
Infant and Early Childhood Development	\$720/credit		\$2,880/course - 10 courses
Media Psychology	\$585/credit		\$2,340/course - 10 courses
Organizational Development & Leadership	\$720/credit		\$28,800 total - 40 credits

Graduate Certificate Tuition and Fee Rates by Program as of September 1, 2017

Program	Tuition	Associated Fees	Additional Information
Clinical Psychology (postbaccalaureate)	\$720/credit		\$20,160 program total - 28 credits
Comprehensive Evidence Based Coaching	\$720/credit	\$750/term	\$3,630/term - 3 terms
Educational Administration	\$4,950/term	\$450/term PASC fee	\$5,400/term - 3 terms
Evidence Based Coaching for Organization Leadership	\$720/credit	\$750/term	\$3,630/term - 2 terms
Media Psychology	\$585/credit		\$2,340/course - 3 courses
Nonprofit Leadership	\$1,225/course		\$2,240/course - 2 courses
Organizational Consulting	\$720/credit		\$2,880/course - 3 courses
Organizational Development and Leadership	\$720/credit		\$2,880/course - 4 courses
Neuropsychology (postdoctoral)	\$4,160/term	\$1,850/term	\$6,010/term - 6 terms Students needing to continue into year three of the program pay reduced tuition.
Reflective Practice & Supervision	\$585/credit hour		\$2,340/course - 3 courses
Respecialization Clinical Psychology (postdoctoral)	\$8,925/term		\$26,775 annually

Online Professional Development Tuition Rates by Program as of September 1, 2017

Program	Tuition
6 week course	\$1,560
8 week course	\$1,920
12 week course	\$2,880
Open Enrollment Doctoral Courses	\$900/credit
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
Rush Academic Transcript	\$45/address; expedited delivery
Student Governance Fee (Clinical and Media only)	\$20/annually (due Spring term)

Doctoral Session Attendance Fees

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

Finance Fees

Finance Fees	
Convenience/Service Fee: Discover, MasterCard, Visa, American Express	2.0% per transaction
Finance Charge (1st of month)	.833% 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 \$25 change account fee (the first six changes/year are free)
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
Fee for guests	Varies
Proofreader's fee for dissertation	First \$300 covered by Fielding; any additional charge to be covered by student
Diploma/Certificate replacement/Duplicate diploma	\$50

Continuing Education Program Discounts

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

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

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

Policy Revised 11/01/2015

Final Tuition Payments for Doctoral/Postdoc Students

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

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

Doctoral students are expected to file the final dissertation with UMI/ProQuest Dissertation Publishing within *four months* from the date tuition stopped, or their student record will become inactive. When a student record becomes inactive, the student will lose full library access (although the student may retain alumni access if they have a prior Fielding degree or qualifying certificate and have met financial obligations). In cases where a student record has become inactive, the student will have to be re-admitted to active student standing directly through the Registrar's office. Minor extensions to the four month deadline for filing the dissertation can be granted by the Registrar.

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

Policy Revised 01/01/2016

Financial Aid Adjustments for Leaves

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

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

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

Policy Revised Effective 01/01/2016

Proofreading Charges

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

Policy Revised 07/01/1999

Reduced Tuition for Advancement to Candidacy

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

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

Policy Revised 06/19/2014

Student Account Refunds

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

When to Expect Payment

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

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

Uncashed checks or returned refunds

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

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

Sponsors and scholarships

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

Monthly payment plan

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

Dropping a course or withdrawing

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

Tuition Refund Schedule

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

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

Financial Aid Returns

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

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

received by the university and the number of days the student attended. If a return of federal loan funds is required, the Federal Direct Unsubsidized Loan funds must be returned first, then the Federal Direct Graduate PLUS loan funds.

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

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

Policy Revised 01/01/2016

Tuition Delinquency

All Programs

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

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

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

Non-payment Penalties for 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 .833% per month, or 10% per year. Finance charges are made on the first business day of each month.

Withdrawal for Non-Payment

Students whose payments are not received within 30 days of the due date are subject to withdrawal for 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 Student Account Refund policy. Students who have accepted this ABI discount are not eligible to enroll in additional coursework, as course requirements for the degree and concentration will have already been met. Continuance of this discount status will require approval of the Dean for Student Development for any student who is in this pre-internship discount status for more than 8 months.

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

Respecialization Certificate

Students enrolled in the Respecialization in Clinical Psychology (RCP) certificate program will be eligible for reduced tuition upon completion of certain elements of their program:

- 50% reduction for students who have completed all requirements except Practicum Case Seminar (PCS) 3 and 4 and have fewer than three of practicum credits remaining. Students need to submit an interim practicum log so that completed hours are recorded.

- 85% reduction for students who have completed all requirements including the Pre-Internship Evaluation or Internship Qualification Evaluation (per their catalog) but have a need to continue accruing practicum hours prior to internship.
- 95% reduction once they have completed all academic and clinical requirements for the certificate, except the internship.
- 85% reduction once they have completed all academic and clinical requirements for the certificate and are completing their full-time or half-time internship.

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 10/12/2016

Tuition/Fee Changes and Guarantees

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

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

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

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

Policy Revised 08/01/2012

Academic Policies and Procedures

Doctoral and Dissertation Policies

Advancement to Doctoral Candidacy

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

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

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

Advancement to candidacy requires the following academic requirements be completed:

- Completion of the Foundations of Doctoral Study course for the student's program;
- If required of the student's doctoral program catalog, completion of the Comprehensive Assessment/Qualifying Exam, or Internship Qualification Exam and all pre-requisite requirements of same;
- Dissertation proposal approval by chair and faculty readers and formal comments by external examiner, and all pre-requisite requirements of proposal approval (including a dissertation pilot study if one is required by the student's program);
- 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:
 - CLINICAL: Completion of residency and 55 course credits in addition to the above.
 - EdD 2013 curriculum: Completion of the following courses: ELC-721, ELC-724-728 and any 30 credits in addition to the above (Comprehensives are not a requirement for this catalog).
 - Media/HOD/IECD and ELC pre-2013 curriculum: 55 course credits in addition to the above.
 - HD/ODC 2016 curriculum: Completion of all coursework requirements (64 units), in addition to the above.

Policy Revised 05/01/2017

Dissertation Publishing

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

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

1. Candidates may choose **either** the "Open Access" option or the "Traditional Publishing" option.
2. Fielding Graduate University has no restrictions on embargos. Candidates may choose whether they wish to embargo their work or not.
3. Candidates must select to have ProQuest copyright their dissertations on their behalf. Fielding Graduate University will pay the copyright fee.

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

Policy Effective 10/01/2013

Dissertation Research Assistance

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

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

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

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

Policy Revised 01/01/2009

External Examiner Qualifications

External examiner appointments for HOD 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 School of Psychology committees. For all other doctoral programs, external examiner approval is reviewed by the chair.

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.

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.

Policy Revised 02/01/2018

Faculty Reader Eligibility on Dissertations

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

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 reader 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 reader'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 reader'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.

Policy Revised 01/01/2018

Final Oral Review Scheduling

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

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

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

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

EdD and IECD Programs

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

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

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

HD, HOS, 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. Fielding University and the HD/HOS/OD&C 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, HD/HOS/OD&C 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.

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.

School of Psychology

Final oral reviews need to be conducted at a Fielding residential event (e.g., national session, cluster, 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 cluster meeting, the faculty member would need to agree to host the event at a time convenient to the cluster.

Policy Revised 09/01/2017

Maximum Units Completed with Individual Faculty

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

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

Policy Revised 06/01/2008

Academic Policies and Procedures

Program Specific Policies

Academic Progress Requirements - PSY

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

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

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

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

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

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

- PSY-540A Generating and Gathering Qualitative & Quantitative Evidence (taken in fall semester of second year)
- PSY-540B Analyzing Qualitative & Quantitative Evidence (taken in spring semester of second year)
- PSY-540C Developing Claims from Qualitative & Quantitative Evidence (taken in summer semester of second year for students entering in fall and in summer semester of third year for students entering in spring)

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

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

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

Second year: No change from above

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

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

- PSY-500 Foundations of Doctoral Study, 4 semester credits
- PSY-701A Research Methods I, 4 semester credits
- PSY-708 Psychopathology, 4 semester credits
- PSY-709 Legal, Ethical 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-711A2 Introduction to Psychotherapy: Technique, 1 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 cluster meetings or days
- attend one National Session (Summer or Winter)

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

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

- 4 credits over two terms of a Practicum Case Seminar orientation; e.g., PSY-629A1 and PSY-629A2 (Psychoanalytic), PSY-629B1 and PSY-629B2 (Cognitive-Behavioral) or PSY-629C1 and PSY-629C2 (Humanistic)
- PSY-632A Internship Qualification Evaluation, 2 semester credits
- 6 credits of PSY-695 Clinical Practicum (first 500 clock hours)
- 5 credits of PSY-680 Research Practicum: Clinical Psychology
- PSY-701B Research Methods II, 4 semester credits
- PSY-706 Cognitive 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-711B Research in Psychotherapy, 4 semester credits
- PSY-712 Multicultural Psychology, 4 semester credits
- 3 credits of Research Skills Seminars
- accrue and log an additional 150 clock hours of residency
- attend one National Session (Summer or Winter)

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

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

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

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

09/01/2011 - 04/30/2015:

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

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

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

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

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

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

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

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

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

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

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

Policy Revised 09/01/2016

Changing Degree Track - HOD

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

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

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

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

Policy Revised 06/01/2013

Clinical Rewrite Policy – CLIN PSY

Rewrite Policy

A Clinical Psychology faculty member who determines that any clinical doctoral/postdoctoral student's initial assignment submission is not acceptable at the doctoral/postdoctoral level will 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 a 'C' grade to work that remains unacceptable after revision. As with all assessments, the faculty member will provide written feedback on the student's performance. If the grading of such assignments leads to a 'C' 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

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 (Prior to January 2018, any combination of two 'C' and/or 'NC' grades could have the same effect).

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 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. Dismissal may occur if further academic progress is not adequate.

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

Policy Revised 01/01/2018

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

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

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

Policy Revised 07/01/2005

Students who Relocate Geographically – 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 cluster nearest to where they live. Students may only join a cluster with the permission of the cluster faculty member.

Policy Effective 05/01/2018

Academic Policies and Procedures

Progress to Degree Policies

Degree and Certificate Conferrals

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

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

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

Policy Revised 10/01/2013

Degree Audit Adjustments

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

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

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

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

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

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

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

Policy Revised 10/15/2015

Graduation Ceremony Participation

Students who wish to walk in a graduation ceremony must register their intent to do so by registering for the session at which the ceremony is to be held, and by the published registration deadline in the 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 01/01/2017

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.

Doctoral Programs *

SAP Requirements

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

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

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

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

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

**ICDL transfer students on catalog 2014 (those charged per credit) will follow the Master's and Graduate Certificate Programs SAP policy.*

Failure to Maintain SAP - Doctoral Programs

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

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

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

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

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

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

Postdoctoral Certificate Programs

SAP Requirements

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

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

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

Failure to Maintain SAP - Postdoctoral Certificate Programs

If a student enrolled in a postdoctoral certificate program is determined to have not met satisfactory academic progress in any annual review, they are disqualified from receipt of federal financial aid and

any remaining disbursements will be cancelled. Email notification of disqualification and information about reestablishing eligibility to receive assistance under the Title IV, HEA federal student aid programs will be sent.

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

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

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

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

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

Master's and Graduate Certificate Programs

SAP Requirements

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

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

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

Failure to Maintain SAP – Master's and Graduate Certificate Programs

When a student enrolled in a master's or graduate certificate program is determined to have not met satisfactory academic progress for the first time and it is mathematically possible for the student to regain satisfactory academic progress within one term, the student will be placed automatically on financial aid warning for the subsequent term of enrollment. Financial aid warning is a one term period

which allows a student to regain satisfactory academic progress while retaining their federal student aid eligibility for that one term.

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

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

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

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

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

Appeal of SAP Decision - Administrative Error - All Programs

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

Process to Appeal Financial Aid/Benefits Disqualification - All Programs

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

The disqualification appeal must be submitted by the student in writing to appeal@fielding.edu prior to the Disqualification Appeal Deadline as published on the 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.

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 09/01/2017

Time to Degree

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

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

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

Neuropsychology Postdoctoral Certificate

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

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

Policy Revised 07/01/2014

Academic Policies and Procedures

Registration, Enrollment, Grade Policies

Add/Drops of Courses

Adding Courses

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

During the first two weeks after classes begin, students may drop courses from their schedule without academic penalty.

Beginning with the third week of classes to the eighth week after classes begin, a student who needs to withdraw from a course may apply to do so with the office of the Registrar. A grade of '**W**' (Withdrawn) will be 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 all 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

PSY Group contracts, Moodle seminar, & Individually Delivered Course Drops

In the PSY doctoral/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 student dropped from a course when it is determined that the student does not have a passing transcribed 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 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 10/01/2017

Alumni Enrollment

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

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

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

Alumni enrolled in such study will not be eligible for financial aid or in-school deferments, and receive a 20% discount off the regular tuition unless noted as otherwise in the Tuition and Fee Information section of this catalog. Please note that taking additional academic courses does not automatically enroll the alumni in any of the formal certificate or degree programs; alumni seeking additional certificates or degrees from Fielding must follow admissions procedures for those programs.

Policy Revised 01/01/2013

Concurrent Enrollment

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

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

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

Policy Revised 07/01/2013

Course/Seminar/Session Cancellations

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

Policy Revised 01/01/2009

Enrollment Statuses

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

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

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

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

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

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

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

Policy Revised 01/01/2016

Faculty Assignments and Continued Enrollment

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

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

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

Policy Revised 01/01/2003

Grades and Credit

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

Any 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

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

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

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

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

Applied Media, Research Practica and Clinical Training Practica/Experiences

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

Continuing Education

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

Psychological Assessment Labs and Research Skills Seminars

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

Variable Units

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

Grading System

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

- A** Outstanding, original or excellent, demonstrating high competence and participation.
- B** Substantial in quality, demonstrating basic competence and participation.
- C** Average; not acceptable for doctoral level work.
- F** Failing; competence has not been demonstrated.
- CR** Credit; given for areas of study inappropriate to letter grading, or at the student's request, for completion of work at a level of B or better.
- I** Incomplete. See below for additional explanation.
- NC** No credit; competence has not been demonstrated.
- W** No credit; student withdrew or was withdrawn from time-bound course.
- R** Repeated course; original grade replaced.
- AU** Audit. Auditing is attending class without benefit or expectation of receiving credit.

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 he/she wishes 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.

Grade Points and Averages

Fielding emphasizes competence, and encourages students to value learning over grades. However, some students may prefer letter grades for a variety of external reasons. All grades can be calculated on a 4.0 scale, where 'A+' = 4.3, 'A' = 4.0, 'A-' = 3.7, 'B+' = 3.3, 'B' = 3.0, etc. Grades of 'I,' 'CR,'

'R,' '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 Changes

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

Grade Replacement

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

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

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

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

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

To petition for grade replacement, students must submit a request to the Registrar's office after the eligible course has been successfully completed. The request for grade replacement must be

submitted within one term after successfully completing the eligible course. The registrar's office will determine if the request meets the terms of this policy and if so, a grade replacement will be made.

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

**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.*

Auditing

When a residential cluster 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.

Policy Revised 03/01/2017

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

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

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

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

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

Full-Term Leave of Absence

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

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

Emergency Leave of Absence

If a student encounters an emergency situation after the 5th day of the term that will cause them to be unable to complete their enrolled coursework, the student may be eligible to request an emergency leave of absence for the remainder of the term. The emergency leave replaces one of the three terms of leave of absence available to the student. No more than 180 days of leave may be taken during any 12 month period.

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

Students who request to withdraw from all current term courses will have 'W' grades transcribed, even if it is past the add/drop deadline, and may receive a refund in accordance with the tuition refund schedule.

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

Military Leave of Absence

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

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

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

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

Returning from Leaves

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

In certain 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 Dean for Student Development, 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 Dean for Student Development on a case-by-case basis for approval, and any decisions rendered are final. In no situation will a leave be approved that exceeds 180 days in a 12 month period.

Withdrawal Policy

Elective Withdrawals

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

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

Unofficial Withdrawals

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

Policy Revised 08/10/2016

Re-enrollment

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

- If the student was in good academic standing at the time of withdrawal, and less than 3 terms have passed since the start of the withdrawal period, s/he is eligible to re-enroll under their same catalog year that was in effect when they withdrew, if that curriculum is still available.
- Students must be in good financial standing in order to re-enroll. All past due tuition and fees must be paid in advance of re-enrollment. Tuition for the upcoming term must be paid ten days prior to the first day of re-enrollment.
- If more than three terms have passed since the start of the withdrawal period, or the student was not in good standing at the time of withdrawal, applicants will be evaluated by the program to determine eligibility to re-enroll. With rare exception, such students will be subject to current catalog/graduation requirements in the program they are re-entering. The student's prior work completed at Fielding will be evaluated for applicability to current program requirements. The university may require that additional conditions be met, including but not limited to: successful completion of a New Student Orientation or attendance at a national session, and/or completion of specific coursework in the first year of re-enrollment.
- At the discretion of the Dean for Student Development, a new application submitted through the Office of Admissions may be required if the out-of-school period has exceeded 5 years.

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

Re-enrollment requests are subject to review and re-enrollment is not automatic or guaranteed. The Advising office will be available to provide guidance regarding re-enrollment matriculation dates, academic offerings, financial considerations, and other variables related to a return to school. With rare exception, re-enrolling students are expected to begin study at the start of the term. Applications for re-enrollment must be received prior to the term's re-enrollment application deadline as published on the 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 he/she left off; or after making such efforts, the university determines the student is not prepared to resume or complete the program.

Policy Revised 10/15/2015

Registration Limits

Doctoral students and Respecialization certificate students must receive approval from their program director to register for more than 16 new credits per term. Media master's and media certificate students are limited to no more than 12 credits. Clinical psychology certificate students are limited to no more than 10 credits. All other certificate and master's programs that require student self-registration restrict students to no more than 8 credits per term without program director approval.

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

Individual programs may add additional conditions or restrictions.

Policy Revised 01/01/2017

Session Registration

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

The needs of students are at the very heart of most Fielding policies and practices and registration deadlines are set in order to provide better services to students, not to keep students from participating. Students spend much time and money attending the sessions and they need to accomplish their goals at the sessions. Therefore, it is important that we have proper room accommodations, correct audio-visual equipment, that student meetings are set up correctly and that schedules are accurate with correct times, locations, etc. The hotels we work with have strict deadlines for the sort of information we must give them and these deadlines are set shortly after the registration deadline we have set for students. This gives us a small amount of time to set up proper logistics and then provide the information to the hotel.

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

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

TO APPEAL:

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

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

Policy Revised 03/01/2012

Transcripts

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

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

RUSH academic transcript processing is available (1-3 day processing and overnight delivery), provided we receive payment by check or credit card information for billing purposes. Currently enrolled students are not required to make the rush payment in advance, but should be aware that any unpaid fee may incur finance charges and no additional transcripts will be sent until the previous fee is paid.

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

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

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

Policy Revised 11/01/2010

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.

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 by the Academic Policy Committee on behalf of Fielding.

Standards of Academic Honesty

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

Violations of Standards

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

Disciplinary Sanctions

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

Committee on Academic Integrity

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

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

Procedures

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

1. A faculty member who believes that a student has violated one or more of the Standards of Academic Honesty will promptly so inform the student and present the student with the reasons for this belief. Such an allegation can be in reference to a student's current coursework submitted for review, the student's prior coursework, or both. The faculty member will inform the 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 Dean for Academic Affairs 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 09/01/2017

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 cluster 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 Student Development within five working days after receipt of the aforementioned notice provided by the student (or as soon thereafter as the student is available). The purpose of such a hearing is to allow the student the opportunity to present evidence indicating that a leave is unwarranted. Evidence to the contrary may also be presented by the faculty, staff, administration, and/or students of Fielding. The following individuals must be given written notice of the date, time, place, and purpose of the hearing: the student, the Graduate Dean, the Registrar, the student's Graduate Program Advisor, and the student's Faculty Advisor (if applicable), and each of the faculty members in whose classes the student is currently enrolled. After all evidence has been presented, the Dean of Student Development must notify all parties listed above in writing of his/her final decision within three days of the hearing.
4. A student who has been on involuntary leave of absence may apply for reinstatement at the end of the leave period and will be subject to the official reinstatement procedures found in the Fielding Graduate University Policy Bulletin.
5. Questions regarding appropriate refund of tuition and fees paid for the term in which the leave began, payment of outstanding tuition/fees, and the like, are left to the discretion of the Program Director and the Chief Financial Officer in cases such as those described herein. In general, students will be held responsible for tuition incurred through the effective start date of the involuntary leave.
6. The transcript of such a student will be annotated in the following manner: "Involuntary Leave "MM/DD/YYYY."

Policy Effective 06/01/2013

Research Ethics

Preamble

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

Policy

The Board of Trustees of Fielding Graduate University affirms the policy that all student dissertation research or other research involving individuals or groups of persons carried out under the aegis or sponsorship of the University should be in adherence to relevant professional ethical guidelines for

research dealing with human participation and animal subjects. For human subjects this includes all data collection regardless of whether the contact with subjects is face-to-face, via mailed questionnaires or by a third party collecting the data. Proposals for all research must be reviewed and approved or granted exempt status by the Institutional Review Board of the Fielding Graduate University before the research is undertaken.

Procedure

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

Policy Revised 07/01/2006

Student Initiative

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

Policy Revised 01/01/2013

Truth in Information

Fielding relies upon the statements made and documents supplied by its applicants and students. If discrepancies appear between statements or documents provided to Fielding and information otherwise obtained, applicants may be rejected for admission and students may be dismissed without recourse.

Policy Revised 11/01/1997

Student Rights and Responsibilities

Program Specific Policies

APA Ethical Principles - PSY

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

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

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

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

Policy Revised 06/01/2013

Policy for Addressing Problems in Professional Competency - PSY

Overview

This policy provides guidelines and procedures for managing student conduct or performance that reflect problems in professional competence (PPC). These policies are consistent with accreditation standards of the American Psychological Association and incorporate human resources policies of Fielding Graduate University and the protocol for responding to students with academic and/or clinical difficulties. These policies emphasize due process and to dispute school decisions.

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

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

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 into one's repertoire of professional behavior, 2) an inability and/or unwillingness to acquire professional skills in order to reach an acceptable level of competence, and/or 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning. Problems in Professional Competence can arise when the skills necessary for adequate professional performance is lacking or there is an impairment (physical or mental) that diminishes 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, cognitive impairment due to injury or illness.

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

Student behaviors become identified as *problems in professional competence (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. the problem is not restricted to one area of professional functioning;
5. a disproportionate amount of attention by faculty is required,
6. the student's behavior does not change as a function of feedback, remediation efforts, and/or time;
7. the problematic behavior has potential for ethical or legal ramifications if not addressed;
8. the student's behavior negatively impacts the public view of the Fielding Graduate University;
9. the problematic behavior negatively impacts the student population.

The School of Psychology Program continually assesses each student's performance and conduct and provides annual written evaluations. Feedback from ongoing assessment facilitates students' professional growth by acknowledging strengths and identifying performance or conduct areas that need improvement. Students are evaluated within the three components in the Clinical Psychology PhD program: academic, research, and clinical. Each component aims to provide the student with the opportunity to begin assuming the professional role of a psychologist consistent with the scholar/practitioner model. This role entails the integration of previous training and further development of the scientific, professional, and ethical bases involved in professional functioning.

School of Psychology Expectation of Students

The expectations of students are divided into three areas:

1. knowledge of and conformity to relevant professional standards,
2. acquisition of appropriate professional skills and knowledge, and

3. appropriate management of personal concerns and issues as they relate to professional functioning.

Professional Standards

Students are expected to:

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

It is recognized by the clinical psychology program that mere knowledge of and exposure to the above guidelines and standards are not sufficient. Students need to demonstrate the ability to integrate relevant professional standards into their own professional and personal behavior.

Personal Functioning

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

When such problems significantly interfere with a student's professional functioning, such problems will be communicated in writing to the student during annual reviews or when necessary.

The Clinical Psychology Program Director or the Director of Clinical Training, in conjunction with the student and student's faculty advisor, will formulate strategies for ameliorating such problems and will implement such strategies and procedures. If such attempts do not restore the student to an acceptable level of professional functioning within a reasonable amount of time, discontinuation in the program may result. The specific procedures employed for the notice and acknowledgement and amelioration of a student's PPC is described later in this policy.

General Responsibilities of the Clinical Psychology Program

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

1. The program will provide students with information regarding relevant professional standards and guidelines as well as providing appropriate avenues to discuss the implementations of such standards.

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

Program Response to Problems in Professional Competence (PPC)

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

Remediation: Students who come to the attention of faculty and administration as experiencing issues in professional competency will be treated with compassion, support, and dignity. It is a goal of the School of Psychology to help students successfully complete program requirements. Whereas it is clearly preferable for competency issues to be dealt with through prevention or voluntary intervention, at times, the School of Psychology is called upon to intervene and assist in a student's remediation of such issues. While remediation is the desired goal, this is not always possible or successful and the outcome may be interim suspension or dismissal.

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

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

Examples of PPC leading to dismissal: The following are offered as examples of circumstances or performances that may be the basis for dismissal:

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

Reporting PPC

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

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

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

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

Review Procedures

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

- The student will be informed in writing by the Dean for Student Development of any complaint, event, or circumstance that suggest a PPC or violation of University, legal, ethical, or professional codes. Such complaints may emanate from members of the program, school or University faculty, clinical supervisors, clients, students, or professionals and agents outside the university community.
- As part of the above communication, the Dean for Student Development may initially advise the student to seek an informal resolution of the complaint with the accusing party, and to inform the Dean for Student Development of the outcome of this action within 30 calendar days.

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

Policy Revised 09/01/2017

Student Informal Complaints Procedure - EdD and IECD

Pursuant to Fielding Policy

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

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

Definitions

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

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

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

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

EdD/IECD Informal Procedure for Filing Academic and Administrative Complaints

Specific Scope

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

1. The student raises the issue of concern with the faculty, administrator, student or other person(s) involved. This should be done within 14 calendar days after the student becomes aware there allegedly has been an arbitrary or discriminatory application of, or failure to act pursuant to, the policies of Fielding Graduate University (specifically within the EdD/IECD programs).
2. If the issue is not resolved between the parties within 14 calendar days, the student may contact, in writing or email, the appropriate Program Director.
3. The Program Director will mediate the dispute, within 14 calendar days after being contacted by the student, with the purpose of finding a resolution. During this process, the student may

select another person (no faculty, staff or administrator) to assist them in preparing for and presenting their position at the mediation.

4. If the issue is not resolved, the student may take the matter to the University's formal grievance procedure within 14 calendar days after the mediation.

Policy Revised 10/18/2007

Student Informal Complaints Procedure - PSY

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

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

Policy Revised 06/01/2013

Timely Response: Expectations of PSY Students

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

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

second attempt. If there is no response within ten calendar days, the sender should notify the Program Director immediately.

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

Policy Effective 07/01/2006

Student Rights and Responsibilities

Rights

Faculty and Staff Timely Response Policy

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

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

Policy

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

Exceptions to Policy

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

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

Policy Revised 01/01/2014

FERPA: Student and Institutional Regarding Public Information

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

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

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

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

Student educational records are available to school officials who have a legitimate need for them in order to fulfill his or her professional responsibility, as determined by the administrator of the office responsible for maintenance of the record. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

Except for directory information items as listed above, and except for certain parties listed in the FERPA act, the University will not release to outside parties any student's files or information

contained in such files unless prior written consent has been obtained from the student concerned, personally signed and dated. Such writing must specify the records to be released, the reasons for such release, and the names of the parties to whom such records may be released. The outside parties excepted by the act generally consist of certain federal and state officials, accrediting organizations, and educational agencies that need the information for valid educational purposes.* Also, the University is authorized to release information contained in student files in any emergency situation where the information is needed to protect the health or safety of the student or other persons.

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

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

Policy Revised 01/01/2013

Intellectual Property

Section I - Goals

The intellectual property policy of Fielding Graduate University (the "University") is designed to accomplish a set of interrelated goals. First, the policy is meant to encourage innovation among faculty, students, and staff of the University and the University itself. Second, the policy is intended to clarify issues of ownership and other rights in intellectual property in light of changes in the role technology can play in scholarly and creative activities. Third, the policy is designed to enhance the work of the scholarly and creative community at the University.

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

Section II - Provisions

- A. *Faculty Rights* - As an institution long devoted to the free and open exchange of ideas among scholars, the University recognizes that, except in the circumstances specifically provided in Section II (D), below, members of the faculty are entitled to ownership of intellectual property developed in the course of their regular faculty work. Such intellectual property includes, but is not limited to, the original expression of ideas and concepts fixed in a tangible medium and includes works of authorship such as books, curriculum materials, video and audio recordings, photographs, graphics, software, works of art, and other materials. These intellectual property rights are not dependent on the medium of distribution or dissemination of the intellectual property.
- B. *Student Rights* - As an institution devoted to the growth and development of its students, the University recognizes that, except in the circumstances specifically provided in Section II (D), below, students are entitled to ownership of intellectual property developed in the course of their regular student work. Such intellectual property includes but is not limited to the original expression of ideas and concepts fixed in a tangible medium and includes works of authorship such as books, curriculum materials, video and audio recordings, photographs, graphics, software, works of art, and other materials.
- C. *Staff Rights* - Intellectual property resulting from the regular work of those employed as staff by the University shall be deemed "work-made-for hire," and ownership in the property will reside with the University. This provision includes the work of individuals who are faculty when the intellectual property results from regular work performed in their capacity as administrators of the University. This provision includes the work of individuals who are students when the intellectual property results from regular work performed in their capacity as staff members of the University.
- D. *Rights of the University* - The University asserts ownership of and rights to intellectual property, including intellectual property created by faculty and students, under the following conditions:
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.

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

Definitions

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

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

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

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

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

Informal Procedure for Resolving Student Complaints

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

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

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

Formal Grievance

a. Academic:

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

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

case, they will state, in writing, the basis for their recommendation or decision, within 30 calendar days.

b. Administrative:

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

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

c. Appeals:

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

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

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

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

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

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

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

The Provost may:

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

The action of the Provost will be final.

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

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

Georgia Residents

Students who are/were living in the state of Georgia during their Fielding enrollment may file a written complaint with the state of Georgia regarding any grievance that was not resolved to the student's satisfaction, but only after the student has exhausted the University's grievance procedure as outlined above. Such complaints should be addressed to: Nonpublic Postsecondary Education Commission, 2082 East Exchange Pl., Ste. 220, Tucker, GA 30084 Phone: 770-414-3300.

Any Student

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

Policy Revised 07/01/2015

Student Files

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

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

Admissions Files: The Admissions Office staff is responsible for maintaining files that contain letters of recommendation for admissions to the University, transcripts of work performed at other institutions, the student's statement of purpose, application materials, admission agreements, and other materials as necessary for admission purposes. All materials submitted become the property of the University. The Admissions Office staff and members of the admissions committees of the various programs have access to these files for the purpose of

carrying out the admissions function. After a student has been admitted to the University and actually matriculated for study at Fielding, these files are transferred to the Office of Records/Registrar. The files of applicants who do not matriculate are destroyed one year after the applicant file is determined to be inactive.

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

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

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

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

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

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

In addition to the persons named above, the administrators of the University - the President, Provost, Vice Presidents or Associate Provosts, and Deans have access to all records directly related to Fielding students. The Program Directors have access to all records directly related to students enrolled in their school's programs. Fielding Graduate University faculty and staff, including school attorneys, may

access student records in which they have a legitimate education interest, as determined by the keeper of that record in consultation with the Registrar as necessary. Students and former students should contact the Office of Records if they wish to review any of their personal files.

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

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

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

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

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

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

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

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

Policy Revised 05/01/2011

Student Lending Code of Conduct

To prohibit a conflict of interest when administering financial aid, the 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.

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, Copyright and Intellectual Property policies.

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

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

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

Policy Revised 11/01/2012

Electronic Network Access

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

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

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

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

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

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

Policy Revised 11/01/2015

Email Accounts

Purpose

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

Scope

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

Policy

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

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

Policy Revised 07/01/2013

Technology Resources

1 Introduction

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

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

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

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

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

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

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

2 Who is Covered by this Policy

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

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

3 Acceptable Use

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

3.1 Acceptable Use Agreement

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

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

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

4 Individual Privileges

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

4.1 Free Expression

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

4.2 Privacy

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

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

For website management, information is collected for statistical purposes. This information is used to determine usage patterns that have implications for technical design specifications and identifying system performance or problem areas as well as for strategic planning. Personal user information is not made available to external agencies, persons or other institutions except as required by law.

4.3 Personal Use

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

5 Individual Responsibilities

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

5.1 Respect for Intended Use of Resources

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

5.2 Respect for Shared Nature of Resources

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

5.3 Respect for Rights of Others

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

5.4 Unsolicited Communications

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

For the purpose of this section, an unsolicited mass communication is one that is broadly distributed to recipients who have not requested or consented, either explicitly or implicitly, to receive the communication. Voluntary subscription to an electronic communications service implies consent to

receive the communications of that service. Email address lists maintained by Fielding may not be "harvested" for purposes of solicitations via email.

5.5 Respect for Intellectual Property

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

6 Reporting Violations

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

7 Administration and Implementation

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

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

In general, electronic mail is considered information only for the eyes of the sender and recipient(s). There may be exceptional circumstances where Fielding may release electronic mail to other parties. These situations may include, but are not limited to, the death of the account holder, when an absent or terminated employee has received mail associated with his/her job responsibilities, or during the course of a criminal investigation by authorized legal authorities.

8 Purpose of the fielding.edu Domains

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

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

Campus Safety

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

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

Annual Security Report

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

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

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

Campus Security Authorities and Crime Reporting

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

HR Specialist	titleixcoordinator@fielding.edu	805.898.4083
Vice President for Human Resources	titleixcoordinator@fielding.edu	805.898.4018
Dean for Student Development	kjacquin@fielding.edu	805.898.2949

Campus Security Authorities:

Marilyn Freimuth, Clinical Psychology Program Director	805.898.4029
Patrice Rosenthal, School of Leadership Studies Program Director	805.624.6402
Barbara Mink, School of Leadership Studies Program Director	512.873.9600
Faculty serving as cluster leaders	Staff and Faculty Directory
All administrators at the level of Director or above	
All members of the Program Manager staff	programmanager@fielding.edu
All members of the Advising staff	advising@fielding.edu
All members of the Conferencing and Events staff	sessions@fielding.edu
All members of the Human Resources staff	hr@fielding.edu or titleixcoordinator@fielding.edu

School of Leadership Studies

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

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

Doctoral Degrees

- Our PhD in Infant & Early Childhood Development is a multidisciplinary doctoral program in mental health and developmental disorders such as autism spectrum, sensory integration, ADHD, and mood disorder.
- Our Doctor of Education program is a minimal residency program that provides doctoral level research and practice through independent study in a collaborative environment.
- 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:

- Community College Leadership for Change
- Creative Longevity & Wisdom
- Dual Language
- Inclusive Leadership for Social Justice
- Leadership in Social & Ecological Sustainability
- Leadership of Higher Education Systems
- Media, Technology, & Innovation
- Organization Development
- Reflective Practice/Supervision
- Somatics, Phenomenology & Communicative Leadership

Master's Degrees

- The Master of Arts in Collaborative Educational Leadership program uses a scholarly, hands-on, and community-centered curriculum to develop teacher leaders.

- Our Master of Arts in Digital Teaching & Learning aims to advance the quality of digital teaching and learning and help educators integrate technology to better serve students.
- This Master of Arts in Infant and Early Childhood Development is a multidisciplinary program with an emphasis in Mental Health.
- The Master of Arts in Organizational Development & Leadership uses online learning tools for intensive peer-to-peer and student-faculty engagement in professional problem solving.

Certificate Programs

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

- Academic Leadership Certificate
 - Comprehensive Evidence Based Coaching
 - Educational Administration Certificate
 - Evidence Based Coaching for Organization Leadership
 - Organizational Development & Leadership
 - Organizational Consulting
 - Nonprofit Leadership
 - Reflective Practice/Supervision
-

School of Leadership Studies Certificate Programs

Academic Leadership Certificate

This certificate program is designed to prepare and position participants for leadership roles up to and including the senior administrative levels at Tribal Colleges. The program focuses on many seminal topics in higher education such as: contemporary and future issues in higher education, financial and budgetary issues affecting TCUs, governance, and institutional advancement, as well as personal attributes that enhance opportunities and success for women in academic leadership.

Required Coursework:

Effective date: 07/01/2016

- SLS-501 The STEM Academic Leader in Higher Education 2 semester credits
- SLS-502 Managing Accreditation and Institutional Partnerships in Academia 2 semester credits
- SLS-503 STEM Academic Leaders and Higher Ed Associations 2 semester credits
- SLS-504 Academic Fundraising and Grantsmanship 2 semester credits
- SLS-509 Seminal and Contemporary Issues in Higher Education 2 semester credits
- SLS-510 Practicum in Academic Leadership 2 semester credits

Total Semester Credits: 12

Education Programs

Educational Administration Certificate

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

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

Required Coursework:

Effective date: 01/01/2013

Term 1:

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

Term 2:

- EDU-550 Building Capacity Through Research 3 semester credits
- EDU-552 Collaborative Instructional Leadership 3 semester credits
- EDU-559B Guided Practice/Internship 2 semester credits
- EDU-600A Capstone/Project Design 1 semester credits

Term 3:

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

Total Semester Credits: 27

Collaborative Educational Leadership, MA

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

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

The program offers optional concentrations in:

- Charter School Leadership
- Dual Language

Required Coursework:

Effective date: 01/01/2013

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

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

Core program electives:

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

Charter School Leadership concentration electives:

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

Dual Language concentration electives:

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

Total Semester Credits: 36-40

Digital Teaching & Learning, MA

Required Coursework:

Effective date: 09/01/2016

- EDU-500 Online Learning and Community 1 semester credits
- EDU-564 Learning, Curriculum and Assessment in the Digital Age 4 semester credits
- EDU-581 Educational Research in the Digital Environment 4 semester credits
- EDU-582 Leading Innovative Educational Practice 4 semester credits

Capstone Courses (6 credits)

The focus of these courses will be to develop and test out an innovative educational practice based on your learning in the program. As such, these courses will serve as a "learning laboratory," where you will choose an innovative approach to digital teaching and learning that you will then pilot, with subsequent reflection on the results. Your pilot and reflections will be recorded in your ePortfolio, a review of which will occur at intervals throughout the program. The goal is to promote ongoing reflection in service of mastering the competency of reflective practice, while exploring and implementing innovative approaches to digital teaching and learning. In addition, peer review and productive feedback will be structured into your project.

EDU-601A and EDU-601B will involve formative analysis and reflection. You will develop a formal theory of action to clarify the innovation you are proposing to implement and explore the theory behind that intervention. Questions that will guide your work include: What is your thought process? How can that be applied in an educational setting? In developing a theory of action students will also predict anticipated results and identify what measures will prove (or disprove) their theory as a guide to (and before) taking action.

- EDU-601A MA Capstone Project and Portfolio I 2 semester credits
- EDU-601B MA Capstone Project and Portfolio II 2 semester credits
- EDU-601C MA Capstone Project and Portfolio III 2 semester credits

Electives (18 credits)

18 credits chosen from below; or courses from the ODL or Media master's programs can be substituted. Courses will be taken after completion of core courses and the first capstone course (EDU-601A).

- EDU-565 Facilitating Innovative Learning with Digital Tools 4 semester credits

- EDU-566 Designing Digital Learning Experiences 4 semester credits
- EDU-567 Assessing Learning Online 4 semester credits
- EDU-568 Digital Tools for Innovative Learning 4 semester credits
- EDU-569 Digital Competencies for the Scholar/Practitioner 4 semester credits
- EDU-570 Special Topics 2 or 4 semester credits
- EDU-571 Using Digital Education to Promote Social Justice and Diversity 4 semester credits
- EDU-583 Digital Citizenship 4 semester credits
- EDU-584 Instructional Media Production 4 semester credits
- EDU-585 Program Evaluation 4 semester credits

Total Semester Credits: 37

Evidence Based Coaching Programs

Comprehensive Evidence Based Coaching Certificate

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

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

Required Coursework:

Effective date: 09/01/2015

Term 1:

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

Term 2:

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

Term 3:

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

Term 4 (Final Exams):

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

Total Semester Credits: 12

Evidence Based Coaching for Organization Leadership Certificate

This certificate is designed specifically for students or professionals with at least 24 hours of coach training, and requires completion of 8 credits. The program can be completed in two terms plus final exams at the start of the 3rd term, and consists of the following elements:

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

Required Coursework:

Effective date: 09/01/2015

Term 1:

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

Term 2:

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

Term 3 (Final Exams):

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

Total Semester Credits: 8

Human Development Program

Human Development, PhD

The PhD degree in Human Development 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

A master's degree is awarded automatically upon completion of the following 40 credits: HOD-699, 801-804, 806, 807, 810, 8 credits selected from Human Development emphasis courses numbered 811-816, and 4 additional elective credits.

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 & Communicative Leadership

Or one of the other School of Leadership Studies concentrations as listed below:

- Community College Leadership for Change
- Dual Language
- Evidence Based Coaching
- Inclusive Leadership for Social Justice
- Leadership for Social & Ecological Sustainability
- Leadership of Higher Education Systems
- Media, Technology, & Innovation
- Organization Development
- Reflective Practice/Supervision

Required Coursework:

Effective date: 09/01/2016

Required Foundations (26 credits)

- HOD-699 Foundations of Doctoral Study 4 semester credits
- HOD-801 Doctoral Competencies Seminar 2 semester credits
- HOD-802 Foundations of Inquiry 4 semester credits
- HOD-803 Praxis with Leadership Focus 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

Human Development emphasis courses (choose 8 credits)

- HOD-811 Advanced Human Development 4 semester credits
- HOD-812 Human Learning and Motivation 4 semester credits
- HOD-813 Personality Theory 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

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

Electives (20 credits)

Choose any additional 20 credits from HD or OD&C degree emphasis area courses, HD/OD&C concentration courses listed below, or any general electives with the course prefix of ELC, HOD, or IECD.

- 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-839 Archetypal Imagery 4 semester credits
- HOD-840 Inclusive Leadership: Transforming Self and Systems 4 semester credits
- HOD-841 Mindful Leadership 4 semester credits
- HOD-842 Ethics and Moral Reasoning: Approaches to Sustainability 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-855 Transformative Phenomenology 4 semester credits
- HOD-856 Writing Phenomenology 4 semester credits
- HOD-857 Adult Development 4 semester credits
- HOD-858 Adult Transitions 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
- HOD-883AO Advanced Research Methodologies: Appreciative Organizations 2 or 4 semester credits
- HOD-883AR Advanced Research Methodologies: Action Research 2 or 4 semester credits
- HOD-883AS Advanced Research Methodologies: Applied Somatics 2 or 4 semester credits
- HOD-883CH Advanced Research Methodologies: Methodologies for Studying Change 2 or 4 semester credits
- HOD-883CM Advanced Research Methodologies: Coordinated Management of Meaning 2 or 4 semester credits
- HOD-883CP Advanced Research Methodologies: Critical Participatory Action Research 2 or 4 semester credits
- HOD-883CS Advanced Research Methodologies: Critical Social Science 2 or 4 semester credits
- HOD-883EH Advanced Research Methodologies: Ethnography 2 or 4 semester credits
- HOD-883GT Advanced Research Methodologies: Grounded Theory 2 or 4 semester credits
- HOD-883HI Advanced Research Methodologies: Humble Inquiry 2 or 4 semester credits
- HOD-883LR Advanced Research Methodologies: Liberatory Research 2 or 4 semester credits
- HOD-883NI Advanced Research Methodologies: Narrative Inquiry 2 or 4 semester credits
- HOD-883OR Advanced Research Methodologies: Organization Research 2 or 4 semester credits
- HOD-883PG Advanced Research Methodologies: Phenomenography and Variation 2 or 4 semester credits
- HOD-883PH Advanced Research Methodologies: Phenomenology 2 or 4 semester credits
- HOD-883QA Advanced Research Methodologies: Advanced Qualitative Methods 2 or 4 semester credits
- HOD-883ST Advanced Research Methodologies: Advanced Quantitative Methods 2 or 4 semester credits
- HOD-883WC Advanced Research Methodologies: World Cafe 2 or 4 semester credits

Dissertation (16 credits)

- HOD-892 HD Dissertation Seminar 4 semester credits
- HOD-896 Dissertation Pilot Study 2 semester credits
- HOD-897 Dissertation in Progress 0 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

Optional Human Development 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. 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 & Communicative Leadership Concentration

This 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-859 Communications Theory and Practice 4 semester credits
and choose one from:
 - HOD-855 Transformative Phenomenology 4 semester credits
 - HOD-856 Writing Phenomenology 4 semester credits
-

Infant & Early Childhood Development Programs

Reflective Practice/Supervision Certificate

This certificate is designed for students who are involved in clinical, educational, administrative, and organizational systems. It is designed to teach students the theory of reflective practice/supervision and how to apply it to their professional work experiences.

Coursework will focus on: 1) the theory of reflective practice, 2) the application of reflection in clinical, educational, administrative, and organizational systems, 3) the application of reflection among and between colleagues, peers, supervisors, and customers, 4) the relationship between supervisors and supervisees, professors and students, employers and employees, and boards and organizations.

Required Coursework:

Effective date: 01/01/2017

- 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

Total Semester Credits: 12

Infant and Early Childhood Development with an emphasis in Mental Health, MA

This master's program is a multidisciplinary program with an emphasis in infant and early childhood mental health. Students will study multiple factors affecting an infant's, child's and family's well-being, including social emotional, brain, and cognitive development, as well as school readiness, family systems, and mental health. The faculty teaches typical and atypical infant, child, and family development from a strengths-based approach using a curriculum that includes physiological, emotional, cognitive, behavioral, social, and cross-cultural perspectives. Students will enter the program in one of two chosen concentrations.

For students who complete the MA and are approved to continue on to the PhD in Infant & Early Childhood Development, some credits may be transferred from the master's program to the PhD program.

Courses will be open to PhD students.

MA Concentrations

The concentration in **Early Childhood Development: Education, Mental Health, & Disruptive Behaviors** focuses on children with disruptive and/or social emotional difficulties, as well as learning issues. It is geared toward educating and training professionals to evaluate and work with these populations and their families.

The concentration in **Infant Mental Health and Neurodevelopment** focuses on assessment, intervention, and prevention. It is geared to prepare those professionals who work with infants, especially those at risk, and their families.

For these concentrations, education and training include covering the relationship between brain development and behavior, reflective practice, mindfulness, and culturally sensitive approaches. In addition, the program will offer practical techniques to use in the classroom, practice, clinic, and at home, especially in the Early Childhood concentration.

Both concentrations are appropriate for educators, educational administrators, health professionals (physicians, nurse practitioners, and nurses), allied health professionals (occupational therapists, physical therapists, and speech and language therapists) as well as mental health professionals (social workers, marriage family therapists, and counselors).

These concentrations offer a unique link between various disciplines within a relationship-based developmental framework. A common language across disciplinary boundaries is developed so that students can deepen their understanding of each of the disciplines.

Required MA Coursework:

Effective date: 09/01/2017

- IECD-520 Human Development 4 semester credits
 - IECD-521 Infant Mental Health 4 semester credits
 - IECD-526 Cross-Cultural Understanding 4 semester credits
 - IECD-566 Family Systems Theory and Functioning 4 semester credits
- After completing the core requirements, students will complete the remaining coursework specific to their chosen concentration:

Early Childhood Development: Education, Mental Health & Disruptive Behaviors Concentration

- IECD-583 A Practitioner's Toolkit: Reflective Practice and Techniques 4 semester credits
- IECD-584 Emotional Development, Cognitive Evolution, and Disruptive Behavior 4 semester credits
- IECD-585 Self-Regulation, Executive Functions, & School Readiness 4 semester credits
- IECD-586 Brain Development and Classroom Functioning 4 semester credits
- IECD-587 Active Professionals, Case Studies: Learning through Applying Core Material to Real World Situations 4 semester credits

Infant Mental Health & Neurodevelopment Concentration

- IECD-561 Evidence Based Infant Mental Health Practices 4 semester credits
- IECD-572 Integrated Developmental Approach to Intervention 4 semester credits

- IECD-576 Observing Babies I 4 semester credits
- IECD-578 Developmental Needs of High Risk Newborns and Young Infants and their Families 4 semester credits
- IECD-588 Neuroscience Foundations of Infant Development and Mental Health 4 semester credits

Capstone

For both concentrations, students complete a capstone project in their last term.

- IECD-599 Capstone Project 4 semester credits

Total Semester Credits: 40

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 autism spectrum, sensory integration, ADHD, and mood disorder. The program offers a unique link between various disciplines within a relationship-based developmental framework. Also used is a common language across disciplinary boundaries so that students can deepen their understanding of each of the disciplines.

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

A pathway master's is awarded upon completion of the Foundation and Leadership course areas.

Students must do at least one elective from IECD as specified below, but can fulfill their remaining elective requirement from IECD electives or from the electives offered in the EdD program and/or programs in Human Development and Organizational Development & Change.

In addition, IECD students may structure their elective choices to fulfill an IECD concentration in Reflective Practice/Supervision or one of the other School of Leadership Studies concentrations as listed below:

- Community College Leadership for Change
- Creative Longevity & Wisdom
- Dual Language
- Evidence Based Coaching
- Inclusive Leadership for Social Justice
- Leadership for Social & Ecological Sustainability

- Leadership of Higher Education Systems
- Media, Technology, & Innovation
- Organization Development
- Somatics, Phenomenology & Communicative Leadership

IECD students who elect to do an optional concentration housed outside of the IECD program will need to complete one extra elective to fulfill both IECD degree and concentration requirements.

Required Coursework:

Effective date: 09/01/2017

Foundations, 32 credits

- IECD-499 Foundations of Doctoral Study - Reflective Adult Learning 4 semester credits
- IECD-520 Human Development 4 semester credits
- IECD-522 Sensory-Motor Development 4 semester credits
- IECD-523 Language Development 4 semester credits
- IECD-524 Developmental Disabilities 4 semester credits
- IECD-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

Leadership, 12 credits

- IECD-521 Infant Mental Health 4 semester credits
- IECD-526 Cross-Cultural Understanding 4 semester credits
- IECD-527 Law, Policy and Advocacy 4 semester credits

Master's degree: At the completion of all 44 credits of Foundation and Leadership courses, a pathway Master of Arts in Infant and Early Childhood Development with an emphasis in Mental Health & Developmental Disorders will be awarded.

Research & Statistics, 12 credits

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

One course chosen from:

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

Electives, 12 credits

- IECD-531 Maltreatment Trauma and Loss 4 semester credits
- IECD-550 Social-Emotional Development 4 semester credits
- IECD-551 Social-Emotional Development Intervention 4 semester credits
- IECD-561 Evidence Based Infant Mental Health Practices 4 semester credits
- IECD-562 Educational and Cognitive Development 4 semester credits
- IECD-563 Educational and Cognitive Development Intervention 4 semester credits

- IECD-564 Visual Spatial Processing Development 4 semester credits
- IECD-565 Visual Spatial Processing Development Intervention 4 semester credits
- IECD-568 Introduction to Brain Development 4 semester credits
- IECD-570 Integrated Developmental Approach to Assessment 4 semester credits
- IECD-571 Assessment of Children and Families 4 semester credits
- IECD-572 Integrated Developmental Approach to Intervention 4 semester credits
- IECD-573 Advanced Integrated Approach to Intervention 4 semester credits
- IECD-574 Intervention in Practice 4 semester credits
- IECD-576 Observing Babies I 4 semester credits
- IECD-577 Observing Babies II 4 semester credits
- IECD-578 Developmental Needs of High Risk Newborns and Young Infants and their Families 4 semester credits
- IECD-579 Advanced Brain Development During Infancy 4 semester credits
- IECD-580 Theory and Practice of DIR/Floortime 4 semester credits
- IECD-581 Reflective Practice/Supervision 4 semester credits
- IECD-582 Advanced Reflective Practice/Supervision 4 semester credits
- IECD-583 A Practitioner's Toolkit: Reflective Practice and Techniques 4 semester credits
- IECD-584 Emotional Development, Cognitive Evolution, and Disruptive Behavior 4 semester credits
- IECD-585 Self-Regulation, Executive Functions, & School Readiness 4 semester credits
- IECD-586 Brain Development and Classroom Functioning 4 semester credits
- IECD-588 Neuroscience Foundations of Infant Development and Mental Health 4 semester credits
- IECD-589 Specialization Area 4 semester credits
- IECD-590 Independent Study 4 semester credits

Which must include at least one Intervention elective chosen from:

- IECD-528 Sensory-Motor Intervention 4 semester credits
- IECD-529 Language Intervention 4 semester credits
- IECD-567 Family Systems Theory and Functioning Intervention 4 semester credits

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
- IECD-795 Final Oral Review of Dissertation 9 semester credits
- IECD-799 Dissertation Completion 4 semester credits

Total Semester Credits: 89

Optional Infant & Early Childhood Development PhD Concentrations

Students matriculated into the Fall 2016 catalog or later in the IECD PhD program can concentrate their elective studies in the Reflective Practice concentration listed below, or, 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.

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
-

Leadership for Change Program

Leadership for Change, EdD

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

The doctoral curriculum focuses on four academic topics: Effective Communication, Approaches to Inquiry, Leadership for Change Praxis and Research Methodologies. 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
- 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
- Leadership for Social & Ecological Sustainability
- Media, Technology, & Innovation
- Organization Development
- Reflective Practice/Supervision
- Somatics, Phenomenology & Communicative Leadership

Required Coursework:

Effective date: 09/01/2016

New Student Orientation (4 credits)

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

- ELC-699 Foundations of Doctoral Study 4 semester credits

Effective Communications Courses (12 credits)

Offer a meaningful alternative to traditional comprehensives:

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

Approaches to Inquiry Courses (16 credits)

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

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

Leadership for Change Praxis (12 credits)

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

- ELC-728 Introduction to Leadership for Change 2 semester credits
- ELC-729 Leadership for Change Praxis 1-10 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

Electives (16 credits):

Choose any additional 16 credits from ELC electives, concentration courses listed below, or any general electives with the course prefix of HOD or IECD.

- ELC-730 Area of Specialization 4 semester credits
- ELC-731 Area of Research Specialization 4 semester credits
- ELC-733 Special Topics in Education 4 semester credits
- ELC-736 Dual Language Foundations 4 semester credits
- ELC-737 Bilingual Development 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 Management Theories 4 semester credits

- ELC-745 Community Relations 4 semester credits
- ELC-746 Budget and Finance 4 semester credits
- ELC-747 The Community College 4 semester credits
- ELC-748 Higher Education 4 semester credits
- ELC-749 Capacity Building 4 semester credits
- ELC-750 Human Development in Context 4 semester credits
- ELC-766 Forces of Motivation 4 semester credits
- ELC-767 Interpersonal Communication and Collaboration 4 semester credits
- ELC-773 Rethinking Schools and Organizations 4 semester credits
- ELC-783 Creativity and Problem Solving 4 semester credits
- ELC-784 Theories of Educational Change 4 semester credits
- ELC-786 Information Systems and Change 4 semester credits
- ELC-787 Redefining Curriculum 4 semester credits
- ELC-788 Theories of Learning 4 semester credits
- ELC-789 Program Evaluation, Theory, and Application 4 semester credits
- ELC-790 Cultural Influences in Education and Organizations 4 semester credits
- ELC-791 Technology, Learning, and Teaching 4 semester credits
- ELC-792 Child Development 4 semester credits
- ELC-793 Media Studies 4 semester credits
- 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

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

Optional 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. 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.

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-742 Organizational Theories 4 semester credits
- ELC-743 Public Policy and Practice 4 semester credits

- ELC-746 Budget and Finance 4 semester credits
 - ELC-750 Human Development in Context 4 semester credits
 - ELC-773 Rethinking Schools and Organizations 4 semester credits
 - ELC-787 Redefining Curriculum 4 semester credits
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Organizational Development & Change Program

Organizational Development & Change, PhD

The PhD degree in Organizational Development & Change 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

A master's degree is awarded automatically upon completion of the following 40 credits: HOD-699, 801-803, 805-807, 810, 8 credits selected from Organizational Development & Change emphasis courses numbered 820-826, and 4 additional elective credits.

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
- Leadership for Social & Ecological Sustainability
- Media, Technology, & Innovation
- Organization Development

Or one of the other School of Leadership Studies concentrations as listed below:

- Community College Leadership for Change
- Creative Longevity & Wisdom
- Dual Language
- Leadership of Higher Education Systems
- Reflective Practice/Supervision
- Somatics, Phenomenology & Communicative Leadership

Required Coursework

Effective date: 09/01/2016

Required Foundations (26 credits)

- HOD-699 Foundations of Doctoral Study 4 semester credits

- HOD-801 Doctoral Competencies Seminar 2 semester credits
- HOD-802 Foundations of Inquiry 4 semester credits
- HOD-803 Praxis with Leadership Focus 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 emphasis courses (choose 8 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

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-891 ODC Comprehensive Assessment 4 semester credits

Electives (20 credits)

Choose any additional 20 credits from HD or OD&C degree emphasis area courses, HD/OD&C concentration courses listed below, or any general electives with the course prefix of ELC, HOD, or IECD.

- 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-839 Archetypal Imagery 4 semester credits
- HOD-840 Inclusive Leadership: Transforming Self and Systems 4 semester credits
- HOD-841 Mindful Leadership 4 semester credits
- HOD-842 Ethics and Moral Reasoning: Approaches to Sustainability 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-855 Transformative Phenomenology 4 semester credits
- HOD-856 Writing Phenomenology 4 semester credits
- HOD-857 Adult Development 4 semester credits
- HOD-858 Adult Transitions 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
- HOD-883AO Advanced Research Methodologies: Appreciative Organizations 2 or 4 semester credits
- HOD-883AR Advanced Research Methodologies: Action Research 2 or 4 semester credits
- HOD-883AS Advanced Research Methodologies: Applied Somatics 2 or 4 semester credits
- HOD-883CH Advanced Research Methodologies: Methodologies for Studying Change 2 or 4 semester credits
- HOD-883CM Advanced Research Methodologies: Coordinated Management of Meaning 2 or 4 semester credits
- HOD-883CP Advanced Research Methodologies: Critical Participatory Action Research 2 or 4 semester credits
- HOD-883CS Advanced Research Methodologies: Critical Social Science 2 or 4 semester credits
- HOD-883EH Advanced Research Methodologies: Ethnography 2 or 4 semester credits
- HOD-883GT Advanced Research Methodologies: Grounded Theory 2 or 4 semester credits
- HOD-883HI Advanced Research Methodologies: Humble Inquiry 2 or 4 semester credits
- HOD-883LR Advanced Research Methodologies: Liberatory Research 2 or 4 semester credits
- HOD-883NI Advanced Research Methodologies: Narrative Inquiry 2 or 4 semester credits
- HOD-883OR Advanced Research Methodologies: Organization Research 2 or 4 semester credits
- HOD-883PG Advanced Research Methodologies: Phenomenography and Variation 2 or 4 semester credits
- HOD-883PH Advanced Research Methodologies: Phenomenology 2 or 4 semester credits
- HOD-883QA Advanced Research Methodologies: Advanced Qualitative Methods 2 or 4 semester credits
- HOD-883ST Advanced Research Methodologies: Advanced Quantitative Methods 2 or 4 semester credits
- HOD-883WC Advanced Research Methodologies: World Cafe 2 or 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
- 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

Optional Organizational Development & Change 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. 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

14 credits total, HOD-883LR may be taken for 2 credits:

- HOD-829 Praxis II 4 semester credits
- 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 2 or 4 semester credits

Leadership for Social & Ecological Sustainability Concentration

The objective of the doctoral concentration in Leadership for Social & Ecological Sustainability 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

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
-

Organizational Development & Leadership Programs

Organizational Development & Leadership, MA

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

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

Program Outcomes for Graduates

1. Develop personal mastery through the integration and application of mindfulness, self-reflection, use of self, and clarity of intention.
2. Effectively address complex challenges through mastery of fundamental leadership skills of observation, interpretation, and intervention.
3. Enhance group and team development through effective collaboration and intervention.
4. Assist organizations and communities to frame challenges and realize opportunities through intentional design of processes and interventions.
5. Mobilize organizations and communities to realize their preferred future through the application of systems thinking, design, and consultative practice.
6. Help organizations thrive through the application of a rich body of organizational and leadership theory.

Required Coursework:

Effective date: 09/01/2016

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

12 elective credits, chosen from below:

- ODL-604 Strategies for Complex Change: Wicked Problems, Social Complexity and Emerging Trends 4 semester credits
- ODL-605 Managing Change and Resistance 4 semester credits
- ODL-606 Global and Intercultural Strategies and Skills 4 semester credits
- ODL-612 Performance Consulting 4 semester credits
- ODL-613 Practical Statistics, Methods and Measures for Organizational Development 4 semester credits
- ODL-614 Sustainability and Organizational Change 4 semester credits
- ODL-615 Ecological Frameworks for Sustainability Practitioners 4 semester credits
- ODL-623 Managing the Coaching Function in an Organization 4 semester credits
- ODL-650A Evidence Based Coaching: Overview 4 semester credits
- ODL-651A Theories of Personal Coaching 4 semester credits
- ODL-652A Theories of Leadership and Organizational Coaching 4 semester credits
- ODL-675 Interventions in Multicultural Organizations 4 semester credits
- ODL-676 Social Methodologies for Transformational Change 4 semester credits
- ODL-677 Consultative Approach to Change 4 semester credits
- ODL-678 Developing a Consulting Practice 4 semester credits
- ODL-682 Soul and Spirit in the Workplace 4 semester credits
- ODL-683 Good Work, Meaningful Work 4 semester credits
- ODL-684 Self as Leader of Change 4 semester credits

Total Semester Credits: 40

Nonprofit Leadership Certificate

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

Required Coursework:

Effective date: 01/01/2014

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

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

Total Semester Credits: 8

Organizational Consulting Certificate

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

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

Required Coursework:

Effective date: 09/01/2015

- ODL-600 Online Learning Orientation 0 semester credits

12 credits chosen from the following:

- ODL-669 Organizational Development: Origins, Evolution, and Current Practices 4 semester credits
- ODL-676 Social Methodologies for Transformational Change 4 semester credits
- ODL-677 Consultative Approach to Change 4 semester credits
- ODL-678 Developing a Consulting Practice 4 semester credits

Total Semester Credits: 12

Organizational Development & Leadership Certificate

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

Required Coursework:

Effective date: 09/01/2015

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

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

Total Semester Credits: 16

School of Psychology

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

Degree Options

- The Clinical Psychology doctorate is a generalist degree; a pathway master's degree is conferred along the way to the PhD and students can choose from five optional concentrations:
 - Forensic Psychology
 - Health Psychology
 - Neuropsychology
 - Parent-Infant Mental Health
 - Social Justice & Diversity
 - Violence Prevention & Control
- The Media Psychology doctorate is the first of its kind in a School of Psychology, offering a nonclinical PhD degree with a master's conferred along the way. The program focuses on understanding the relationships between media and behavior and offers optional concentrations in:
 - Brand Psychology and Audience Engagement
 - Positive Psychology and Media
 - Social Impact of Mobile Media & Immersive TechnologyIn addition, Phd Media students can declare a doctoral concentration offered in the School of Leadership Studies.
- The online Master of Arts in Media Psychology prepares individuals to use and create media with an understanding of how media impacts human behavior.

Certificate Options

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

Clinical Psychology Programs

Psychology with an emphasis in Clinical Psychology, PhD

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

- Forensic Psychology Concentration
- Health Psychology Concentration
- Neuropsychology Concentration
- Parent-Infant Mental Health Concentration
- Social Justice & Diversity Concentration
- Violence Prevention & Control Concentration

An MA in Psychology with an emphasis in Clinical Psychology is awarded automatically upon completion of the first two years of the model curriculum sequence in the program, consisting of these 84 credits: PSY-500, 4cr from the PSY-629 Practicum Case Seminar series (the first two terms), PSY-632A, 9.5cr of PSY-630/695 Clinical Practicum (first 760 hours; no more than 6 credits of PSY-630 permitted), 701A, 701B, 706-709, 710A, 710B, 710C, 5cr from 710D1 and D2 or 710E and 710F, 711A1, 711A2, 711B, 712, 715A, 716A, 717, one course from PSY-746-748, PSY-RSS02, PSY-RSS27.

Required PhD Coursework:

Effective date: 09/01/2017

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/Systems, 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 fulltime or two years halftime internship placement:

- PSY-696 Clinical Internship 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-701B Research Methods II 4 semester credits

- PSY-715A Psychometric Theory 3 semester credits
- PSY-716A Statistical Methods 4 semester credits
- PSY-717 Multivariate Statistics 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-RSS14 Advanced Topics in SPSS 0.5 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 cluster 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, or electives listed as part of the optional concentrations further below. 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-704 Theories of Personality 4 semester credits
- PSY-722 Content Analysis 4 semester credits
- PSY-723 Qualitative Research 4 semester credits

- PSY-727 Psychopharmacology 4 semester credits
- PSY-728 Neuropsychology 4 semester credits
- PSY-730 Neuroanatomy 2 or 4 semester credits
- PSY-731 Health Psychology 4 semester credits
- PSY-733 Language 4 semester credits
- PSY-734 Neurological Disorders 4 semester credits
- PSY-741 Special Topics in Legal and Ethical Practice 2 or 4 semester credits
- PSY-746 Psychoanalytic Theory/Therapy 4 semester credits
- PSY-747 Cognitive-Behavioral Theory/Therapy 4 semester credits
- PSY-748 Humanistic and Existential Theory/Therapy 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-765 Forensic Psychology 4 semester credits
- PSY-774 Neuropsychological Care in Traumatic Brain Injury: Assessment, Rehabilitation, and Advocacy 4 semester credits

For most required courses, there is a Special Topic elective that allows you to study a particular content area in depth.

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

*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.*

Total Semester Credits: 179

Optional Concentrations for the Clinical Psychology PhD

Forensic Psychology Concentration Requirements

- A forensically oriented dissertation, with at least one committee member who is a member of the forensic concentration faculty.
- PSY-765 Forensic Psychology 4 semester credits
- PSY-765L Forensic Psychology Lab 1 semester credits
- 3 months of clinical experience in a forensically-oriented practicum or one internship rotation (may be substituted with 150 hours of forensic work in another setting)

4 Units Chosen From:

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

One of the following:

- 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-775

Health Psychology Concentration Requirements

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

One Course Chosen From

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

Seminars

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

Psychological Assessment Labs (4 credits chosen from below)

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

Clinical Practicum

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

Internship

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

Parent-Infant Mental Health Concentration Requirements

Internship

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

Psychological Assessment Labs

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

Courses

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

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

Dissertation

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

Social Justice & 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

Violence Prevention & Control Concentration Requirements

National Session Seminars

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

Preparation of an Action Protocol

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

Courses

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

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

Dissertation

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

Clinical Psychology Postbaccalaureate Certificate

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

Required Coursework:

Effective date: 09/01/2015

Term 1:

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

Term 2:

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

Term 3:

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

Total Semester Credits: 28

Respecialization in Clinical Psychology Postdoctoral Certificate

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

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

Students can optionally specialize in one of the following concentrations:

- Forensic Psychology
- Health Psychology
- Neuropsychology
- Parent-Infant Mental Health
- Social Justice & Diversity
- Violence Prevention & Control

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 (completed at new student orientation)
- 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/Systems, 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 fulltime or two years halftime internship placement:
- PSY-696 Clinical Internship 24 semester credits
 - PSY-699 Residency Hours Completion 0 semester credits

Total Semester Credits: 104

Optional Concentrations for Respecialization

Forensic Psychology Concentration Requirements

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

- 3 months of clinical experience in a forensically-oriented practicum or one internship rotation (may be substituted with 150 hours of forensic work in another setting)

4 Units Chosen From:

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

One of the following:

- 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-775
- PSY-801 Advanced Research: Respecialization Concentration 6 semester credits

Health Psychology Concentration Requirements

- 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

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

One Course Chosen From

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

Seminars

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

Psychological Assessment Labs (4 credits chosen from below):

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

Clinical Practicum

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

Internship

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

Parent-Infant Mental Health Concentration Requirements

Internship

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

Psychological Assessment Labs

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

Courses

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

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

Social Justice & 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

Violence Prevention & Control Concentration Requirements

National Session Seminars

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

Preparation of an Action Protocol

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

Courses

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

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

Research Paper

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

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

Media Psychology Programs

Psychology with an emphasis in Media Psychology, PhD

Requirements for the Media Psychology PhD program are organized around a core curriculum, with elective courses, research practicum experience, a qualifying exam and a dissertation, with a pathway master's earned along the way. Students customize their graduate program under the supervision of a faculty advisor. There is a low residency requirement of 8 days of special topics practica which can be acquired at national sessions and in cluster.

The program offers optional concentrations in:

- Brand Psychology and Audience Engagement
- Positive Psychology and Media
- Social Impact of Mobile Media and Immersive Technology

In addition, students may structure their elective choices to fulfill concentrations from other School of Leadership Studies doctoral programs.

A master's degree is awarded automatically upon completion of the following 48 credits: PSY 525; 533; 540A/B/C, 4 credits of PSY 585; 12 credits chosen from media electives, and 12 additional elective credits.

Required Coursework:

Effective date: 09/01/2016

Required Foundations (20 credits)

- PSY-525 Foundations of Critical Theory 4 semester credits
- PSY-533 Foundations of Media Psychology 4 semester credits
- PSY-540A Generating and Gathering Qualitative & Quantitative Evidence 4 semester credits
- PSY-540B Analyzing Qualitative & Quantitative Evidence 4 semester credits
- PSY-540C Developing Claims from Qualitative & Quantitative Evidence 4 semester credits

Psychology Core (choose 12 credits)

- PSY-702 Developmental Bases of Behavior 4 semester credits
- PSY-703 History and Systems of Psychology 4 semester credits
- PSY-704 Theories of Personality 4 semester credits
- PSY-705 Social Bases of Behavior 4 semester credits
- PSY-706 Cognitive and Affective Bases of Behavior 4 semester credits
- PSY-707 Biological Bases of Behavior 4 semester credits
- PSY-708 Psychopathology 4 semester credits

Media Electives (choose 12 credits)

- PSY-724A Mind in Technology 4 semester credits
- PSY-724B Media and Social Psychology 4 semester credits
- PSY-724C Narratives, Symbols and Imagery in Media 4 semester credits
- PSY-724D Media and Political Psychology 4 semester credits
- PSY-724E Media Literacy and Social Impacts of Technology 4 semester credits
- PSY-753 The Social Psychology of Narrative 4 semester credits
- PSY-754 The Role of Media in Social Justice 4 semester credits
- PSY-766 Special Topics in Media Psychology 4 semester credits
- PSY-767A The Social Impact of Mobile and Immersive Media 4 semester credits
- PSY-767B Narrative and Digital Storytelling 4 semester credits
- PSY-769 Advanced Topics in Media Psychology 2 or 4 semester credits
- PSY-771 Legal and Ethical Issues in Media Psychology 4 semester credits
- PSY-773 Media Innovation and Online Education 4 semester credits
- PSY-776 Psychology of Social Media 4 semester credits
- PSY-777 Positive Psychology in Media 4 semester credits
- PSY-778 Psychology of Big Data

Practicum (12 credits)

- PSY-585 Media Psychology Practicum 4 semester credits
- PSY-628 Special Topics Practicum: Media Psychology 0.5-1 semester credits
- PSY-685 Research Practicum: Media Psychology 0.5-4 semester credits

Electives (choose 16 credits)

Choose elective credits from courses below, but no more than two MSC subject courses may be used. Additional Psychology Core courses or additional Media Electives courses from those areas above are permitted. General electives from courses with subject code IECD, ELC or HOD may also apply.

- MSC-552 Global Psychology: Social Marketing in a Borderless World 4 semester credits
- MSC-553 Story Psychology: Changing Minds through Narrative 4 semester credits
- MSC-555 Positive Psychology and the Social Entrepreneur 4 semester credits
- MSC-557 Media and Political Psychology: Propaganda and Persuasion 4 semester credits
- MSC-558 Cognitive Psychology and the Display of Information 4 semester credits
- MSC-566 Brand Psychology and Transmedia Storytelling 4 semester credits
- MSC-567 The Psychology of Neuromarketing 4 semester credits
- MSC-568 Audience Engagement 4 semester credits
- MSC-569 Introduction to Consumer Neuroscience 4 semester credits
- PSY-594 Applied Research Practicum: Media Psychology 0.5-4 semester credits
- PSY-712 Multicultural Psychology 4 semester credits
- 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 Research 2 or 4 semester credits
- PSY-721 Special Topics in Statistics 2 or 4 semester credits
- PSY-722 Content Analysis 4 semester credits
- PSY-723 Qualitative Research 4 semester credits

- PSY-727 Psychopharmacology 4 semester credits
- PSY-728 Neuropsychology 4 semester credits
- PSY-730 Neuroanatomy 2 or 4 semester credits
- PSY-731 Health Psychology 4 semester credits
- PSY-733 Language 4 semester credits
- PSY-734 Neurological Disorders 4 semester credits
- PSY-756 Special Topics in Academic Writing 2 semester credits
- PSY-760 Independent Study 1, 2 or 4 semester credits

Qualifying Exam

- PSY-631 Qualifying Exam 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: 94

Optional Concentrations for the Media 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.

Brand 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:

- MSC-566 Brand Psychology and Transmedia Storytelling 4 semester credits
- MSC-568 Audience Engagement 4 semester credits
- PSY-685 Research Practicum: Media Psychology 0.5-4 semester credits
Your research practicum would be designed to focus research on a specific research or dissertation question consistent with the concentration. This may be taken concurrent with PSY-631 Qualifying Exam or in the first term of dissertation research.

Dissertation Topic

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

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-777 Positive Psychology in Media 4 semester credits
- PSY-685 Research Practicum: Media Psychology 0.5-4 semester credits
Your research practicum would be designed to focus research on a specific research or dissertation question consistent with the concentration. This may be taken concurrent with PSY-631 Qualifying Exam or in the first term of dissertation research.

Choose one from:

- MSC-552 Global Psychology: Social Marketing in a Borderless World 4 semester credits
- PSY-766 Special Topics in Media Psychology 4 semester credits

Dissertation Topic

A dissertation focused on positive psychology and media is required.

Social Impact of Mobile Media & Immersive Technology Concentration

Required:

- PSY-585 Media Psychology Practicum 4 semester credits
- PSY-767A The Social Impact of Mobile and Immersive Media 4 semester credits

Choose one from:

- PSY-685 Research Practicum: Media Psychology 0.5-4 semester credits
This would be designed to focus research on a specific research or dissertation question. This may be taken concurrent with the Media Qualifying Exam (QE) or in the first term of dissertation research.
- PSY-766 Special Topics in Media Psychology 4 semester credits
This would include an approved project or paper where the student, individually or as a group, examines a particular area of interest in depth. Requires a contract with faculty.

Dissertation Topic

A dissertation focused on immersive media, media advocacy, mobile augmented reality, cognitive or neuroscience applied to visual media, real time information or a related topic is required.

Recommended

- **First Tuesday.** Asynchronous interest group focused on product design, production and applied immersive media research. Meets the first Tuesday of each month via web conferencing.
- **Clusters.** A minimum of two face-to-face meetings, known as clusters, will be held each year, generally in association with major conferences and events. These are strongly suggested but not required for completion of this concentration.
- *Additional Recommended Curriculum for Media Students:*
 - **Psychology Shared Core:** The doctoral program requires three courses (12 credits) selected from the psychology core sciences. It is suggested, but not required, that these courses for students in this concentration include:
 - PSY-703
 - PSY-706
 - **General Electives:** Media Psychology doctoral students may take a maximum of two courses (8 credits) from selected MSC curriculum. It is suggested, but not required, that for students in this concentration that these electives include:
 - MSC-568
 - MSC-569

Media Psychology, MA (terminal degree)

Renowned for developing the first Media Psychology PhD program in the country, Fielding faculty cultivate student engagement around the major issues facing media and society. Students join a

vibrant online community of scholars and professionals engaged in a theoretical and practical understanding of:

- **Emerging Media:** how social media and the Internet have transformed society
- **Neuromarketing:** the psychological impact of media on consumers
- **Transmedia Storytelling:** engaging customers and audiences across media technology platforms
- **Audience Engagement:** the psychology of finding and engaging your audience
- **Global Media:** media effects on society, individuals, and cultures
- **Positive Psychology:** how media can be used for socially constructive purposes.

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

Required Coursework:

Effective date: 09/01/2015

Term 1:

The following course is required; take up to two additional courses if full-time:

- MSC-564 Argumentation: The Art of Critical Writing 4 semester credits

Terms 1-3:

The following courses are required within the first three terms of study:

- MSC-551 Introduction to Media Psychology 4 semester credits
- MSC-554 Foundations of Research 4 semester credits

Subsequent terms (choose 6 electives from):

- MSC-552 Global Psychology: Social Marketing in a Borderless World 4 semester credits
- MSC-553 Story Psychology: Changing Minds through Narrative 4 semester credits
- MSC-555 Positive Psychology and the Social Entrepreneur 4 semester credits
- MSC-557 Media and Political Psychology: Propaganda and Persuasion 4 semester credits
- MSC-558 Cognitive Psychology and the Display of Information 4 semester credits
- MSC-560 The Psychology of Social Media Strategy 4 semester credits
- MSC-562 Innovation, Learning and Online Education 4 semester credits
- MSC-563 Augmented Reality and Immersive Technology 4 semester credits
- MSC-566 Brand Psychology and Transmedia Storytelling 4 semester credits
- MSC-567 The Psychology of Neuromarketing 4 semester credits
- MSC-568 Audience Engagement 4 semester credits
- MSC-569 Introduction to Consumer Neuroscience 4 semester credits
- MSC-570 Special Topics

Capstone

- MSC-601 Media Psychology Capstone Project 4 semester credits

Total Semester Credits: 40

Media Psychology Certificate (with emphases)

This 3-course, online certificate is designed for professionals who want to apply psychological theory and research to the use, impact, and development of media and technology. Students gain theory and practice of how media affects individuals and cultures and how media can be used for socially constructive purposes. They create applied solutions for sustainable change.

Students will focus their studies on either media neuroscience *or* brand psychology and audience engagement.

Brand Psychology & Audience Engagement emphasis

- **Build** marketing and PR plans to increase profitability, longevity and customer engagement.
- **Learn** the new standards in branding and marketing to extend reach in the marketplace.
- **Develop** user personas to find and engage your audience.
- **Identify** and construct targeted audience profiles.
- **Learn** how to create satisfying and engaging user messages, services, and products.
- **Understand** the effects of transmedia storytelling in building successful entertainment franchises.

Media Neuroscience emphasis

- **Designed** for professionals of varied backgrounds who want to learn and apply persuasion theories based on ground-breaking neuromarketing research.
- **Study** the psychology of human motivation.
- **Gain** new insight on how visual perception impacts media design and message.
- **Influence** the way people think, buy and work.
- **Review** the pros and cons of popular theoretical frameworks used to explain and predict the effect of public information and social advocacy messaging.
- **Discover** ways to improve the persuasive effect of any media campaign.
- **Understand** the impact of neuroimaging technologies on neuromarketing research.
- **Learn** how the nervous system influences neuromarketing methods.
- **Use** eye tracking, EEG, GSR and fMRI research to solve marketing, social advocacy, advertising communication, and public campaigns.

Required Coursework:

Effective date: 09/01/2015

Two required courses and an elective choice per the student's chosen emphasis:

Brand Psychology & Audience Engagement

Required:

- MSC-566 Brand Psychology and Transmedia Storytelling 4 semester credits
- MSC-568 Audience Engagement 4 semester credits

Electives (choose one from these three):

- MSC-552 Global Psychology: Social Marketing in a Borderless World 4 semester credits

- MSC-555 Positive Psychology and the Social Entrepreneur 4 semester credits
- MSC-560 The Psychology of Social Media Strategy 4 semester credits

Media Neuroscience

Required:

- MSC-567 The Psychology of Neuromarketing 4 semester credits
- MSC-569 Introduction to Consumer Neuroscience 4 semester credits

Electives (choose one from these four):

- MSC-553 Story Psychology: Changing Minds through Narrative 4 semester credits
- MSC-557 Media and Political Psychology: Propaganda and Persuasion 4 semester credits
- MSC-558 Cognitive Psychology and the Display of Information 4 semester credits
- MSC-563 Augmented Reality and Immersive Technology 4 semester credits

Total Semester Credits: 12

Neuropsychology Postdoctoral Program

Neuropsychology Postdoctoral Certificate

The two year Neuropsychology Certificate Program blends a student's current practice with formal instruction, new knowledge, and case conferencing. The program consists of coursework in theory and clinical assessment, hands-on clinical experience and case consultation, and culminates in a professional evaluation.

Required Coursework:

Effective date 09/01/2011

- NEPSY-825 Neuroanatomy and Brain-Behavior Relationships 4 semester credits
- NEPSY-826 Neuropsychological Disorders 4 semester credits
- NEPSY-827 Methods and Principles of Neuropsychological Assessment 4 semester credits
- NEPSY-830 Neuropsychological Assessment of Neurological Disorders 4 semester credits
- NEPSY-831 Neuropsychological Assessment of Psychiatric Disorders 4 semester credits
- NEPSY-832 Neuropsychological Assessment of Developmental Disorders 4 semester credits
- NEPSY-892 Clinical Case Conference 5 semester credits (200 clock hours)
- NEPSY-893 Clinical Experience 25 semester credits (1000 clock hours)
- NEPSY-836 Final Professional Evaluation 0 semester credits

Total Semester Credits: 54

Courses

Continuing Education (CE) Courses

CE-555 Fielding Conclave Leadership Academy, 10 CEUs

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: In person

Grading Default: Credit/No Credit Only

CE-556 Leadership Fellows Professional Development Residency Program, 50 CEUs

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

CE-764 Hosting World Cafes: The Fundamentals, 6 CEUs

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 three required "real time" sessions - 1) Opening Orientation, 2) Closing session, and 3) a full-length online World Café. Optional "real time" study groups for questions and more relational contact between participants will also be scheduled weekly, and attendance is recommended.

CCEs: The International Coach Federation will grant 19 CCEUs for this course.

Grading Default: Credit/No Credit Only

Education (EDU) Courses

EDU-500 Online Learning and Community, 1 semester credits

Designed to introduce students to the online environment and practices in Fielding's programs, this two-week, online seminar takes place prior to the beginning of the first academic trimester. Students will learn to use Fielding's website and other software tools to navigate, post and complete initial assignments. Students will meet online and begin building community with their entering cohort and receive course introductions in preparation for beginning the academic term. Faculty and staff participate in facilitating dialogue and increasing online skills as the seminar progresses.

Delivery Method: Online

Grading Default: Credit/No Credit Only

Learning Objective(s):

- 1a. Integrate theoretical foundations of teaching, learning, online facilitation, design, and assessment into effective online course development and delivery.
- 1d. Demonstrate digital fluency through the use of emerging technologies and integration of technology into learning including the use of mobile technology.
- 1f. Demonstrate mastery of the use of asynchronous and synchronous learning management systems.
- 3a. Develop and demonstrate communication competencies necessary for teaching in a digital environment, including professional etiquette and interpersonal communication skills.
- 3b. Demonstrate fluency with social networking.
- 5a. Develop and sustain learning communities for adults and students, including but not limited to promoting social and emotional health, risk taking, and giving and receiving effective feedback.
- 5e. Develop capacity of students to be confident learners with metacognitive skills, perseverance, and the capacity to work productively with others.

EDU-550 Building Capacity Through Research, 3 semester credits

This course emphasizes: Understanding systems and change; recognizing and valuing the need for the robust use of research in education, especially in the classroom; understanding and valuing curiosity, data gathering, reflection, and continuous inquiry as support for enhancing self-directed, professional practice; using research in classroom, school, and district decision making that focuses on enhanced classroom practice and improved pre K-to-16 student learning; using educational research to move from a dependent, industrial society to a knowledge creation-and- application society with the ability to develop, analyze, and apply information; knowing how to implement and support research-grounded change; strategies to support students as they develop the skills and capacities to become critical, empowered problem solvers, creators of knowledge, and advocates for proactive social, economic, cultural and political change. In addition, this course emphasizes the following for instructional leaders: understanding the legal aspects of school management, including collective bargaining.

Delivery Method: In person

Grading Default: Letter

EDU-551 Historical/Social Issues and Trends in Education: Tools for Influencing Change, 3 semester credits

This course emphasizes: The historic and social contributions of education on the present and emerging ideas/needs in schools and schooling; understanding the legal and ethical issues associated with special needs students; the recognition of the structures of cultural dominance and the affirmation of the value of many cultures; a foundation and strategies for identifying the knowledge, skills, competencies, and disposition students will need to participate fully in current and future

citizenship and leadership including fundamental values, beliefs, and attitudes; and identify and support connecting a variety of fundamental educational strategies with emerging innovations to support student learning, multicultural expression and transformation.

Delivery Method: In person

Grading Default: Letter

EDU-552 Collaborative Instructional Leadership, 3 semester credits

This course emphasizes: Concepts of educational leadership; identification of leadership roles needed in schools, classrooms, the profession, and the community; strategies for energizing and sustaining leadership innovations; rationale, indicators, and strategies for collaborative instructional leadership to support improved academic student outcomes and preparation for future academic, economic, political, cultural, and social change; human relations and professional ethics; understanding the collaborative nature of inclusion and special education, and the implications for community learning; the understanding and organization of strategies for supporting and engaging with others as they lead; team building; school and classroom culture; school decision making; shared leadership group processes; conflict resolution; cultural understandings; communications; interpersonal relations. In addition, this course emphasizes the following for instructional leaders: aligning, coordinating, and monitoring resources, both fiscal and personnel; site management; teacher supervision and evaluation; creation and implementation of a comprehensive school plan serving a diverse community of learners; understanding the local, state, federal, and national policies and their implications.

Delivery Method: In person

Grading Default: Letter

EDU-553 Community, Shared Values and Learning, 3 semester credits

This course emphasizes: Understanding the stages of community and the processes involved in the development of community; identifying concepts built around the effects of social settings on learning; building communities to support research and learning; developing shared values to support successful learning and accountability; recognizing the implications of ways of knowing and diversity within the community as elements for educational and systematic social change; creating various community learning settings where learning and the personal creation of knowledge will be the norm; applying multiple community strategies in work settings, and discussing and sharing the data and hypothesis. This course includes the competencies required for instructional leadership in this curricular area.

Delivery Method: In person

Grading Default: Letter

EDU-554 Understanding Differences: Valuing, Honoring, Supporting and Celebrating Diversity, 3 semester credits

This course emphasizes: Understanding the implication for conflict between the basic assumption that a democratic society is built on the premise of equal opportunity for all and the historical control of one-leader-to-many followers; defining and creating proactive and appropriate reactive strategies to support the heterogeneity of the U.S. population; an awareness and understanding of the impact of language and culture in learning; the development and support of culturally responsive learning environments; offering many rich, varied, and potentially volatile learning/learner opportunities; understanding the growth in educational and human services manifested in the changing demographics of our society; taking into consideration, supporting, and adapting to the implications of changing family patterns, as well as the expanded need for social connections and belonging to groups and/or gangs; the broadening ethical issues and needs of our population; being grounded in special education procedures and services; supporting and applying the expanding increase in the body of knowledge focused on brain research, multiple ways of knowing, and culture; projecting valuing future

need as positive tools for expanded and more diverse learning experiences for all citizens, rather than threats to our historical past; celebrating, adapting to, expanding upon, and applying multiple strategies to support diverse thinking, learning, knowledge creation, and application; creating and implementing a diversity challenge project in the pre-K-to-16/work setting. This course includes the competencies required for instructional leadership in this curricular area.

Delivery Method: In person

Grading Default: Letter

EDU-555 Human Development and Learning, 3 semester credits

This course emphasizes: Understanding human development theory from early childhood through adulthood, including significant transitions/ passages; examining and developing hypothesis about the links between age-appropriate physical development, learning, and other characteristics as they affect learning; recognizing and providing for the diverse needs of special learners; reviewing the essential elements of childhood education including its evolution efforts and the historical, social, and political factors associated with the concepts of child raising, family support, and the many transitions from home to the school to the social and the work world; understanding and appreciating the influence of culture on learning, growth, and development; developing a vision for quality education based on the theoretical foundations and the reality of what is happening in classrooms and districts.

Delivery Method: In person

Grading Default: Letter

EDU-556 Technology, Communication and Learning, 3 semester credits

This course emphasizes: Defining and identifying connections between teaching, learning, technology, and communications; exploring and identifying multiple strategies of effective listening, speaking, discussion, dialogue, problem solving, and conflict resolution; identifying and applying skills for using technology as a multimedia tool for learning, a data management and decision-making tool, and a resource for communication with parents and other stakeholder groups; using technology to support student and teacher growth-and-learning data collection for instructional decision making; exploring and becoming proficient in a minimum of two new technologies that will support students learning in the classroom and systematic change in the district. In addition, this course emphasizes the following for instructional leaders: understanding the power of data through collection, analysis and application; accepting ownership for leadership and change.

Delivery Method: In person

Grading Default: Letter

EDU-558 Empowerment: Learning and Assessment, 3 semester credits

This course emphasizes: Defining learning, assessment, and education in a standards based system; identifying the elements of learning and assessment; discussing and identifying when, how, and why humans learn; researching and identifying the ideal connections between education, culture, and learning; designing and implementing an optimum education setting that honors continuous learning; defining and understanding the notion of authentic assessment; identifying the role/s of the student, the teacher, the principal, the parent/caregiver, and the community in learning; understanding the equation of life = needs, issues, and understandings + learning and application + assessment; exploring, discovering, and applying the connections between learning, multiple assessment strategies, personal control of learning, empowerment, and transformation; identifying the implications of the equation for tomorrow's citizenship. This course includes the competencies required for instructional leadership in this curricular area.

Delivery Method: In person

Grading Default: Letter

EDU-559A Guided Practice/Internship, 3 semester credits

The MA-CEL externship offers students the opportunity to apply and develop the educational leadership theory and program conceptual framework presented in the MA-CEL course of study to their professional practice. MA-CEL faculty and advisory groups supervise, review and assess curricular artifacts including a professional development portfolio, capstone action research project, monthly reflections, journals and standards based professional development plans. In addition students use technology through forum discussions, search strategies, electronic data base searches and lesson plan development to demonstrate the learning outcomes for each term. The externship provides students the field experience to develop and demonstrate the collaborative leadership and learning in their work setting based on current theory and practice. Through the externship and artifacts students demonstrate instructional leadership for student learning, the capacity to create and sustain school wide change, collaborative processes as a member of a learning community, capacity to promote and apply reflective practices, capacity to model and share effective strategies for supporting knowledge creation and learning. Students engage in critical inquiry through action research, demonstrate authentic learning and assessment directly into class and/or school and are prepared to teach and create learning opportunities toward an equitable and just education system.

Delivery Method: In person

Grading Default: Letter

EDU-559B Guided Practice/Internship, 2 semester credits

The externship offers students the opportunity to apply and develop the educational leadership theory and program conceptual framework presented in the course of study to their professional practice. Program faculty and advisory groups supervise, review and assess curricular artifacts including a professional development portfolio, capstone action research project, monthly reflections, journals and standards based professional development plans. In addition students use technology through forum discussions, search strategies, electronic data base searches and lesson plan development to demonstrate the learning outcomes for each term. The externship provides students the field experience to develop and demonstrate the collaborative leadership and learning in their work setting based on current theory and practice. Through the externship and artifacts students demonstrate instructional leadership for student learning, the capacity to create and sustain school wide change, collaborative processes as a member of a learning community, capacity to promote and apply reflective practices, capacity to model and share effective strategies for supporting knowledge creation and learning. Students engage in critical inquiry through action research, demonstrate authentic learning and assessment directly into class and/or school and are prepared to teach and create learning opportunities toward an equitable and just education system.

Delivery Method: In person

Grading Default: Letter

EDU-559C Guided Practice/Internship, 3 semester credits

The externship offers students the opportunity to apply and develop the educational leadership theory and program conceptual framework presented in the course of study to their professional practice. Program faculty and advisory groups supervise, review and assess curricular artifacts including a professional development portfolio, capstone action research project, monthly reflections, journals and standards based professional development plans. In addition students use technology through forum discussions, search strategies, electronic data base searches and lesson plan development to demonstrate the learning outcomes for each term. The externship provides students the field experience to develop and demonstrate the collaborative leadership and learning in their work setting based on current theory and practice. Through the externship and artifacts students demonstrate instructional leadership for student learning, the capacity to create and sustain school wide change, collaborative processes as a member of a learning community, capacity to promote and apply

reflective practices, capacity to model and share effective strategies for supporting knowledge creation and learning. Students engage in critical inquiry through action research, demonstrate authentic learning and assessment directly into class and/or school and are prepared to teach and create learning opportunities toward an equitable and just education system.

Delivery Method: In person

Grading Default: Letter

EDU-559D Guided Practice/Internship, 1 semester credit

The MA-CEL externship offers students the opportunity to apply and develop the educational leadership theory and program conceptual framework presented in the MA-CEL course of study to their professional practice. MA-CEL faculty and advisory groups supervise, review and assess curricular artifacts including a professional development portfolio, capstone action research project, monthly reflections, journals and standards based professional development plans. In addition students use technology through forum discussions, search strategies, electronic data base searches and lesson plan development to demonstrate the learning outcomes for each term. The externship provides students the field experience to develop and demonstrate the collaborative leadership and learning in their work setting based on current theory and practice. Through the externship and artifacts students demonstrate instructional leadership for student learning, the capacity to create and sustain school wide change, collaborative processes as a member of a learning community, capacity to promote and apply reflective practices, capacity to model and share effective strategies for supporting knowledge creation and learning. Students engage in critical inquiry through action research, demonstrate authentic learning and assessment directly into class and/or school and are prepared to teach and create learning opportunities toward an equitable and just education system.

Delivery Method: In person

Grading Default: Letter

EDU-560 Dual Language Foundations, 4 semester credits

This course will focus on dual language program models, teacher and administrator leadership development, and the sociocultural context of dual language education. Students will examine the critical features of educational programs that develop bilingualism, biliteracy, and academic and cross-cultural competencies. Dual language/two-way bilingual immersion, foreign language immersion, and developmental bilingual education are among the additive program models that will be studied. The instructional process includes program models and support structures for the language allocation, assessment, and evaluation of student academic performance. Effective leadership guided by a clear vision is critical to the success of a school community. Educators in positions of authority are expected to set goals and exercise leadership in ways that make a measurable, positive difference for students. Growing numbers of K–12 schools are striving to establish educational models and nurture administrative and teacher leadership through collaboration. This is especially true in the case of dual language programs that set high academic standards for students. Research indicates that teachers and administrative leaders can have a profound impact on school climate, culture, and educational outcomes. This course will examine educational leadership research, theories, practice, and application in dual language settings.

Delivery Method: In person

Grading Default: Letter

EDU-561 Biliteracy Development, 4 semester credits

This course will provide an overview of biliteracy development theory, instructional practices, and assessment methods of the reading process. Students will explore ways of applying this theoretical knowledge to pedagogical practices and assessment tools for students learning to speak, read, and write in two languages. Students will examine and evaluate the merits of competing paradigms in the

area of reading. As a result of this examination students will understand the historical and epistemological context for each paradigm. The major contributors to reading-process theory are Drs. Kenneth S. Goodman, Frank Smith, and Katheryn H. Au. Students will examine the theoretical constructs of reading and the social, cultural, and linguistic processes from these theoreticians. Students will analyze other scholars' applied theories and interpretations and scholarly works related to the study of reading as a process. The curriculum will demonstrate how theory, pedagogy, and assessment impact the development of proficient biliterate students.

Delivery Method: In person

Grading Default: Letter

EDU-562 Sociocultural Context for Teaching and Learning, 4 semester credits

Educating students to succeed in a global society involves understanding the whole child, including the knowledge and resources children and families bring to their educational experience. This course will enable students to apply the conceptual framework known as the community funds of knowledge (applying the knowledge and experiences of individuals residing in the students' homes and communities). As educators involved in helping students develop cross-cultural competencies today's teachers must understand and value students' community funds of knowledge in order to successfully integrate this knowledge in the classroom and school setting. Teachers will develop a classroom instructional project that engages students in the application of the community funds of knowledge practices.

Delivery Method: In person

Grading Default: Letter

EDU-563 Reading and Writing in the Content Areas, 4 semester credits

In this course students will engage in the teaching methods for reading and writing in the content areas through the use of narrative and expository texts. Students will learn how to effectively implement a comprehensive literacy assessment approach that includes action steps to link assessment results to day-to-day instruction in classrooms. Through class reading, discussion, and small-group activities, students will gain theoretical knowledge and experience in application, anchored in the study of a school and student profiles as learning scenarios. The students will develop effective teaching strategies for K–12 students who are developing reading and writing competency in their first and second language.

Delivery Method: In person

Grading Default: Letter

EDU-564 Learning, Curriculum and Assessment in the Digital Age, 4 semester credits

This first course in the program provides a foundation for learning by reviewing learning theory, curriculum development, and multiple, authentic learning assessment strategies. Students also engage with learning assessment data for instructional and program improvement. With this as a foundation, and the realization that learning, curriculum, and assessment are changing through the impact of technology, the course goes on to explore topics related to collaborative learning, personalized learning, the use of games and simulations, and other current developments addressing how students learn. The course is based on the assumption that there is not enough research on how the current generation learns and asks the question, "How will future generations learn and how can we best prepare?"

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- 1a. Integrate theoretical foundations of teaching, learning, online facilitation, design, and assessment into effective online course development and delivery.
- 1b. Develop and demonstrate skills in online course design and online curriculum development through applied projects and praxis
- 1c. Demonstrate ability to select and utilize various instructional media.
- 1d. Demonstrate digital fluency through the use of emerging technologies and integration of technology into learning including the use of mobile technology.
- 1e. Select and utilize various Web2.0, social, and emerging applications for online learning.
- 1f. Demonstrate mastery of the use of asynchronous and synchronous learning management systems.
- 2a. Work with diverse learners.
- 2b. Critically evaluate how the changing and diverse demographics of our world impact educational policy and practice.
- 2c. Apply strategies for transforming inequality in education and/or other social systems toward the creation of a socially just world.
- 2d. Demonstrate ability to teach students from backgrounds of poverty.
- 2e. Incorporate strategies for the development of culturally responsive online learning systems.
- 2f. Identify structural and technological barriers.
- 3a. Develop and demonstrate communication competencies necessary for teaching in a digital environment, including professional etiquette and interpersonal communication skills.
- 3b. Demonstrate fluency with social networking.
- 3c. Demonstrate differentiation in contact methods and frequency based on student needs.
- 5a. Develop and sustain learning communities for adults and students, including but not limited to promoting social and emotional health, risk taking, and giving and receiving effective feedback.
- 5b. Develop knowledge and skills in student retention in online environment.
- 5c. Apply a variety of educational and learning theories to changing educational environments.
- 5d. Interpret and use standards as a guide for the design, delivery, and assessment of standards-based learning.
- 5e. Develop capacity of students to be confident learners with metacognitive skills, perseverance, and the capacity to work productively with others.
- 5f. Demonstrate successful teaching and learning in a student-centered constructivist teaching paradigm, including inquiry or problem-based learning, individualized and groupbased learning, and reflection.
- 5g. Differentiate instruction while maintaining high expectations for all students in a variety of settings - online, F2F, whole class, small group, etc.
- 5h. Develop multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.

EDU-565 Facilitating Innovative Learning with Digital Tools, 4 semester credits

This course focuses on developing a shared vocabulary of technical language, evidence-based practices and discusses the pedagogical concerns in the delivery of quality online, hybrid, and flipped learning. In addition, focus will be on the theories that scaffold the practice of online teaching and digital facilitation, such as constructivist learning, transformative learning, and building online learning communities. Topics to be explored include strategies for facilitation, including regular and effective student contact, promoting active participation in the virtual/digital learning space, incorporating activities that create and maintain learner engagement and motivation, and examining effective assessment of student work. Application of the knowledge gained will be demonstrated through the creation and delivery of a lesson, and a formative analysis, for an online or hybrid course, or the flipped classroom. Through this process, participants will demonstrate effective facilitation and assessment skills utilizing digital tools.

Learning Outcome(s):

- 1a. Integrate theoretical foundations of teaching, learning, online facilitation, design, and assessment into effective online course development and delivery.
- 1b. Develop and demonstrate skills in online course design and online curriculum development through applied projects and praxis.
 - 1c. Demonstrate ability to select and utilize various instructional media.
 - 1d. Demonstrate digital fluency through the use of emerging technologies and integration of technology into learning including the use of mobile technology.
- 2d. Demonstrate ability to teach students from backgrounds of poverty.
 - 3a. Develop and demonstrate communication competencies necessary for teaching in a digital environment, including professional etiquette and interpersonal communication skills.
 - 3c. Demonstrate differentiation in contact methods and frequency based on student needs.
- 5a. Develop and sustain learning communities for adults and students, including but not limited to promoting social and emotional health, risk taking, and giving and receiving effective feedback.
- 5b. Develop knowledge and skills in student retention in online environment.
- 5c. Apply a variety of educational and learning theories to changing educational environments.
- 5f. Demonstrate successful teaching and learning in a student-centered constructivist teaching paradigm, including inquiry or problem-based learning, individualized and groupbased learning, and reflection.
- 5g. Differentiate instruction while maintaining high expectations for all students in a variety of settings - online, F2F, whole class, small group, etc.

EDU-566 Designing Digital Learning Experiences, 4 semester credits

This course explores theories of instructional design and learning theory and their impact on the development of digital and multi-media experiences, such as, online, hybrid, and the flipped learning environments. Students will explore the application of well-established instructional methods and strategies, as well as, examine new methods and models for teaching with new media, web applications, mobile, and digital tools. Students will also examine evolving research for "Next Generation Teaching and Learning" and codify best practice order to enhance the means by which a learner's critical thinking and reflective skills can be developed. Other issues and concerns, such as intellectual property and copyright will also be reviewed along with application of theories and ideas to an existing course or a course in development. Applications of these concepts to leadership and leadership development will also be explored.

Pre-requisites: EDU-565

Learning Outcome(s):

- 1b. Develop and demonstrate skills in online course design and online curriculum development through applied projects and praxis.
 - 1c. Demonstrate ability to select and utilize various instructional media.
 - 1e. Select and utilize various Web2.0, social, and emerging applications for online learning.
 - 1f. Demonstrate mastery of the use of asynchronous and synchronous learning management systems.
 - 2a. Work with diverse learners.
 - 2e. Incorporate strategies for the development of culturally responsive online learning systems.
 - 3b. Demonstrate fluency with social networking.
 - 3d. Demonstrate the ability to produce original digital content for use in a presentation, instruction or social media distribution.
 - 4a. Utilize effective practice in ADA/Section 508 for the Web.
 - 4b. Demonstrate mastery of copyright and fair use guidelines.
 - 5h. Develop multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.
 - 6b. Interpret and apply current research in the field of education.

EDU-567 Assessing Learning Online, 4 semester credits

This course provides an opportunity for students to further explore the important topic of online assessment. The goal is to explore assessments that go beyond tests and quizzes so that participants can include an array of assessments in their own online courses as well as gain understanding of the principles and practices of effective assessment, including that which is competency-based. The practice of badging and its contribution to assessment techniques will be explored, along with rubric development. Other topics may include reliability and validity of assessments and ethical use of assessment results.

Learning Outcome(s):

- 1a. Integrate theoretical foundations of teaching, learning, online facilitation, design, and assessment into effective online course development and delivery.
- 2a. Work with diverse learners.
- 2b. Critically evaluate how the changing and diverse demographics of our world impact educational policy and practice.
- 2c. Apply strategies for transforming inequality in education and/or other social systems toward the creation of a socially just world.
- 2d. Demonstrate ability to teach students from backgrounds of poverty.
- 2e. Incorporate strategies for the development of culturally responsive online learning systems.
- 2f. Identify structural and technological barriers.
- 3c. Demonstrate differentiation in contact methods and frequency based on student needs.
- 3d. Demonstrate the ability to produce original digital content for use in a presentation, instruction or social media distribution.
- 4a. Utilize effective practice in ADA/Section 508 for the Web.
- 4b. Demonstrate mastery of copyright and fair use guidelines.
- 4c. Identify the implications of technology-based policy in working with underserved populations.
- 4d. Evaluate policy approaches to privacy, safety, technology use in the classroom, social networking.
- 4e. Apply ethical assessment practices.
- 5a. Develop and sustain learning communities for adults and students, including but not limited to promoting social and emotional health, risk taking, and giving and receiving effective feedback.
- 5c. Apply a variety of educational and learning theories to changing educational environments.
- 5h. Develop multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.

EDU-568 Digital Tools for Innovative Learning, 4 semester credits

Instructors around the world are deep in the midst of implementing user-generated content and social Web applications. But what comes next? In a world where Google is the dominant reference paradigm and students are comfortable texting, engaging on Facebook and Twitter, how will emerging digital technologies impact teaching and learning? The semantic web, wearable, or embedded technologies could be the next killer app, but only if we can find ways to leverage them properly. The mobile revolution also promises to change the way learners select and organize information, and educators must learn to harness the capabilities of this evolving media. This course will give students the ability to understand and evaluate emerging digital technology trends and position themselves, their employers and their students for productive implementation of these innovations in, and beyond, the classroom. Possible assessments include evaluation of the work of expert speakers through TED Talks and other sources, case studies, hands-on demos, forum discussions and reflective writing exercises.

Learning Outcome(s):

- 1a. Integrate theoretical foundations of teaching, learning, online facilitation, design, and assessment into effective online course development and delivery.
- 1b. Develop and demonstrate skills in online course design and online curriculum development through applied projects and praxis.

- 1c. Demonstrate ability to select and utilize various instructional media.
- 1d. Demonstrate digital fluency through the use of emerging technologies and integration of technology into learning including the use of mobile technology.
- 1e. Select and utilize various Web2.0, social, and emerging applications for online learning.
- 1f. Demonstrate mastery of the use of asynchronous and synchronous learning management systems.
- 3a. Develop and demonstrate communication competencies necessary for teaching in a digital environment, including professional etiquette and interpersonal communication skills.
- 3b. Demonstrate fluency with social networking.
- 3c. Demonstrate differentiation in contact methods and frequency based on student needs.
- 3d. Demonstrate the ability to produce original digital content for use in a presentation, instruction or social media distribution.
- 6a. Identify the cultures of research inquiry used in education.
- 6b. Interpret and apply current research in the field of education.
- 6c. Demonstrate scholarly writing.

EDU-569 Digital Competencies for the Scholar/Practitioner, 4 semester credits

This course will examine emerging definitions of digital literacy, relying in part on a review of international academic literature. Three general themes appear to be widely accepted as part of the definition of digital literacy: 1) the skills and knowledge to access and use a variety of digital media software applications and hardware devices, such as a computer, mobile phone and Internet technology; 2) the ability to critically understand digital media content and applications; and 3) the knowledge and capacity to create digital content. Beyond digital literacy, participants will examine what it means to be digitally competent with respect the activities of scholar/ practitioners. This experiential course involves hands-on exploration of online applications using online environments to support critical analysis of the impact, limitations and possibilities of Information and Communication Technology (ICT), online social networks systems (SNS), and virtual learning environments.

Learning Outcome(s):

- 1a. Integrate theoretical foundations of teaching, learning, online facilitation, design, and assessment into effective online course development and delivery.
- 1b. Develop and demonstrate skills in online course design and online curriculum development through applied projects and praxis.
- 1c. Demonstrate ability to select and utilize various instructional media.
- 1d. Demonstrate digital fluency through the use of emerging technologies and integration of technology into learning including the use of mobile technology.
- 1e. Select and utilize various Web2.0, social, and emerging applications for online learning.
- 1f. Demonstrate mastery of the use of asynchronous and synchronous learning management systems.
- 3a. Develop and demonstrate communication competencies necessary for teaching in a digital environment, including professional etiquette and interpersonal communication skills.
- 3b. Demonstrate fluency with social networking.
- 3c. Demonstrate differentiation in contact methods and frequency based on student needs.
- 3d. Demonstrate the ability to produce original digital content for use in a presentation, instruction or social media distribution.
- 6a. Identify the cultures of research inquiry used in education.
- 6b. Interpret and apply current research in the field of education.
- 6c. Demonstrate scholarly writing.

EDU-570 Special Topics, 2 or 4 semester credits

This special elective course number to be used for a new course that may be designed and offered as appropriate in response to current issues, trends, and events. Additionally, students can design their

own course by combining competencies. Title and content will vary.

Learning Outcome(s):

Vary depending on topic and course design.

EDU-571 Using Digital Education to Promote Social Justice and Diversity, 4 semester credits

The course explores social justice in social systems with an emphasis on educational and digital systems. It includes a critical analysis of the educational system to determine the conditions that create and maintain social stratification and disproportionality. Students will review diversity in all its aspects, including changing world demographics and their impact on schools and student achievement. Students will discover how schools can become equitable and just places for all students to learn. Topics include equal access, the digital divide, gender issues, social justice in the online environment, ADA/accessibility, poverty, race, language, and culture. Particular attention will be paid to the use of social media to promote social justice.

Learning Outcome(s):

- 2a. Work with diverse learners.
- 2b. Critically evaluate how the changing and diverse demographics of our world impact educational policy and practice.
- 2c. Apply strategies for transforming inequality in education and/or other social systems toward the creation of a socially just world.
- 2d. Demonstrate ability to teach students from backgrounds of poverty.
- 2e. Incorporate strategies for the development of culturally responsive online learning systems.
- 2f. Identify structural and technological barriers.
- 3a. Develop and demonstrate communication competencies necessary for teaching in a digital environment, including professional etiquette and interpersonal communication skills.
- 3b. Demonstrate fluency with social networking.
- 3c. Demonstrate differentiation in contact methods and frequency based on student needs.
- 3d. Demonstrate the ability to produce original digital content for use in a presentation, instruction or social media distribution.
- 6a. Identify the cultures of research inquiry used in education.
- 6b. Interpret and apply current research in the field of education.
- 6c. Demonstrate scholarly writing.

EDU-577 Charter School Program and Petition Design, 4 semester credits

This course emphasizes: Utilization of the learning community process; understanding the charter school movement; definition and clarification of commitments to the charter school model; analysis of the systems approach to creating an interconnected organization focused on student achievement; conceptualization of Powerful Teaching and Learning as a foundation for a successful school; evaluation of different types of governance; determination of appropriate constituency and decision making process to achieve the school's vision; school facility elements; internal and external community relations; school and community interactions.

Delivery Method: In person

Grading Default: Letter

EDU-578 Organizational Budgeting, Finance, and Resource Allocation, 4 semester credits

This course emphasizes: Development of business plans, development of fiscal accountability and reporting systems; key components of successful grant writing; fundraising, community assets, community partners and their relationship to the school's mission and vision; implications of long term

planning as they relate to facilities acquisition; internal human resource development; external support through consultation; understanding the legal aspects of school management including collective bargaining.

Delivery Method: In person

Grading Default: Letter

EDU-579 Data Driven Decision-Making, 4 semester credits

This course emphasizes: Functions and varieties of data; state and district expectations and school-wide goals; data collection that defines growth for measurable pupil outcomes; data analysis; software applications for data analysis; effective allocation of resources based on data; professional development and resource allocation as it relates to measurable pupil outcomes; communication of successes and opportunities to stakeholder audiences, including the sponsoring district, parents, and the charter community; understanding systems and change; knowing how to implement and support research-grounded change; strategies to support students as they develop skills and capacities to become critical, empowered, problem solvers, creators of knowledge, and advocates for proactive social, economic, cultural and political change.

Delivery Method: In person

Grading Default: Letter

EDU-580 Utilizing Technology to Enhance Learner-Centered Instruction, 4 semester credits

This course emphasizes: National Technology Standards for Teachers; National Technology Standards for Students: analysis of national standards and their role in support of powerful teaching and learning; analysis of how technology supports best practices in alignment with current brain research; multiple roles of technology; personal communication and the internet; internet and guided inquiry; distance learning and student achievement; analysis of technology tools for classroom, school, and community applications and presentations.

Delivery Method: In person

Grading Default: Letter

EDU-581 Educational Research in the Digital Environment, 4 semester credits

Just as teaching and learning are changing in the digital environment, how research is conducted and the educational topics being researched are changing. This course is designed to provide students with a broad foundation of knowledge relating to research design and methods.

Qualitative and quantitative research is covered, along with action-oriented research. Additional topics include: using digital tools in research; researching the digital environment itself; using the Internet for research purposes; and the use of big data/data mining as research techniques. Through this course, students will develop the skills and tools needed to critically assess and conduct educational research in the digital age.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- 3a. Develop and demonstrate communication competencies necessary for teaching in a digital environment, including professional etiquette and interpersonal communication skills.
- 3b. Demonstrate fluency with social networking.
- 3c. Demonstrate differentiation in contact methods and frequency based on student needs.
- 3d. Demonstrate the ability to produce original digital content for use in a presentation, instruction or social media distribution.
- 6a. Identify the cultures of research inquiry used in education.
- 6b. Interpret and apply current research in the field of education.

6c. Demonstrate scholarly writing.

EDU-582 Leading Innovative Educational Practice, 4 semester credits

Innovation is more than a skill. It's an attitude, a mindset, and a culture of curiosity, experimentation, and discovery. Innovative educational practice demands leadership that offers permission to step into the unknown because, if it were known, it would not be innovative. Effective innovative educational practice requires adherence to the pedagogical roots of best practices and leaders able to walk that fine line of what we know today, and what we won't know until tomorrow.

This course allows learners to consider administrator, teacher/instructor, and student leadership that inspires and fosters innovative educational practice. Learners will examine the pedagogy of innovative educational practices in a reflective dialogue with colleagues, considering the cultural, political, and organizational conditions that foster or regress innovation in the classroom, and the effect of leadership on those elements. Participants will learn how to promote effective interactions among colleagues as they practice effective communication and collaboration strategies across different roles, ethnicities, cultures, and languages. Action research will be a primary tool in this course to identify and develop leadership behaviors and policies that foster innovation and the next generation of digital teaching and learning.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- 1a. Integrate theoretical foundations of teaching, learning, online facilitation, design, and assessment into effective online course development and delivery.
- 1b. Develop and demonstrate skills in online course design and online curriculum development through applied projects and praxis.
 - 1c. Demonstrate ability to select and utilize various instructional media.
 - 1d. Demonstrate digital fluency through the use of emerging technologies and integration of technology into learning including the use of mobile technology.
 - 1e. Select and utilize various Web2.0, social, and emerging applications for online learning.
 - 1f. Demonstrate mastery of the use of asynchronous and synchronous learning management systems.
- 2a. Work with diverse learners.
- 2b. Critically evaluate how the changing and diverse demographics of our world impact educational policy and practice.
- 2c. Apply strategies for transforming inequality in education and/or other social systems toward the creation of a socially just world.
- 2d. Demonstrate ability to teach students from backgrounds of poverty.
- 2e. Incorporate strategies for the development of culturally responsive online learning systems.
- 2f. Identify structural and technological barriers.
 - 3a. Develop and demonstrate communication competencies necessary for teaching in a digital environment, including professional etiquette and interpersonal communication skills.
 - 3b. Demonstrate fluency with social networking.
 - 3c. Demonstrate differentiation in contact methods and frequency based on student needs.
 - 3d. Demonstrate the ability to produce original digital content for use in a presentation, instruction or social media distribution.
- 4a. Utilize effective practice in ADA/Section 508 for the Web.
- 4b. Demonstrate mastery of copyright and fair use guidelines.
- 4c. Identify the implications of technology-based policy in working with underserved populations.
- 4d. Evaluate policy approaches to privacy, safety, technology use in the classroom, social networking.
- 4e. Apply ethical assessment practices.

- 5a. Develop and sustain learning communities for adults and students, including but not limited to promoting social and emotional health, risk taking, and giving and receiving effective feedback.
- 5b. Develop knowledge and skills in student retention in online environment.
- 5c. Apply a variety of educational and learning theories to changing educational environments.
- 5d. Interpret and use standards as a guide for the design, delivery, and assessment of standards-based learning.
- 5e. Develop capacity of students to be confident learners with metacognitive skills, perseverance, and the capacity to work productively with others.
- 5f. Demonstrate successful teaching and learning in a student-centered constructivist teaching paradigm, including inquiry or problem-based learning, individualized and groupbased learning, and reflection.
- 5g. Differentiate instruction while maintaining high expectations for all students in a variety of settings - online, F2F, whole class, small group, etc.
- 5h. Develop multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.
- 6a. Identify the cultures of research inquiry used in education.
- 6b. Interpret and apply current research in the field of education.
- 6c. Demonstrate scholarly writing.

EDU-583 Digital Citizenship, 4 semester credits

Due to advances in digital technologies and digital communication, it has become increasingly important to explore the concept of what it means to be a responsible citizen in a digital environment. In this course, the development of digital citizenship will be explored through the examination of issues of safety and security in relation to digital communication, the use of social media and its implications on responsible interaction, including engagement in important social issues. This course also examines ways in which technology can be used for the development and empowerment of self and others. Topics include: safety and security, social media, digital identity, ethics, privacy. Students will discover how to become proactive in sharing and co-constructing knowledge that is meaningful for the development of digital, local, and global citizenship in a digital era.

Learning Outcome(s):

- 2a. Work with diverse learners.
- 2b. Critically evaluate how the changing and diverse demographics of our world impact educational policy and practice.
- 2c. Apply strategies for transforming inequality in education and/or other social systems toward the creation of a socially just world.
- 2d. Demonstrate ability to teach students from backgrounds of poverty.
- 2e. Incorporate strategies for the development of culturally responsive online learning systems.
- 2f. Identify structural and technological barriers.
- 3a. Develop and demonstrate communication competencies necessary for teaching in a digital environment, including professional etiquette and interpersonal communication skills.
- 3b. Demonstrate fluency with social networking.
- 3c. Demonstrate differentiation in contact methods and frequency based on student needs.
- 3d. Demonstrate the ability to produce original digital content for use in a presentation, instruction or social media distribution.
- 6a. Identify the cultures of research inquiry used in education.
- 6b. Interpret and apply current research in the field of education.
- 6c. Demonstrate scholarly writing.

EDU-584 Instructional Media Production, 4 semester credits

Increasingly instructors and teachers are required not just to manage or organize content, but also create it and teach students and colleagues how to create it. As a result, educators need to understand both delivery systems (and their use in learning) AND how to create content appropriate for the various systems we use, including mobile systems. This course explores the basics of designing and developing digital audio, video, graphics, and multimedia for presentations, educational use, and social distribution. Additional topics include digital project based learning and the development and use of games and simulations.

Learning Outcome(s):

- 1b. Develop and demonstrate skills in online course design and online curriculum development through applied projects and praxis.
- 1c. Demonstrate ability to select and utilize various instructional media.
- 1d. Demonstrate digital fluency through the use of emerging technologies and integration of technology into learning including the use of mobile technology.
- 1e. Select and utilize various Web2.0, social, and emerging applications for online learning.
- 1f. Demonstrate mastery of the use of asynchronous and synchronous learning management systems.
- 3a. Develop and demonstrate communication competencies necessary for teaching in a digital environment, including professional etiquette and interpersonal communication skills.
- 3b. Demonstrate fluency with social networking.
- 3d. Demonstrate the ability to produce original digital content for use in a presentation, instruction or social media distribution.
- 4a. Utilize effective practice in ADA/Section 508 for the Web.
- 4b. Demonstrate mastery of copyright and fair use guidelines.
- 4c. Identify the implications of technology-based policy in working with underserved populations.
- 4d. Evaluate policy approaches to privacy, safety, technology use in the classroom, social networking.
- 4e. Apply ethical assessment practices.

EDU-585 Program Evaluation, 4 semester credits

Due to the increased emphasis on accountability and the increasing emphasis on a systematic evaluation of a program's effectiveness, efficiency, and long-term viability, there is a growing demand for competent professionals in program evaluation in all sectors of postsecondary education and K-12. This course will explore principles and best practices of evidence-based program evaluation. Students will learn about the process of program evaluation, including its design, implementation, reporting, and, where appropriate, developmental aspects of evaluation.

Additionally, students will be encouraged to explore leadership roles in guiding the evaluation process and working with diverse teams, including evaluators from under-represented groups. Emphasis will be placed on promoting transparent, culturally, and socially responsive evaluation practices.

Learning Outcome(s):

- 2a. Work with diverse learners.
- 2b. Critically evaluate how the changing and diverse demographics of our world impact educational policy and practice.
- 2c. Apply strategies for transforming inequality in education and/or other social systems toward the creation of a socially just world.
- 2d. Demonstrate ability to teach students from backgrounds of poverty.
- 2e. Incorporate strategies for the development of culturally responsive online learning systems.
- 2f. Identify structural and technological barriers.
- 4a. Utilize effective practice in ADA/Section 508 for the Web.
- 4b. Demonstrate mastery of copyright and fair use guidelines.
- 4c. Identify the implications of technology-based policy in working with underserved populations.

- 4d. Evaluate policy approaches to privacy, safety, technology use in the classroom, social networking.
- 4e. Apply ethical assessment practices.
- 5f. Demonstrate successful teaching and learning in a student-centered constructivist teaching paradigm, including inquiry or problem-based learning, individualized and groupbased learning, and reflection.
- 5h. Develop multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.
- 6a. Identify the cultures of research inquiry used in education.
- 6b. Interpret and apply current research in the field of education.
- 6c. Demonstrate scholarly writing.

EDU-600A Capstone/Project Design, 1 semester credit

This course emphasizes the research and design of the capstone and field project identified by the student in cooperation with his/her accountability support groups within the program. These projects will include: extensive action research in an area of concern/understanding within the project designer's classroom, school or district; evidence of a significant impact on per-K-16 student learning, etc., and the creation of new knowledge; evidence of linking to the standards of the community that will appear in the portfolio as evidence of learning; passion of the project designer for this learning and application; writing a capstone journal article to inform the profession, and indications of a life after the degree. The capstone may be an independent or collaborative study experience. An expert in the field should be part of the support structure for this learning. The field project will include the development of a leadership portfolio and PowerPoint presentation demonstrating the California Leadership Standards.

Delivery Method: In person

Grading Default: Letter

EDU-600B Capstone Project Specialization/Implementation, 2 semester credits

The capstone project will be identified by the student in cooperation with his or her accountability support groups. This project will include: * extensive action research in an area of concern/understanding within the project designer's classroom, school, or district; * evidence of a significant impact on pre-K16 student learning; the creation of new knowledge; * evidence of linking to the standards of the community that will appear in the portfolio as evidence of learning; * the passion of the project designer for this learning and application; * the writing of a journal article to inform the profession; and indications of a life after the degree. The capstone may be an independent or collaborative study experience. An expert in the field should be part of the support structure for this learning.

Delivery Method: In person

Grading Default: Letter

EDU-601A MA Capstone Project and Portfolio I, 2 semester credits

Project, innovation, or intervention concept and design. This course is to be taken concurrently with EDU-581 in the first term and will reflect area(s) of interest explored in EDU-564. This course supports you in the development and design of your capstone in cooperation with your peers and the faculty within the program.

Co-requisites: EDU-581

Delivery Method: Online

Grading Default: Letter

EDU-601B MA Capstone Project and Portfolio II, 2 semester credits

Test the intervention or innovation. In this course, the intervention or innovation designed in EDU-601A will be implemented. Students will reflect on the outcomes and receive feedback from peers. This course can be taken any time after the first term.

Pre-requisites: EDU-601A

Delivery Method: Online

Grading Default: Letter

EDU-601C MA Capstone Project and Portfolio III, 2 semester credits

Project evaluation and completion. After integrating feedback received in EDU-601B, students will reflect on what was learned as part of the process and from the project itself. This course can be taken after mastery of competencies in EDU-601B. In this course, the capstone project will be evaluated in a summative manner and the electronic portfolio completed.

Pre-requisites: EDU-601B

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- 1a. Integrate theoretical foundations of teaching, learning, online facilitation, design, and assessment into effective online course development and delivery.
- 1b. Develop and demonstrate skills in online course design and online curriculum development through applied projects and praxis.
- 1c. Demonstrate ability to select and utilize various instructional media.
- 1d. Demonstrate digital fluency through the use of emerging technologies and integration of technology into learning including the use of mobile technology.
- 1e. Select and utilize various Web2.0, social, and emerging applications for online learning.
- 1f. Demonstrate mastery of the use of asynchronous and synchronous learning management systems.
- 2a. Work with diverse learners.
- 2b. Critically evaluate how the changing and diverse demographics of our world impact educational policy and practice.
- 2c. Apply strategies for transforming inequality in education and/or other social systems toward the creation of a socially just world.
- 2d. Demonstrate ability to teach students from backgrounds of poverty.
- 2e. Incorporate strategies for the development of culturally responsive online learning systems.
- 2f. Identify structural and technological barriers.
- 3a. Develop and demonstrate communication competencies necessary for teaching in a digital environment, including professional etiquette and interpersonal communication skills.
- 3b. Demonstrate fluency with social networking.
- 3c. Demonstrate differentiation in contact methods and frequency based on student needs.
- 3d. Demonstrate the ability to produce original digital content for use in a presentation, instruction or social media distribution.
- 4a. Utilize effective practice in ADA/Section 508 for the Web.
- 4b. Demonstrate mastery of copyright and fair use guidelines.
- 4c. Identify the implications of technology-based policy in working with underserved populations.
- 4d. Evaluate policy approaches to privacy, safety, technology use in the classroom, social networking.
- 4e. Apply ethical assessment practices.
- 5a. Develop and sustain learning communities for adults and students, including but not limited to promoting social and emotional health, risk taking, and giving and receiving effective feedback.
- 5b. Develop knowledge and skills in student retention in online environment.
- 5c. Apply a variety of educational and learning theories to changing educational environments.

- 5d. Interpret and use standards as a guide for the design, delivery, and assessment of standards-based learning.
- 5e. Develop capacity of students to be confident learners with metacognitive skills, perseverance, and the capacity to work productively with others.
- 5f. Demonstrate successful teaching and learning in a student-centered constructivist teaching paradigm, including inquiry or problem-based learning, individualized and groupbased learning, and reflection.
- 5g. Differentiate instruction while maintaining high expectations for all students in a variety of settings - online, F2F, whole class, small group, etc.
- 5h. Develop multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.
- 6a. Identify the cultures of research inquiry used in education.
- 6b. Interpret and apply current research in the field of education.
- 6c. Demonstrate scholarly writing.

Educational Leadership for Change (ELC) Courses

ELC-699 Foundations of Doctoral Study, 4 semester credits

New student orientation to the ELC doctoral program is an in-person session between in-coming classes and doctoral program faculty. At the orientation, the faculty works with you to: assess your academic readiness; evaluate your research, personal skills and learning resources; facilitate your understanding of Fielding's learning model and delivery method, set your academic and professional goals; and develop your support group of faculty and peers. At orientation, students choose a faculty mentor and begin work on their learning plan - a personal map through the learning process. The learning plan takes into account each student's previous academic accomplishments as well as personal, professional, and academic goals. It includes a preliminary outline for the action-oriented research project that will ultimately become a dissertation. The learning plan should be submitted for approval within 30 days after the conclusion of the in-person orientation. However, the learning plan is a living document that students and their faculty mentors review on a regular basis.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

ELC-721 Critical Reading and Writing, 4 semester credits

Critical Reading and Writing is the first of three courses in the Effective Communications area. This course builds on your powers of observation, discernment, and intuition as existing competencies that can be used to help build bridges to new competencies necessary to your Fielding journey. Some of the new competencies include learning to write critical reviews, literature reviews, and argumentative essays. Maintaining and developing your voice as a scholar-practitioner who can effectively communicate with various audiences is a foundational goal for this course.

Delivery Method: Online

Grading Default: Letter

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 Theories of Change, 4 semester credits

Theories of Change is one of the four courses in the Approaches to Inquiry Learning Area. This course introduces you to ways to understand "change" as a dynamic process that results from both planned and unplanned activity. With this framework in mind, our focus will be to explore how change unfolds in a variety of institutional expressions like education, the media, community, and political organizations, as well as other behavior shaping institutions. Still within this framework, an organizing focus of our work together will be to explore the role of leadership in creating effective change.

Delivery Method: Online

Grading Default: Letter

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, 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. 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 Management Theories, 4 semester credits

Improving educational institutions and other organizations through improved management practices. This course examines how to avoid old mistakes and face problems and challenges with confidence. Topics include government intervention in education, the organization as a target of legislative reform, solving problems before they become unsolvable, and improving management strategies.

Delivery Method: Online

Grading Default: Letter

ELC-745 Community Relations, 4 semester credits

Roles of school, business, and community partners in providing best educational practices for students. This course emphasizes working with the power structure and applying techniques to improve community relationships. Students learn to recognize and build symbols of group identity and achieve social cohesion.

Delivery Method: Online

Grading Default: Letter

ELC-746 Budget and Finance, 4 semester credits

Students learn how to lead educational financing and understand budgets at every level: department, school, district/institution and state/federal. This course includes school finance, aspects of school business administration and legal issues.

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, 4 semester credits

A reflective study of the history, leadership and mission of higher education.

Delivery Method: Online

Grading Default: Letter

ELC-749 Capacity Building, 4 semester credits

Understanding organizational, educational, and developmental dimensions. This course examines staff development, mentoring, group dynamics, the psychology of professional/personal development, institution building, and personal dimensions in education. It also covers the effects of social change

and the relationship of research to theory and practice.

Delivery Method: Online

Grading Default: Letter

ELC-750 Human Development in Context, 4 semester credits

Effective development and lifelong learning for leaders. This course covers intellectual honesty and humility, ethical behaviors associated with leadership, and the articulation of purpose and practice. Students develop transformational and transactional leadership skills that contribute to their educational and human progress as whole persons.

Delivery Method: Online

Grading Default: Letter

ELC-766 Forces of Motivation, 4 semester credits

Competencies in self-reflection, critical consciousness, vision, and creativity. This course covers cross-disciplinary historical influences on adult learning theory, current trends in adult learning, and the psychology of motivation. Students apply the principles of lifelong learning to personal and educational systems.

Delivery Method: Online

Grading Default: Letter

ELC-767 Interpersonal Communication and Collaboration, 4 semester credits

Theory and process of interpersonal communication for effective listening, sending, confrontation, problem solving, and conflict resolution. This course examines cybernetics, information theory, linguistics, nonverbal communication, written communication, and gender and cross-cultural differences.

Delivery Method: Online

Grading Default: Letter

ELC-773 Rethinking Schools and Organizations, 4 semester credits

Critical pedagogical approach to creating systemic change in schools and applying dynamics to fit students' distinctive needs. This course presents homeostatic forces versus innovative forces to promote change, as well as stages for school improvement including climate, technology, curriculum, and organization. Students develop synergistic insights on schooling and the ecology of good schools.

Delivery Method: Online

Grading Default: Letter

ELC-783 Creativity and Problem Solving

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-793 Media Studies, 4 semester credits

Application of psychology and communication theories to media in diverse ways. This includes new dimensions in learning psychology, systems theory, and has great implications for global learning. In media studies we aggregate and apply all that we now know about psychology and communication to technology. The media psychologies embrace "psybermedia," combining psychology, artificial intelligence and media. Media psychology requires understanding both the physical and emotional aspects of the brain, the range of emotion, the psychologies of expression, persuasion, sexuality and gender. It includes the study of emotional control, believability, cognitive learning and mapping, mastery, persistence and failure. Media studies includes applying theories of verbal and nonverbal communication, understanding music and sound, images and human reaction.

Delivery Method: Online

Grading Default: Letter

ELC-794 Dissertation in Progress, 0 semester credits

This course signifies the student has begun work on the dissertation, including an approved concept paper and full committee membership.

Delivery Method: Online

Grading Default: Credit/No Credit Only

ELC-795 Final Oral Review of Dissertation, 0 semester credits

Signifies completion of the public defense of the dissertation.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

ELC-799 Dissertation Completion, 16 semester credits

Completion of this course signifies the student has submitted a final copy of the approved dissertation for proofreading.

Delivery Method: Online

Grading Default: Credit/No Credit Only

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, 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 Development and Organizational Development & Change (HOD) 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-892 or HOD-893, HOD-896, HOD-897

Delivery Method: Online

Grading Default: Credit/No Credit Only

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. This course cannot be substituted for degree-emphasis or elective knowledge areas.

Delivery Method: Online

Grading Default: Credit/No Credit Only

HOD-801 Doctoral Competencies Seminar, 2 semester credits

Doctoral Competencies Seminar (DOCS) introduces students to essential doctoral competencies such as scholarly writing, formulating a research question, and applying critical thinking and analysis.

Delivery Method: Online

Grading Default: Credit/No Credit Only

Learning Outcome(s):

- Become familiar with the primary doctoral competencies
- Understand what is needed to master these skills over the course of the PhD program.

HOD-802 Foundations of Inquiry, 4 semester credits

This course introduces multiple approaches to conduct scholar-practitioner inquiry. The student investigates alternate ways of knowing, the nature of knowledge, and the politics of knowledge-production including their respective underlying assumptions. Students learn the broad distinctions between qualitative and quantitative and among empirical, analytical, and interpretive approaches to inquiry alongside their various practice and action traditions. Students consider the relationship among inquiry, practice/action, and the levels of professional practice-personal and interpersonal, familial,

group and organization, community, societal, and global. Students engage in questions such as: What is the nature of the relationship between the person(s) leading the inquiry and other participants? What are the epistemological assumptions about what constitutes knowledge and how it is validated and legitimized? What ways of knowing and methods of inquiry are most suitable for the phenomenon under investigation and ultimately to benefit the persons, organizations, and communities being served?

Delivery Method: Online

Grading Default: Credit/No Credit Only

Learning Outcome(s):

- Understand purposes, politics, and ethics of scholar-practitioner inquiry
- Explore quantitative, qualitative, and action methodologies, their histories, assumptions, values, and epistemological foundations.
- Identify the basic methods used to collect and analyze data, their strengths, limitations, and suitability to particular research questions.
- Critically analyze research studies to assess their quality and credibility.

HOD-803 Praxis with Leadership Focus, 4 semester credits

This course introduces students to the craft of connecting scholarship to practice. 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 explore the meaning of reflective practice and leadership in various disciplines, review case studies of how reflective practice is utilized by professionals in various fields, apply concepts to professional situations, and define reflective practice based on academic research and literature.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Apply concepts utilized in academic settings to practical or professional situations.
- Define reflective practice drawing on literatures from various disciplines.

HOD-804 Human Development, 4 semester credits

This course presents original readings of the history of the field including psychoanalysis, depth psychology, and behaviorism, cognitive and humanistic approaches. In addition students learn the assumptions and applications of current approaches including transpersonal psychology, consciousness, brain physiology, queer theory and positive psychology. Students examine basic differences in theories including: what the goal of development is; are developmental stages important or do we need to just look at empowerment; or can we use critical theory to question the societal oppression of people. Students will be able to examine three theorists and their assumptions, and also create a scholarly paper on one specific area of human development.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Critically examine the assumptions and approaches of three or more human development theorists
- 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):

- Demonstrate understanding of the important original sources and academic references on the prevailing issues in organization theory.
- Critically and appreciatively assess diverse perspectives in organization theory.

HOD-806 Systems Approaches to Leadership, Organizations, and Society, 4 semester credits

This course is based in the assumption that multiple frames of reference are possible, viable, and necessary. Students explore the relationship between the parts and the whole of phenomena. Complexity, interdependence, and punctuated equilibrium are key concepts as students explore the arrangements and patterns associated with leadership, organizations, and society. Systems bridges the gaps between leadership theory and practice, providing a rigorous foundation for learning to lead and to navigate in today's complex, socially and technologically interconnected world. This course introduces students to theorists in the human, cultural, and social sciences that have grappled with issues of how organizations and social order are constructed, sustained, and changed.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Use methods, models, and theories from diverse disciplines to understand the dynamics of leadership, organizations, and society
- Demonstrate rigorous and flexibility abilities needed to research, analyze, understand, and discuss today's most pressing leadership issues.
- Situate the student's own practice and approach to leadership within multiple intellectual systems traditions.

HOD-807 Social & Ecological Justice, 4 semester credits

In this course students 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.

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 they 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-801, HOD-802, 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 course explores theories and research in normal development and the evolution of consciousness across the life span, including prenatal development, birth, infancy, early childhood, middle and late childhood, adolescence, early adulthood, maturity, old age, and death. Students may individualize studies based on dissertation topic.

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 from stimulus control, to behavioral objectives, to humanistic approaches, to Malcolm Knowles' adult learning andragogy to current transformative, holistic, multicultural and spiritual approaches.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Define historical theories relevant to human learning and motivation
- Choose an orientation to look at from the lens of current research and applications
- Document this critical analysis in a scholarly paper.

HOD-813 Personality Theory, 4 semester credits

In this course, students examine patterns of differences in humans and critically analyze a variety of theoretical perspectives that are used to explain these differences, from psychoanalytic traditions to organizational systems such as Meyers Briggs assessment.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Define historical theories of personality

- Choose an orientation to look at from the lens of current research and applications
- 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 viewed as a binary of male and female. 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

Students explore various perspectives on and research about the theory and practice of transformative learning, including constructive-developmental, cognitive-rational, cultural-spiritual, expressive, Jungian, and critical emancipatory.

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, organization development, teaching or counseling.

HOD-816 Post Traumatic Growth, 4 semester credits

Students examine the psychological, emotional, social, spiritual, and physical paradigms for coping with the profound changes that result from trauma. Trauma often represents axial points in time in people's lives that reframe who they are. Trauma leads to questioning assumptions about life, values, ideals, and goals in life often resulting in shock, despair, depression and much more. Survivors of trauma react in different ways, some healthy and others less so. Students critically analyze different approaches to trauma and the narrative and phenomenological structures of these experiences and consider how, for some, trauma becomes a paradoxical catalyst for personal growth and transformation.

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 growth 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 an 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

Students explore various theories and models of leadership. Students will also explore their own leadership skills and styles. In describing leadership models and theories one must consider the contexts, values, and cultures within which organizations have evolved, and the practices and theories that would be appropriate for successfully leading. This knowledge area course is designed to reflect upon and compare traditional leadership theories and models with more contemporary models that have evolved to address leadership in networked organizations, virtual organizations, and global organizations.

There will be a balance in this knowledge area course of the theoretical with the practice-oriented aspects of leadership so that one can enhance knowledge and skills as a competent reflective scholar-practitioner. Since many students are employed or will be employed by various profit or nonprofit organizations, this knowledge area will be designed to better understand key issues, problems, and challenges affecting 21st Century organizations and strategies for effectively leading and positively influencing these organizations.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Critically analyze and construct scholarly arguments relevant to various theories and models of leadership
- Demonstrate understanding of the theoretical and practice-oriented aspects of leadership
- Write a scholar-practitioner paper, based on leadership theories and models that propose strategies for effectively leading and positively influencing today's organizations.

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

Students will design and implement an organization change project, describe the project steps and outcomes, and write a reflective paper on their role in the project and the outcomes. Students identify changes they consider are needed to make the project more effective and those aspects of the project that need to be changed to improve the project. The paper will include how students made your choices and various decisions. The reflective paper includes references to academic theories and models that informed the student's work on this project.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Describe how to diagnose multifaceted situations and to select a particular model to understand the nature of change in complex efforts.
- Explain the rationale for various strategies or interventions with reference to academic models and theories.
- Reflect on their role as a change agent.

HOD-830 Creativity and Innovation in Organization Design, 4 semester credits

Students develop expertise in organization design, the interdisciplinary practice of thinking ahead with a purpose for creating organizations that are socially and ecologically sustainable. In this knowledge area course, students explore the emerging field of positive design where stakeholders are encouraged to leverage their individual creativity to create innovation that is transformative. Examples include emergence of "disruptors" such as Uber, Airbnb, and others in the sharing economy. Students will be expected to survey a wide range of recent innovations in social media and information and communication technology (ICT) and critically examine the design features deployed by the founders of these organizations. How did they think about the challenges they faced while planting the seeds of disruptive innovation? How did they reframe and use their Appreciative Intelligence to see opportunities that were not initially visible to them and others? How did they think about creative approaches to the design of the workplace (whether physical or virtual) itself? Students will be expected to develop a deep understanding of how organizational structure influences behavior and what they can do to help emerge alternative forms of organizational structures that may create a synchronicity instead of a conflict between the opposing individual and organizational needs. Thus we will explore ways in which organizations may foster contexts for creativity. The end result should be organizations that value individual and social creativity, human aspirations and work toward creating social and ecological justice.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Develop familiarity and acquire insights about various approaches to organization design
- Develop capabilities for "thinking outside the box" and help create innovative organizational practices for long term sustainability

HOD-831 Structural Inequality and Diversity, 4 semester credits

This course involves understanding and respecting differences in race, ethnicity, culture, class, gender, sexual orientation, etc.; skill in interacting with such varying groups is a key dimension of human and organization development. This knowledge area course also explores structural inequality, since honoring differences is not the same as understanding how inequality is produced in society, built into the structure and functioning of our social institutions.

Delivery Method: Online

Grading Default: Letter

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 the structure and functioning of social institutions.

HOD-832 Advanced Systems, 4 semester credits

This course is designed to aid the student in selecting a methodological and theoretical framework for clarifying and ordering the other knowledge areas. It should also help in developing a language for communicating concepts and issues across disciplinary boundaries. It represents an introduction to the broad theoretical traditions that shape the human and social sciences, and to the process of generating models for understanding, explaining, and acting, with emphasis on major ways of conceptualizing human, social, and organizational systems.

Pre-requisites: One of the following: HOD-806, ELC-724, IECD-566, equivalent in MEDIA

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Critically analyze and construct scholarly arguments relevant to understanding the cross-disciplinary traditions of human and social sciences.
- Demonstrate understanding of the process for generating models for conceptualizing human, social, and organizational systems.

HOD-833 Global Systems, 4 semester credits

This course is an interdisciplinary inquiry into rapid developments and responses to them that now shape the interrelatedness of people and places around the world. Economic, political, and cultural developments have resulted in outcomes unimaginable some years ago. They include, for example, economic globalization that has produced transnational corporations headquartered in countries not their own and transnational migration of labor; armed conflicts and militarization that are resulting in casualties and displacement of people in epic proportions; and US, Asian, and European non-profit organizations and government donor agencies that profoundly influence people and countries in the global South. Thus, organizations and professionals must be prepared to understand and address complexity, uncertainty, and emerging problems and opportunities creatively, sustainably, and ethically. In this knowledge area, students explore and illuminate our understanding of boundary-less global phenomena such as trade and economic linkages, environmental degradation, epidemic

disease, mass migration, human rights, peace, conflict, and others as they emerge and practice domains that can more fully address the needs and interests of various people and organizations.

Pre-requisites: One of the following: HOD-806, ELC-724, IECD-566, equiv 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 explanations for those forces including the cultural biases of the theories.
- Identify and analyze the differential impacts on people and the physical environment across and within regions of the world including the relationship between globalization and various forms of structural inequality.
- Recognize and understand different forms and origins of resistance and social action and activism aimed at creating a more just, equitable, and sustainable world.
- Recognize, understand, and act out of one's social location and related responsibilities and accountabilities as a privileged "global citizen."

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 Appreciative Intelligence, power, perception, motivation, leadership, and decision-making. Students will experiment with, and experience, the relevance of several concepts related to team learning and will acquire superior 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 work productively in small groups and teams.
- Develop and demonstrate the ability for self-awareness and mindfulness.

HOD-835 Intervention Theories and Methods, 4 semester credits

In this course students become familiar with various OD intervention theories and methods. They may include approaches such as appreciative inquiry, open space, dialogic OD, survey feedback, process consultation, strategic planning, team building, job enrichment, and participative management. Students may also learn and critically evaluate various OD models such Weisbord's Six-Box model, Nadler-Tushman Congruence Model, Tichy's TPC framework, and Burke-Litwin model. Students will learn how to deal with resistance to change typical of many OD interventions.

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.

HOD-836 Culture, Technology, and Social Change in the Digital Age, 4 semester credits

In this course students consider current events, personal experiences, as well as emerging questions of ethical dilemmas, power, and systems of belief.

Throughout the ages, humans have created technologies from language to machines, telephones, computers, and digital networks that influenced culture, organizations, and social change. Some influences are visible - such as the impact of social media on relationships or the power of terrorist networks on countries. In this knowledge area we explore a critical history of technologies across the ages (Weizenbaum, 1976; Harrison, 1986); Hobart & Schiffman, 2000) and investigate the visible and invisible power of today's digital technologies to change our lives, organizations, and societies (Dijck, 2013; Reed, 2014; Baym, 2015; Worcman & Garde-Hansen, 2016).

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Examine a critical history of the influence of technologies across the ages.
- Investigate the impact and emerging ethical dilemmas of the use of digital technologies on current culture and society.

HOD-837 Ethnography and Crossing Borders, 4 semester credits

In this course students learn to understand and use ethnographic tools and develop comparative analysis skills. Crossing borders is an increasingly important theme for Human Development in the 21st century. Ethnography, a comparative cultures methodological framework developed by anthropologists, is a useful set of tools for helping us understand differences and similarities in patterns of Human Development. Along with the crossing of national political borders are the psychological, cultural, and social borderlands we experience as we travel to contexts dramatically different from those we may be familiar with and where we meet the "Other." For many of us these borderlands are encountered, negotiated, and lived on a daily basis.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Understand and demonstrate ability to use ethnographic tools to help understand differences and similarities in patterns of human development.
- Demonstrate understanding of psychological, cultural, and social borderlands and how they are encountered, negotiated, and lived.

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

This course investigates the role of media and technology in fostering disruptive change, both a national and global level, including social media, mobile apps, digital video, on-demand technologies, augmented reality and other emerging platforms.

One of the greatest threats to traditional organizations is the growing role of disruptive media and technology. Web-based, on-demand business models are increasingly eliminating established enterprises from Sears to Radio Shack and from Borders to Blockbuster, while threatening the very foundation of large traditional organizations.

The principal methodology of this course is collaborative case study research. Students develop case study portfolios on notable disruption phenomena in media and technology in order to extract empirical and theoretical findings towards an understanding of change dynamics wrought by modern media. As an outcome of this knowledge area, students will develop the theoretical experience to

research and analyze "open innovation" (Christensen, 2015).

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Develop and demonstrate thorough understanding of principal media and web-based systems and business models
- Develop and demonstrate the theoretical experience to research and analyze "open innovation" (Christensen, 2015) driven by technological disruptive change

HOD-839 Archetypal Imagery, 4 semester credits

This course focuses on of archetypal theory from Freud's psychoanalytic to Jung's foundational work, as well as theories from Edward Edinger, Maria Louis Franz and Marion Woodman, examining psychodynamics and archetypal imagination. Coupled with this stream of knowledge, is research from brain physiology on the cognitive process with Karl Pribram on expanded perception and Jean Achterberg on psychoneuroimmunology. Students learn the details how archetypal imagery can help create emotional health by opening the shadow in the unconscious and awakening intuitive insight to bring awareness to the whole of the being or the Self. Practical work applying archetypal imagery to self-development as well as part of professional practice is included. Students will be able to discuss in detail archetypal theory and brain physiology research on imagery and apply learning to self and work projects.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Discuss in detail archetypal theory and brain physiology research on imagery
- Apply learning to self and work projects.

HOD-840 Inclusive Leadership: Transforming Self and Systems, 4 semester credits

This course explores the ways that inclusive leadership can transform self and systems.

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 and personal situations.

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-842 Ethics and Moral Reasoning: Approaches to Sustainability, 4 semester credits

This course covers ethical philosophy and moral reasoning as applied to sustainability, and the moral questions raised by different approaches to achieving sustainable social and ecological practices. First we will cover and assess the various methods of moral reasoning that inform contemporary moral discourse. In the age of globalization we face a wide diversity of moral discourses and ethical

thought, some of which inform a contentious public debate on issues of sustainability. Many of our public debates stem from conflicting moral theories and we will explore the foundations of these ethical arguments. First we will cover various methods of ethical thought, including Kantian Deontology, Mill's Utilitarianism, Aristotle's Virtue ethics and notion of practical wisdom ("phronesis"), and modern entailments of each of these schools of thought such as Rawls, Habermas, Rorty, MacIntyre, Nussbaum, and Sen). We will also look at non-western ethical systems, since the ethical decisions that organizations must make today often extend to all parts of the globe. We will then apply these various methods to issues of sustainability and the consequences for how we live our daily lives in a way that affirms social justice, human equality, and care for the environment.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Demonstrate understanding of various methods of moral reasoning, the diversity of moral discourses, and western as well as non-western ethical systems.
- Apply these methods to issues of sustainability and consequences for social justice, human equality, and care for the environment.

HOD-843 Ecological Studies, 4 semester credits

This course reflects the growing importance of the ecological paradigm in the social sciences and in our culture. This paradigm situates individuals, organizations, and whole societies in their ecological and natural context and looks at the ecological constraints upon and implications of human activity.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Critically analyze and construct scholarly arguments relevant to the ecological paradigm and ecological constraints upon, and implications of human activity.
- Write a scholarly paper that demonstrates understanding of global and local dimensions of human and social problems ranging from overpopulation and environmental

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 the differing and often contested meanings of "sustainability," exploring the history of differing concepts of sustainability, cultural differences in notions of sustainability, indigenous thinking about sustainability, and national and global efforts to come up with common standards. It will take 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. Students will go beyond current understandings of sustainability, to focus on models of organizational sustainability for the future, making the "business case" for sustainability. They will look at exemplars of organizations that successfully integrate value objectives that enable the entity's sustainable success.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Demonstrate understanding of models of organizational sustainability for the future
- Make a "business case" for sustainability
- Analyze exemplars of organizations that successfully integrate value objectives that enable the entities sustainable success.

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, equiv 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.

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.

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.

Pre-requisites: HOD-847 or ODL-650A, and HOD-848

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, including: unique developmental experiences and transitions in 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 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

Students engage with literatures from Asia, Africa, and various Western traditions to examine the formation and expectations of women and men's development. Different cultures understand what it means to be a mature adult in different ways. Modern society may emphasize forming a family, while more traditional societies may emphasize becoming a warrior. This course compares cultural traditions and ritual cultures comparatively to understand the formation of adults via socialization, education, religious formation, etc. 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 paradigms and demonstrate critical thinking in relation to comparative analysis
- Critically analyze how cultural traditions and ritual cultures impact the formation of adults.
- Engage in descriptive work and comparative analysis

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 and Elmer Green collecting physiological data on yogis' feats. 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 psychological and brain physiological 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 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 the foundation of transpersonal psychology, humanistic psychology, and developmental psychology
- Define specific spiritual practices to evoke spiritual awareness, and apply and document practices to their work

HOD-853 Spiritual Practice and Social Justice, 4 semester credits

Students study how spiritual practices can be the foundation for compassion that includes the self and extends to others. One 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 focus. This is an exploration of the intimate relationship between inner, personal development and social justice.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Explore relationship between inner, personal development, and social justice
- Critically analyze how spiritual practices can be the foundation for compassion for self and others

HOD-854 Somatics in Human and Organization Development, 4 semester credits

Students study the role of the body in knowledge and experience is reviewed from the disciplines of neuroscience, somatic psychology, social/political/cultural Somatics, and phenomenological and spiritual aspects. These perspectives are brought to bear on the wellbeing of the learner as well as through her scholarship and practice. The learner will be able to conceptualize embodied knowing and apply this to theory own learning through practice.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Understand the role of the body in knowledge and experience from multiple disciplines
- Conceptualize embodied knowing and apply this to theory own learning through practice.

HOD-855 Transformative Phenomenology, 4 semester credits

Students study changes in consciousness, using basic principles of phenomenological research that open avenues to positive change in the researcher and the participants in the research/practice projects. These same principles open up creative avenues for leadership and practice. Based on the book edited by Rehorick and Bentz, (*Transformative Phenomenology: Changing Ourselves, Lifeworlds and Professional Practice*, learners will become aware of such projects across fields such as health care, high performance teams, education, psychotherapy and art production. Students will be able to design phenomenological research. Students will be able to discuss topics using Gadamer's levels of hermeneutics.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Design phenomenological research
- Discuss and critically analyze topics using Gadamer's levels of hermeneutics.

HOD-856 Writing Phenomenology, 4 semester credits

In this course students engage in eight writing exercises which allow them to deepen their understanding of an important experience using both essential and lifeworld approaches. Basic hermeneutics strategies will be used to enhance their understanding of basic phenomenological literature underlying the writing techniques. These writing techniques include bracketing, imaginative variations, horizontalization, describing stocks of knowledge, relevancies, standpoints, typifications and the dramatic structure of an experience. This process, which is creative and intuitive as well as analytical, opens understanding and stimulates transformation and effective interventive practice.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Describe and analyze contexts and life worlds
- Use a dramatistic pentad to describe pathways

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 will include Erikson, Kegan, Loevinger, Wilber, Cook-Grueter 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, counseling 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 counseling.

HOD-858 Adult Transitions, 4 semester credits

Students study the patterns of adult transitions in multi-disciplinary ways considering the resulting transformation and personal growth. Adult transitions entail endings brought about by loss, crisis, trauma, existential questions, and much more. Endings imply letting go of parts of our lives due to internal or environmental factors. Grieving and fear are common emotions in the early stages of transitions before one enters into liminal or neutral spaces of reflection and exploration. The last phase of transitions often entail healing, new affirmation and renewal. Transitions can happen at any age and can be linked to loss of relationships, job, moves, recovery, health scares, aging, and much more.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Critically analyze and construct scholarly arguments relevant to adult transition theory
- Write a scholarly paper that demonstrates understanding of ways to apply adult transition theory and research to professional and personal lives.

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 will develop and demonstrate an understanding of strategies for qualitative inquiry including phenomenology, grounded theory, narrative inquiry, case study, and ethnography, on their own and in the context of action-oriented research and mixed methods designs. Students study methodological topics including the stance of the researcher, sampling, data collection, coding and thematic analysis, and procedures for assessing trustworthiness of qualitative data, interpretation, and reporting. Students learn how to develop a research question and proposal in the context of a literature review and conceptual framework, and how to demonstrate accountability in relation to ethics and Institutional Review Board procedures.

Pre-requisites: HOD-802

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Critically analyze qualitative research articles
- Prepare a proposal for a qualitative research study

HOD-882 Quantitative Research Methods, 4 semester credits

In this course students develop and demonstrate an understanding of quantitative inquiry including experimental and survey research, on their own and in the context of action-oriented research and mixed methods designs. Students study methodological topics including structured data collection,

sampling, experimental and quasi-experimental design, basic data analysis strategies, procedures for assessing reliability and validity of quantitative data collection and interpretation, action-oriented research, and mixed methods inquiry. Students learn how to develop a research question and proposal in the context of a literature review and conceptual framework, and how to demonstrate accountability in relation to ethics and Institutional Review Board procedures.

Pre-requisites: HOD-802

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Critically analyze quantitative research articles
- Prepare a proposal for a quantitative research study

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-802

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-802

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-802

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. 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-802

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

HOD-883CM Advanced Research Methodologies: Coordinated Management of Meaning, 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 using the theory of the coordinated management of meaning ("CMM") in research. Students learn to frame research projects within the conceptualizations provided by the theory, to collect and analyze data based on those concepts, and to interpret, evaluate and act on the basis of the findings. The module moves from a third-person position in which students read and critique other people's research, through a supervised group project, to a first- person position in which students design and

conduct their own small research project.

Pre-requisites: HOD-802

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Understand the theories and methodologies of CMM
- Apply CMM research theories and methodologies to research projects

HOD-883CP Advanced Research Methodologies: Critical Participatory Action Research, 2 or 4 semester credits

This course introduces student to the concepts and principles of critical participatory action research (CPAR; sometimes called simply PAR and Community-Based Participatory Research-CBPR), and to learn how to apply its philosophy, values, approaches, and methods to an empowering collaboration between "community members" and "researchers." Through a variety of experiential and didactic methods, participants will explore CPAR as a potentially powerful methodology for individual and community empowerment and social change. Although the focus will be on the methods used to engage groups in collective inquiry, analysis, and action, our exploration will be grounded in a foundational understanding of critical theories in social sciences, education, and research and of the social, political, and institutional contexts that shape CPAR projects.

Pre-requisites: HOD-802

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Demonstrate knowledge of the principles of Critical Participatory Action Research and how it can be used for social change
- Understanding of key ethical and political issues, problem, and contradictions of involvement in CPAR projects.
- Ability to plan and begin to carry out a CPAR project.
- Ability to recognize the significance to of one's social location and role as CPAR researcher, particularly when not community member.

HOD-883CS Advanced Research Methodologies: Critical Social Science, 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. The core ideas of critical social science are that researchers and scholars should not study the world in the mode of scientific detachment and ethical and political neutrality but rather in the mode of value-driven social and political engagement to produce a more rational, just, and humane society. This module will be an in-depth examination of the application of this approach to scholarship, with special orientation toward those considering developing concept papers and dissertation proposals in this area.

Pre-requisites: HOD-802

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Understanding of core ideas of critical social science
- Application of critical social science to scholarship and research

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 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 helps build an understanding of the epistemological and ontological issues involved in contemporary ethnography. Students will experience ethnography as a methodology, as a way of seeing, and as a way of engaging with social reality. Students will understand the skills that will need to be developed in order to successfully complete ethnography. Students will know if ethnography suits their intellectual projects and personal styles of engagement.

Pre-requisites: HOD-802

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Demonstration of understanding of core ideas of ethnography
- Application of ethnography to research

HOD-883GT Advanced Research Methodologies: Grounded Theory, 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. Grounded theory methodology is particularly appropriate for mapping out and understanding processes of change and development. The methodology aims to develop theory and explore hypotheses in the manner of empirical research. The kinds of issues that are particularly appropriate for using this approach to inquiry are processes that are not well understood, and gaining insight about the ways in which dynamics are linked can make an important contribution to knowledge. The methodology can apply at various levels of inquiry, from the individual, to the group, to the organization, and even to the community. For instance, at the individual level, grounded theory can provide insight about processes of change and development, to gain insights into paths and stages of change. For instance one can explore the stages of learning, or processes of decision-making, or the stages of an illness, or a personal transformation process. Grounded theory can be used to map out the pathways by which a spectrum of participants 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, etc. The methodology would allow for examination of the pathways, stages, and sequences that may involve change and transformation in groups, including the dissolution of groups. At the organization level, grounded theory can examine patterns of promotions, hiring processes, strategy development stages and processes, ways of implementation of decisions, types and paths of communications in organization systems, processes of adoption of new technologies or practices, project and program development cycles, performance evaluation process, and much more. At the community level, grounded theory can examine ways in which communities deal with disasters, growth, and poverty, promote entrepreneurship, make infrastructure decisions, engage the public in dialogue and consultation in community projects, etc. Grounded theory has common elements with other research methodologies, but it emphasizes the building of theory maps and understanding the structures of change and transformations in a wide spectrum of domains.

Pre-requisites: HOD-802

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Understanding of core ideas of grounded theory
- Application of grounded theory to research

HOD-883HI Advanced Research Methodologies: Humble Inquiry, 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.

Humble Inquiry explores the theory, methods, strengths, and limitations of Edgar Schein's approach to research designed to increase organizational learning through "the gentle art of asking instead of telling."

Pre-requisites: HOD-802

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Understanding of core ideas of humble inquiry
- Application of humble inquiry to research

HOD-883LR Advanced Research Methodologies: Liberatory Research, 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 will examine transformational Liberatory Research, particularly within a globalized world.

Pre-requisites: HOD-802

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Understanding of core ideas of Liberatory research
- Application of Liberatory research to global and local problems such as systems of power and privilege

HOD-883NI Advanced Research Methodologies: Narrative Inquiry, 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 will examine Narrative Inquiry's (NI) epistemology, assumptions and aims. Informed by feminism and critical theory, NI counteracts a dominant paradigm that privileges only a few voices. Narrative inquiry, as a methodology, does not superimpose the majority paradigm on people's stories. Students review narrative research; learn how to develop research questions, criteria for selecting participants, and methods for collecting and analyzing stories. They also complete a mini narrative research project, conducting a short literature review, methodology protocol, collecting interviews and analyzing them. Related methodologies such as organic and co-inquiry will be reviewed. Skill development, meaning making, and standpoint in knowledge creation and development will be emphasized.

Pre-requisites: HOD-802

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Understanding of core ideas of Narrative Inquiry
- Application of Narrative Inquiry in meaning-making and in knowledge creation and development

HOD-883OR Advanced Research Methodologies: Organization Research, 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 will critically examine the assumptions that underpin a variety of research methods that are currently used in organizational research. It will consider the foundational paradigmatic approach of Burrell and Morgan (1976) that identified four paradigms created by intersecting spectrums of radical change <-> stability and subjective <-> objective approaches to understanding organizations. Other approaches will include Bjerke's (2013) guide that looks at systemic, structural, individual, social and other dimensions of organization.

Pre-requisites: HOD-802

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Demonstrate understanding of ways of categorizing organizational research methodologies
- Apply two or more approaches to a design for organizational research, critically analyzing strengths, limitations, and addressing the questions of underlying issues of power, ethics, and researcher agendas.

HOD-883PG Advanced Research Methodologies: Phenomenography and Variation, 2 or 4 semester credits

This 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. Phenomenographic inquiry seeks to discover the variation in the qualitatively different ways that people make meaning and discern aspects of a phenomenon. This variation is captured, analyzed, and organized into graphical representations that support learning and evidence-based action in organizations, health care, education, social change, technology, and other initiatives. This module integrates variation theory and critical reading of phenomenographic research literature with hands-on learning in epistemology, reflexive methodologies, collaborative analysis, graphical design, and project evaluation.

Pre-requisites: HOD-802

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Design, conduct, and analyze a mini phenomenographic research project
- Create an Outcome space based on the analysis of the data
- Consider the application of the results to improve educational, organizational, or health outcomes

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 833XX 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-802

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-802

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
- 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-802

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

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. The World Café is a simple yet powerful dialogic process that relies on creating a co-evolving network of conversations to foster collaborative learning and knowledge creation. At the same time, with its focus on co-generative understanding around key questions that matter to a group, it has significant use as a research methodology. In this Advanced Research Module on the World Café, we focus on issues of the design of World Cafés, with research questions at its core. We will explore issues of setting a context for a World Café together with the context-bound nature of knowledge generated, with a focus on research design for actionable knowledge. We will explore the role relationships of the researcher in a World Café setting, who may be seen as a "host." We will also explore implications for how we interpret and make sense of the resultant knowledge generated, together with other epistemological issues that recognize content and process understanding, understanding what questions do, and context setting for collaborative inquiry. This Advanced Research Module will encourage a learning-by-doing approach (that is, involvement in a World Café).

Pre-requisites: HOD-802

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- Understanding of core ideas of World Café
- Engage in a World Café
- Interpret and make sense of the knowledge generated

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 mentors approval to administration.

The essay may be no more than 25 pages in length, including references and appendices. It must adhere to APA V.6 formatting. 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 essay may be no more than 25 pages in length, including references and appendices. It must adhere to APA V.6 formatting. 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 is required of all HD doctoral students to ensure that they have the skills for doctoral work. Seminar groups provide peer support for concept design, dissertation development, and the dissertation process.

Pre-requisites: HOD-810, HOD-881, HOD-882, and at least 20 additional course credits

Delivery Method: Online

Grading Default: Credit/No Credit Only

HOD-893 ODC Dissertation Seminar, 4 semester credits

This seminar is required of all OD&C doctoral students to ensure that they have the skills for doctoral work. Seminar groups provide peer support for concept design, dissertation development, and the dissertation process.

Pre-requisites: HOD-810, HOD-881, HOD-882, and at least 20 additional course credits

Delivery Method: Online

Grading Default: Credit/No Credit Only

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 (IECD) Courses

IECD-PA Dissertation Proposal Approval, 4 semester credits

During the first part of the dissertation process, a faculty member (dissertation chair) guides the student in the steps necessary for reviewing and approving the proposal by the doctoral dissertation committee and the Institutional Review Board (IRB). Credits for this activity are obtained once the student has introduced all the recommendations given by the chair, the Dissertation Committee, and the IRB, and all these three counterparts approve the final dissertation proposal.

Pre-requisites: IECD-794

Delivery Method: Online

Grading Default: Credit/No Credit Only

IECD-499 Foundations of Doctoral Study - Reflective Adult Learning, 4 semester credits

New student orientation to the IECD doctoral program is an in-person session between in-coming classes and doctoral program faculty. This is a core orientation course for all students participating in the PhD Program. At the orientation, the faculty works with you to: assess your academic readiness; evaluate your research, personal skills and learning resources; facilitate your understanding of Fielding's learning model and delivery method, set your academic and professional goals; and develop your support group of faculty and peers. Topics include: curriculum structure, personal goals and planning, mentorship and self-reflection, case presentations and overarching developmental perspective of an integrated bio-psychosocial model. This course devotes itself to understanding the tools for studying and time management, video presentations, different faculty roles, and reviewing a range of cases that equip students with tools to build their professional futures. At orientation, students begin work on their learning plan - a personal map through the learning process. The learning plan takes into account each student's previous academic accomplishments as well as personal, professional, and academic goals. It includes a preliminary outline for the action-oriented research project that will ultimately become a dissertation. The learning plan should be submitted for approval within 30 days after the conclusion of the in-person orientation. However, the learning plan is a living document that students and their faculty mentors review on a regular basis.

Delivery Method: In person/Blended

Grading Default: Letter

Learning Outcome(s):

Students successfully completing this course will be able to:

1. Navigate the Moodle site.
2. Use the myFielding site.
3. Run searches in Library Services.
4. Assess themselves in the areas of learning styles, self-directedness, critical thinking, Doctoral Level Competencies, and other areas related to completing doctoral studies.
5. Explore possible dissertation topics.
6. Create a Learning Plan.

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:
 - a. Biology
 - b. Psychology
 - c. Human Experience
 - d. 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 Mental Health, 4 semester credits

This course is designed to develop leaders in the field of Infant Mental Health. The course begins with an early history of the development of the Infant Mental Health movement. Students will be prepared to move into leadership positions to promote the importance of infant mental health assessment and intervention. The group will read articles dealing with developmental issues, individual differences, and relationship issues beginning in 1940 and continuing through today.

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 mental health (IMH) field.
2. Discuss the contributions of key figures in the IMH field.
3. Describe assessments used by infant mental health specialists.
4. Recognize key elements of IMH treatment in response to typical infant and toddler mental health issues.
5. Describe recent trends in the IMH field.
6. Express appreciation for social and cultural issues in IMH 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 his/her 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-561 Evidence Based Infant Mental Health Practices, 4 semester credits

This course covers 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

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-572 Integrated Developmental Approach to Intervention, 4 semester credits

This course provides an opportunity to learn about the Infant Mental Health field. Aspects of promotion, prevention, and intervention approaches for infants and families in a variety of settings will be targeted. Clinical application, administration, reflective supervision, cross cultural approaches, policy development, interdisciplinary practice, and leadership will be addressed according to the learning and practice needs of the student.

Some of the areas to be targeted are infant and early childhood mental health consultation, early intervention, private practice, home visiting and policy development. Additionally, issues of national and international workforce development, licensing and endorsement are emphasized.

- IMH in perinatal sites, hospitals, and clinics
- IMH in early intervention, and public health
- IMH in community mental health centers
- IMH in policy: state, national, and international
- IMH in state, national, and international organizations
- Models of IMH practice (e.g. infant and early childhood mental health consultation, home visiting, and private practice)
- Endorsement, licensing, professional issues.

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 mentalization and how it is used in prevention and intervention.
3. Discuss developmental approaches to prevention and intervention.
4. Present an in-depth discussion of the components of successful prevention and intervention programs for young children.
5. Describe the design of a successful prevention or intervention program.

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 advanced level course provides an opportunity for students to learn how to formulate case material and apply it to a comprehensive intervention program directly with infants and young children of different ages. Students will present developmental family and other case information and then formulate a comprehensive treatment plan to address family concerns.

Pre-requisites: IECD-570, IECD-572, IECD-573

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-576 Observing Babies I, 4 semester credits

This class will identify how we observe and assess babies. What are the critical areas that we want to focus on when we observe parent-infant interactions? How do we initiate observations of infants? How do we learn about the infant's inner world? What are the components of the mother-observer relationship?

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students successfully completing this course will be able to:

1. Discuss key standardized assessments for newborns, young infants and toddlers.
2. Describe the importance of context, relationships and cultural norms in choosing and utilizing observational assessments.
3. Compare and contrast instruments that may focus on different aspects of observing infant development.

4. Determine best practice for observational approaches.
5. Identify different contexts in which observational approaches may be used (e.g. diagnostic, child care, clinical practice, etc.).

IECD-577 Observing Babies II, 4 semester credits

In this class students will discuss their observations of parent-infant interactions. Students will be observing a parent-child interaction and will discuss their observations in group discussions.

Pre-requisites: IECD-576

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students successfully completing this course will be able to:

1. Learn the elements of constructs such as vitality affects; interactional synchrony; moments of meeting; implicit relational knowing.
2. Have increased understanding of how and what to observe in infant - parent interaction to assess whether the relationship is supporting the health of the infant, and /or the infant is experiencing some constitutional constrictions or individual differences requiring special care.
3. Learn strategies for thinking with parents about how to make sense of their baby's actions and reactions.
4. Have observation and reflection tools to bring to their work environments.
5. Engage in discussions with each other to practice talking with parents about sensitive topics related to their baby

IECD-578 Developmental Needs of High Risk Newborns and Young Infants and their Families, 4 semester credits

This course will provide a broad-based foundation that yields expertise in support of newborns and young infants with health care needs, developmental disabilities, and those who are at risk for relationship disturbances. Using the BABIES and PreSTEPS Model, the course will focus on evidence based approaches to assessment and intervention for an infant's body function, arousal and sleep, body movement, interaction with others, eating, and soothing. Support for families will focus on the evidence based best practices of predictability and continuity, sleep and arousal organization; timing and pacing, environmental modifications, positioning and handling and self-soothing supports. The course will include in-depth application of the Newborn and Young Infant IFSP, BABIES, PREsteps, and systems-building information through manualized information, case studies and guided application to the student's own case load.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students successfully completing this course will be able to:

1. Discuss the basic developmental tasks of the newborn and young infant.
2. Compare and contrast various assessments of the newborn and young infant.
3. Detail the importance of neurophysiologic, behavioral and emotional bidirectional relationship effects on mother/infant dyads.
4. Discuss caregiver contributions to enhancing newborn and infant development.
5. Conduct appropriate observations and use reflective questions regarding the newborn/young infant and their primary caregiver's interactions.
6. Discuss the effects of early constitutional and caregiving supports on infant regulation.
7. Identify resources for support of the newborn and young infant and their family.
8. Develop appropriately detailed, designed and articulated resources for families of newborns and young infants.

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):

Students successfully completing this course will be able to:

1. Define and understand the brain development in relation to social emotional development in infants:
 - a. Normal development.
 - b. Problematic development.
2. Understand and articulate an understand of how culture may impact development in this area.
3. Demonstrate knowledge of the importance of the mother/primary caretaker and infant relationship, in regard to social emotional development.
4. Demonstrate an understanding of emotional communication in infants.
5. Demonstrate knowledge of the development of memory and language.
6. Have a working understanding of social skills in infancy.
7. Demonstrate knowledge of affect or emotional regulation in infants.

IECD-580 Theory and Practice of DIR/Floortime, 4 semester credits

This course provides an initial opportunity for students to learn about and apply the theoretical concepts of the DIR/Floortime model, and demonstrate increased competencies as a professional working with this model in clinical or educational settings.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students successfully completing this course will:

1. Have a basic understanding of the core elements of the "D" Developmental, "I" Individual and "R" Relationship Theoretical, Assessment and Intervention Model in the home and school setting.
2. Have a basic understanding of the D = Developmental-the core elements of the 6 basic functional emotional developmental capacities (FEDC's):
 - a. Attention and Regulation
 - b. Engagement
 - c. Two-Way Communication
 - d. Complex Gestures and Shared Problem-Solving
 - e. Emotional Ideas
 - f. Logical Thinking
3. Be introduced to assessing the emergence and constrictions of the first 6 FEDC's.
4. Have a basic understanding of the I = Individual-core elements of an individual profile:
 - a. Sensory Systems
 - b. Motor Planning and Sequencing
 - c. Visual Spatial processing
 - d. Language = expression and comprehension
 - e. Medical and Biological factor
 - f. Temperament-Emotional regulation

- g. Culture
- 5. Have a basic understanding of the R = Relationship-Role of Affect in caregiver, family, community, educational and therapeutic relationships.
- 6. Have a basic understanding of specific Floortime™- Based principles.
- 7. Be introduced to scientific evidence supporting the DIR® model and Floortime™ intervention.
- 8. Observe a video clip and:
 - a. Integrate comments from students of different disciplines
 - b. Reflect upon the different aspects of the intervention and case conceptualization
 - c. Use self-reflection to integrate DIR® theory and technique
 - d. Reflect upon the work of fellow students and provide useful insights in a collaborative and non-judgmental way
 - e. Integrate weekly readings into observations

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. Begin integrating the theoretical foundation of reflective Supervision into practice.
2. Have increased understanding and confidence when using Reflective Supervision tools to incorporate reflective supervision/practice in educational or work environments.
3. Learn strategies of holding multiple perspectives while providing and receiving reflective supervision facilitating cultural competence and sensitivity considering complex early childhood, family and systems challenges.
4. Have increased capacity in reflection, use of self, mindfulness and the parallel process.
5. 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 effective teaching and practical tools. It will also concentrate on reflective skills, attunement, sensitivity, and empathy and provide strategies for using these skills in real world circumstances. As such, the course will focus on conceptualizing self in relation to the impact on others, understanding one's body's signals, regulatory capacities, and strategies as applied to practice, the practice of thoughtful curiosity, learning to tolerate the state of *not knowing*, the process of understanding and attributing meaning, the impact on leadership development; cultural considerations; the application of reflective practice, in terms of working with children and families.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

- a. Conceptualizing self in relation to the impact on others
- b. Understanding one's body's signals, regulatory capacities, and strategies as applied to practice
- c. The practice of thoughtful curiosity
- d. Learning to tolerate the state of not knowing
- e. The process of understanding and attributing meaning
- f. The impact on leadership development
- g. Cultural considerations
- h. The application of reflective practice, in terms of working with children and families

IECD-584 Emotional Development, Cognitive Evolution, and Disruptive Behavior, 4 semester credits

This course focuses on the importance and development of emotionality and regulation in regard to the brain, and the interaction between nature (biological hard wiring) and the environment, especially the early relational environment. It also looks in-depth at the impact of these factors on cognitive development, adaptability, school readiness, and academic achievement. In addition, the course focuses on disruptive behavior (dysregulation of emotions/emotional development), how it manifests, what it means for the child, the practitioner (educator, health care providers, allied health care providers, and mental health professionals) for the classroom, and school readiness.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

1. The importance and development of emotionality and regulation in regards to the brain
2. The interaction between nature (biological hard wiring) and the environment, especially the early relational environment
3. Impact on cognitive development, adaptability, school readiness, and academic achievement
4. Disruptive behavior - dysregulation of emotions/emotional development: how it manifests, what it means for the child, for the practitioner (educator), for the classroom, school readiness

IECD-585 Self-Regulation, Executive Functions, & School Readiness, 4 semester credits

This course will examine what we mean by these terms and how they are inter-related; and how and what they impact, in terms of infant and child development. We will also look at why they are vital to a child's success in school and social circumstances and what comprises school readiness. We will then focus on how to strengthen weaknesses in these areas, developing both understanding and strategies.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

1. What we mean by these terms and how they are inter-related
2. How and what they impact, in terms of infant and child development
3. Why they are vital to a child's success in school and social circumstances
4. What comprises school readiness
5. How to strengthen weaknesses in these areas
6. Understanding
7. Strategies

IECD-586 Brain Development and Classroom Functioning, 4 semester credits

This course will cover brain development in infancy and early childhood. It will provide an understanding of how brain functioning is related to and impacts learning. It will also focus on how teachers can understand and accommodate the above in relation to the classroom experience.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

1. Tracking brain development in infancy and early childhood
2. Integrating brain function and learning
3. How to understand and accommodate the above in relation to the classroom experience

IECD-587 Active Professionals, Case Studies: Learning through Applying Core Material to Real World Situations, 4 semester credits

Education and training through case studies and students' case presentations.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

1. Re-frame understanding of child development, school, readiness, child/professional, child/parent, and parent/professional interactions
2. Develop reflective capacity and skills
3. Apply tools and interventions in real world situations with children and families

IECD-588 Neuroscience Foundations of Infant Development and Mental Health, 4 semester credits

Current science provides a foundation and framework for understanding early brain and behavior development in the context of primary caregiving relationships. The course will explore evidence for developmental social neuroscience and provide students the opportunity to relate emerging science into their practice approaches. The course will cover fetal, newborn, and young child developmental and mental health neuroscience, and the impact of adverse childhood events and lifespan perspectives. Additionally, it will examine parent/caregiver neurophysiologic changes of pregnancy, newborn, and infant periods, including dyad and triad neuroscience.

- Fetal, newborn and young child developmental neuroscience
- Adverse childhood events and lifespan perspectives
- Neuroscience of mental health issues in infants and toddlers
- Neuroscience of parents/caregivers during pregnancy, newborn and infant periods
- Dyad and triad neuroscience

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

1. Discuss neurophysiologic changes that impact infant development and mental health during the fetal, newborn, and young infant periods.
2. Discuss the neurophysiologic changes of parenting
3. Synthesize current social neuroscience with regard to early relationship development between the dyad and triad (single versus double parent relationships)
4. Develop a perspective on how mental health outcomes are affected by physiology and neurodevelopment
5. Compare and contrast current Infant Mental Health practices that emphasize a neurophysiologic perspective with a psychodynamic perspective
6. Analyze the literature on social neuroscience with attention to cultural aspects of development

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

Students will develop and carry out a capstone project, focusing on an educational issue of their choosing. This includes identifying an educational problem and creating a final project focused on interventions.

Delivery Method: Online

Grading Default: Letter

IECD-700 Comprehensive Essay, 4 semester credits

The Comprehensive Essay will be a comprehensive review of the literature on the topic of the student's dissertation. The literature review will be evaluated on the basis of its thoroughness. It will have to demonstrate critical thinking, integration of the work on the topic, an understanding of research, and reason for the need for further study.

Pre-requisites: All required courses and the intervention elective.

Delivery Method: Online

Grading Default: Credit/No Credit Only

IECD-734 Dissertation Research, 2 semester credits

This course represents student engagement in the dissertation process from concept to the final dissertation as planned with and evaluated by the chairperson. This course cannot be substituted for elective course requirements.

Pre-requisites: IECD-537 or, if on older teach-out curriculum: IECD-309 and IECD-509.

Delivery Method: Online

Grading Default: Credit/No Credit Only

IECD-794 Dissertation in Progress, 0 semester credits

This course signifies the student has begun work on the dissertation, including an approved concept paper and full committee membership.

Delivery Method: Online

Grading Default: Credit/No Credit Only

IECD-795 Final Oral Review of Dissertation, 9 semester credits

The second part of the dissertation process involves conducting all the activities described in the approved proposal, writing a preliminary final report with the results of the activities, and preparing a presentation to be shared with the Dissertation Committee and other students of the School. The dissertation chair is available to guide the student during this process, review the preliminary final report as well as the draft of the presentation, and give feedback on these products before presenting it to the Dissertation Committee and other students. Credits for this part are obtained once the student has successfully orally presented the dissertation.

Pre-requisites: IECD-PA

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

IECD-799 Dissertation Completion, 4 semester credits

The final part of the dissertation process requires that the student satisfactorily answer all the questions raised by the Dissertation Committee at the Final Oral Review, and presents a final version to the Dissertation Committee for its approval. Credits for dissertation completion are obtained once the Dissertation Committee approves the final dissertation and the final version has been submitted to Fielding for proofreading.

Pre-requisites: IECD-795

Delivery Method: Online

Grading Default: Credit/No Credit Only

Media Psychology (MSC) Courses

MSC-551 Introduction to Media Psychology, 4 semester credits

Media Psychology has emerged as a significant field of study as individuals and society at large grapple with the proliferation of media and communication technologies. Media psychology applies psychological theory to understanding the way this new media landscape impacts the use, experience, and production of media technologies across all economic sectors. This understanding is relevant to applications and careers in telecommunications, education, entertainment, public policy, law, politics, advertising, healthcare, and education. This course is an overview of the emerging field of media psychology. We will discuss the implications for research and practice of how we define the field. We will analyze the impact of mediated communication on content and message perception, drawing on developmental psychology, sensory and cognitive psychology, systems theory, positive psychology, and motivation and learning theories. We will evaluate the psychological implications of traditional and emerging technologies as users and content-producers. Students will develop an understanding of how media affects individuals and cultures and how media can be used for socially constructive purposes. We will consider how media research is interpreted and presented to the public, how social media has redefined the way people, businesses, and groups connect, how media technologies can facilitate learning, and the societal implications of continuing technological change.

Delivery Method: Online

Grading Default: Letter

MSC-552 Global Psychology: Social Marketing in a Borderless World, 4 semester credits

We use a global perspective in this course to explore ways in which global broadcast and narrowcast media make an impact in society, and how these media are harnessed to actively promote the advancement of social concerns. We assess the use and misuse of traditional media (radio and television), the classical entertainment media (film, theatre, art and music) and the "new" media (internet, social networks, blogs, virtual worlds, and cell phone technologies) in reaching their desired audiences and convincing them of anything. We explore the techniques of social marketing --adapted from advertising -- for influencing attitudes and behavior. Students investigate media reach and the new forms of digital divides, and then explore media for social activism, including psychological concepts of empathy, altruism, persuasion and influence, all central to the theory and practice of social marketing. Readings emphasize the analysis of social campaign case studies, preparing students for a final project that combines media and psychology to advance a local or global social cause meaningful to them personally. Other class assignments emphasize active asynchronous discussion, short written work practicing a variety of media styles, and a team project to gain experience in the dispersed teamwork typical of global media campaigns.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

1. Research and explain key differences in media literacy, consumption and ownership in populations of different socio-economic profiles.
2. Understand and apply key concepts of advocacy and social marketing for different types of audiences.
3. Analyze the potential social impact of proposed media projects, technologies or formats.
4. Use strategies and techniques of social marketing in developing ethical media campaigns of advocacy and activism.
5. Advise media content creators in the development of socially responsible programming.

6. Contribute to scripts or messaging for media projects aimed at social change.
7. Operate successfully in a multi-media asynchronous learning/working environment, including virtual teams.

MSC-553 Story Psychology: Changing Minds through Narrative, 4 semester credits

This course addresses the importance of storytelling in Western civilization, culminating in narrative formats used in text, television, film, digital media, and social media. Study the psychology behind how stories originate, evolve, and impact individuals and our media culture. Explore a broad range of narratives and narrative styles and their relationships with personal and social development. Instruction emphasizes conventions of mythology and storytelling as well as literary and cultural issues, the role of media and modes of transmission, and the relationships between narratives and social change. The class will apply established narrative theory in novel ways to better understand modern media, and will include the creation of an original independent digital narrative.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

1. Demonstrate a markedly increased awareness and understanding of the role stories play in shaping individual and societal cognition and action, as well as in shaping the student's own day-to-day experiences.
2. Understand story structure and key elements of stories and be capable of applying this understanding across a variety of media and modes of communication, in analyzing stories, advising content creators, and in creating affecting and engaging stories.
3. Have applied course knowledge in class discussions, analyses of relevant media, and through creating a purposeful individual.

MSC-554 Foundations of Research, 4 semester credits

The goals of research include observing, understanding, generalizing, testing, predicting, and validating. This course examines how scientists experience, describe, understand, and explain the world. The focus will be on the different approaches to asking questions in media psychology research and the connection of research to practice. Students will learn about procedures for investigating specific research questions, become familiar with qualitative and quantitative approaches to research, and learn the ethical and legal standards related to research with human participants. Students will be introduced to the ease with which data can be analyzed using software such as SPSS. Although this is not a course in statistics, students will gain an understanding about the concepts underlying common statistical procedures. The link between research and analysis of data will be illustrated with examples from published studies in scientific literature. Ultimately, students completing this course will become skilled at critically reading and evaluating research.

Delivery Method: Online

Grading Default: Letter

MSC-555 Positive Psychology and the Social Entrepreneur, 4 semester credits

What character traits, emotions, and personal virtues contribute to human fulfillment and happiness? How can media serve to promote the development of these qualities at the individual, group, and organizational level? Throughout this course, students will explore the scientific discipline known as positive psychology as it relates to media consumption and development. Positive psychology is an emerging field of psychology that transcends the clinical disease model and serves to examine the source and nature of human strengths. Students will gain an understanding of the symbiotic and interdependent relationship between pro-social media and human traits such as optimism, resilience, creativity and compassion.

Delivery Method: Online

Grading Default: Letter

MSC-557 Media and Political Psychology: Propaganda and Persuasion, 4 semester credits

For decades, media has been relied upon to call attention to policy conflicts and to identify likely alternatives available to those seeking a resolution. In short-to define the public agenda. Interactive multimedia, blogs, social networks, virtual worlds, and other innovations are changing public discourse and those who shape it. Yet a major question remains unanswered: how do voters and consumers actually process information? What is the connection between political technique, political conviction and appeal to the heart and to the mind? This course focuses on political and advocacy psychology, and what happens when reason and emotion collide. What determines how people vote? How does one side in the political debate claim the political narrative? Why do people choose to support one cause over another? In any media, those who create advocacy and political messages seek to shape a narrative, to tell a convincing story that makes events come alive. Upon completion of this course, students will understand the application of Agenda Setting Theory to traditional print and television, and to newer Internet based media. We will explore and assess the link between media, message, and the political mind.

Delivery Method: Online

Grading Default: Letter

MSC-558 Cognitive Psychology and the Display of Information, 4 semester credits

For almost two generations, content creators have repeated Marshall McLuhan's "law" as if it were a mantra. "The Medium is the Message (or Massage)" became the guiding principle of film and television producers, music distributors and all manner of content creators. One after another they pronounced themselves platform agnostics. They were not only hoping that convergence was real, they were betting on it. The idea was simple: whatever was created could readily move from one medium to another, generating revenue along the way. Initially things looked good. Film moved to DVD to cable to television and to the small screen on the airplane seat back. The content creator was in control. Content was king. Things looked good - until they didn't. Convergence assumes that the cross-device user experience is the same, or at least similar. While it doesn't take a psychologist to explain that viewing Lawrence of Arabia on a PDA is different than in its original cinemascope format, this difference is where the cognitive action lies. Increasingly, content creators need to consider both their target delivery device and the principles of cognitive psychology driving the user experience. This course explains the impact of cognitive psychology on devices, visual display, and content design.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

1. Students will understand fundamental theories of cognitive psychology pertaining to how we perceive, interpret and convey information enabling you to create clear messaging strategies to reach specific audiences with pre-determined concepts and predictable results.
2. Student will be able to apply fundamental theories and principles of visual design toward visual presentations of information; critique and design visual displays to facilitate attention, understanding and retention of information, and incorporate an effective call to action for your inspired audience.
3. Students will understand the why and how behind, and be able to apply designs differently across various media such as posters, paper, the Web, presentations, movie screens, virtual worlds and mobile devices with four (4) or more complete designs for a portfolio.

MSC-560 The Psychology of Social Media Strategy, 4 semester credits

This course examines how the Internet and social technologies have reshaped society by transforming information distribution and human connection. The traditional one-to-many communications model is now a many-to-many social web. We live in a networked and participatory culture, where the lines are blurring among technologies and the traditionally distinct roles of producers, distributors, and consumers. We access and distribute information and interact with others unconstrained by time, culture, and geography. We will study how the new media landscape is adjusting our assumptions about how we relate to others, how we engage and participate socially, politically, and commercially. This course examines social media and emerging technologies and applications by integrating psychological theory with practice. We will draw primarily from social psychology in the areas of social cognition, attitudes and persuasion, social construction of meaning, collaboration and group interaction, and the social implications of self-efficacy and agency. Students will gain an understanding of the psychological shifts that are driving trends such as social entrepreneurship, transmedia narratives, and collaborative culture. We will also discuss the properties of networks and systems that are fundamental to social media applications. Drawing on readings and case studies, we will establish a theoretical foundation for effectively using social media applications in business, education, politics, social relationships, and to effect positive social change. We will discuss how different tools, technologies, and platforms support or hinder human goals and what the technology du jour implies about social and individual behavior and expectations.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

1. Demonstrate understanding of network properties and the implications for social interaction and social capital.
2. Demonstrate where social technologies alleviate social failures.
3. Demonstrates the relationship between individual and social identity in a digital world.
4. Demonstrates how social technologies influence individual and collective agencies.
5. Demonstrates how to evaluate the strengths and weaknesses of different technology affordances in promoting interaction, connection, and belonging.
6. Demonstrates the impact on consumer/user psychology of converging technologies and the blurring boundaries of user/producer/distributor roles.
7. Demonstrates and creates effective and persuasive messaging in social platforms.
8. Demonstrates the critical design elements to promote social engagement with brands, products and applications.
9. Demonstrates the cultural and social implications of social and digital access.
10. Demonstrates a general understanding of Gamification.
11. Demonstrates knowledge of the potential of social technologies for behavioral and social change.

MSC-562 Innovation, Learning and Online Education, 4 semester credits

This course focuses on an integrated study of human development with implications for educational psychology. It aims at familiarizing students with major theories of human development with particular emphasis on learning using innovative and digital environment. The interrelationship among motivation, learning, and educational factors that influence human development will be examined. Anytime, anywhere - this characterizes the technology-based culture today. Harnessing the positive energy of new technologies and digital environments to create effective pedagogies can assist in developing an educational atmosphere that is supportive to creativity, interaction, and learning. Students will have a chance to explore using new technologies and digital educational environment for social change. By the class conclusion the students will be able to create an online learning environment.

Delivery Method: Online

Grading Default: Letter

MSC-563 Augmented Reality and Immersive Technology, 4 semester credits

Every new medium introduces new forms of narrative. Immersive media (IM), augmented reality (AR), mobile advocacy, and more, create tremendous media disruption - and tremendous opportunity. Internet 1.0 (1994 - 2000) was all about the great disruption of a hyperlinked world, which was quickly watered down to "online shopping". Internet 2.0 (2004 - 2009) was the decade it took to figure out what to do with a networked, rich web app, social media world. The advent (2009...) of IM, and particularly AR, is where broadband enabled mobile technology makes the Internet inescapable offering pitfall and promise. As we rapidly move toward a future where wireless is embedded in everything around us, these media innovations, combined with the modern tablets and smart phones, empower the user with extraordinary capabilities. In theory, almost anyone can know almost anything almost anywhere. This increased transparency leads to reduced privacy, timely access to information leads to constant access to entertainment and we can trust product marketers to use and abuse the medium. Can these developments be used to increase the cognitive understanding of social concerns? Can location based information (GIS) and spatial psychology be used to increase our cognitive understanding of physical place? What is the social impact of real time data delivery? This course recasts Marshal McLuhan's famous axiom where the device becomes the message. Modern devices combined with a layer of real time information accessed through immersive media and augmented reality, addresses the demand for media strategists rather than technologists. This seminar, draws on the foundations of psychology that lead to effective data visualization, application design, increased human understanding and most importantly mobile advocacy. This revolution will not be televised.

Delivery Method: Online

Grading Default: Letter

MSC-564 Argumentation: The Art of Critical Writing, 4 semester credits

Bernays, Churchill, King, Lincoln, and Paine were some of the most effective and articulate communicators in our history. They understood the power of the pen as well as the importance of argumentation and persuasion. The art of critical writing is a foundational tool in navigating social issues and change. Students in this course investigate various writers and their respective arguments as they relate to the change promoted. During the first half of the course, students learn the foundational aspects of argumentation and critical writing by interacting with various historical documents. The second half of the class includes discussions of Bernays, Twain, and Zarefsky-as well as crafting arguments for a cause or action using the tools of rhetoric.

Delivery Method: Online

Grading Default: Letter

MSC-566 Brand Psychology and Transmedia Storytelling, 4 semester credits

This course focuses on the creation of transmedia storytelling strategies for brands based on the psychologies of branding, storytelling and social behaviors in media. Transmedia storytelling is an additive, 360-degree approach driven by story and user participation. It is quickly becoming the norm in entertainment, marketing, politics, education, healthcare and social advocacy campaigns. A transmedia storytelling strategy is the coherent telling of a story across multiple media platforms to create opportunities for social interaction and engagement with multiple access points and paths of experience. The purpose of this course is to combine psychological theory with best practices to analyze and create strategies that leverage the power of technology and the drivers of social participation to maintain brand-story coherence. The course looks at the integration of multiple elements to achieve this end: evolving media technologies, narrative structure and psychological impact, consumer behavior, brand psychology, technology attributes, audience targeting, and process

design. Students will learn to build stories and storyworlds for brands, causes and organizations to create an immersive psychological experience.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

1. Demonstrate an understanding of how social media norms have changed consumer psychology and how that influences persuasive communications and media design and use.
2. Understand the psychology of story and how stories engage metaphors, archetypes and mental models to construct brand meaning.
3. Describe the structural and psychological differences between transmedia and cross media or multi-media.
4. Evaluate the role of transmedia storytelling and the impact on user experience in marketing and messaging campaigns.
5. Examine and compare the benefits and limitations of different media assets and platforms in delivering a story based strategy taking into consideration the psychology of immersion, presence, engagement and efficacy while maintaining developmental and cultural appropriateness and sensitivity.
6. Demonstrate how to use psychological theory to inform.

MSC-567 The Psychology of Neuromarketing, 4 semester credits

This course examines an emerging field investigating the direct effect of advertising, media and consumer products or services on the brains of consumers. Traditional self-reports and observation-based research methods have often failed to provide a credible interpretation of the cognitive, affective and instinctive processes that influence consumer responses to multiple forms of stimuli. The widespread availability of neuroimaging technologies has allowed neuromarketing researchers to unveil new insights on how messaging or decision-making works in the brain. This fresh knowledge has radically transformed our scientific understanding of the modern consumer. This course provides an understanding of new psychological constructs as well as new modalities that are used to assess, understand and predict the effect of advertisements, media, corporate messages, public service announcements and many more stimuli on the brain. Student will also learn which aspects of the nervous system they need to understand to grasp the possibilities and limits of neuromarketing methods. This course is designed to make students not only better educated on neuromarketing but to help them hire neuromarketing vendors or even lead a neuromarketing project. Anyone working in media, advertising, branding, PR or communication will gain from knowing about this revolutionary approach to the psychology of consumer behavior.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

1. Understand the limits of conventional research methods used to evaluate media effect.
2. Demonstrate a basic understanding of the nervous system and brain anatomy.
3. Learn core functional systems such as attention, memory, cognition, affect and decision-making.
4. Articulate the relative appropriateness of the most popular modalities used to measure the effect of media on the nervous system.
5. Discuss the major ethical issues raised by the commercial use of neuroimaging technologies.

MSC-568 Audience Engagement, 4 semester credits

We live in a world where attention is the scarce resource. Audiences, users and consumers have high expectations thanks to real time data, 24/7 connectivity and social technologies. It is essential to identify and understand the audience to be able to create satisfying and engaging user messages,

services, and products as well as to use resources wisely. This course examines the psychology of the user through persona development to find and engage your audience. The goal of the course is to identify and construct targeted audience profiles by developing personas. Personas will be created based on psychological theory, looking at the role of personality, motivation, needs, and perception in audience engagement. Students will then test their personas using a qualitative research approach with online data. Persona development drives effective communication and content development, organizational coherence and supports a wide range of applications, including user experience, marketing strategy, fundraising, design and recruitment.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

1. Understand the definitions of engagement relative to goals.
2. Define the role of the persona and understand how it contributes internally and externally.
3. Evaluate the psychological factors that contribute to persona development.
4. Apply psychological theory to construct a persona for a specific goal.
5. Create an ad hoc personas and test it using qualitative research methodologies.
6. Translate the persona into the consumer's story.
7. Develop visual and narrative collateral for stakeholder buy-in.
8. Create a persona-based strategy for a purposed application from marketing, branding, advocacy or product design.

MSC-569 Introduction to Consumer Neuroscience, 4 semester credits

This course provides a comprehensive introduction to the fast growing field of consumer neurosciences. The course is designed to allow professionals of varied backgrounds to learn and apply persuasion theories based on ground-breaking brain discoveries. Traditional consumer research (surveys and focus groups) have often failed to provide a credible interpretation of the cognitive, affective and instinctive processes that influence consumer responses to multiple forms of advertising and media stimuli. The course first discusses the pros and cons of popular theoretical frameworks that have been used for decades to explain and predict the effect of advertising. Then, students will learn how new research modalities like eye tracking, EEG, GSR (skin conductance) and fMRI are used to produce neuroinsights that can help solve critical marketing, social advocacy, advertising communication, and public campaigns. More importantly, students will learn ways to improve the persuasive effect of any campaign they may create or support in the course of their professional career.

Delivery Method: Online

Grading Default: Letter

MSC-570 Special Topics, 4 semester credits

This special elective course number to be used for a new course that may be designed and offered as appropriate in response to current issues, trends, and events. Title and content will vary.

Delivery Method: Online

Grading Default: Letter

MSC-601 Media Psychology Capstone Project, 4 semester credits

The Capstone course is the culmination of the work in the MSC program. The purpose is for the student to demonstrate the synthesis of the knowledge gained from the program and present that achievement in a way that reflects their proficiency in applying concepts in a personally and social relevant way. Different professional and academic settings are increasingly using digital or electronic communications in both practical and pedagogical applications. This trend impacts administrative and

learning functions as well as commercial and professional opportunities. Central to this process becomes how an individual presents him or herself digitally and how that presentation is received. Historically, individuals have created their identities in many ways through representations of self. The proliferation of media, information access, and the pressure to conserve resources imply that digital identities will play an increasingly important role in social and business applications. The increasingly porous boundaries between media platforms and tools require that our presentation of personal and professional selves must be increasingly integrated and authentic. The capstone examines the psychological components of digital identity across multiple media applications in the context of presenting the accumulation of knowledge from the MSC program. The results will be a digital portfolio representative of a student's professional identity and pro-social goals. During the course of the capstone project, the student will assemble their works while examining identity relative to digital presence. These include agency, reflected self, presence, authenticity, narrative, constructed self, fantasy, social modeling, and collected experiences across time that serve witness to personal evolution by studying the theoretical works that articulate these considerations. Each student will develop a capstone project that illustrates the development of their thought and evaluation of self in their individual work

Delivery Method: Online

Grading Default: Letter

Note: Students should register for Capstone in their last term.

Neuropsychology (NEPSY) Courses

NEPSY-825 Neuroanatomy and Brain-Behavior Relationships, 4 semester credits

The structure and function of the peripheral, autonomic and central nervous systems with emphasis upon the brain regions critical for neuropsychological functioning from the brain stem, cerebellum, thalamus, hypothalamus, limbic system, basal ganglia and the cerebral cortex. A broad range of topics, such as the cortical organization of language, perception, and action; hemispheric specialization; the frontal lobes; cognitive development and aging, will be discussed.

Delivery Method: In person

Grading Default: Letter

NEPSY-826 Neuropsychological Disorders, 4 semester credits

The major disorders and syndromes associated with injury to the brain including language disorders (aphasia), perceptual disorders (agnosia), movement disorders (apraxia), memory disorders (amnesias), spatial disorders, emotional and personality disorders and disorders of executive functions. Emphasis will be placed upon a functional systems approach focusing upon the role of different brain regions in the production and breakdown of these behaviors.

Delivery Method: In person

Grading Default: Letter

NEPSY-827 Methods and Principles of Neuropsychological Assessment, 4 semester credits

Covers the components and methods of performing a comprehensive neuropsychological evaluation including the clinical interview and history, behavioral observations and mental status, and the administration and interpretation of a wide range of neuropsychological and personality tests and measures. A dynamic, flexible approach to case assessment and interpretation emphasizes the role of individual age, education, handedness, language, culture, gender, etiology, neurodiagnostic findings, and several other factors impacting the neuropsychological performance.

Delivery Method: In person

Grading Default: Letter

NEPSY-830 Neuropsychological Assessment of Neurological Disorders, 4 semester credits

The review will include dementias, cerebrovascular diseases, traumatic brain injury, seizures, viral/bacterial encephalopathies, neoplasms, movement disorders, and other disorders.

Delivery Method: In person

Grading Default: Letter

NEPSY-831 Neuropsychological Assessment of Psychiatric Disorders, 4 semester credits

The review will include schizophrenia, affective disorders, obsessive-compulsive disorder, Tourette's syndrome, and other disorders.

Delivery Method: In person

Grading Default: Letter

NEPSY-832 Neuropsychological Assessment of Developmental Disorders, 4 semester credits

The review will include language-based learning disabilities, nonverbal learning disabilities, attention deficit (hyperactivity) disorder, autism, and other disorders.

Delivery Method: In person

Grading Default: Letter

NEPSY-836 Final Professional Evaluation, 0 semester credits

The Final Professional Evaluation assesses skills in intervention and assessment at the postdoctoral level. The evaluation takes place after completion of all course work and of the majority of the clinical practicum experience. You submit a written, comprehensive case study and do a final oral presentation to your faculty as your final professional evaluation. It is reviewed by two faculty examiners.

Delivery Method: In person

Grading Default: Credit/No Credit Only

NEPSY-889 Clinical Case Conference Continuance, 0 semester credits

This zero credit course is used to show the student is continuing with the process of accruing clinical case conference and/or practica experience hours in their third year.

Delivery Method: In person

Grading Default: Credit/No Credit Only

NEPSY-892 Clinical Case Conference, 5 semester credits

Your 200-hour case conferencing requirement is typically obtained in a group format. You are required to present at least one full case workup two times each year.

Delivery Method: In person

Grading Default: Credit/No Credit Only

NEPSY-893 Clinical Experience, 25 semester credits

One thousand hours of self-guided clinical experience involving neuropsychological testing and report writing with a minimum of fifty cases is completed and recorded by the end of the program. This experience is typically found on-the-job.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Organizational Development and Leadership (ODL) Courses

ODL-600 Online Learning Orientation, 0 semester credits

Designed to introduce students to the online environment and practices in Fielding's ODL program, this online seminar takes place prior to the beginning of the first academic trimester. Students will learn to use Fielding's website and software to navigate, post and complete initial assignments. Students will meet online and begin building community with their entering cohort and receive course introductions in preparation for beginning the academic term. Faculty and staff participate in facilitating dialogue and increasing online skills as the seminar progresses. Certificate, ODL ~ self-directed and ODL ~ OSR Cohort students participate in the orientation for four days.

Delivery Method: Online

Grading Default: Credit/No Credit Only

Learning Outcome(s):

- Students will get to know one another, meet faculty and begin to develop a sense of connection with one another.
- Students will demonstrate proficiency in using Moodle and in accessing important areas of MyFielding.
- Students will demonstrate understanding of the collaborative learning model in ODL.
- Students will demonstrate their preparation for beginning the first academic term through completion of course introductions and interaction with their student colleagues.
- Students will produce a draft of their initial learning plan to guide their progress through the ODL program.

ODL-604 Strategies for Complex Change: Wicked Problems, Social Complexity and Emerging Trends, 4 semester credits

This course explores the complexities of "wicked problems"-problems with no clear solution and no agreed-upon formula for arriving at any solution. It examines the impact of high levels of social complexity-interested people from different professions; from different organizations; and, perhaps, from different parts of the world. Additionally it addresses the complications of emerging trends-in technology, society, the economy, and so on-that are beyond an individual's control. Students will identify a wicked problem in their own experience and plan ways to navigate through it.

Pre-requisites: ODL-669, ODL-670 or ODL-671

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Recognize a wicked (or divergent) problem when they see one.
- Apply collaborative tools to get the best results with wicked or divergent problems.
- Manage collaboratively across culturally diverse and geographically dispersed teams.
- Anticipate the unexpected.
- Manage for high performance and resilience in the face of uncertainty.

ODL-605 Managing Change and Resistance, 4 semester credits

This course assesses the risks of organizational change. It develops an approach to plan and manage change that minimizes resistance--with full engagement from those impacted by the change. It addresses specific sources of resistance that remain, and demonstrates how to surface the resistance in a form that is visible, non-toxic, and actionable. Students will examine a change effort from their own experience and map out a step-by-step plan to frame it, implement it and assess its impact.

Pre-requisites: ODL-669, ODL-670 or ODL-671.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Take a closer look at themselves. Take stock of their own values; assess their own change readiness and their ability to be effective in the fact of resistance to change.
- Develop the vision; design the future reality with purpose and values in mind.
- Line up the way they “do business” on the inside of their organization to best serve the dynamic market outside their organization.
- Prepare the people (including stakeholders with sometimes conflicting interests) and the organization for change.
- Build strategies for change.

ODL-606 Global and Intercultural Strategies and Skills, 4 semester credits

Examines the trends in globalization, including virtual work teams, mergers and acquisitions, and the effect of emerging digital technology and its impacts on global relations. Focuses on the importance of culture in organizations and its impact on organizational performance. Explores diversity as a challenge and an opportunity at the individual, group and organizational level. Students learn to understand how distance affects the dialogic process in cross cultural, virtual teams.

Pre-requisites: ODL-669, ODL-670 or ODL-671

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Be able to discuss and appreciate the historical and contemporary concepts of culture and cultural diversity at home, abroad, and in culturally diverse and geographically dispersed teams.
- Recognize the impact of cultural diversity from a personal and organizational perspective, as applied toward their organizational experiences.
- Identify strategies for prevention and points for intervention and estimate their impact on organizational adjustment, performance and satisfaction.
- Strategize, experiment with, and debrief interventions based on a combination of individual professional experience, course readings and discussions, and personal reflections.
- Explain the key challenges and opportunities of diversity in online communication and some appropriate strategies for intervention and facilitation.

ODL-612 Performance Consulting, 4 semester credits

Treats improving human performance as an individual, group and system issue. Focuses on linking human endeavor and envisioned business results for the attainment of business goals through performance excellence. Explores the elements of performance assessment -- identifying performance issues, barriers, opportunities and needs, providing performance feedback and devising performance strategy. Critically examines performance consulting as a change intervention aimed at the creation of a performance culture. Updates the concepts of performance management, performance

measurement and competency development based on changes in management paradigms and new thinking in the fields of OD and Human Resources.

Pre-requisites: ODL-669, ODL-670 or ODL-671

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Understand and appreciate the critical connections between human performance (organizational/leadership, group and individual levels) and business results.
- Identify the key strategic levers in assessing and improving performance.
- Understand and evaluate the various approaches to performance management and measurement.
- Understand the connection between organizational/leadership development and performance consulting.
- Look for patterns of thought and action that explains previous experiences of organizational/leadership success or failure and what contributed to either outcome.
- Formulate and implement both localized and comprehensive performance strategies.

ODL-613 Practical Statistics, Methods and Measures for Organizational Development, 4 semester credits

This course stresses the practical use of statistics in the collection, organization, analysis, interpretation, and presentation of data. Both descriptive and inferential techniques are covered. In this course, we will: (1) discuss descriptive statistics; (2) cover various aspects of inferential statistics such as hypothesis testing and regression; and (3) relate these tools back to the practical world. The course will also show you how to design and use measures for project and general applications. You won't become a statistician in this course. Our goal is to develop you into a wise manager and user of statistical data.

Pre-requisites: ODL-669, ODL-670 or ODL-671

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Gain a working knowledge of descriptive statistics such as the mean, mode, median, standard deviation, standardized z-scores, etc.
- Gain a working knowledge of hypothesis testing (z, t and F) along with the appropriateness and use of each.
- Gain a working knowledge of simple and multiple regression, along with the ability to interpret the results for ODL related issues and problems.
- Understand the basics of the Balanced Scorecard and project related outcome measures including how to construct them.
- Learn what confidence intervals are and apply them in determining an appropriate sample size for collecting data.
- Evaluate a managerial problem, calculate and interpret numerical summaries appropriate for the situation. Use graphs and numerical summaries as aids in determining a course of action relative to the problem.
- Develop measures of a meaningful nature for application in both qualitative and quantitative situations and apply them strategically within an organization.

ODL-614 Sustainability and Organizational Change, 4 semester credits

The primary focus of this course is to gain understanding of the concept of sustainability, using a systemic mental model, and applied in an organizational leadership context. Students will examine different theories of sustainability, with an emphasis on the larger social, cultural, economic, and environmental realms in which they exist. Case studies and literature from both the United States and abroad will provide international comparisons used to illustrate similarities and differences. Examples of theory as they relate to practice will begin to build a student's understanding of influences underlying organizational change and aid in building repertoire about sustainability leadership skills, research, and practice.

Pre-requisites: ODL-669, ODL-670 or ODL-671.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Understand, differentiate, and describe theoretical frameworks within the concept of sustainability.
- Analyze major issues in the field of sustainability as they relate to organizational change and development, including global social and environmental justice.
- Analyze concepts of organizational change and leadership from a systemic perspective.
- Analyze organizational behavior and choices regarding ethical principles, cultural diversity, and biospheric resilience.

ODL-615 Ecological Frameworks for Sustainability Practitioners, 4 semester credits

This course offers a tour of ecological frameworks used by sustainability practitioners, such as The Natural Step (TNS), Ecological Footprint, Cradle to Cradle, Natural Capitalism, Industrial Ecology, and Biomimicry, aimed at practical implementation of sustainability principles in organizations. The primary focus of this course will be to introduce students to several ecological frameworks used by sustainability practitioners, such as The Natural Step (TNS), Ecological Footprint, Cradle to Cradle, Biomimicry, ZERI and others. This course will offer students the opportunity for critical reflection upon the role and application of strategic models and sustainability frameworks for ecological and human design. This course will provide practical knowledge to implementing sustainable principles in organizations.

Pre-requisites: ODL-669, ODL-670 or ODL-671

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Build skills in applying ecological frameworks for sustainability in an organizational context.
- Demonstrate an understanding of how to recognize and think about ecological frameworks and implementation of sustainability practices.
- Demonstrate an awareness of the sustainability principles and critical application of The Natural Step's framework for strategic sustainable development.
- Demonstrate an awareness and critical application of the theoretical notion and strategic models of Biomimicry and Ecological footprints.
- Demonstrate critical thinking skills in the assessment, analysis and critical deconstruction of models for ecological design and strategic.
- Develop an increased awareness of environmental ethics, ecology and social justice.
- To better situate the role of one's self in a learner's place of dwelling and ecosystem.

ODL-621 Strategic Leadership for Nonprofits, 4 semester credits

This course focuses on leadership, strategic planning, board development, and talent management issues facing contemporary nonprofit organizations. The content will include step-by-step processes, forms and resources that will strengthen internal and external relations, cultural competency and advocacy.

Delivery Method: Online

Grading Default: Letter

ODL-622 Evidence Based Management, 4 semester credits

Evidence based management focuses on outcomes driven by clear program design, evaluation, and marketing. These foundations support fund raising, grant writing, and financial viability that sustain a nonprofit's competitive advantage.

Delivery Method: Online

Grading Default: Letter

ODL-623 Managing the Coaching Function in an Organization, 4 semester credits

Students participating in this course will research current literature from a variety of sources, design, and present demonstrations of new knowledge in systemic coaching function structures and concepts in the overlapping space of organizational coaching and Organization Development. Focusing ultimately on the mechanics and methodology of managing the coaching function in organizations, students will consider the practical needs of their organizations' coaching functions with theory and best practices in the organizational coaching industry This course equates as 34 coach training hours from ICF.

CCEUs: 34

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Integrate personal experience with, and scholarly research in, organizational coaching into a systems and organizational framework
- Develop and enhance self-awareness and organizational awareness through the study of and reflection on organizational coaching from an individual, group, and enterprise perspective
- Gain awareness of individual coaching styles and organizational coaching structures
- To develop a personal approach to effective management of an organizational coaching function
- To think critically about each of the roles in a coaching coalition and interact with fellow coalition members from each perspective
- To create the functional architecture for an organizational coaching function

ODL-632A Individual Supervision I, 0 semester credits

Learners will present a recorded demonstration of a coaching session and debrief with an assigned supervisor. This is an adjunct to the telephone training and is intended to help learners identify learning edges in practice, resolve practice challenges and design development plans for honing their coaching skills. This course equates as 1 coach training hour from ICF.

CCEUs: 1

Delivery Method: Online

Grading Default: Credit/No Credit Only

ODL-632B Individual Supervision II, 0 semester credits

Learners will present a recorded demonstration of a coaching session and debrief with an assigned supervisor. This is an adjunct to the telephone training and is intended to help learners identify learning edges in practice, resolve practice challenges and design development plans for honing their coaching skills. This course equates as 2 coach training hours from ICF.

Pre-requisites: ODL-632A

CCEUs: 2

Delivery Method: Online

Grading Default: Credit/No Credit Only

ODL-633A Small Group Supervision I, 0 semester credits

In small group supervision learners present critical incidents which have occurred in the course of their coaching practice and engage in collaborative investigation of learning opportunities and alternative strategies. This course equates as 2 coach training hours from ICF.

CCEUs: 2

Delivery Method: Online

Grading Default: Credit/No Credit Only

ODL-633B Small Group Supervision II, 0 semester credits

In small group supervision learners present critical incidents which have occurred in the course of their coaching practice and engage in collaborative investigation of learning opportunities and alternative strategies. This course equates as 2 coach training hours from ICF.

Pre-requisites: ODL-633A

CCEUs: 2

Delivery Method: Online

Grading Default: Credit/No Credit Only

ODL-650A Evidence Based Coaching: Overview, 4 semester credits

This course covers the theoretical foundations from which coaching has developed: theories of psychology, communication, adult development, organizational systems, and social psychology. This course equates as 32 coach training hours from ICF.

CCEUs: 32

Delivery Method: Online

Grading Default: Letter

ODL-650B Skills Training: Evidence Based Coaching, 0 semester credits

Must be taken concurrently with ODL-650A. The course includes 8 sessions of conference call instruction and coaching practice. This course equates as 12 coach training hours from ICF.

CCEUs: 12

Delivery Method: Online

Grading Default: Credit/No Credit Only

ODL-651A Theories of Personal Coaching, 4 semester credits

This depth course in techniques of personal coaching includes coaching through family system dynamics, humanistic psychology approaches to coaching, cognitive behavioral techniques, emotional intelligence theory, and developing personal coaching skills via phone and online. This course equates as 32 coach training hours from ICF.

Pre-requisites: ODL-650A

CCEUs: 32

Delivery Method: Online

Grading Default: Letter

ODL-651B Skills Training: Personal Coaching, 0 semester credits

Must be taken concurrently with ODL-651A. This course includes 6 sessions of conference call instruction and coaching practice. This course equates as 9 coach training hours from ICF.

Pre-requisites: ODL-650A, ODL-650B

CCEUs: 9

Delivery Method: Online

Grading Default: Credit/No Credit Only

ODL-652A Theories of Leadership and Organizational Coaching, 4 semester credits

This course covers all aspects of coaching within organizations, including leadership development, aligning coaching with business strategy, defining the role of the internal coach, coaching for leadership performance in organizations, coaching teams, and organizational coaching via phone and online. This course equates as 32 coach training hours from ICF.

Pre-requisites: ODL-650A

CCEUs: 32

Delivery Method: Online

Grading Default: Letter

ODL-652B Skills Training: Leadership and Organizational Coaching, 0 semester credits

This course must be taken concurrently with ODL-652A. The course includes 6 sessions of conference call instruction and coaching practice. This course equates as 9 coach training hours from ICF.

Pre-requisites: ODL-650A, ODL-650B

CCEUs: 9

Delivery Method: Online

Grading Default: Credit/No Credit Only

ODL-653A Coaching for Education Leadership, 4 semester credits

Participants study a broad range of theories and models of school leadership and coaching for change within the context of education organizations; specific coaching skills, tools and strategies for working with individuals and teams in education contexts. Participants practice relevant coaching skills and resource sharing with a community of educational leadership coaches. This course equates as 32 coach training hours from ICF.

Pre-requisites: ODL-650A, ODL-650B

CCEUs: 32

Delivery Method: Online

Grading Default: Letter

ODL-654 Orientation and Skills Training, 0 semester credits

This session orients participants to the Evidence Based Coaching program and curriculum; teaches concepts of mindfulness and self-reflection; and involves four face-to-face days of skills training including three observed coach training sessions (required by the International Coach Federation). This course equates as 32 coach training hours from ICF.

Pre-requisites: ODL-650A, ODL-650B

CCEUs: 32

Delivery Method: In person

Grading Default: Credit/No Credit Only

ODL-655 Final Skills Training, 0 semester credits

This session includes the final four days of required face-to-face skills training and 3 observed coach training sessions, training in ethics, and advanced coaching techniques. Participant portfolios are collected at this training as a requirement for graduation. This course equates as 32 coach training hours from ICF.

Pre-requisites: ODL-632A, ODL-632B, ODL-633A, ODL-633B, ODL-650A, ODL-650B, ODL-654

CCEUs: 32

Delivery Method: In person

Grading Default: Credit/No Credit Only

ODL-656 Final Coaching Exam, 0 semester credits

Each participant must demonstrate coaching capability by coaching a fellow participant for 30 minutes. Coaching engagement is observed and graded by an Evidence Based Coaching faculty member.

Pre-requisites: ODL-632A, ODL-632B, ODL-633A, ODL-633B, ODL-650A, ODL-650B, ODL-654

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

ODL-669 Organizational Development: Origins, Evolution, and Current Practices, 4 semester credits

This course provides a history and overview of the field of organizational development, including the current and projected state-of-the-art. It explores the work of key theorists and contributors to the field of organizational development. The course will identify the basic values, principles, theories, and models for understanding how and why organizations develop, behave and change in the ways that they do, and the practices for leading and managing change at the individual, group and system levels. Foundational concepts, terminology and methodologies needed to understand, design and evaluate applied organizational development interventions will be explored.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Trace the development of the field of OD, including its primary values, theories, models, and methodologies.
- Recognize the role of OD as a process of fundamental change in an organization's culture
- Become familiar with a broad array of leading edge approaches to organizational intervention.
- Discern more and less effective approaches to organizational interventions and what contributed to either outcome.

ODL-670 Leadership: Theory and Practice, 4 semester credits

This course lays a theoretical and practical foundation in leadership. It explores the breadth and limitations of leadership theories (past and present) and traces their evolution. The course looks first at the organization as the context for leadership and how that context influences both leadership and followership. The course also focuses on ways leadership can, in turn, shape the organization. Students connect with their core values and aspirations as a foundation for expanding their leadership capacity. Through the fundamental leadership skills of observation, interpretation, and intervention students become instruments of organizational transformation.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Identify and apply leadership theories that most resonate with their core values and vocation.
- Practice and apply the leadership skills of observation, interpretation, and intervention.
- Recognize contextual influences on leadership in organizations.
- Mobilize human systems to address organizational challenges.
- Leverage creative tension between personal growth and comfort to build self-awareness and inform personal practice.

ODL-671 Leading by Design: Theory and Practice, 4 semester credits

This course focuses on different theories of organizations and their relevance in today's workplace. It provides an overview of leading models of organizational structure, processes, rules, behavior, roles and function. The course considers chaos/complexity theory, addressing organizations as complex adaptive systems, co-evolving with an environment that is often turbulent and non-predictable. Students will critically examine different types of change -- incremental, transitional, transformative and strategic - and how to best enable intentional change from a design perspective. Students will explore their own orientation toward design and their use of self in the design process.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Describe key principles of design and discuss how these principles might inform their approach to organizational development and renewal
- Analyze the principles and practices of organizational design
- Apply design thinking and design thinking frameworks to organizational challenges
- Demonstrate the leadership skills necessary to lead and/or facilitate organizational design initiatives
- Reflect on the role of design as a leadership capacity

ODL-672 Group Dynamics: Effective Teams and Group Development, 4 semester credits

This course focuses on group dynamics and the impact of collaborative working teams. Elements of an effective team in various situations is discussed, such as mergers and acquisitions or inter-organizational projects. Students examine how work gets done in virtual or geographically dispersed teams, including the impact of web technologies on group potential, performance, and learning. By simultaneously studying and participating in a group, students gain an understanding of group processes and how to facilitate and collaborate with groups online and face-to-face.

Pre-requisites: ODL-670 or ODL-671.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Observe both the process of and content in a group.
- Recognize group and team interactions that matter, including the signs that a group is off-track, and respond constructively.
- Explore models of group development and group dynamics.
- Observe yourself in a group, recognize how you impact others, and manage your own behavior.

ODL-675 Interventions in Multicultural Organizations, 4 semester credits

This course begins with an exploration of culture as the foundation of organizational inquiry. We will then move on to examine Self from a cultural perspective. Students address intervention techniques for multi-cultural organizations in trans-national contexts and in single locations with culturally diverse work forces. Critical evaluation of interventions includes reference to international cultural differences in approaches to human resource management. The course addresses ways that culture can influence the potential for individuals and teams to work in autonomous, self-organizing ways versus ways that culture favors more, such as hierarchical, tightly constrained lines of communication and control. Students design interventions for particular problems of their own choosing.

Pre-requisites: ODL-670 or ODL-671.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Use the concept of culture as a lens for understanding self and organizations.
- Engage in experiential change activities that can serve as models for interventions that address activism, multicultural perspectives, community engagement, and anti-oppression.
- Explore the impact of cultural diversity and inclusion from a personal and organizational perspective and learn to leverage the potential of diversity and inclusion.
- Analyze the tools necessary to lead, direct and engage an inclusive organization.

ODL-676 Social Methodologies for Transformational Change, 4 semester credits

This course explores two participative and powerful methods for creating change in social systems - Appreciative Inquiry (AI) and World Café. Both approaches consciously engage large groups and systems in effective appreciative conversation for the purpose of large-scale systems transformation. Because appreciative conversation represents a major shift in how organizational development practitioners work with organizations, students will learn the theory and practice of these approaches, particularly as it relates to taking an intentional "stance" from which one engages the world.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Apply the theoretical foundations and principles of AI and World Café.
- Develop and apply an appreciative stance with respect to self and systems.
- Identify a variety of ways to apply AI principles, including practice in identifying and forming AI topics and writing AI questions that create an image of the future that in turn generates collaborative energy for change.
- Apply the seven design principles of World Café.

ODL-677 Consultative Approach to Change, 4 semester credits

This course provides an overview of consulting models and frameworks. It focuses on the fundamental steps in the consulting process from both a consultant and client perspective. It examines how consulting models can be applied to achieve high impact outcomes. It explores the opportunities and challenges facing internal and external consultants dealing with real world issues. It concludes with an examination of the role of ethics and professionalism.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Explore contemporary models and frameworks of consulting.

- Identify and evaluate the stages of consulting and to determine the most effective approach for internal and external organizational settings.
- Demonstrate client engagement skills required for engagement in the consulting process.
- Explore opportunities and challenges facing internal and external consultants.
- Incorporate ethical and professional standards into consulting engagement design.

ODL-678 Developing a Consulting Practice, 4 semester credits

This course is designed for people who want to develop a thriving and soul-satisfying consulting practice. They may be aspiring external independent consultants, internal consultants who want to demonstrate their value within their current organizations, or clients who want to achieve desired outcomes from a consultative engagement. The course will be practical and the material will be adaptable to the student's stage of development. Students will learn how to build their identity, develop their practice, and position themselves as trusted advisors.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Formulate a focused and concise practice development strategy.
- Articulate the importance of positioning, differentiation, and branding.
- Develop and implement a strategy to attract and retain internal and/or external clients.
- Identify the difference between working in your business and working on your business.
- Realistically assess whether or not private practice is for you.

ODL-682 Soul and Spirit in the Workplace, 4 semester credits

This course examines the emerging concepts and literature on the value of soul and spirit in the workplace. We focus on meaningful work and the impact on work performance and explore the alignment of personal and work life on job satisfaction. We explore the leader's role in creating and fostering a meaningful work environment and identify different employee developmental designs and interventions that can be used to promote soul and spirit in the workplace.

Pre-requisites: ODL-669, ODL-670 or ODL-672.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Develop a personal interpretation of soul and spirit and how to apply that in the workplace.
- Explore ways in which values, ethics, soul and spirit impact meaningful work, leadership, and organizational change.
- Apply these concepts to your personal search for meaning in the work you do.
- Conduct an organizational assessment addressing issues of soul and spirit in the workplace.
- Lead a group discussion around an aspect of soul and spirit.

ODL-683 Good Work, Meaningful Work, 4 semester credits

This course explores "good work" as the fulfillment of human potential rather than the fulfillment of performance expectations. It examines the social and economic implications of redesigning workplaces to draw on the contributions that people are inherently motivated to provide in the first place. It demonstrates that "meaningful work" can turn conventional economics on its head, as illustrated by the phenomena of wikinomics, the open source movement, and the growth of socially responsible business practices. Students will develop a picture of what "good, meaningful work" means to them personally.

Pre-requisites: ODL-669, ODL-671 or ODL-672.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Draw on a comprehensive base of knowledge and research and integrate it with personal experience.
- Develop a clearer picture of the various interpretations of "good, meaningful work" through dialogue with colleagues.
- Identify the implications of these various interpretations for the supervision of others.
- Plan changes needed in work and career, steps to make those changes, and ways to collaborate with others sharing similar goals.
- Recognize the dilemma created by tension between incentives of the market economy and the drive for life-long happiness.

ODL-684 Self as Leader of Change, 4 semester credits

This course focuses on enhancing your skills to influence and mobilize others to accomplish key organizational goals. Through reading and online discussion, the course spotlights leadership principles, complexities, and challenges, as well as students strengths and developmental leadership needs. The course is designed for students who want to increase their knowledge and skills of "Self" as leader.

Pre-requisites: ODL-669, ODL-670 or ODL-672.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Integrate personal experience and leadership qualities and abilities into a systems and organizational framework.
- Develop and enhance self-awareness through use of leadership assessment tools.
- Articulate individual leadership philosophies, styles and skills and develop a personal approach to effective leadership.
- Create an individual plan for continued development as a leader.

ODL-685 Personal Leadership Development I, 2 semester credits

The ODL personal development leadership series is a sustaining and distinctive thread that runs throughout the entire ODL journey. Personal Leadership Development I will focus on community building, relationship development, and fostering deeper understanding of Fielding's history, values and culture. Students practice accessing and increasing self-awareness about their personal history, their current stage of personal development, and their desired future. They engage creatively in learning about themselves, discovering their preferences, evoking their dreams and aspirations, and becoming clear about their gifts and talents. The series is designed to assist students to integrate what they are learning as an ODL student, broaden and deepen their knowledge and skills, and introduce them to the process of inquiry and different ways of knowing as they begin to think about their final project and advance their learning plan.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Outcome(s):

Students will be able to:

- Use double-loop learning, reflective inquiry, and critical thinking to examine their observations, emotions, intentions, reactions, assumptions, and interpretation of events.
- Articulate ways in which new learning expands their leadership skills and capacities.\

- Develop an appreciation of new ways of knowing and alternative perspectives.
- Use different lenses to understand organizations and increase understanding of the practitioner's role as a change agent.
- Identify and synthesize key learning from each quarter and communicate these learnings to others.
- Enhance their growth and development through the formation of, and engagement with, a formal mentoring structure.
- Develop approaches to organizational interventions that can be applied in the master's project.

ODL-688 Personal Leadership Development IV, 2 semester credits

The ODL personal leadership development series is a sustaining and distinctive thread that runs throughout the entire ODL journey. Personal Leadership Development IV is designed to assist students as they begin their Master's Project (ODL-690) to develop their specific action inquiry proposal for the final project. The process involves each participant leading a discussion on a focused intervention to produce change or increase knowledge (or both), with a small group of colleagues and faculty serving as scholar/practitioner consultants. In addition, Personal Leadership IV shifts intention and attention from internal to external considerations and from the student declaring their vocation to their claiming their "work in the world." Through the development of a formal Learning Commitment, students define their vocation (interpreted as the intersection between their deep gladness and their contribution to the world) and design their own plan of action to declare and claim it. Students reflect on how they are showing up in their external environments, where they are experiencing their learning edge as well as their "deep gladness," and how their Theory of Practice and Learning Commitments align with their values and deep purpose. Students reflect more deeply on their external engagements while building their capacity to reflect "in action" as well as "on their action."

Pre-requisites: ODL-685

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Outcome(s):

Students will be able to:

- Use double-loop learning, reflective inquiry, and critical thinking to examine their observations, emotions, intentions, reactions, assumptions, and interpretation of events.
- Articulate ways in which new learning expands their leadership skills and capacities.
- Develop an appreciation of new ways of knowing and alternative perspectives.
- Use different lenses to understand organizations and increase understanding of the practitioner's role as a change agent.
- Identify and synthesize key learning from each quarter and communicate these learnings to others.
- Enhance their growth and development through the formation of, and engagement with, a formal mentoring structure.
- Develop approaches to organizational interventions that can be applied in the master's project.

ODL-690 Master's Project I, 4 semester credits

This is the first of a two-trimester course sequence in which students complete and submit a Master's Project that: (a) identifies one or more theoretically or practically significant questions relevant to the student's organization and/or the field of ODL; (b) critically reviews the literature and other resources with respect to theory and real-world examples relevant to their question(s); (c) where appropriate, integrates and builds on relevant models and practices; (d) proposes an organizational intervention project that contributes to our knowledge about their key question (s) and (e) describes a range of reasonable project outcomes and their implications, including a critical assessment of potential unintended outcomes. The course emphasizes rigor in the students' work in terms of theory, inquiry,

reflection and action.

Pre-requisites: ODL-669, ODL-670, ODL-671, ODL-672, ODL-685

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Integrate knowledge across ODL coursework.
- Reflect on how you have integrated new learnings into your life and work.
- Engage in reflective and critical thinking and creativity in addressing organizational issues and concerns.
- Unravel a practical or theoretical issue by applying and integrating the methods and concepts studied in ODL program.
- Engage fully in dialogue with your consultation team, providing constructive support of others' ideas but also constructive questions to help refine topics and deepen investigation.
- Evaluate proposed interventions using multiple points of reference — your own experience, your passion for problem-solving, and your own compass of intellectual curiosity, as well as theory and published data on similar solutions.
- Develop an applied master's intervention project to include planning the project, carrying it out, synthesizing the results, assessing the quality of the process and self-reflection as the project lead.

ODL-691 Master's Project II, 4 semester credits

This is the second of a two-trimester course sequence in which students complete and submit a Master's Project that: (a) identifies one or more theoretically or practically significant questions relevant to the student's organization and/or the field of ODL; (b) critically reviews the literature and other resources with respect to theory and real-world examples relevant to those questions; (c) where appropriate, integrates and builds on relevant models and practices; (d) proposes an organizational intervention project that contributes to our knowledge about those questions and (e) describes a range of reasonable project outcomes and their implications, including a critical assessment of potential unintended outcomes. The course emphasizes rigor in the students' work in terms of theory, inquiry, reflection and action.

Pre-requisites: ODL-688, ODL-690

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

Students will be able to:

- Integrate knowledge across ODL coursework.
- Reflect on how you have integrated new learnings into your life and work.
- Engage in reflective and critical thinking and creativity in addressing organizational issues and concerns.
- Unravel a practical or theoretical issue by applying and integrating the methods and concepts studied in ODL program.
- Engage fully in dialogue with your consultation team, providing constructive support of others' ideas but also constructive questions to help refine topics and deepen investigation.
- Evaluate proposed interventions using multiple points of reference — your own experience, your passion for problem-solving, and your own compass of intellectual curiosity, as well as theory and published data on similar solutions.
- Develop an applied master's intervention project to include planning the project, carrying it out, synthesizing the results, assessing the quality of the process and self-reflection as the project lead.

Psychology (PSY) Courses

PSY-PA Dissertation Proposal Approval, 0 semester credit

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 Only

PSY-RSS02 Scholarly Argument, 1 semester credit

This research skills seminar will provide didactic material on using evidence, making and organizing a scholarly argument, and synthesizing the existing literature. The seminar includes a number of writing and conceptualization exercises to create a scholarly argument for a proposed new study based on several articles provided by the instructor. Developing a scholarly argument is an essential skill required in writing scholarly papers for other classes as well as for the development of a dissertation or any other research report.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Outcome(s):

1. Develop critical reviewing skills.
2. Understand how a body of knowledge is developed.
3. Develop proficiency in focused note-taking and outlining of critical arguments.
4. Understand how to adapt visual maps and diagrams to his/her understanding of existing literature.
5. Be able to synthesize existing literature as assigned by the instructor.
6. Be knowledgeable about how to develop a research question which results from the reading of the assigned literature.
7. Be competent in outlining an argument for a study to be proposed that answers the research question.
8. Be proficient in writing a paper including a critical review of the literature built around a scholarly argument.

PSY-RSS03 Questionnaire Construction, 0.5 semester credits

In this course students will learn the theory and practice of questionnaire construction, whether creating a simple background questionnaire, or developing more complex instruments. The focus of this seminar will be to design questionnaires to be used for research purposes rather than clinical applications. Students will also get practice and guidance on using Word or WordPerfect to format questionnaires in a way that invites participants to complete them and avoid confusion, which can lead to unusable responses. Web-applications are also covered.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Outcome(s):

1. Demonstrate an understanding of when to use questionnaires.

2. Demonstrate the ability to design a questionnaire that will elicit appropriate information from respondents.
3. Demonstrate an understanding of questionnaire formatting, coding and data entry.
4. Demonstrate an understanding of how questionnaire design impacts return rates.
5. Demonstrate the ability to develop and administer a questionnaire using web-based applications.

PSY-RSS04 Presenting Research: Matters of Form, 0.5 semester credits

Introduces students to the two potential formats for School of Psychology dissertations. Helps student understand what information should be contained in the various chapters and sections of a dissertation using either format. Provides extensive training in the logic and methods for table construction using APA format.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Outcome(s):

1. Understand the differences between quantitative, qualitative, mixed methods, and theoretical dissertations.
2. Understand the structural specifications for the traditional and for the alternative "publication-ready" dissertation format.
3. Be able to prepare the written dissertation according to APA and FGU style requirements.
4. Know what belongs in each section of the dissertation.
5. Be able to prepare simple statistical tables using APA format.

PSY-RSS05 Publishing and Presenting Scholarly Work, 0.5 semester credits

This seminar is designed to help students prepare research publications and presentations. Differences among outlets will be discussed (e.g. refereed journals, books, book chapters, posters, panel presentations, individual presentations). All significant aspects of the process will be covered, including planning and preparation, authorship issues, developing the proposal, the review process, writing the actual article or presentation, visual aids, and making the presentation. Students should come prepared with either a plan for a presentation or publication based on actual work, or a fictional plan. Details will be sent to registered students in advance of the seminar.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Outcome(s):

1. Know conventions of APA style.
2. Be able to present an argument cogently in writing.
3. Be able to present results of both quantitative and qualitative studies clearly and meaningfully, including the use of tables and graphic methods appropriate to each type of analysis.
4. Be able to discuss findings in journal articles, posters, and oral conference presentations.

PSY-RSS07 Sample Size, Effect Size 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. Understand the concept of statistical power and its relationship to effect size, sample size and Type I and II error.
2. Understand the difference between "effect size" and "statistical significance."
3. Be able to conduct a power analysis for a variety of statistical models using G-Power software.
4. Be able to determine appropriate sample size estimates for a variety of statistical models.
5. Be able to write a scientifically supportable sample size estimate for a grant proposal or dissertation.

PSY-RSS08 Testing/Mediating/Moderating Hypotheses, 1 semester credit

The goal of this Research Skills Seminar is to provide students with a framework for understanding moderation and mediation in the context of statistical modeling. At the conclusion of the seminar students will understand mediating and moderating relations, and will be able to test mediating and moderating relations using SPSS. Students will be exposed to modern approaches to testing moderating relationships that move beyond the Baron and Kenny model, including bootstrapping methods and structural modeling approaches.

Pre-requisites: PSY-717

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Outcome(s):

1. Understand the conceptual differences between mediating and moderating relations.
2. Be able to test moderating relations using ANOVA and MRA.
3. Understand modern approaches to testing moderating relationships that move beyond the Baron and Kenny model, including bootstrapping methods and structural modeling approaches.

PSY-RSS14 Advanced Topics in SPSS, 0.5 semester credits

The goal of this Research Skills seminar is to guide students in more advanced use of SPSS. It is assumed that students will have some familiarity with the software (i.e. creating data files, running basic procedures) which they will have obtained in prerequisite courses (PSY-716A). The seminar will emphasize data manipulation and management and introduces students to working with syntax. Particular attention will be given to the creation and modification of variables, archival data, merging data sets, and creating sub-sets of data files.

Pre-requisites: PSY-716A or PSY-717

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Outcome(s):

1. Be able to manipulate data in the IBM-SPSS environment (i.e. recode/compute).
2. Be familiar with multiple data transformations and the criteria for their use.
3. Be able to merge, split and reformat files.
4. Know how to test the assumptions of parametric statistical procedures.
5. Be able to work with SPSS syntax to run procedures and perform data manipulations.

PSY-RSS15 Factor Analysis and Structural Equation Modeling, 1 semester credit

This Research Skills Seminar will introduce students to both principal components analysis (PCA) and confirmatory factor analysis (FA) and will explore the use of statistical techniques that fall under the general heading of structural equation modeling. Students will learn the distinctions between PCA and FA, the difference between orthogonal and oblique rotation, and principles for interpreting the results

of these analyses. Students will explore what it means to develop a "causal model" and the logical principles that underlie the concept of causation. Examples of structural equation models and measurement models will be presented using the AMOS software program. Students taking this seminar should have a good knowledge of intermediate statistics, including regression analysis, and should have completed applicable pre-requisite courses.

Pre-requisites: PSY-716A and PSY-717

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Outcome(s):

1. Understand the logic of causal modeling and the general purpose and process of creating a statistical model.
2. Understand the difference between FA and PCA.
3. Understand how to run, interpret, and present the results of FA and PCA.
4. Understand the purpose and practice of conducting a full structural equation model.
5. Learn how to use R and the lavaan package to conduct both CFA and SEM.
6. Know how to assess the various components of model evaluation, including an assessment of model fit.

PSY-RSS21 Interviewing for Qualitative Research, 1 semester credit

This seminar will be conducted primarily as a workshop, the goal of which will be to reflect upon and to improve our skills as interviewers in the context of qualitative research. Such interviewing has as its goal an in-depth understanding of another person and attempts to understand what is not said as well as what is. In this seminar, we will take up the problems of orienting to the interview through a clear conceptualization of the research question and we will consider the interrelationship between the theoretical context that frames the research and the actual interaction in the interview with the participant. Taking a close look at the interview itself, we will focus on understanding the interpersonal process and thinking about how best to invite the data. Throughout, we will keep in mind the question: What does it mean to know another person? Students will conduct interviews and receive feedback about their interviewing strengths and will explore the interpersonal aspects of the interviews they conduct. Each seminar member should be prepared both to interview other people and also to be a subject of an interview. There will be a written assignment between the first and second day-long class sessions. Students should come to the seminar having completed the assigned readings and also outfitted with a voice recording device.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Outcome(s):

1. Know how to frame an interview in line with the conceptual questions of the research.
2. Frame an experience-near interview plan.
3. Know how to reflect on and manage the interpersonal aspects of the interview.
4. Practice the empathic response in an interview.
5. Review the ethics of the interview.

PSY-RSS22 Analyzing Narrative Interviews, 0.5 semester credits

This Research Skills Seminar focuses on reading and interpreting narrative texts for research purposes. We will together engage in a close reading of the text of one or two interviews attending to multiple levels of meaning, development of themes, and the different approaches inherent in single case and cross-case analysis. Students will be required to do a write-up of the interview(s) demonstrating competence in the skills taught.

Pre-requisites: PSY-RSS21 Recommended

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Outcome(s):

1. Know different approaches to reading narrative interviews for research purposes.
2. Understand the epistemological assumptions that ground qualitative analysis.
3. Apply at least one approach to a research interview text.

PSY-RSS23 Qualitative Data Analysis, 0.5 semester credits

Introduces students to an array of data analyses techniques that are related to qualitative research methods tracing the logic between the method, the privileged way of knowing (epistemology), data collection sources, data analysis and results. Methods included will be generic qualitative, narrative, phenomenology, heuristic, grounded theory, participant action research, co-inquiry and ethnography. Data sources reviewed are open ended qualitative interviews, short answer questionnaires, field notes, stories or narratives, archival materials and focus groups. Data analyses examples will include various forms of content analysis, open ended coding, code book applications and composite stories among others. Discussions and examples will show how to assess the fit between a research question and a possible research method. Students will code a narrative data set using Dedoose. Students are required to purchase a one month subscription to Dedoose prior to the workshop.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Outcome(s):

1. Understand the link between a research method, data collection sources, and data analysis.
2. Be able to read and understand scholarly research articles using a variety of qualitative data analyses including content analysis and composite stories.
3. Be able to present, critique, and discuss scholarly research articles with emphasis on defining the research methods, data collection, and analysis as related to results.
4. Understand validity issues as related to data analysis.

PSY-RSS24 Introduction to Content Analysis, 0.5 semester credits

Content analysis is a method for analyzing data collected as texts or images. These types of analyses identify major themes and categories that appear in the data and determine common themes. In this introductory workshop, participants will learn the definition of categorical content analysis, and its place in the world of qualitative research. A review of qualitative research articles and their related data collection methods will inform methods of how categorical content can be used to create themes. Lieblich's (Lieblich, Tuval-Mashiach & Zilber, 1998) four quadrant model of content analysis will be the conceptual frame for understanding the categorical approach. Students will share summaries of qualitative research articles, and practice coding narrative produced during the workshop. Finding patterns in human experience in context will enrich students' understanding of qualitative research.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Outcome(s):

1. Define epistemological assumptions of qualitative research, including human experience in context and rich description.
2. Discuss and review examples of Lieblich's model of content analysis including categorical content analysis, categorical form, holistic content analysis and holistic form analysis. Use open coding on student produced narratives.
3. Present content analysis methods for reliability, coding, and constructing themes used in two current research articles chosen by students.
4. Create a content analysis research outline.

PSY-RSS26 Introduction to Qualitative Research, 0.5 or 1 semester credits

This Research Skills Seminar provides an overview of different approaches to qualitative research (e.g. phenomenological, ethnographic, grounded theory). A focus of the seminar will be on understanding the paradigm shift required to do qualitative research. Data collection and data analysis approaches will be explored. A number of exercises will be included. When offered for 1 unit, students will need to attend the entire seminar and complete an additional homework assignment.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Outcome(s):

1. Understand the primary assumptions of the quantitative and qualitative paradigms.
2. Understand the following terms: quantitative, qualitative, epistemology, positivistic, non-positivistic, open ended qualitative interviews, ethnography, participant action research, phenomenology, participatory/action research, hermeneutics, narrative, grounded theory, case study, critical theory, ethnomethodology, heuristics and hermeneutics.
3. Be able to critically review a qualitative research journal article.

PSY-RSS27 Pre-Dissertation Seminar, 0.5 semester credits

This seminar will be given at National Sessions and Research and Clinical Sessions. Each student brings a conceptual idea, and preliminary ideas regarding the niche for their research. This requires a 2-3 page paper outlining their ideas.

Pre-requisites: Recommended: PSY-701A and PSY-701B

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning Outcome(s):

1. Understand the basic epistemological assumptions and tenets that underlie the student's focus for scientific inquiry.
2. Become familiar with possible research methods that would be appropriate to the student's focus of inquiry.
3. Be able to apply ethical standards to the student's arena of study. Document sensitivity to identified groups that might be recruited for the dissertation proposal.
4. Be able to articulate an overview of a scholarly argument.

PSY-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. Know how to formulate emergent research questions and associated hypotheses;
2. Know how to design research methods appropriate for these questions/hypotheses;
3. Be able to write a dissertation proposal methods section for their research questions/hypotheses; and (if beyond the proposal stage)
4. Be able to deal with problems encountered in data collection and analysis.

PSY-500 Foundations of Doctoral Study, 4 semester credits

All new students must complete a series of orientation activities designed to prepare students for success in the program. Online activities provide an overview of program requirements, library resources, and the online learning environment. These activities include an overview of professional conduct expectations, and how students will be assessed throughout their program regarding those expectations. During a six-day in-person orientation, students work with faculty and advanced students, primarily in a small group format, to familiarize new students with our learning model and to help new students develop a personalized and sequenced plan of studies called a Learning Plan. Your Learning Plan serves as a blueprint of your individual graduate studies specifically in relation to the program's requirements and your academic background, prior professional training, and special interests.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-500A Foundations of Post-Doctoral Study, 4 semester credits

All new students must complete a series of orientation activities designed to prepare students for success in the program. Online activities provide an overview of program requirements, library resources, and the online learning environment. These activities include an overview of professional conduct expectations, and how students will be assessed throughout their program regarding those expectations. During a six-day in-person orientation, students work with faculty and advanced students, primarily in a small group format, to familiarize new students with our learning model and to help new students develop a personalized and sequenced plan of studies called a Learning Plan. Your Learning Plan serves as a blueprint of your individual graduate studies specifically in relation to the program's requirements and your academic background, prior professional training, and special interests.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-501 Introduction to Clinical Psychology, 4 semester credits

Overview of major subdisciplines of psychology with emphasis on clinical psych; includes reading, discussing, and writing about primary sources and current research; explores distinctions among mental health disciplines; includes introduction to DSM-5, psychology ethics, and research on psychotherapy.

Delivery Method: Distance/Electronically Mediated

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.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: This course may be waived if the student scored a 4.5 or higher on the analytical writing portion of the GRE; or earned a PhD in any subject area from an accredited U.S. university within the past 10 years.

PSY-503 Scholarly Writing in Clinical Psychology, 4 semester credits

Enhances scholarly writing and APA style skills related to clinical psychology topics.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-504 Clinical Psychology Research Lab, 2 or 4 semester credits

This course provides students with hands-on experience designing, conducting, and disseminating clinical psychology research. Consistent with a clock hour to credit ratio of 40:1, students taking the course for 2 credits will complete approximately 5 hours per week of lab/research work, while students taking the course for 4 credits will complete approximately 10 hours per week of lab/research work. The default expectation is 2 credits over two terms each. Students who enroll for 4 credits in one term need special permission from the Program Director.

Delivery Method: Distance/Electronically Mediated

Grading Default: Credit/No Credit Only

PSY-525 Foundations of Critical Theory, 4 semester credits

This course addresses basic competencies relevant to student work in media psychology: academic writing from the perspective of organization and expression, generating a research question and following the research process, critical thinking, narrative structure, diversity, and ethics. The objective of this course is not mastery, but rather to familiarize students with these fundamental competencies, which they will further develop throughout their programs. Online activities provide an overview of program requirements, library resources, and the online learning environment. These activities include an overview of professional conduct expectations, and how students will be assessed throughout their program regarding those expectations.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Outcome(s):

1. Demonstrates an understanding of the fundamentals of the research process used at the doctoral level through writing and scholarly discussion.
2. Demonstrate an understanding of some of the theories and applications of critical thinking at a doctoral level through writing and scholarly discussion.
3. Demonstrate, through writing and scholarly discussion, an understanding of the perspectives, skills and responsibilities needed to successfully produce doctoral level work and succeed in an academic program at the doctoral level.

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 and PSY-532B (or have administered the test and have been supervised in practicum. Students will be required to purchase the new manual prior to attending the course. Manuals can be obtained at <http://www.r-pas.org/>.

Pre-requisites: PSY-532A

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-533 Foundations of Media Psychology, 4 semester credits

Media psychology is the application of psychological theory and research to the analysis of media and technology use, development and impact. This course introduces six major domains in psychology--cognitive, social, developmental, biological/neuroscience, individual differences and positive--to provide a foundation for approaching media technologies from multiple dimensions. We will spend time exploring the question "what is media psychology" to think about why a definition matters and to give students the chance to examine their assumptions about media and technology. Each week we will address different topics in the current media landscape, such as social media, collective behaviors, games, media immersion, transmedia messaging, mobile devices and global impact, to see how different perspectives in psychology provide relevant theoretical and practical anchors. In every area, we will be evaluating media technologies based on: 1) inherent physical and psychological attributes; 2) impact on individuals and society; 3) design implications; and 4) user experience. The final project will focus on media's ability to leverage ideas, cross boundaries, and connect people applied to the question: how can media technologies create social change?

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Outcome(s):

1. Understanding of what it means to be a leader in field of media psychology as a scholar and practitioner.
2. Understand the complex interaction of media technologies with human behavior and society. Explanation: Ability to understand and explain the reciprocal influence of environment, behavior, emotion and human psychosocial and biological development with media and technology content, creation and use to think critically about impact and use.
3. Understanding the appropriate application of psychological theory to the complex media environment. Explanation: Ability to identify theoretical relevance and to synthesize theoretical perspectives to critically analyze media use, impact and development. Growing familiarity with basic tenets of social, cognitive, developmental and positive psychologies and demonstrate their applicability to the development, use and impact of media technologies, particularly as they related to individual and collective welfare, identity and wellbeing.
4. Extend media psychology scholarship to identification of real world problems where media technologies have impact or offer viable solutions. Explanation: Ability to apply media psychology in the field, to identify problems and develop appropriate interventions and solutions that take advantage of media and technology affordances and leverage.

PSY-534A Asmt- WISC-IV Administration and Scoring, 1 semester credit

This lab introduces the administration and scoring of the WISC-IV. First the instrument is reviewed subtest by subtest. Then, the participants receive hands-on training in this widely used measure of intelligence through practice administrations and scoring the protocols under supervision.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-535 Asmt- Evaluation of Addictions, 1 semester credit

Substance use disorders are prevalent among those seeking mental health treatment and yet such disorders are often overlooked or mistaken for psychological disorders. It is critical that psychologists develop the skills necessary to assess for substance related disorders as well as the behavioral/process addictions that so often accompany them. The primary purpose of this lab is to help students to develop a clearer picture of the scope of addictive behaviors and learn how to identify, assess, and diagnose such problems.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-536 Asmt- WPSSI-R, 1 semester credit

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 credit

This is an advanced lab. Basic stats, MMPI-2 and WAIS-III are minimum prerequisites. In this lab we will review the issues of feigning, malingering, and problematic response styles in psychological assessment. These issues are important to assess in any psychological evaluation where issues of primary or secondary gain are significant. This includes all forensic settings and any evaluations where disability issues are or may become relevant. In this lab we will review conceptual frameworks for understanding and describing the issues related to feigning and malingering, particularly Richard Rogers' work. Participants will learn to administer the SIRS and each student will do a practice demonstration. We will score the SIRS and discuss interpretation and reporting of the results. Additionally, the utility of information from other tests such as the MMPI-2 will be discussed. Finally, a variety of other instruments for the assessment of feigning and malingering will be reviewed, including several designed to assess lack of effort in cognitive assessment.

Pre-requisites: PSY-710B or PSY-710C

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-540A Generating and Gathering Qualitative & Quantitative Evidence, 4 semester credits

The first course in the Media Psychology research sequence. The course builds on the idea of research as a process of generating evidence as a warrant for a knowledge claim. The focus of the course is on the production and collecting of research evidence. Topics covered include the different properties of numeric and verbal/image evidence and methods for generating and gathering qualitative and quantitative data in the context of media psychology. As a result, emphasis is given to the development of media psychology research questions and the use of instruments for measuring media and psychological constructs within the context of different methodological approaches. Students are introduced to statistical analysis to develop statistical descriptions of numeric data as well as being introduced to content analysis to develop understanding of linguistic/image data.

Pre-requisites: PSY-525, PSY-533

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Outcome(s):

1. Understand and employ research as a process of using evidence to make knowledge claims in answer to a research question.
2. Understand and apply the methods used to generate and interpret numeric and linguistic research evidence.
3. Understand and apply ethics relevant to research.
4. Develop a simple research question pertinent to media psychology, turn it into a brief research proposal, and collect data.

PSY-540B Analyzing Qualitative & Quantitative Evidence, 4 semester credits

The second course in the Media Psychology research sequence. The course builds on the understandings and skills developed in PSY-540A. This includes a deeper exploration of methodological approaches as well as quantitative and qualitative analytic techniques. A distinction between knowledge claims about local situations and about properties of populations in relation to media psychology allows a focus on the production of local knowledge claims by different kinds of qualitative analyses and the production of general knowledge by different kinds of quantitative analyses. A research project is developed.

Pre-requisites: PSY-540A

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Outcome(s):

1. Understand and apply a broad range of methods used to generate and interpret numeric evidence.
2. Understand and apply a broad range of methods used to generate and interpret linguistic research evidence.
3. Develop a complete research project.

PSY-540C Developing Claims from Qualitative & Quantitative Evidence, 4 semester credits

The third course in the Media Psychology research sequence. The course builds on the understandings, skills, and research project developed in PSY 540A and PSY 540B. The course continues the examination of complex quantitative designs and their statistical tests as well as additional qualitative methodological approaches and analytic techniques. Media Psychology faculty members present descriptions and examples of media psychology research. The previously developed research project is completed and written in the form of a journal article building a claim from the research evidence gathered.

Pre-requisites: PSY-540B

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-560C Asmt- Forensic Assessment, 1 semester credit

Will focus on a variety of legal questions and the strategies for answering those questions. Specific forensic tools will be reviewed such as the SIRS, the Georgia Court Competency Test, and the MacArthur approach to competency. More general instrumentation will be considered as it applies to forensic questions (including MMPI-2, cognitive assessment, and projectives, especially Rorschach). The importance of interviewing and its adaptation to forensic purposes will be presented.

Pre-requisites: PSY-708, PSY-709. In addition, one from each of the following four sequences: 1) PSY-710A or PSY-710B; 2) PSY-710C; 3) PSY-710D1, PSY-710D2, PSY-710E.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-564 Asmt- The Luria-Nebraska Demonstration, 1 semester credit

This lab is a demonstration of The Luria-Nebraska Examination. The demonstration will include administration, scoring, interpreting and reporting the findings of a complete battery.

Delivery Method: In person

Grading Default: Credit/No Credit Only

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

This lab focuses on clinical assessment principles and techniques widely utilized by health psychologists. Emphases will include professional, ethical, and diversity issues faced by health psychologists performing psychological assessments in medical contexts, as well as guidelines for effective practice in these settings. Specific approaches to the assessment of several representative types of patients often seen by health psychologists will be considered.

Pre-requisites: One from: PSY-710A, PSY-710B, PSY-710C

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning 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 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-585 Media Psychology Practicum, 4 semester credits

The purpose of the Media Psychology Practicum is to obtain skills in the hands-on application of theory, technology and practice of media applications necessary to conduct independent research in the field of media psychology. The practicum includes experience in any relevant phase of research, creation, production or assessment under the direct supervision of a Media Psychology faculty member and/or an accredited professional in the media or enabling technology industries. The purpose of this requirement is to complement the more didactic and independent learning about media that occurs in other contexts in order to develop the student's media competencies. The amount and types of practicum training necessary to achieve those competencies will vary as a function of the entering student's prior research education, training, and experience. The student may require more than the minimum hours of training in order to develop the competencies needed to conceptualize and carry out doctoral-level research and application. Media Psychology practicum training activities follow an apprenticeship model and include the following types of activities: (a) serving as an apprentice or an assistant to a qualified media producer; (b) assisting another student with supervised dissertation research or application under the supervision of that student's dissertation committee chair; (c) conducting a pre-dissertation media application under faculty supervision; (d) participating in a Fielding-sponsored institutional media project; (e) participation in Hands-On Media Labs offered at research and national sessions, in clusters, and online; (f) collaborate in the actual production, editing and/or engineering of a media or multimedia project; (g) participating in the research, design and production of a presentation for delivery before a professional audience or specialty application; (h) any other applied media activity approved by a Media Psychology faculty member.

Pre-requisites: PSY-525, PSY-533

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

PSY-588 Asmt- Forensic Evaluation in Criminal Settings, 0.5 semester credits

This lab focuses on the practical aspects of conducting and reporting on a forensic psychological evaluation in criminal settings. Students must have a basic working knowledge of clinical interviewing and minimally to have completed PALS on WAIS and MMPI. We will examine the various legal issues that a criminal forensic psychologist may be asked to consider, including various competencies (trial, sentence, Miranda waiver), the capacity of a minor to be tried as an adult, criminal responsibility (insanity, extreme emotional disturbance, diminished capacity), criminal intent, suggestibility/coercion, false confessions, sentencing issues, capital mitigation, and dangerousness. A model for conducting forensic psychological exams will be provided, and the use of defendant and

collateral interviews, psychological tests, reviewing records and discovery will be presented. Practical issues relating to the determination of malingering will be reviewed, and special problems associated with unusual diagnoses will be considered. The preparation of psychological reports in a criminal setting will be reviewed, and a sample report presented for discussion.

Pre-requisites: PSY-710B, PSY-710C

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning 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 credit

This lab introduces the administration and scoring of the most current version of the WISC. First the instrument is reviewed subtest by subtest. Then, the participants receive hands-on training in this widely used measure of intelligence through practice administrations and scoring the protocols under supervision. Last, the participants will gain experience with basic interpretation.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-594 Applied Research Practicum: Media Psychology, 0.5-4 semester credits

The Applied Research Practicum is designed for students seeking to research and publish topics in academic journals or other juried media (books, e-journals, etc.) and/or for students seeking to research and present topics before professional or academic audiences. This practicum is offered under the supervision of Media Psychology Faculty. It may apply to publication or presentation outside those offered by the Media Faculty, at an external site, but must be supervised by a Media Psychology faculty member. Unit credit for activities under this practicum may range from 0.5 to 4 semester credits. The maximum that may be accrued is 4 semester credits.

Pre-requisites: PSY-525, PSY-533

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

PSY-599 Residency Hours Completion, 0 semester credits

To support full participation in the Fielding learning community, the Clinical Psychology program has a residency requirement specifying a minimum amount of contact with faculty members in a variety of activities. The residency requirement consists of a minimum of 600 hours of demonstrated, face-to-face faculty-student contact in a variety of contexts. Students maintain a residency log on which faculty verify the hours of contact between the student and faculty during cluster meetings, regional and national sessions, and other times throughout the student's tenure at Fielding. Students must complete and document 150 hours of residency in year one of their enrollment and another 150 hours in year two; the remaining 300 hours can be completed during the remainder of their student tenure at Fielding. In addition, students must document attendance at two 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 in cluster, 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 Training Days are offered to enhance clinical skills development during the program period prior to a student's beginning the pre-doctoral internship. They are developed as part of the three training tracks: Psychodynamic, CBT and Humanistic/Systems. Students 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, a student must accrue six Training Days consistent with their PCS

orientation. Some Training Days fulfill more than one training track's requirements. 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 credit

Covers introduction and administration of the TAT

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-625B Asmt- Thematic Apperception Techniques (TAT) Interpretation, 1 semester credit

This lab covers interpretation at the intermediate level.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-625C Asmt- Advanced Thematic Apperception Techniques (TAT) Interpretation, 1 semester credit

This lab covers advanced interpretation of TAT.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-626 Special Topics in Forensic Psychology Lab, 1 or 2 semester credits

This lab will focus on specific legal questions and the strategies and tools for answering them. A student can take this course more than once as long as the focus of the assessment and assessment tools or their use differs.

Delivery Method: In person

Grading Default: Credit/No Credit Only

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-628 Special Topics Practicum: Media Psychology, 0.5-1 semester credits

Workshops, seminars, conferences and special topics designated as PSY-628 accrue credit toward the 4 unit (generally 8 day) residency requirement required prior to the formation of a dissertation committee. Generally, each face-to-face workshop is valued at .5 credit hours per day. Multi-day workshops are valued at a maximum of 1.0 credit hours. Workshops are offered at national sessions, regional clusters and special events throughout the year.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-629A1 Practicum Case Seminar: Psychodynamic, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629A1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. The PSY-629A series focuses on developing a strong knowledge base in psychoanalytic theories and the application of psychodynamic theory and research to the practice of psychotherapy.

Pre-requisites: PSY-708, PSY-709, PSY-711A1/PSY-711A2, PSY-746.

Delivery Method: Blended

Grading Default: Letter

Learning Outcome(s):

1. Be familiar with psychodynamic theory and principles across its historical iterations.
2. Be able to appropriately conceptualize cases from a psychodynamic perspective with a clear theory and evidence-based underpinning.
3. Be able to conduct appropriate treatment planning in consideration of diagnosis, client goals, ego strength and potential for regression.
4. Be able to utilize psychodynamic principles to diagnose a broad range of psychopathology.
5. Be able to intervene therapeutically and empathically with clients in psychodynamically relevant and effective ways.
6. Be able to form a solid working therapeutic alliance.
7. Be able to assess treatment outcomes in a psychodynamic framework.
8. Be able to maintain professional standards and provide treatment consistent with ethical and legal standard.

PSY-629A2 Practicum Case Seminar: Psychodynamic, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629A1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. The PSY-629A series focuses on developing a strong knowledge base in psychoanalytic theories and the application of psychodynamic theory and research to the practice of psychotherapy.

Pre-requisites: PSY-708, PSY-709, PSY-711A1/PSY-711A2, PSY-746. In addition, each course in this sequence is a prerequisite to those that follow.

Delivery Method: Blended

Grading Default: Letter

Learning Outcome(s):

1. Be familiar with psychodynamic theory and principles across its historical iterations.
2. Be able to appropriately conceptualize cases from a psychodynamic perspective with a clear theory and evidence-based underpinning.
3. Be able to conduct appropriate treatment planning in consideration of diagnosis, client goals, ego strength and potential for regression.
4. Be able to utilize psychodynamic principles to diagnose a broad range of psychopathology.
5. Be able to intervene therapeutically and empathically with clients in psychodynamically relevant and effective ways.
6. Be able to form a solid working therapeutic alliance.
7. Be able to assess treatment outcomes in a psychodynamic framework.
8. Be able to maintain professional standards and provide treatment consistent with ethical and legal standard.

PSY-629A3 Practicum Case Seminar: Psychodynamic, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629A1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. The PSY-629A series focuses on developing a strong knowledge base in psychoanalytic theories and the application of psychodynamic theory and research to the practice of psychotherapy.

Pre-requisites: PSY-629A2

Delivery Method: Blended

Grading Default: Letter

Learning Outcome(s):

1. Be familiar with psychodynamic theory and principles across its historical iterations.
2. Be able to appropriately conceptualize cases from a psychodynamic perspective with a clear theory and evidence-based underpinning.
3. Be able to conduct appropriate treatment planning in consideration of diagnosis, client goals, ego strength and potential for regression.
4. Be able to utilize psychodynamic principles to diagnose a broad range of psychopathology.
5. Be able to intervene therapeutically and empathically with clients in psychodynamically relevant and effective ways.
6. Be able to form a solid working therapeutic alliance.
7. Be able to assess treatment outcomes in a psychodynamic framework.
8. Be able to maintain professional standards and provide treatment consistent with ethical and legal standard.

PSY-629A4 Practicum Case Seminar: Psychodynamic, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629A1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. The PSY-629A series focuses on developing a strong knowledge base in psychoanalytic theories and the application of psychodynamic theory and research to the practice of psychotherapy.

Pre-requisites: PSY-629A3

Delivery Method: Blended

Grading Default: Letter

Learning Outcome(s):

1. Be familiar with psychodynamic theory and principles across its historical iterations.
2. Be able to appropriately conceptualize cases from a psychodynamic perspective with a clear theory and evidence-based underpinning.
3. Be able to conduct appropriate treatment planning in consideration of diagnosis, client goals, ego strength and potential for regression.
4. Be able to utilize psychodynamic principles to diagnose a broad range of psychopathology.
5. Be able to intervene therapeutically and empathically with clients in psychodynamically relevant and effective ways.
6. Be able to form a solid working therapeutic alliance.
7. Be able to assess treatment outcomes in a psychodynamic framework.
8. Be able to maintain professional standards and provide treatment consistent with ethical and legal standard.

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-711A2, PSY-747.

Delivery Method: Blended

Grading Default: Letter

Learning Outcome(s):

1. Be familiar with the theories and therapies that constitute Cognitive Behavioral Therapies.
2. Know the principles of classical, operant, and vicarious learning and how they can be used to effect change.
3. Know the role of Social Cognitive Theory in the paradigm shift from a purely behavioral perspective of personal change to an integrated cognitive/ behavioral perspective.
4. Know the mediating processes of personal change and the importance of self-efficacy in adaptive functioning.
5. Be able to develop a therapeutic alliance.
6. Be able to develop Cognitive Behavioral case conceptualizations and treatment plans with measurable outcomes that are theoretically sound, empirically based, and culturally sensitive.
7. Be familiar with different cognitive behavioral therapies and how to apply cognitive, behavioral, and environmental interventions contextually for different psychological disorders.
8. Be able to maintain professional standards and provide treatment consistent with ethical and legal standards.

PSY-629B2 Practicum Case Seminar: Cognitive/Behavioral, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629B1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. PSY-629B focuses on developing a strong knowledge base in cognitive and behavioral theories and related therapies and relevant research. Emphasis will be placed on the application of these theories and therapies to clinical disorders.

Pre-requisites: PSY-708, PSY-709, PSY-711A1/PSY-711A2, PSY-747. In addition, each course in this sequence is a prerequisite to those that follow.

Delivery Method: Blended

Grading Default: Letter

Learning Outcome(s):

1. Be familiar with the theories and therapies that constitute Cognitive Behavioral Therapies.
2. Know the principles of classical, operant, and vicarious learning and how they can be used to effect change.
3. Know the role of Social Cognitive Theory in the paradigm shift from a purely behavioral perspective of personal change to an integrated cognitive/ behavioral perspective.
4. Know the mediating processes of personal change and the importance of self-efficacy in adaptive functioning.
5. Be able to develop a therapeutic alliance.

6. Be able to develop Cognitive Behavioral case conceptualizations and treatment plans with measurable outcomes that are theoretically sound, empirically based, and culturally sensitive.
7. Be familiar with different cognitive behavioral therapies and how to apply cognitive, behavioral, and environmental interventions contextually for different psychological disorders.
8. Be able to maintain professional standards and provide treatment consistent with ethical and legal standards.

PSY-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

Learning Outcome(s):

1. Be familiar with the theories and therapies that constitute Cognitive Behavioral Therapies.
2. Know the principles of classical, operant, and vicarious learning and how they can be used to effect change.
3. Know the role of Social Cognitive Theory in the paradigm shift from a purely behavioral perspective of personal change to an integrated cognitive/ behavioral perspective.
4. Know the mediating processes of personal change and the importance of self-efficacy in adaptive functioning.
5. Be able to develop a therapeutic alliance.
6. Be able to develop Cognitive Behavioral case conceptualizations and treatment plans with measurable outcomes that are theoretically sound, empirically based, and culturally sensitive.
7. Be familiar with different cognitive behavioral therapies and how to apply cognitive, behavioral, and environmental interventions contextually for different psychological disorders.
8. Be able to maintain professional standards and provide treatment consistent with ethical and legal standards.

PSY-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

Delivery Method: Blended

Grading Default: Letter

Learning Outcome(s):

1. Be familiar with the theories and therapies that constitute Cognitive Behavioral Therapies.

2. Know the principles of classical, operant, and vicarious learning and how they can be used to effect change.
3. Know the role of Social Cognitive Theory in the paradigm shift from a purely behavioral perspective of personal change to an integrated cognitive/ behavioral perspective.
4. Know the mediating processes of personal change and the importance of self-efficacy in adaptive functioning.
5. Be able to develop a therapeutic alliance.
6. Be able to develop Cognitive Behavioral case conceptualizations and treatment plans with measurable outcomes that are theoretically sound, empirically based, and culturally sensitive.
7. Be familiar with different cognitive behavioral therapies and how to apply cognitive, behavioral, and environmental interventions contextually for different psychological disorders.
8. Be able to maintain professional standards and provide treatment consistent with ethical and legal standards.

PSY-629C1 Practicum Case Seminar: Humanistic/Systemic, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629C1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. PSY-629C focuses on developing a strong knowledge base in humanistic and systemic theories (including existentialism and constructivism) and the application of these theories and related research to the conceptualization and practice of psychotherapy. The Humanistic/Systems track introduces students to a philosophically informed approach to psychotherapy that is congruent with the humanistic and phenomenological-existential traditions but which is cognizant of the postmodernist (constructivist), dialectic, multi-perspectivist, systems and spiritually informed modes of thinking that many humanistic practitioners have integrated into their practice. While students will be introduced to basic philosophical ideas that formed the foundation of the humanistic/phenomenological movement, as well as selections from the "classic" writings of humanistic-existential psychology, there will be equal emphasis upon subsequent and recent developments within the broad humanistic tradition that have endeavored to integrate existential/humanistic practice with psychodynamic ideas (e.g. Yalom), neurobiology (e.g. Siegel), and system theory (e.g. von Bertalanffy), including approaches that have attempted to ground humanistic therapy in empirical support (e.g. Emotion-Focused Therapy).

Pre-requisites: PSY-708, PSY-709, PSY-711A1/PSY-711A2, PSY-748.

Delivery Method: Blended

Grading Default: Letter

Learning Outcome(s):

1. Be familiar with a broad spectrum of humanistic and systemic theories and principles.
2. Be able to conceptualize cases from a humanistic/systemic perspective with a clear theory and evidence-based underpinning.
3. Be able to conduct appropriate treatment planning in consideration of client goals, diagnosis, strengths and challenges.
4. Be able to intervene therapeutically and empathically with clients from a humanistic/systemic perspective.
5. Be able to form a therapeutic alliance.
6. Be familiar with different humanistic/systemic therapies and how to apply them effectively for different psychological disorders.
7. Be able to maintain professional standards and provide treatment consistent with ethical and legal standards.

PSY-629C2 Practicum Case Seminar: Humanistic/Systemic, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629C1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. PSY-629C focuses on developing a strong knowledge base in humanistic and systemic theories (including existentialism and constructivism) and the application of these theories and related research to the conceptualization and practice of psychotherapy. The Humanistic/Systems track introduces students to a philosophically informed approach to psychotherapy that is congruent with the humanistic and phenomenological-existential traditions but which is cognizant of the postmodernist (constructivist), dialectic, multi-perspectivist, systems and spiritually informed modes of thinking that many humanistic practitioners have integrated into their practice. While students will be introduced to basic philosophical ideas that formed the foundation of the humanistic/phenomenological movement, as well as selections from the "classic" writings of humanistic-existential psychology, there will be equal emphasis upon subsequent and recent developments within the broad humanistic tradition that have endeavored to integrate existential/humanistic practice with psychodynamic ideas (e.g. Yalom), neurobiology (e.g. Siegel), and system theory (e.g. von Bertalanffy), including approaches that have attempted to ground humanistic therapy in empirical support (e.g. Emotion-Focused Therapy).

Pre-requisites: PSY-708, PSY-709, PSY-711A1/PSY-711A2, PSY-748. In addition, each course in this sequence is a prerequisite to those that follow.

Delivery Method: Blended

Grading Default: Letter

Learning Outcome(s):

1. Be familiar with a broad spectrum of humanistic and systemic theories and principles.
2. Be able to conceptualize cases from a humanistic/systemic perspective with a clear theory and evidence-based underpinning.
3. Be able to conduct appropriate treatment planning in consideration of client goals, diagnosis, strengths and challenges.
4. Be able to intervene therapeutically and empathically with clients from a humanistic/systemic perspective.
5. Be able to form a therapeutic alliance.
6. Be familiar with different humanistic/systemic therapies and how to apply them effectively for different psychological disorders.
7. Be able to maintain professional standards and provide treatment consistent with ethical and legal standards.

PSY-629C3 Practicum Case Seminar: Humanistic/Systemic, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629C1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. PSY-629C focuses on developing a strong knowledge base in humanistic and systemic theories (including existentialism and constructivism) and the application of these theories and related research to the conceptualization and practice of psychotherapy. The Humanistic/Systems track introduces students to a philosophically informed approach to psychotherapy that is congruent with the humanistic and phenomenological-existential traditions but which is cognizant of the postmodernist (constructivist), dialectic, multi-perspectivist, systems and spiritually informed modes of thinking that many humanistic practitioners have integrated into their practice. While students will be introduced to basic philosophical ideas that

formed the foundation of the humanistic/phenomenological movement, as well as selections from the "classic" writings of humanistic-existential psychology, there will be equal emphasis upon subsequent and recent developments within the broad humanistic tradition that have endeavored to integrate existential/humanistic practice with psychodynamic ideas (e.g. Yalom), neurobiology (e.g. Siegel), and system theory (e.g. von Bertalanffy), including approaches that have attempted to ground humanistic therapy in empirical support (e.g. Emotion-Focused Therapy).

Pre-requisites: PSY-629C2

Delivery Method: Blended

Grading Default: Letter

Learning Outcome(s):

1. Be familiar with a broad spectrum of humanistic and systemic theories and principles.
2. Be able to conceptualize cases from a humanistic/systemic perspective with a clear theory and evidence-based underpinning.
3. Be able to conduct appropriate treatment planning in consideration of client goals, diagnosis, strengths and challenges.
4. Be able to intervene therapeutically and empathically with clients from a humanistic/systemic perspective.
5. Be able to form a therapeutic alliance.
6. Be familiar with different humanistic/systemic therapies and how to apply them effectively for different psychological disorders.
7. Be able to maintain professional standards and provide treatment consistent with ethical and legal standards.

PSY-629C4 Practicum Case Seminar: Humanistic/Systemic, 2 semester credits

Each 2 unit PSY-629 term (term 1 is 629C1 and so on) is designed to complement the student's clinical practicum experience. The primary goals of PSY-629 are: a) to provide depth exposure to one broad clinical theoretical orientation, including theoretical understanding, applied skill development, and related research and; b) to provide ongoing case consultation and supervision linked to the training the students are concurrently receiving at their practicum sites. PSY-629C focuses on developing a strong knowledge base in humanistic and systemic theories (including existentialism and constructivism) and the application of these theories and related research to the conceptualization and practice of psychotherapy. The Humanistic/Systems track introduces students to a philosophically informed approach to psychotherapy that is congruent with the humanistic and phenomenological-existential traditions but which is cognizant of the postmodernist (constructivist), dialectic, multi-perspectivist, systems and spiritually informed modes of thinking that many humanistic practitioners have integrated into their practice. While students will be introduced to basic philosophical ideas that formed the foundation of the humanistic/phenomenological movement, as well as selections from the "classic" writings of humanistic-existential psychology, there will be equal emphasis upon subsequent and recent developments within the broad humanistic tradition that have endeavored to integrate existential/humanistic practice with psychodynamic ideas (e.g. Yalom), neurobiology (e.g. Siegel), and system theory (e.g. von Bertalanffy), including approaches that have attempted to ground humanistic therapy in empirical support (e.g. Emotion-Focused Therapy).

Pre-requisites: PSY-629C3

Delivery Method: Blended

Grading Default: Letter

Learning Outcome(s):

1. Be familiar with a broad spectrum of humanistic and systemic theories and principles.
2. Be able to conceptualize cases from a humanistic/systemic perspective with a clear theory and evidence-based underpinning.

3. Be able to conduct appropriate treatment planning in consideration of client goals, diagnosis, strengths and challenges.
4. Be able to intervene therapeutically and empathically with clients from a humanistic/systemic perspective.
5. Be able to form a therapeutic alliance.
6. Be familiar with different humanistic/systemic therapies and how to apply them effectively for different psychological disorders.
7. Be able to maintain professional standards and provide treatment consistent with ethical and legal standards.

PSY-630 Clinical Assessment Practicum, 1-6 semester credits

Assessment Practicum training is an organized field experience for credit that provides supervised, face to face training with clients/patients in psychological assessment, scoring, and reporting. It complements the didactic components of the curriculum and the Clinical Practicum by providing opportunities to apply assessment skills in a clinically-oriented setting. Assessment practicum experience allows student trainees to develop skills and for these skills to be evaluated to ensure that they are properly prepared for internship. The goal of practicum training is to develop the student's clinical competencies to the levels needed for the clinical internship. Those competencies are defined as a minimum rating of 3 on all scales of the Clinical Skills Inventory (CSI). The minimum total practicum experience is 12 units, (approximately 1,000 hours), with most students completing more hours to develop the competency levels needed to pass the Comprehensive Examination and to be competitive in seeking an internship. Students may receive a maximum of 6 units of credit for Assessment Practicum (approximately 500 hours). Awarded one semester unit of credit per 80 real-time clock hours.

Pre-requisites: PSY-708, PSY-709, PSY-710A, PSY-710B, PSY-711A1, PSY-711A2, PSY-715A

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-631 Qualifying Exam, 4 semester credits

For the written portion of the qualifying exam, the student selects a central dissertation question, preparing an in-depth written analysis using methodological and theoretical analysis and scholarly argument. For the oral portion of the exam the student defends the written analysis in front of the QE committee, either in person at a session, or via conference call. The committee then votes on the student's readiness to advance to the dissertation work.

Pre-requisites: Complete all 68 credits of coursework excluding research practicum and dissertation.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

PSY-632A Internship Qualification Evaluation, 2 semester credits

This section of the IQE tests knowledge of theory applied to clinical work. It requires the student to write a review article of their specific theoretical orientation to intervention in a style and length that would be appropriate for submission to a professional journal. Additionally the student would have to discuss ethical issues that may arise in the course of their training and indicate how they would resolve those dilemmas, referencing APA Ethical Standards.

Pre-requisites: First and second term of the Practicum Case Seminar Orientation: either PSY-629A1 and PSY-629A2, or PSY-629B1 and PSY-629B2, or PSY-629C1 and PSY-629C2.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-632B Internship Qualification, 2 semester credits

This section of the IQE tests the competence of the student in applying their theoretical orientation via appropriate interventions to a therapy case from their practicum experience. The student will submit an annotated therapy transcript, indicating interventions used and possible missed intervention opportunities. The case will be situated in a case conceptualization and contextual information.

Pre-requisites: PSY-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.

Co-requisites: Recommended that PSY-710G be completed previously or taken concurrently.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-633 Oral Review of Dissertation, 0 semester credits

When the dissertation is approved by the dissertation committee, a Final Oral Review (FOR) is scheduled. Here the student makes a formal presentation of his/her dissertation. This includes a brief summary of the literature review, the reasons for the study and specific hypotheses, methods, results, and recommendations. Following the FOR, the committee may accept the dissertation or agree to require further revisions. The FOR is open to the entire community, and attendees are given the opportunity to question the student on his/her methods and findings. These meetings are well attended and provide other students with exposure to models for successfully completing the dissertation process.

Pre-requisites: Dissertation Proposal Approval

Delivery Method: In person

Grading Default: Credit/No Credit

PSY-637 Dissertation Research, 2 semester credits

PSY-637 Dissertation Research is a 2 credit course available for registration each term and is not associated with any particular step. It is the only dissertation course a student can register for directly. Students register with their chair as the instructor. If the chair is unavailable to supervise dissertation work during a term due to sabbatical or illness, or some other extenuating circumstance, another Fielding faculty member from the student's committee may supervise as a proxy for the chair. The course is designed to demonstrate active engagement with the dissertation from concept paper to final product. Students registered in the course should have a plan with their chair for said dissertation engagement for the term. A written summation of progress must be submitted to the chair before the end of the term. The course is graded pass/fail (CR/NC), or can be given an Incomplete as per the university grade policy. The course can be registered for a total of 6 terms; the terms need not be consecutive.

Delivery Method: Distance/Electronically Mediated

Grading Default: Credit/No Credit Only

PSY-638 Dissertation in Progress, 0 semester credits

Completion of this course signifies the student has a full dissertation committee and is working on their dissertation proposal.

Delivery Method: Distance/Electronically Mediated

Grading Default: Credit/No Credit

PSY-639 Dissertation Completion, 18 semester credits

Completion of this course signifies the full dissertation committee has reviewed the final draft of the dissertation and has indicated it is ready to be proofread and prepared for binding.

Pre-requisites: PSY-633

Delivery Method: Distance/Electronically Mediated

Grading Default: Credit/No Credit Only

PSY-640 Asmt- Anger Assessment, 0.5 semester credits

Supervised practice in techniques for evaluating and describing anger.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-642 Asmt- Introduction to Child Assessment, 0.5 semester credits

Practice in special procedures and techniques in the psychological assessment of children.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-643 Asmt- Forensic Evaluation Report, 0.5 semester credits

Various aspects of the Forensic Neuropsychological evaluation and the report will be discussed. The differences between the Forensic and Clinical report will be emphasized as well Daubert and other impedimenta involved in the assessment. Various topics such as depositions and expert witness will also be covered. This laboratory will serve as an introduction into the world of forensic neuropsychology.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-644 Asmt- NEPSY, 1 semester credit

This seminar begins with a review of cognitive development from the preschool through the middle school years (preoperational and concrete operational stages) from several viewpoints, including the Minime orientation. Then the theoretical basis for the NEPSY will be presented followed by a description of the subtests, their administration procedures, and the scoring. Caveats on interpretation will be included. A few examples, including one on videotape, will be presented and an introduction to interpretation provided. A background in developmental and neuropsychology are required.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-645 Asmt- Principles of Report Writing, 1 semester credit

This lab focuses on the necessary skills in composing a meaningful report. It will cover the customary ways of responding to referral questions, stating findings and diagnostic impressions, making recommendations, and supplying prognostic information. It will be helpful, although not required, to bring a laptop computer to the lab.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-645A Asmt- Beginning Principles of Psychological Reporting, 1 semester credit

Practice exercises in the composition of various elements in psychological assessment reports.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-646 Asmt- Cultural Sensitivity in Psy Assessment, 1 semester credit

In this lab the role of culture in psychological assessment is discussed. Topics such as the assessment of acculturation, etic and emic measures, and what constitutes culturally sensitive assessment are

examined. In addition, students are asked to engage in some initial personal exploration of the meaning of culture and its effects in contemporary society. Culturally sensitive alternatives to standard assessment procedures are also explored.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-647 Asmt- Introduction to Infant Assessment, 0.5-1 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 credit

This lab focuses on clinical assessment principles and techniques widely utilized by pediatric psychologists. Emphases will include professional, ethical, and diversity issues faced by psychologists performing psychological assessments in pediatric settings, as well as guidelines for effective practice in these settings. Specific approaches to the assessment of several representative types of patients often seen by pediatric psychologists will be considered.

Pre-requisites: PSY-569, PSY-710G

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-675B Asmt- Introduction to WAIS Interpretation, 0.5 semester credits

Examination of profiles for qualitative diagnostic information beyond mere IQ values.

Pre-requisites: PSY-710B

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-676A Asmt- Neuropsychological Screening, 0.5 semester credits

Administration, scoring and use of several screening instruments.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-677 Asmt- Introduction to Neuropsychological Assessment, 1 semester credit

This lab presents practice in administering, scoring and interpreting the salient components of neuropsychological assessment.

Delivery Method: In person

Grading Default: Credit/No Credit Only

Learning 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 credit

The H-R neuropsychological battery, one of the most prominent comprehensive neuropsychological assessment devices, will be demonstrated in detail.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-680 Research Practicum: Clinical Psychology, 5 semester credits

Development of a broad set of research skills serves as preparation for conducting dissertation research. Students are required to obtain a minimum of 200 hours of research training experience prior to the approval of the dissertation proposal. This 200-hour research practicum consists of supervised, hands-on applied research training. Students with substantial prior research experience should plan their 200 hours to develop skills in new areas. All research practicum hours must be reviewed and pre-approved (i.e., before the student begins the practicum) by the Program Director, with the exception of intensives in qualitative or quantitative research. Program Director approval is also required upon completion of the research practicum for these hours to be recorded as complete. Hours are recorded at the ratio of 40 clock hours equals 1 semester credit.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

PSY-681 Asmt- Competency Assessment, 0.5 semester credits

Training in the assessment of competency of persons to stand trial and/or make legal decisions.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-682 Asmt- Advanced Topics in Neuropsychology, 1 semester credit

This lab will cover special advanced topics in the area of neuropsychological assessment and reporting. Students will review measures and modalities of neuropsychological assessment that are specific to the chosen topic of study. A description of the content to be covered in this lab will be provided by the presenting faculty.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-683 Asmt- Advanced Cognitive Assessment, 1 semester credit

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-685 Research Practicum: Media Psychology, 0.5-4 semester credits

Research practicum consists of supervised, hands-on applied research training acquired through team research projects, and research projects at various organizations. Students with substantial prior research experience should plan their hours to develop skills in new areas. All research practicum

hours must be reviewed and pre-approved (i.e., before the students begins the practicum). Approval of acquired hours is also required upon completion of the research practicum for these hours to be recorded as complete. Hours are recorded as the ratio of 40 clock hours equals one semester credit.

Pre-requisites: PSY-540A, PSY-540B

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

PSY-689 Asmt- Memory Assessment, 1 semester credit

Practice in the application of techniques for evaluating specific memory functions in the context of brain structures and functions.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-695 Clinical Practicum, 1-15 semester credits

Practicum training is an organized field experience for credit that provides supervised, face to face training with clients/patients in psychological assessment and intervention. The goal of the practicum training is to develop competencies at levels required for the clinical internship. The minimum practicum experience is 1,000 hours, with most students completing more hours to develop the competency levels needed to pass the Comprehensive Examination and to be competitive in seeking an internship. Awarded one semester unit of credit per 80 real-time clock hours.

Pre-requisites: PSY-708, PSY-709, PSY-710A, PSY-710B, PSY-711A1, PSY-711A2, PSY-715A

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-695A Additional Clinical Practicum Hours, 1-50 semester credits

Intensive and formally supervised training in the provision of direct psychological services. The goal of the practicum is to develop at least minimal competencies in each of the four dimensions, and to make students desirable candidates for good internships. 1,000 hours of practicum are required, to include 150 hours of direct service; 75 hours supervision; 10 hours of case conference. The remaining 765 hours may be distributed in direct service, indirect service, or supervision. Semester credit accrued at ratio of one credit to 80 clock hours.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-695B Additional Clinical Practicum Hours, 1-50 semester credits

Intensive and formally supervised training in the provision of direct psychological services. The goal of the practicum is to develop at least minimal competencies in each of the four dimensions, and to make students desirable candidates for good internships. 1,000 hours of practicum are required, to include 150 hours of direct service; 75 hours supervision; 10 hours of case conference. The remaining 765 hours may be distributed in direct service, indirect service, or supervision. Semester credit accrued at ratio of one credit to 80 clock hours.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-695C Additional Clinical Practicum Hours, 1-50 semester credits

Intensive and formally supervised training in the provision of direct psychological services. The goal of the practicum is to develop at least minimal competencies in each of the four dimensions, and to make students desirable candidates for good internships. 1,000 hours of practicum are required, to include 150 hours of direct service; 75 hours supervision; 10 hours of case conference. The remaining 765 hours may be distributed in direct service, indirect service, or supervision. Semester credit

accrued at ratio of one credit to 80 clock hours.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-696 Clinical Internship, 24 semester credits

Clinical internships provide a planned, integrated sequence of clinical and didactic experiences with the goal of providing sufficient training and supervision so that the intern can, upon completion, function responsibly as an entry level professional psychologist. Students are required to apply for an accredited internship through the APPIC Match process. Locations of accredited internships can be found at appic.org.

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 cluster meetings, 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

For our PhD students, this is the first part of a two course requirement in research design and methodology. This course provides an overview of research epistemology and ethics and the assumptions that underlie scientific inquiry. Students are expected to become familiar with major research methodologies and designs and the principles underlying their implementation.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning 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, 4 semester credits

This is the second part of a two course requirement in research design and methodology. This course focuses on developing the abilities make scholarly arguments, critique existing research studies, and design research studies. The primary outcome of the course is writing a research proposal, including a scholarly review of the literature and methodology, on a topic of interest.

Pre-requisites: PSY-701A

Co-requisites: If not completed previously, PSY-717 must be taken concurrently.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Outcome(s):

1. Be able to apply basic research design principles and strategies.
2. Be able to develop a scholarly argument with empirical implications.
3. Be able to design and write a research proposal.

PSY-702 Developmental Bases of Behavior, 4 semester credits

Normal human development across the lifespan is examined in this course. Included are the major theories and contributors to the understanding of emotions, cognition, language, social behavior, moral reasoning, intelligence, sex roles, and identity. Students analyze how different development approaches/models might conceptualize a given topic of interest.

Pre-requisites: PSY-500, PSY-500A, PSY 525, or PSY 533 concurrently or completed prior.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: This course is only open to Clinical or Media PhD students or RCP certificate students.

Learning Outcome(s):

1. Be familiar with classical developmental models and theorists and their limits and current critiques.
2. Be able to analyze how different developmental approaches/models might be conceptualized and studied.
3. Be aware of the complex interaction between nature and nurture influences across the life cycle.
4. Be familiar with how family structures, gender roles, values, beliefs, and worldviews differ across cultural groups and across identified groups in the United States, and how they affect developmental outcomes.
5. Understand the central processes of human development across the entire life cycle.

PSY-703 History 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.

Co-requisites: PSY-500, PSY-500A, PSY 525 or PSY 533 taken concurrently or completed prior.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: This course is only open to Clinical or Media PhD students or RCP certificate students.

Learning Outcome(s):

1. Be familiar with a body of knowledge in the history and systems of psychology, and understand the relevance of that history to current psychological theory.
2. Understand how current ideas, trends, and controversies in psychology reflect, and are impacted by the history of the field.

3. Adopt a "historical sense," and a habit of going to historical and "primary" sources when researching a topic of theoretical moment.
4. Understand the philosophical roots and foundations of psychology, the basic ideas in the philosophy of sciences as they apply to psychological science, and be familiar with the underlying philosophical and conceptual assumptions of the psychological paradigms (biological, behavioral, cognitive, psychoanalytic, humanistic, systems, etc.) that underlie current perspectives in psychology.
5. Be able to identify assumptions and trends that define various theories in psychology.
6. Reflect an openness to the interface between psychology and other disciplines, such as philosophy, biology, anthropology, sociology, theology and literary studies that have impacted the history and development of the field.
7. Understand the role and place of psychology within history of ideas and culture.
8. Be familiar with the contributions and potential contributions of non-western and indigenous cultures to psychological theory.

PSY-704 Theories of Personality, 4 semester credits

The goal of this class is to develop an understanding of the conceptual and empirical bases of key theories of personality. The multitude of personality theories has been organized into five main approaches: cognitive-behavioral, humanistic-existential, narrative, psychoanalytic, and psychometric/descriptive. Each approach or school shares a set of basic assumptions about what people are like, their motives, course of development, and sources of change. Central to this course is your understanding of the shared issues across theories as well points of commonality and uniqueness.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

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.

Pre-requisites: PSY-500, PSY-500A, PSY 525 or PSY 533 taken concurrently or completed prior.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: This course is only open to Clinical or Media PhD students or RCP certificate students.

Learning Outcome(s):

1. Know about social construction, including how we construct the concepts of normalcy and pathology, culture, gender, ethnicity, and social class.
2. Be familiar with the literature on group dynamics and leadership.

3. Know about cultural differences and similarities, including stereotyping, prejudice, oppression, and discrimination.
4. Be able to address sociopolitical influences that impinge upon the lives of identified groups (e.g., poverty, stereotyping, powerlessness, and marginalization).
5. Know the literature on attitudes and attitude change, including cognitive consistency, dissonance, persuasion, and the relationship of attitudes to behavior.
6. Understand the literature on social cognition, including person perception (know the classic studies on impression formation and attribution theory).
7. Be familiar with the literature on aggression and violence, with a focus on the role of social learning.
8. Understand the work on social influence (conformity, obedience, bystander psychology, cooperation, altruism, brutality).
9. Know the literature on interpersonal attraction and relationships.
10. Understand and be able to identify methodological problems in social psychology research, including demand characteristics.

PSY-706 Cognitive 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.

Pre-requisites: PSY 500, PSY 500A, PSY 525 or PSY 533 taken concurrently or completed prior.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: This course is only open to Clinical or Media PhD students or RCP certificate students.

Learning Outcome(s):

1. Be familiar with the primary models of emotion, including "wet mind/dry mind" approaches, interactions and consequences.
2. Be familiar with the theories and models of memory, including metacognition, paradigms and paradoxes.
3. Be familiar with the theories of consciousness, including biological, mathematical, and phenomenological models.
4. Be familiar with the models and research foundations of cognitive science, including neural networks and their implications, and artificial intelligence's contributions to the understanding of cognitive processes.

PSY-707 Biological Bases of Behavior, 4 semester credits

This course surveys the structural and functional relations of the central nervous system, physiology, sensory processes, and behavior. Study is divided into two subsections: (1) physiological psychology and (2) evolution, genetics, and behavior. Students become familiar with the biology of memory and the biological/genetic aspects of psychiatric disorders. Knowledge of the functioning of the brain at the anatomical, cellular, and molecular levels underpins any understanding of behavior. Biological Bases of Behavior provides fundamental knowledge of brain functions in the interest of providing an understanding of the foundational grounding from which all behavior comes. Attention is paid to the

physiology of the brain; the environmental, genetic and evolutionary influences on the brain; and the ways in which the brain processes information, records emotions, and instantiates memory and learning. The course includes an understanding of how information from the environment is processed, the underlying mechanisms of affect and reinforcement, how experience can alter the brain, and what limitations are imposed on an individual following neural damage. It also includes a solid understanding of the evolution of mechanisms involved in behavior, as well as the putative mechanisms of medications in the brain.

Pre-requisites: PSY 500, PSY 500A, PSY 525 or PSY 533 taken concurrently or completed prior.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: This course is only open to Clinical or Media PhD students or RCP certificate students.

Learning Outcome(s):

1. Know the major anatomical areas of the brain, their evolutionary significance, and their putative functions, and the structure and function of a neuron.
2. Know the mechanisms of information processing at the cellular and molecular levels and the mechanisms of learning and memory at the cellular, molecular, and anatomical levels.
3. Know the influences of heredity and environment on brain development and functioning, pre- and post-partum and through the life span.
4. Know how the brain regulates bodily and brain functions, and how behaviors arise from the biochemical functions at the molecular level, including the transduction of stimuli into information and the generation of responses to internal and external environments.

PSY-708 Psychopathology, 4 semester credits

This course examines approaches to the systematic description of psychological disorders: historical, sociopolitical, ethno-racial, gender, age, SES, medical, behavioral, and epidemiological. Topics include the nosological system (DSM-5), the differential diagnoses among its subcategories, etiology, possible alternatives to the existing system, and research in this field.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

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. This course can only be taken by post-bacc certificate students or Clinical PhD students.

Learning Outcome(s):

1. Be familiar with the historical evolution of definitions of psychopathology.
2. Be familiar with the various nosological systems (including DSM-IV and general proposals for the DSM-5 revision).
3. Understand the strengths and weaknesses of the present and past nosological systems based on research findings.
4. Understand diverse viewpoints of psychopathology from the perspective of major theoretical orientations.
5. Be able to formulate cases representing major diagnostic categories from different theoretical orientations.
6. Know the prevalence, course, and differential diagnostic and prognostic issues of the major psychological disorders.
7. Know how cultural variables, gender, ethno-racial, SES, and age influence the etiology and manifestation of mental illness, including, but not limited to, culture-specific diagnoses.

PSY-709 Legal, Ethical 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

Learning Outcome(s):

1. Be familiar with the legal and ethical frameworks and guidelines for professional practice (APA Code of Ethics).
2. Know how to access information about the state laws and regulations concerning the practice of psychology in one's own jurisdiction, and the resources for accessing that information concerning practice in other jurisdictions.
3. Understand the importance of self-awareness and self-care and know how to maintain it.
4. Be able to apply ethical decision making and problem solving to clinical situations and ethical conflicts in a multiculturally sensitive manner.

PSY-710A Clinical Interviewing, 1 semester credit

This course will combine aspects of both Idiographic and Structured Clinical interviewing techniques/issues, including attention to mental status, DSM diagnosis, and family/social/medical history-taking. While an emphasis will be on active listening skills, mastering these effectively will help the interviewer prioritize means for gaining specific, needed information in the consultation period for evaluating a prospective adult psychotherapy client.

Delivery Method: In person

Grading Default: Letter

Learning Outcome(s):

1. Know how to conduct initial interviews for assessment purposes.
2. Be able to incorporate a balance of structured clinical interviewing and idiographic interviewing techniques.
3. Be able to conduct interviews to obtain family, socio-emotional, and medical histories.
4. Be able to use interviews to assess client mental status and preliminary DSM diagnoses.
5. Be able to demonstrate active listening skills in order to obtain necessary information for evaluating prospective adult clients.

PSY-710B Cognitive Assessment, 3 semester credits

The course will review psychometric theory, and cover cultural issues, biases, and theories of intellectual assessment. The course will also cover development and standardization of the WAIS. During the semester, a video on WAIS administration will be available for review and study. Additionally, during the semester, students are required to attend a 2 day inperson training seminar at the associated National Session (i.e., the National Session that occurs during the semester you are taking this course). This seminar will provide hands-on training in correct administration and scoring of the WAIS. Students must demonstrate proficiency in WAIS administration, scoring, and interpretation in order to successfully complete this course. Recommendation: PSY-710B, PSY-715A and PSY-716A should not attempted in the same term.

Pre-requisites: PSY-710A

Co-requisites: Required co-requisite unless already completed: PSY-715A

Delivery Method: Blended

Grading Default: Letter

Learning Outcome(s):

1. Know the basics of psychometrics, including test construction and test theory.

2. Be familiar with theories of intelligence, bias in intellectual assessment, cultural issues and controversies.
3. Be able to administer and score the WAIS.
4. Be able to interpret the WAIS IV full scale score, the indexes and the subtests.

PSY-710C Objective Assessment, 3 semester credits

This course combines an exploration of the construct of personality and the conceptual issues in the measurement of personality with specific training in the applied skill of personality assessment using structured tests, primarily the MMPI-2.

Co-requisites: Required co-requisite unless already completed: PSY-710B

Delivery Method: Blended

Grading Default: Letter

Learning Outcome(s):

1. Know the basic assumptions about the nature of personality and the nature of measurement involved in objective psychological assessment of personality and psychopathology.
2. Know the critique of personality assessment by those who assert the importance of situations and culture in the evaluation or prediction of human functioning.
3. Be familiar with some of the critiques of traditional personality assessment based on other understandings of personality (i.e., CAPS) and other systems of measurement (i.e. Rasch Modeling).
4. Be able to use this information in the critique of psychological tests and in the interpretation of results from psychological testing using the MMPI-2.

PSY-710D1 Projective Personality Assessment: Introduction to the Rorschach Coding, 2 semester credits

This course is designed to be the first of two courses on the Rorschach. Students participate in an online course in which they are introduced to the projective method and the most common instruments used: TAT and Rorschach. Students attend weekly online meetings where they are introduced to the elements of coding and practice and post coding questions.

Pre-requisites: PSY-710B

Co-requisites: Required co-requisite unless already completed: PSY-710C

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Outcome(s):

1. Understand the foundations of Projective Assessment, its history, and various instruments available in projective assessment.
2. Demonstrate knowledge of the history of the Rorschach, the significance of the comprehensive system, and theoretical foundations and rationale for the Performance Assessment System.
3. Know and be able to code responses using the R-PAS system of coding and be able to solve typical coding problems.

PSY-710D2 Projective Personality Assessment: Advanced Coding and Administration, 3 semester credits

This course is the second of two courses on the Rorschach. Students attend 2 days in person and biweekly online meetings where they achieve a certain proficiency in coding, administration and scoring of the Rorschach. Elements of Interpretation are introduced. Students must have Rorschach cards for the term.

Pre-requisites: PSY-710C, PSY-710D1

Delivery Method: Blended

Grading Default: Letter

Learning Outcome(s):

1. Be able to score with 80% accuracy a Rorschach protocol.
2. Be able to administer a valid Rorschach protocol.
3. Be able to obtain summary codes for interpretation.
4. Know the basic principles of interpretation and provide a basic interpretation of a simple protocol.

PSY-710E Projective Assessment: Thematic Apperception Test, 3 semester credits

This course provides an introduction and overview to the Thematic Apperception Test. It includes a consideration of the conceptual and research literature associated with the TAT as well as skill development in administering, scoring, and using the instrument ethically and appropriately in various settings.

Pre-requisites: PSY-710B

Co-requisites: Required co-requisite unless already completed: PSY-710C

Delivery Method: Blended

Grading Default: Letter

Learning Outcome(s):

1. Understand the development of and theory behind Thematic Apperception techniques.
2. Be able to demonstrate proper administration of the TAT (CAT and SAT).
3. Know the basics of at least one of the five standardized scoring systems and understand the advantages and disadvantages of its use and that of other scoring systems.
4. Know, at a beginning level, how to interpret and apply thematic apperception measures for assessment.
5. Be familiar with theory and research applications of the TAT, including cross-cultural studies.
6. Be able to write up TAT results in a format appropriate for inclusion in an evaluation report.

PSY-710F Cognitive Behavioral Assessment, 2 semester credits

This CBT assessment course will acquaint students with domain specific CBT self-report and structured interview-based measures of several DSM-5 mental disorders (particularly anxiety and depression). Students will be exposed to the underlying logic of this type of assessment for empirically supported psychological interventions, as well as how to specify outcomes for which clinical significance can be determined. Focus also will be on idiographic case formulation principles and techniques widely utilized by cognitive-behavioral therapists. Specific examples of case formulations applied to the assessment of the major DSM-5 Axis I mental disorders will be reviewed, and students will develop cognitive-behavioral case conceptualizations of their own cases. Students will be familiarized with a psychological report format that integrates cognitive-behavioral domain specific client self-report measures, and structured interview-based measures of DSM-5 Axis I mental disorders, with objective psychological tests such as the WAIS-IV and the MMPI-2, in order to provide providing clear, behaviorally specific assessments and treatment recommendations. Students will learn how to develop a CBT treatment plan from the case formulation and to present the results of the assessment and the treatment recommendations to the client using an interactive discussion based on Finn's therapeutic assessment model.

Pre-requisites: PSY-710B

Co-requisites: Required co-requisite unless already completed: PSY-710C

Delivery Method: Blended

Grading Default: Letter

Learning Outcome(s):

1. Know domain specific CBT self-report and structured interview-based measures of anxiety and depression and is able to select appropriate measures for factors maintaining target behaviors and for treatment outcomes.
2. Be familiar with idiographic case formulation principles and models used by cognitive-behavioral therapists.
3. Be able to develop cognitive-behavioral case conceptualizations for specific clinical cases.
4. Be familiar with a psychological report format that integrates CBT domain specific client self-report measures, structured interview-based measures of DSM-IV Axis I mental disorders, and objective psychological tests such as the WAIS-IV and the MMPI-2, in order to provide providing clear, behaviorally specific assessments and treatment recommendations.
5. Be able to develop a CBT treatment plan from the case formulation, and then present the results of the assessment and the treatment recommendations to the client using an interactive discussion based on Finn's therapeutic assessment model.

PSY-710G Integrated Assessment, 2 semester credits

This course provides training, practice and feedback in the formulation and writing of integrated psychological assessment reports. Students will be required to integrate findings from multiple sources (clinical interviews, mental status examination, intellectual assessment, objective and projective personality assessment) in the production of a psychological testing report at the beginning internship level.

Pre-requisites: PSY-710A, PSY-710B, PSY-710C, PSY-710D1 and PSY-710D2 (or PSY-710E and PSY-710F), 9.5 credits of clinical practicum (any combination of PSY-695 or PSY-630).

Delivery Method: Blended

Grading Default: Letter

Learning Outcome(s):

1. Be able to articulate in writing psychological test findings, including those from cognitive, (Wechsler scales), objective personality (e.g. MMPI-2, MCMI-III, PAI) and projective (Rorschach, TAT) tests in a manner consistent with beginning internship level.
2. Be able to integrate clinical and test findings in a psychological testing report in a clear and professional manner, one that goes beyond specific findings to a rich and well-supported description of the individual being assessed.
3. Understand the readers to whom a given psychological report is to be directed and write in a manner commensurate with one's anticipated readers.
4. Be aware of the limitations inherent in any clinical assessment and cognizant of the need for further work-up, research, interviews and referrals when these are needed.

PSY-711A1 Introduction to Psychotherapy: Theory, 3 semester 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

Learning Outcome(s):

1. Be familiar with the three major theoretical orientations.
2. Understand how theory informs practice.
3. Be familiar with research that informs practice.
4. Begin to define a preferred theoretical orientation for clinical practice.

PSY-711A2 Introduction to Psychotherapy: Technique, 1 semester credit

This two-day, in-person seminar begins to integrate psychotherapy theories into practice. As a precursor to clinical practica, students learn generic therapy skills through role play exercises. Content includes basic interviewing and relationship skills, managing client engagement and resistance, and developing a theoretical focus for practice. Legal and ethical issues such as contracting, record-keeping and other practical information will be discussed. Students will have the opportunity to explore a preferred psychotherapy orientation.

Pre-requisites: PSY-711A1

Delivery Method: Blended

Grading Default: Credit/No Credit Only

Learning Outcome(s):

1. Understand how theory informs practice.
2. Continue defining a preferred theoretical orientation to clinical practice.
3. Be familiar with and practice psychotherapy skills related to the three phases of treatment: initiation, action, and termination.
4. Be familiar with contracting, ethical practice, and record keeping.

PSY-711B Research in Psychotherapy, 4 semester credits

This course provides an understanding of the psychotherapy literature in terms of issues of evidence and outcomes. Readings will cover how psychologists from different perspectives understand the practice of psychotherapy, including contemporary dialogue in the field. The course emphasizes the application of research methods to the study of psychotherapy process and outcome. Students are expected to learn how to apply research to make informed clinical decisions and to be familiar with evidence-based practice and related issues.

Pre-requisites: PSY-701A, PSY-711A1

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Outcome(s):

1. Be able to justify professional interventions on the basis of demonstrated effectiveness and efficacy.
2. Be familiar with the current literature on psychotherapy research, including empirically supported practices and evidence based practice.
3. Be familiar with the major theories of psychotherapy, their proposed mechanisms of change (specific factors), and how these are most effectively applied.
4. Understand the literature on non-specific factors or common factors that may cut across different forms of practice (e.g. therapeutic alliance).
5. Know how to evaluate the effectiveness of clinical research and its application to practice.

PSY-712 Multicultural Psychology, 4 semester credits

The Multicultural Psychology course has been designed to engage students in learning about the psychological foundations of the influences and effects of culture and society on individuals and groups, and their interactions. Students will learn about culture and society's potential impacts on the experience and management of similarity and difference in the therapeutic relationship, in clinical assessment, in research practices, in everyday life, and on the interpretation of empirical data. The course consists of an academic and an experiential component in order to provide exposure to the knowledge and self- and other- awareness that facilitates multicultural competence. Students will learn to place in psychological context American and cross-cultural experience, multiculturalism and diversity, and individual differences within and amongst people.

Pre-requisites: PSY-500, PSY-500A, PSY 525 or PSY 533 taken concurrently or completed prior.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: This course is only open to Clinical or Media PhD students or RCP certificate students.

Learning Outcome(s):

1. Know how a nation's history and culture affect individual and interpersonal experience.
2. Be able to thoughtfully critique multicultural approaches in psychology.
3. Know how cultural variables influence the etiology and manifestations of mental health and illness, including but not limited to knowledge of culture-specific diagnoses.
4. Know how normative values within a culture interface with individual differences to influence illness and help-seeking behaviors, interactional styles, and world views.
5. Know how to assess/measure variables of special relevance to identified groups, such as cultural orientation, acculturative stress, and the effects of discrimination.
6. Be able to identify and critique epistemologies, research concepts, methods, instruments, and results based on their tacit assumptions related to individuals or groups and to propose alternate methods/interpretations.
7. Be aware of how one's own cultural heritage, gender, class, ethnic/racial identity, sexual orientation, disability, religion, language, and age cohort help shape personal values, assumptions, and biases related to identified groups.

PSY-715A Psychometric Theory, 3 semester credits

This course is designed to give students a broad understanding of psychometric principles related to psychological assessment. Special emphasis will be placed on understanding the science of psychological assessment including reviewing statistics which are foundational to the field of psychological assessment, the development of tests, reliability, validity, development of norms and item analysis. Classical and Modern Test Theory (including IRT) will be reviewed. Recommendation: PSY-710B, PSY-715A and PSY-716A should not attempted in the same term.

Co-requisites: Clinical students: must have completed PSY-716A or PSY-717 previously or take PSY-716A concurrently. Media students: must have completed PSY-540A or take concurrently.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Outcome(s):

1. Be familiar with basic principles of measurement and psychometric theory, including classical test theory, generalizability theory, item response theory, and statistical techniques that undergird these contemporary approaches.
2. Understand the concepts of standardization and norming, reliability and validity.
3. Be able to make selection decisions with assessment instruments based on psychometric data.
4. Know the concepts and procedures pertaining to test construction, including scaling, item construction and item analysis.
5. Be familiar with cultural issues related to psychological assessment.
6. Be familiar with legal and ethical standards associated with psychological assessment.

PSY-716A Statistical Methods, 4 semester credits

For our PhD students, this is a pre-requisite for PSY-717. Course covers basic concepts and measures in descriptive and inferential statistics, including the statistical tests, one and two sample t-tests, one-way ANOVA, (including repeated measures, a-priori and post hoc tests), bivariate correlation and regression analysis. Familiarity with non-parametric alternatives to parametric tests and the analysis of cross tabulated data, the chi-square test and related measures of association. This course may not be taken as pass/fail. By special arrangement, PhD students can test out of this course via a proctored exam. Recommendation: PSY-710B, PSY-715A and PSY-716A should not attempted in the same term.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter Only

Learning Outcome(s):

1. Understand basic concepts and methods of univariate descriptive statistics, including levels of measurement, z-scores, measures of central tendency and dispersion, types of distributions, independent and dependent variables.
2. Understand basic concepts and methods of bivariate descriptive statistics, including cross-tabulations, scatterplots, cell and marginal frequencies, linear relationships, regression models, residuals, and measures such as gamma, phi, slope, Y intercept, coefficient of determination, Pearson's r, and eta.
3. Be familiar with univariate and bivariate graphing approaches, including bar charts, histograms, stem and leaf diagrams, pie charts, boxplots, scatterplots, regression lines, and bivariate data display with bar charts.
4. Understand basic concepts of statistical inference, including sampling distribution, sampling error, standard error, null and alternative hypothesis, one and two tailed tests, Type I and Type II error, rejection region, alpha level, level of significance, rejection of null hypothesis, rejection region (critical region), central limit theorem, confidence interval, general logic of inference, relationship of confidence interval to hypothesis test, meaning of Z, t, F and chi-square distributions.
5. Know the theory behind null hypothesis significance testing (NHST) and criticisms to the theory.
6. Be able to conduct the following statistical tests: chi-square test, one and two sample t-test (both independent and correlated group designs for two sample t-test), confidence intervals for proportions and means, oneway analysis of variance (oneway ANOVA), bivariate regression and correlation analysis.
7. Know the meaning of statistical power and the relationship between power, effect size, sample size, and Type I and II error.

PSY-717 Multivariate Statistics, 4 semester credits

Students will study the assumptions of multivariate methods and the testing of these assumptions through exploratory data analysis. Statistical topics include Factorial ANOVA & ANCOVA, Multiple Regression (including hierarchical methods, moderation and mediation models), Logistic Regression and Factor Analysis. Knowledge of SPSS is critical to the successful completion of PSY-717. When completing this course, students will be able to conduct advanced statistical analyses and communicate the results of these analyses using appropriate language and APA style for text, tables and figures. This course may not be taken as pass/fail.

Pre-requisites: PSY-716A

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Outcome(s):

1. Know the assumptions underlying multivariate statistical techniques and how to test these assumptions through exploratory data analysis methods using IBM-SPSS.
2. Be able to apply data modification and transformation methods when the assumptions of multivariate statistical techniques are violated.
3. Be able to apply appropriate statistical method to a variety of research questions and designs.
4. Be able to conduct Factorial ANOVA & ANCOVA, Multiple Regression (including hierarchical methods, moderation and mediation models), Logistic Regression and Factor Analysis. (Some instructors may include canonical correlation and MANOVA or other topics).
5. Be able to write-up the results of all the statistical techniques discussed above, using APA format and including properly constructed tables.

6. Be familiar with the issues related to statistical significance, effect sizes, confidence intervals, and contemporary challenges and alternatives to null hypothesis significance testing (NHST).
7. Be able to address real world problems through the application of appropriate multivariate statistical methods.

PSY-718 Qualitative Data Analysis Software, 2 semester credits

This course will familiarize the student with using qualitative software for research analysis and exploration while learning basic qualitative methodology. Qualitative research usually involves the analysis of observations. Text transcribed from these observations (in the form of media episodes [television programs, radio shows, web events], interviews, focus groups, reports, field notes, social media postings, listservs, published text, etc.) can then be analyzed with software specifically designed for finding and extracting patterns and meaning. This course will set the basic groundwork for using and understanding qualitative software for performing analysis. The goal of this course is to prepare the student and provide the basic foundation for qualitative analysis including content analysis with software packages.

Pre-requisites: PSY-701A (Clinical) or PSY-540A (Media)

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: Clinical students: PSY-701A, PSY-716A; Media students: PSY-540A

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 Research, 2 or 4 semester credits

The specific content of this course must be negotiated and approved with a faculty member using an assessment contract. This course might include coursework in qualitative interviewing, qualitative data analysis, qualitative data presentation, construction of data collection instruments, and advanced research methodology.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: Elective

PSY-721 Special Topics in Statistics, 2 or 4 semester credits

The specific content of this course must be negotiated and approved with a faculty member using an assessment contract. This course might include coursework in causal modeling, classification methods, multi-level modeling, etc.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: Elective

PSY-722 Content Analysis, 4 semester credits

This course will provide the basic groundwork for using content analysis methodology. Content analysis is a scientific methodology used for making inferences by objectively and systematically identifying content and studying the content of communication. For educators, psychologists, teachers, consultants, and other professionals, it is valuable to examine media offerings that are deliberately designed to benefit individuals educationally, psychologically, and socially. Such analyses can be of film, television, print images, text, news, advertisement, and web pages. In this course, students will learn to conduct, assemble, and synthesize research on content. Lieblich's model of analyses, including holistic-content, holistic-form, categorical-content and categorical form, will create systemic tools for the learner to identify themes in narrative. Learner generated written texts will give practice in "naked" as well as template coding of qualitative data.

Pre-requisites: Clinical students: PSY-701A, PSY-716A; Media students: PSY-540A

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: Elective

Learning Outcome(s):

1. Be familiar with epistemological assumptions of content analysis from both a qualitative and quantitative framework.
2. Be familiar with Lieblich's quadrant model of content analysis.
3. Be able to analyze content analysis research articles in terms of research question, data collection, methods of coding, reliability, and validity.
4. Be able to collect narrative data and use inductive coding to establish themes.
5. Be able to compute reliability on a data set.
6. Be able to complete a content research prospectus including literature review, research question, criteria for a data set, and coding plans.

PSY-723 Qualitative Research, 4 semester credits

The goal of this course is to develop an understanding of the theory and practice of qualitative research so that the student is prepared to conduct such an inquiry. We will review the epistemological foundations of qualitative inquiry, current debates about its place in psychology and then proceed to a more practice-oriented consideration of issues in interviewing and techniques of

analysis of qualitative data. We will conclude with practice in writing up qualitative results with attention to issues of forms of writing and conceptual framing of results.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: Elective

PSY-724A Mind in 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.

Pre-requisites: PSY-525, PSY-533

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-724B Media and Social Psychology, 4 semester credits

Broadly defined, social psychology looks at how people think and influence each other. If we think of mass media as cultural centers that influence public opinion and attitudes, then social psychology is inherently tied to the study of mass media communications. This course will provide students with an overview of social psychological processes as they are related to issues in mass media. We will explore processes of self concept formation, the formation of judgments, explanations, and expectations, along with an exploration of attitudes and behavior, and social identity embedded within the context of mass media influence and new media interactions. We will then turn to the core relationship that exists between media and social psychology: the study of social influence. We will explore conformity and minority influence as paradigms for passive and active resistance to influence and discuss the micro processes behind the creation of norms and standards. How do these processes of influence play out in various forms of media today? Finally we will explore the important relationship between media contents and attitudes, opinions, and behavior. Other topics discussed include: video games, violence-aggression, prejudice and the social psychology of social networks.

Pre-requisites: PSY-525, PSY-533

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Outcome(s):

1. Demonstrates an understanding of theory and research in the social psychology of media through graduate level writing.
2. Demonstrates the ability to create practical notes from research articles which support academic writing.

3. Student is able to articulate key ideas in the social psychology of media based on empirical evidence.

PSY-724C Narratives, Symbols and Imagery in Media, 4 semester credits

Media serve as vehicles for the communication of messages to audiences who interpret the meaning of the messages. The meanings intended by those who craft a message and the meanings understood by those who receive the message draw on a shared cultural repertoire of background codes and rules. This common background contains understandings of what words and images stand for and the kinds of meanings assumed by various presentation formats; e.g., scientific writing, narratives, poems, movies, twitters, and web-pages. The cultural background through which signs and symbols are linked to meanings is termed the semiosphere and its study is termed semiology. The content of this KA draws on the concepts and theories of semiology and their relationship to the crafting and interpretation of media.

Pre-requisites: PSY-525, PSY-533

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Outcome(s):

1. Students will understand and be able to apply the sign systems used in media.
2. Students will understand and be able to apply the functions of various meaning structures, including the paradigmatic and syntagmatic structures.
3. Students will know and be able to apply the meaning constructions of perceptual, social, and textual cultural codes.
4. Students will understand how various tropes operate to construct meaning in verbal and imaged texts.
5. Students will know how various verbal and imaged texts, such as narrative and scholarly presentations, construct meaning.
6. Students will be able to use a variety of meaning producing strategies to construct and analyze media messages.

PSY-724D Media and Political Psychology, 4 semester credits

Media is called upon to define the public agenda. Interactive and social media get a great deal of attention and in many instances supplant print, radio, and television, yet major questions remain unanswered. How do voters and consumers actually process information? What is the connection between political technique, political conviction, and appeal to the heart and to the mind? This course focuses on political psychology and what happens when reason and emotion collide. How does one side in the political debate claim the political narrative? At first look these approaches to narrative and agenda setting appear to be uniquely American. But American-style political messages and spin are being sold to the world - and the world is buying.

Pre-requisites: PSY-525, PSY-533

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-724E Media Literacy and Social Impacts of Technology, 4 semester credits

This course covers the basics of media literacy, which is defined simply as "understanding how to identify, evaluate, and apply the techniques of media persuasion." This course addresses the theories of Marshall McLuhan and other media ecologists, and considers structured approaches to assessing the social impacts of media and other kinds of technology. Questions addressed may include: How does the evolving nature of media impact the nature of literacy? How do we critically examine technologies in order to understand their impacts, reactively and proactively? How is "the medium the message" and how does the nature of a medium impact the nature of the message it conveys? Students may be

involved in creating media, as well using social media as part of the class structure.

Pre-requisites: PSY-525, PSY-533

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Outcome(s):

1. Understands the basic concepts of Media Literacy, advertising theory and consumer psychology, and be able to apply these to a media project.
2. Understands issues related to the evolution of narrative media, and be able to apply this understanding to a project in which that predicts the further evolution of narrative media.
3. Understands the major concepts involved in the inquiry area known as "digital citizenship," and be able to apply these concepts to professional practice.
4. Understands the issues and technological applications involved in a number of mobile technologies, particularly Augmented Reality, and be able to devise a theoretical application for its use.
5. Familiar with a number of McLuhan's theories, in particular McLuhan's "Tetrad" and "Laws of Media," and be able to apply these theories to technology assessment.
6. Familiar with Ohler's methodology for determining technological impact, both proactively and reactively, and be able to apply this methodology to selected emerging technologies.

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.

Pre-requisites: PSY-707

Co-requisites: PSY-727L must be taken in the same term or completed prior.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: Elective

Learning Outcome(s):

1. Know the basic constructs of pharmacy, with an emphasis on neural mechanisms.
2. Be familiar with a brain circuit conceptualization of symptom manifestation in major diagnostic categories of mental disorders.

3. Know the biochemistry implicated in these brain circuits.
4. Be familiar with the working hypotheses related to various medication regimens currently used to treat the selected mental disorder categories.
5. Be aware of issues of diversity that impact pharmacotherapy considerations.

PSY-727L Seminar in Psychopharmacology, 1 semester credit

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.

Co-requisites: PSY-727 is a recommended co-requisite when both are offered in the Spring term.

Delivery Method: In person

Grading Default: Letter

Note: Elective

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. Be familiar with the organization of the higher cortical functions by areas (units) as outlined by A. R. Luria and his approach to the assessment of these functions.
2. Be familiar with the bases behind the process approach to clinical neuropsychology as set forth by Edith Kaplan and her colleagues and be able to describe the differences between this approach and what could be called the "batter" approach of others. Also be able to outline the strengths and weaknesses of each approach.
3. Be familiar with the current findings in clinical developmental neuropsychology, to include the anatomical development of the brain through adolescence as well as the development of the major areas of cognitive functioning through adolescence.
4. Be familiar with functional neuropsychological deficits that are associated with environmental, personality, or other factors and not with brain damage or hypodevelopment.
5. Demonstrate a working knowledge of the importance of ecological validity as applied to neuropsychological assessment, including both generic and individual factors.

PSY-729 Special Topics in Neuropsychology, 2 or 4 semester credits

This special topic course in neuropsychology covers content not addressed in PSY-728. The specific content of this course must be negotiated and approved with a faculty member using an assessment contract.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

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. Be able to identify cortical and subcortical anatomical structures from frontal sections of the brain.
2. Be able to identify anatomical structures from mid sagittal and basal views of the brain.
3. Be able to identify the gyri and sulci from the lateral view of the brain.
4. Be able to identify the major fasciculi from a frontal section of the brain.

PSY-731 Health Psychology, 4 semester credits

This course recognizes the broadening role of psychologists in health care settings. Students examine psychological principles and interventions to treat and prevent illness, promote health, and analyze and improve the health care system. Topics include research on the interaction of psychology, biology, sociology, anthropology, economics, and the environment, as well as controversies, current research, and interventions in the field.

Pre-requisites: Clinical: PSY-701A, PSY-707

Media: PSY-540A

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: Elective

Learning Outcome(s):

1. Be familiar with a variety of current approaches to define "Health."
2. Know how recent research and changes in health patterns have contributed to new ways of understanding the mind-body problem.
3. Be able to integrate current research in the following areas into a conceptualization of health and illness: genetic and conceptualization factors, developmental factors, personality factors, behavioral factors, health care system factors, culture and gender, neurological, physiological, pharmacology factors, environmental/ecological factors.
4. Be able to read, evaluate, and integrate research and research methods utilized to study health and illness behaviors, particularly epidemiological research methods.
5. Understand the importance of gender and diversity issues in health psychology research and the dangers inherent in neglecting these critical variables.
6. Be able to identify and connect the relationships between health and healing to social values and individual belief systems.
7. Be familiar with how brain mechanisms and various psychology/personality factors affect the body's health.
8. Be familiar with interdisciplinary professional issues which arise in the settings in which health psychologist work.
9. Be familiar with legal and ethical issues unique to health psychology.

PSY-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

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

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

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 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

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

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

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. Be able to demonstrate advanced knowledge of the organization of higher cortical functions as applied to specific neurological/neuropsychiatric disorders.
2. Be able to demonstrate advanced knowledge of neuropsychological/cognitive test profiles pertaining to neurological/neuropsychological disorders, including familiarity with the process approach to clinical neuropsychology set forth by Edith Kaplan and her colleagues. Knows the

differences between Kaplan's approach and the "battery" approach of others, including strengths and weaknesses of each approach.

3. Be able to demonstrate advanced knowledge of disease-specific cognitive profiles.
4. Be familiar with neurological and neuropsychiatric symptoms typical of specific neurological disorders.

PSY-735 Special Topics in Developmental Psychology, 2 or 4 semester credits

This special topic course in developmental psychology covers content not addressed in PSY-702. The specific content of this course must be negotiated and approved with a faculty member using an assessment contract.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

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 behavioral health providers in primary care medical settings. Research on theories and models of working in a primary care setting will be explored. Clinical methods and behavioral considerations of working with patients in primary care settings will also be introduced. 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

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. Know major supervision and consultation models and theories.
2. Be able to describe the developmental processes involved in the supervision relationship as well as the consultation relationship.
3. Be familiar with the research on the supervisee relationship and the supervisory triad including issues related to supervisor-supervisee matching, factors that promote effective or harmful supervision, and outcomes of effective supervision.

4. Be familiar with the research on consultation in regard to the relationship, processes, and outcome.
5. Be familiar with national and state ethical and legal requirements pertaining to supervision and consultation.
6. Know about the cultural sensitivity issues related to the supervisory-supervisee and consultant-client relationship.

PSY-746 Psychoanalytic Theory/Therapy, 4 semester credits

This course includes a consideration of the terminology, major figures, and theories of psychopathology and psychotherapy from psychoanalytic and neoanalytic orientations.

Pre-requisites: PSY-711A1

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: Elective

Learning Outcome(s):

1. Conversant with the development and main features of selected psychoanalytic theorists. Understands basic concepts and the approach to psychotherapeutic technique.
2. Knows the significance of each major psychoanalytic theory and how each theory has contributed to our understanding of personality and/or therapy.
3. Be able to employ in discussion the major terms in psychoanalytic psychotherapy (the following are just examples): id, ego, superego, defense mechanisms (as a general concept and specific forms) object, object relations, transitional object, false self, mirroring, narcissism, transference, countertransference, the "analytic third," collective unconscious, archetypes, and basic anxiety.

PSY-747 Cognitive-Behavioral Theory/Therapy, 4 semester credits

This course covers behavioral and cognitive theories and therapies. Principles of learning and their application will be covered. The movement from behavioral psychology to cognitively mediated theories of personal change will be discussed. Social Cognitive Theory and its role in the development of CBT will be reviewed as well as the mechanisms of therapeutic change. Students will learn the underlying theory and principles of CBT and how these principles apply to the broad spectrum of psychological disorders.

Pre-requisites: PSY-711A1

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: Elective

Learning Outcome(s):

1. Know the principles of classical, operant, and vicarious learning and how they can be used to effect change.
2. Know the role of Social Cognitive Theory in the paradigm shift from a purely behavioral perspective of personal change.
3. Know the role of self-efficacy in psychological disorders and therapeutic change.
4. Know the mediating processes of personal change.
5. Be familiar with different cognitive behavioral therapies and how they apply cognitive, behavioral, and environmental interventions contextually for different psychological disorders.
6. Know how to apply CBT in a culturally competent manner.

PSY-748 Humanistic 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. This course will examine the philosophical foundations of psychological practice and research, and takes a broad view of the Philosophy of Science and Philosophy of Psychology, focusing on the work of such philosophers as Husserl, Heidegger, Sartre and Buber. Students may also examine such thinkers as Kierkegaard, Nietzsche, and Tillich, as well as the work of the psychologists Laing, Binswanger, May, Yalom, Maslow, Rogers, Boss, Bugental, Fromm, Frankl, and Perls.

Pre-requisites: PSY-711A1

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: Elective

Learning Outcome(s):

1. Understand the philosophical and psychological foundations of existential and humanistic psychology.
2. Understand the language and concepts related to phenomenological, humanistic, and existential approaches to psychology and psychotherapy.
3. Demonstrate an understanding of the more recent issues and problems confronting humanistic/existential research and its connections to non-specific variables and common factors as well as how this field addresses the question of "evidence based treatments".
4. Be able to describe how several prominent existential-humanistic theorists understand therapeutic technique and change. Amongst these psychotherapy theorists are: I. Yalom, R.D. Laing, F. Perls, M. Boss, V. Frank, J. L. Moreno, C. Rogers, L. Binswanger, J. Bugental, A. Maslow, M. Erickson, R. May, E. Berne, E. Fromm.

PSY-749 Marriage 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 marriage and family therapy

Pre-requisites: PSY-711A1 and PSY-711A2

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: Elective

Learning Outcome(s):

1. Be familiar with the history of marriage and the family in Western culture, including alternatives to the traditional nuclear family.
2. Be familiar with historical and sociocultural influences on the concepts of love and pairing.
3. Be familiar with the importance and contributions of systems thinking in family and couples therapy.
4. Know the historical context of contemporary theories of family therapy by familiarizing yourself with the origins and development in this field over the past 40 years.

5. Understand the development and history of family psychology and marriage and family therapy.
6. Be conversant with the scientific literature in family psychology providing empirical support for couples and family interventions.
7. Know the differences and similarities among psychoanalytic, behavioral, and systemic theories of couples and families.
8. Be familiar with current developments in the field of couples therapy, including the influence of research in neurobiology.

PSY-750 Group Psychotherapy, 4 semester credits

This course will focus on group dynamics, including components of group process, developmental stages of a group as they pertain to group therapy as well as the theory and technique of group therapy itself. We will examine group member's roles and behaviors and therapeutic factors of group work. We will consider the relationship between leadership styles and group functioning and review some of the research as well as the clinical literature. While the focus will primarily be on interpersonally-focused therapy groups, we will also consider when and how to use different types of groups, including task groups, psycho-educational groups and support groups. Finally, we will review the ethical and legal principles unique to group work, with an awareness of the ethical responsibility to demonstrate sensitivity to group member diversity with regard to race, ethnicity, gender, spirituality, sexual orientation, and disabilities. All students will be expected to participate in an experiential group (to be negotiated with the professor), the experience of which will be a focus of one of the required papers.

Pre-requisites: PSY-711A1, PSY-711A2

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: Elective

Learning Outcome(s):

1. Know of the eleven therapeutic factors which are intrinsic to the group therapy process.
2. Be able to identify the typical stages of group development and basic group theory principles.
3. Be able to modify a prototypic group to the needs of a particular setting, issue, or purpose.
4. Know the ethical and professional issues relevant to group therapy.
5. Be familiar with the basic techniques/strategies that are useful in leading groups and that differentiate group from individual counseling.
6. Understand how to work with diverse populations in group settings.
7. Be conversant with contemporary research on group therapy.

PSY-751 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 going beyond the emphasis on illness and pathology and instead examines areas such as happiness, well-being, optimism, and fulfillment. The course readings will examine topics including strength, virtue, and positive institutions; subjective well-being and happiness; the science of happiness; self-esteem; hope and optimism; resiliency; humor, flow, and emotional intelligence; creativity; and the role of religiosity.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: Elective

Learning Outcome(s):

1. To become familiar with the historical, philosophical and metapsychological foundations of the positive psychology movement.
2. To achieve an understanding of the place of values and cultural differences in the theory and practice of forensic psychology.
3. To achieve familiarity with techniques and controversies in the practice of positive psychological assessment and to treatment.
4. To achieve an understanding of the role of positive psychological assessment in creating psychological formulations and writing psychological reports.
5. To become familiar with basic critiques of the positive psychological movement.

PSY-753 The Social Psychology of Narrative, 4 semester credits

In this course, students gain expertise with the research literature on a variety of aspects of the social psychology of fictional narrative with an emphasis on books, film and television from popular culture. Literature covered includes popular culture narrative and social perception of actors and characters, audience and fan identification with actors and fictional characters, narrative transportation, narrative persuasion, narrative as social simulation, eudaimonic and hedonic uses and gratifications of media, and narrative and meaning making. In addition to foundational social psychology theory, the course emphasizes methods in the social psychological study of narrative. Another aspect of the course will be training students to keep an author's notebook as a tool to publish scholarly works in this area.

Pre-requisites: PSY-705 or a background in social psychology recommended

Delivery Method: Distance/Electronically Mediated

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: Distance/Electronically Mediated

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-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. The fall section is intended only for those repeating the course.

Pre-requisites: PhD students: PSY-638 (pre-proposal approval). PhD students registering in the Spring term with an active dissertation chair can request registration from registrar@fielding.edu. 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, 710G, PSY-799). 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. To write clearly, concisely, engagingly and effectively both for scholarly and other professional purposes.
2. To use correct grammar, spelling and APA format.
3. To apply these skills for a particular task: the application for the APPIC Internship Match.

PSY-756 Special Topics in Academic Writing, 2 semester credits

This course assists both new students who wish to develop their graduate-level writing skills and ongoing students who wish to polish their skills.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: Elective

Learning Objective:

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-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

PSY-765 Forensic Psychology, 4 semester credits

This is the basic core course in forensic psychology, required for all students in the forensic concentration. It provides an overview of the field of forensic psychology. Forensic psychology applies psychological art and science to legal and quasi-legal problems. This course addresses principles that underlie the use of psychologists in legal problem solving and the growth of forensic psychology. Topics include the role of forensic specialists in child psychology, neuropsychology, abnormal psychology, and psychological measurement.

Pre-requisites: PSY-710B, PSY-710C and PSY-715A. Media students can be registered without these pre-requisites by contacting registrar@fielding.edu

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: Elective

Learning Outcome(s):

1. Be able to demonstrate a basic understanding of the scope of the field of forensic psychology.
2. Be able to demonstrate a basic understanding of the tasks involved in applying psychological knowledge and skills to the psycho-legal issues to which forensic psychologists respond.
3. Be able to demonstrate an understanding of the core psycho-legal issues in various types/areas of forensic practice.
4. Be able to demonstrate a basic understanding of the ethical issues relevant to forensic practice.
5. Be able to demonstrate an understanding of the steps required to conduct a forensic assessment and prepare a forensic report (clinical) or the ability to present expert testimony and an expert report on a relevant forensic issue (non-clinical).

PSY-765A Forensic Assessment in Criminal Cases, 2 semester credits

Advanced course in Forensic Criminal Assessment with one-day face-to-face lab.

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. To achieve an in-depth understanding of the basic issues and legal standards in the practice of criminal forensic psychology including various competencies, mental state at the time of alleged offense conduct, sentencing and capital punishment.
2. To achieve an understanding of the leading cases relevant to the practice of criminal forensic psychology.
3. To achieve an understanding of the use of interviews, psychological testing, collateral information, record review and other sources of information in forming a criminal forensic psychological opinion.
4. To gain a basic understanding of research relevant to the practice of criminal forensic psychology.

5. To become familiar with the ethical, cultural and professional issues that arise in the practice of criminal forensic psychology.

PSY-765B Forensic Assessment in Civil Court, 2 semester credits

Advanced course in Forensic Assessment in Civil matters, with one-day face-to-face lab.

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. To 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. To achieve an understanding of the leading cases relevant to the practice of civil forensic psychology.
3. To 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.
4. To gain a basic understanding of research relevant to the practice of civil forensic psychology.
5. To 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

Advanced course in Child Custody and parental rights with one-day face-to-face lab.

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 evaluations, parental competency or capacity evaluations, and other assessments in child protection matters.
2. To gain a better understanding of research relevant to conducting evaluations in child custody and child protection matters.
3. Document understanding of research relevant to conducting evaluations in child custody and child protection matters.
4. Demonstrate an ability to apply 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.
5. Demonstrate a basic understanding of the ethical issues relevant to child custody/parental competency evaluations.
6. Demonstrate a basic understanding of diversity/multicultural factors relevant to conducting evaluations for child custody, parental competency, and child protection matters.

PSY-765D Forensic Neuropsychology Assessment, 2 semester credits

This is an advanced course in forensic neuropsychology assessment with a 2-day face-to-face seminar at summer session. This course introduces students to the scientific approach to forensic neuropsychological assessment and applies this approach to cases in the criminal and civil legal arenas.

Pre-requisites: 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-765F Malingering and Deception, 2 semester credits

This class will provide students with a general framework for evaluating malingering of both cognitive and functional psychological symptoms. A comprehensive model for assessing malingering and exaggeration, utilizing psychological tests, interview data, historical records, collateral interviews and longitudinal observation will be described and applied to case examples. The use of forced choice and graded difficulty techniques for assessing malingering of cognitive deficits and self-report and interview instruments for assessing functional psychopathology will be reviewed and their use demonstrated. Relevant readings will be assigned and students will be expected to submit written work that reviews and critiques one instrument used in the assessment of malingering and addresses one significant controversy in the assessment of malingering--and to comment briefly on their classmates' submissions.

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. To achieve a conceptual and clinical understanding of malingering and to be able to differentiate malingering from other syndromes, such as Factitious Disorder and Ganser Syndrome that are often confused with it.
2. To incorporate into ones forensic psychological thinking and practice a comprehensive model for assessing malingering that involves clinical interviewing, psychological testing, longitudinal observation, collateral interviews, and record review, and to understand how to utilize this data in arriving at a reliable forensic psychological opinion.
3. To understand the various pitfalls that can arise in the assessment of malingering, including problems in the assessment of truthfulness, and the establishment the base rates relevant to assessment of malingering.
4. To understand that uses in limits of standard psychological tests in the assessment of malingering
5. To achieve basic familiarity with specialized instruments that are utilized in the assessment of malingering an exaggeration of cognitive deficit's and functional psychopathology.
6. To achieve an understanding of the dangers of misclassification and the ethical issues that can arise when one labels and individual a malingerer.

PSY-765G Evaluations for the Immigration Courts, 2 semester credits

This course will focus on the role the forensic psychologist can take in cases in the United States immigration courts. An overview of the legal aspects of immigration proceedings will be covered with a focus on the processes of seeking asylum and contesting removal from the United States. Didactic instruction will be provided regarding the special challenges facing those that immigrate to the United States as well as the mental health issues prevalent in immigrant communities. Students will be instructed on how to conduct an assessment for the immigration courts and testify in immigration proceedings.

Co-requisites: Prior completion of or concurrent registration in PSY-765

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

Note: Elective

PSY-765L Forensic Psychology Lab, 1 semester credit

Two day face-to-face lab at session.

Pre-requisites: PSY-710A

Co-requisites: Prior completion of or concurrent registration in PSY-710B, PSY-710C and PSY-765.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

Note: Elective

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-767A The Social Impact of Mobile and Immersive Media, 4 semester credits

Every new medium introduces new forms of narrative. Immersive media (IM), augmented reality (AR), transmedia storytelling, and more, create tremendous media disruption - and tremendous opportunity. Internet 1.0 (1994 - 2000) was all about the great disruption of a hyperlinked world, which was quickly watered down to online shopping. Internet 2.0 (2004 - 2009) was the decade it took to figure out what to do with a networked, rich web app, social media world. The advent (2009 - present) of IM, and particularly AR, is where broadband enabled mobile technology makes the Internet inescapable offering pitfall and promise. As we rapidly move toward a future where wireless is embedded in everything around us, these media innovations, combined with the modern tablets and smart phones, empower the user with extraordinary capabilities. In theory, almost anyone can know almost anything almost anywhere. This increased transparency leads to reduced privacy, timely access to information breeds constant access to entertainment and we can trust product marketers to use and abuse the medium. Can these developments be used to increase the cognitive understanding of social concerns? Can location based information (GIS) and spatial psychology be used to increase our cognitive relationship to physical place? What is the social impact of real time data delivery? This seminar recasts Marshal McLuhan's famous axiom where the device becomes the message. Public and private organizations as well as foundations and NGOs are adding GIS competence and functions. This development, combined with a layer of real time information accessed through immersive media and augmented reality, addresses the demand for media strategists rather than technologists. In this seminar, these new innovations are brought to life through case studies, research findings and a myriad of applications, product demos and false starts. It draws on the foundations of psychology that lead to effective data visualization, application design, increased human understanding and most importantly mobile advocacy. This revolution will not be televised.

Pre-requisites: PSY-525, PSY-533

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Outcome(s):

1. Familiar with the impact of transmedia storytelling and narrative and brand extension and identity.
2. Familiar with the strategic application of immersive media and augmented reality to education, entertainment, and advocacy.
3. Able to apply the case method to a specific media outcome.
4. Familiar with the relationship between cognitive psychology and the future of gaming.

PSY-767B Narrative and Digital Storytelling, 4 semester credits

This course examines how new media narrative both observes and adds to traditional forms of storytelling. Students create reflective media, using planning tools that help them visualize the overall arc and map of a story, as well as describe the media components of their stories in order to integrate and align media and narrative, deliberately and reflectively. The media that students produce is zero budget media in that students are not expected to have or use equipment beyond their own laptop and digital camera. In addition, students read narrative theory, synthesize their own concepts in this area, and present their findings in written work, particularly as it applies to their professional practice.

Pre-requisites: PSY-525, PSY-533

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Outcome(s):

1. Demonstrate an understanding of the nature and theory of narrative and story through scholarly writing, discussion and media construction.
2. Demonstrate, through scholarly writing and discussion, an understanding of the neuroscience of story, the psychology of story structure, and various approaches to story and narrative research.
3. Apply an understanding of narrative and story theory by using the media planning tools and the media development to create effective, original media.

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 practice, research projects, and special studies in media effects.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-770 Special Topics in Forensic Psychology, 2 or 4 semester credits

This special topic course in forensic psychology covers content not addressed in PSY-765. The specific content of this course must be negotiated and approved with a faculty member using an assessment contract.

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: Elective

PSY-771 Legal and Ethical Issues in Media Psychology, 4 semester credits

This course involves a review of pertinent research literature from the study of media effects. Some sample topics include court cases and legal principles involving such issues as freedom of expression,

protected and unprotected speech, libel, obscenity, privacy, commercial expression, copyright, intellectual property, and related issues. The course will assist participants in developing an understanding of psychological theories that pertain to culture, the law, and media.

Pre-requisites: PSY-525, PSY-533

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-772 Media and the Comparative Identity of Nations, States and Cultures, 4 semester credits

This course explores the relationship between media, public opinion and the comparative and competitive identity of nations, regions and cultures. Ever since the introduction of "nation branding" in the mid - 1990s, there has been growing interest in the notion that countries, regions and cultures can build and maintain their own images. There is very little agreement on how, or even if, the techniques of brand management can apply to places. There is broad agreement, however, that the effect and power of the media drives public opinion in one direction or another toward a conclusion about the quality, openness, and desirability of visiting, doing business with or entering into agreements with a nation, region or culture. Just how is this public opinion "framed" and how can it be changed? What determines whether the media will accept or reject a country's perspective on how it would like to be viewed? What are the ways that encourage the open exchange of ideas between governments and the media and between the media and the public? What consequences does this new media environment have for how a country sees itself and how others see it?

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-773 Media Innovation and Online Education, 4 semester credits

Higher education is seeking those who both create innovative media psychology, emerging media and related content and are familiar with on-line delivery platforms. This seminar is designed to address emerging technology and the creation of virtual courseware for those seeking to deliver educational experiences within degree programs, private executive development and international development programs. Both advanced doctoral students and recent graduates are finding tremendous value in preparing for online course delivery. This seminar includes:

- Comparative delivery platforms and forum management
- Fully annotated syllabus development
- Keys to innovative course content
- Topic specific literature review
- Managing your professional online identity

Pre-requisites: PSY-525, PSY-533

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

PSY-774 Neuropsychological Care in Traumatic Brain Injury: Assessment, Rehabilitation, and Advocacy, 4 semester credits

This course addresses both the evaluation and treatment of traumatic brain injury from a rehabilitation neuropsychology perspective. Emphasis is placed on how TBI is expressed on neuropsychological evaluations, and how rehabilitation neuropsychologists can use neuropsychological evaluations for treatment planning. First-person accounts of TBI from survivors and family members are considered. The need for rehabilitation neuropsychologists to be familiar with multi-disciplinary teams in medical settings is emphasized, and the roles of these other health professions are covered.

Pre-requisites: PSY-707, PSY-728

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Note: Elective

Learning Outcome(s):

1. Understand how Traumatic Brain Injury results in disruption of physical, cognitive, and emotional processes, and how this disruption is relevant to psychological assessment and treatment.
2. Understand the complexities of assessment and treatment of Traumatic Brain Injury, particularly the importance of coordinating neuropsychological assessment with neuropsychological and multi-disciplinary team-based care.
3. Understand the emotional distress, the clinical implications for addressing it, among patients who have suffered Traumatic Brain Injury and their partners, caregivers, and families.
4. Understand how Evidence-based approaches to Traumatic Brain Injury assessment and treatment have evolved.
5. Understand personal and ethical issues related to brain injury assessment and treatment.

PSY-775 Asmt- Advanced Forensics, 0.5 semester credits

This course provides training on the standards and practices for providing psychological evaluations and effective testimony on specific psychological issues.

Delivery Method: In person

Grading Default: Credit/No Credit Only

PSY-776 Psychology of Social Media, 4 semester credits

Social media are becoming relatively stable psychological forms even as our cultural experimentation and appropriation of this novel media landscape continues. This seminar will explore selected topics in social media and the possibility of theorizing social media within psychology and social psychology. Topics covered include: social media movements; our social media selves; rethinking the idea of the audience on social media; fake news; social media and public culture. The seminar encourages a critical positioning towards theory, social media and broader social, cultural and political values.

Delivery Method: Online

Grading Default: Letter

Learning Outcome(s):

1. Demonstrate understanding of current issues in social media
2. Demonstrate understanding of theory and research as applied to social media through graduate level writing and communication
3. Demonstrate understanding of the role of social media as instruments of expression and social change
4. Demonstrate ability to critically assess underlying ideological, racial, economic and cultural assumptions guiding social media as instruments of public culture.
5. Demonstrate exposure to social media data collection platforms
6. Be able to propose research questions, frame a research approach and data collection.

PSY-777 Positive Psychology in Media, 4 semester credits

This course examines the major tenets of positive psychology and how they are can be applied to media and beyond. Among the topics to be covered are: The deconstruction of happiness and how distinguishing between hedonic and eudaimonic happiness impacts the conceptualization of media use and enjoyment; the role of empathy and altruism in Internet behaviors; how the role of attachment and affiliation manifest in social media; the neuroscience of positive emotions; the role of social and mobile technologies in individual and collective agency; the positive power of storytelling in making social change and designing games and transmedia narratives for flow.

Pre-requisites: PSY-525, PSY-533

Delivery Method: Distance/Electronically Mediated

Grading Default: Letter

Learning Outcome(s):

1. Demonstrate an understanding of the history and major concepts of positive psychology in the context of media and technology. Explanation: Ability to demonstrate an understanding of the history and impact of positive psychology in the field of psychology and to identifying the primary theories and areas of inquiry in the context of media and technology use and development.
2. Ability to link behavioral goals with positive psychology theory in media. Explanation: Demonstrate an understanding and ability to apply positive psychology as a framework for behavioral and emotional impact within the context of media and technology use, development and analysis.
3. Extend positive psychology scholarship to identification of real world problems where media technologies have impact or offer viable solutions. Explanation: Ability to apply positive psychology in the field, to identify problems and develop appropriate interventions and solutions that take advantage of media and technology affordances and leverage.

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-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 10 case presentations (PSY-620), 9.5 credits (760 hours) of PSY-695 Clinical Practicum, PSY-710G (may be taken concurrently).

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

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

This course is designed for students who are completing a Clinical Psychology Concentration in forensic, health psychology or violence prevention. In lieu of a dissertation, the research component for the concentration will be fulfilled by a scholarly article or publishable paper in the area of concentration to be evaluated by a concentration faculty.

Delivery Method: Distance/Electronically Mediated
Grading Default: Letter

Research (RES) Courses

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/Electronically Mediated

Grading Default: Credit/No Credit Only

School of Leadership Studies (SLS) Courses

SLS-501 The STEM Academic Leader in Higher Education, 2 semester credits

Restricted to enrollees in Academic Leadership Certificate Program(s). Academic Leaders in STEM and other fields are required to interact with numerous academic and non-academic systems and operations in higher education. This course focuses on the range of responsibilities that current and future academic leaders must attend to in various leadership roles, including department chairs, deans, provosts, and presidents. With a particular focus on the STEM disciplines and the concept of intersectionality, students are introduced to the interrelated topics on which academic leaders must be informed. Assignments include completion of the Leadership Executive Assessment, readings, discussions, and knowledge transfer to practical application.

Delivery Method: In person

Grading Default: Credit/No Credit Only

SLS-502 Managing Accreditation and Institutional Partnerships in Academia, 2 semester credits

Restricted to enrollees in Academic Leadership Certificate Program(s). STEM and other disciplinary Academic Leaders must manage accreditation and institutional partnerships to advance the academic enterprise. The course focuses on evolving changes in the institutional and disciplinary accreditation landscape. Students will obtain knowledge on best practices in connecting with accrediting bodies, both regional and others more specific to the STEM disciplines. Best practices will be discussed on the role of academic leaders in crafting articulation agreements/partnerships and how these may or may not involve accrediting bodies. Relevance to domestic and global partnerships from financial, marketing and branding perspectives are discussed.

Delivery Method: In person

Grading Default: Credit/No Credit Only

SLS-503 STEM Academic Leaders and Higher Ed Associations, 2 semester credits

Restricted to enrollees in Academic Leadership Certificate program(s). Academic Leaders in STEM and other disciplines regularly become involved with national higher education and disciplinary associations. This course examines the history of such associations and the roles they play in advancing higher education and the disciplines they represent. Case studies and examples will be provided to demonstrate how connectivity with these associations can serve to advance the STEM disciplines and the higher education community. Relationships with state and federal government are explored.

Delivery Method: In person

Grading Default: Credit/No Credit Only

SLS-504 Academic Fundraising and Grantsmanship, 2 semester credits

Restricted to enrollees in Academic Leadership certificate program(s). Academic Leaders from STEM and other disciplines are typically expected to contribute to institutional sustainability through continuous attention to and success in multiple funding sources, including the federal and state governments, foundations, and private industry. External relations with funders, community leaders, the institution's Board of Trustees, and Alumni are essential to acquiring extramural funding. Participants will learn the art and science of identifying sources of funds and the cultivation of potential donors, along with successful grant-writing and post-award management.

Delivery Method: In person

Grading Default: Credit/No Credit Only

SLS-509 Seminal and Contemporary Issues in Higher Education, 2 semester credits

Restricted to enrollees in Academic Leadership certificate program(s). Monthly webinars and coaching sessions are provided that focus on seminal higher education topics and professional development. Topics will focus on such issues as governance, finances, faculty development, evolving pedagogies, diversity, technology and the enhancement of student success. Webinars will provide opportunities for enrollees to discuss knowledge transfer scenarios on their campuses for collective review and discussion. Each participant will be assigned an academic coach who has had extensive experience in academic leadership. Monthly coaching sessions are provided to enhance career development.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only

SLS-510 Practicum in Academic Leadership, 2 semester credits

Restricted to enrollees in Academic Leadership certificate program(s). A supervised practicum focusing on an issue or challenge on the enrollee's home campus is required in order to receive the certificate. Under the rubric, Action Learning Plan (ALP), the practicum activity must be aligned with data and theory presented in didactic courses associated with the certificate program. Supervision and mentoring are provided by experienced academic leaders in higher education. A formal presentation on the goals and outcomes from the ADP is required.

Delivery Method: In person/Blended

Grading Default: Credit/No Credit Only