



# Academic Catalog 2019-2020



## Table of Contents

About Fielding Graduate University .....	6
Disclaimer.....	7
Non-Discrimination Policy .....	8
Program Review.....	8
Institutional Accreditation.....	8
APA Accreditation.....	9
Continuing Education Approvals.....	9
State Registrations or Approvals .....	9
Academic Calendar 2019-2020.....	10
Fall Semester .....	10
Spring Semester .....	10
Summer Semester.....	11
Future Terms .....	13
Calendar Parameters.....	14
Admissions .....	15
Financial Aid .....	17
Tuition and Fee Information.....	18
Payment Information.....	18
Cost of Attendance for Financial Aid.....	19
Doctoral Tuition Rates by Program as of September 1, 2019.....	20
Master's Tuition Rates by Program as of September 1, 2019 .....	20
Graduate Certificate Tuition and Fee Rates by Program as of September 1, 2019 .....	21
Online Professional Development Tuition Rates by Program as of September 1, 2019.....	22
General Fees.....	22
Doctoral Session Attendance Fees .....	22
Finance Fees .....	23
Transcript Fees.....	23
Graduation Fees.....	23
Continuing Education Program Discounts .....	24
Final Tuition Payments for Doctoral/Postdoc Students.....	24
Financial Aid Adjustments for Leaves.....	24
Proofreading Charges.....	25
Reduced Tuition for Advancement to Candidacy.....	25
Student Account Refunds .....	26

Tuition Refund Schedule .....	27
Tuition Delinquency .....	29
Tuition Reduction During Clinical Internships.....	30
Tuition/Fee Changes and Guarantees .....	31
Academic Policies and Procedures.....	33
Doctoral and Dissertation Policies .....	33
Advancement to Doctoral Candidacy .....	33
Dissertation Committee Formation.....	33
Dissertation Publishing .....	36
Dissertation Research Assistance.....	36
Final Oral Review Scheduling.....	37
Maximum Units Completed with Individual Faculty .....	39
Program Specific Policies.....	40
Academic Progress Requirements - PSY .....	40
Changing Degree Track - HOD.....	42
Clinical Rewrite Policy - CLIN PSY .....	43
First-Year Student Leaves of Absence - CLIN PSY .....	44
Licensure - CLIN PSY .....	44
Students who Relocate Geographically - CLIN PSY.....	44
Progress to Degree Policies .....	45
Degree and Certificate Conferrals.....	45
Degree Audit Adjustments .....	45
Graduation Ceremony Participation .....	46
Satisfactory Academic Progress .....	47
Time to Degree .....	52
Registration, Enrollment, Grade Policies .....	54
Add/Drops of Courses .....	54
Alumni Enrollment.....	56
Concurrent Enrollment.....	56
Course/Seminar/Session Cancellations.....	57
Enrollment Statuses and Registration Limits .....	57
Faculty Assignments and Continued Enrollment.....	59
Grades and Credit .....	60
Leaves and Withdrawals .....	64
Re-enrollment.....	67

Session Registration .....	68
Transcripts .....	69
Transfer Credit .....	70
Transferring Your Program of Study .....	71
<b>Student Rights and Responsibilities .....</b>	<b>72</b>
Behavior .....	72
Academic Honesty .....	72
Faculty Academic Freedom .....	74
Free Speech .....	78
Involuntary Leave Policy .....	78
Research Ethics .....	79
Student Initiative .....	80
Truth in Information .....	80
Program Specific Policies .....	81
APA Ethical Principles – Clinical Psychology/RCP .....	81
Policy for Addressing Problems in Professional Competency – Clinical Psychology/RCP .....	81
Student Informal Complaints Procedure - EdD and IECD .....	86
Student Informal Complaints Procedure - Clinical Psychology/RCP .....	87
Timely Response: Expectations of School of Psychology Students .....	87
Rights .....	89
Faculty and Staff Timely Response Policy .....	89
FERPA: Student and Institutional Regarding Public Information .....	90
Intellectual Property .....	92
Student Complaints and Grievances .....	94
Student Files .....	97
Student Lending Code of Conduct .....	99
Students with Disabilities Policy .....	100
Technology .....	102
Copyright Infringement and Peer-to-Peer File Sharing .....	102
Electronic Network Access .....	102
Email Accounts .....	103
Technology Resources .....	104
Campus Safety .....	110
Annual Security Report .....	110
Campus Security Authorities and Crime Reporting .....	110

<b>School of Leadership Studies .....</b>	<b>112</b>
<b>Education Programs .....</b>	<b>114</b>
<b>EdD, with an emphasis in Leadership for Change .....</b>	<b>114</b>
<b>EdD Program Concentrations.....</b>	<b>116</b>
<b>Evidence Based Coaching Programs .....</b>	<b>119</b>
<b>Comprehensive Evidence Based Coaching Certificate .....</b>	<b>119</b>
<b>Evidence Based Coaching for Organization Leadership Certificate.....</b>	<b>120</b>
<b>Human &amp; Organizational Development Programs .....</b>	<b>121</b>
<b>Human Development, PhD .....</b>	<b>121</b>
<b>Human Development PhD Concentrations .....</b>	<b>124</b>
<b>Organizational Development &amp; Change, PhD .....</b>	<b>125</b>
<b>Organizational Development &amp; Change PhD Concentrations .....</b>	<b>128</b>
<b>Organizational Development &amp; Leadership Programs.....</b>	<b>130</b>
<b>Organizational Consulting Certificate.....</b>	<b>130</b>
<b>Organizational Development &amp; Leadership Certificate .....</b>	<b>130</b>
<b>Organizational Development &amp; Leadership, MA.....</b>	<b>132</b>
<b>School of Psychology.....</b>	<b>134</b>
<b>Clinical Psychology Programs.....</b>	<b>136</b>
<b>Clinical Psychology Postbaccalaureate Certificate .....</b>	<b>136</b>
<b>Psychology with an emphasis in Clinical Psychology, PhD .....</b>	<b>137</b>
<b>Concentrations for the Clinical Psychology PhD.....</b>	<b>140</b>
<b>Respecialization in Clinical Psychology Postdoctoral Certificate.....</b>	<b>143</b>
<b>Concentrations for Respecialization.....</b>	<b>144</b>
<b>Forensic Psychology Certificate Programs .....</b>	<b>148</b>
<b>Forensic Psychology Certificate .....</b>	<b>148</b>
<b>Forensic Psychology for Clinicians Certificate .....</b>	<b>148</b>
<b>Forensic Psychology for Mental Health Practitioners Certificate .....</b>	<b>149</b>
<b>Infant &amp; Early Childhood Development Programs .....</b>	<b>150</b>
<b>Infant &amp; Early Childhood Development with an emphasis in Mental Health, MA .....</b>	<b>150</b>
<b>Infant &amp; Early Childhood Development with an emphasis in Mental Health &amp; Developmental Disorders, PhD .....</b>	<b>152</b>
<b>Infant &amp; Early Childhood Development PhD Concentrations.....</b>	<b>155</b>
<b>Media Psychology Programs.....</b>	<b>156</b>
<b>Media Psychology Certificate (with emphases) .....</b>	<b>156</b>
<b>Media Psychology, MA (terminal degree) .....</b>	<b>158</b>

Psychology with an emphasis in Media Psychology, PhD .....	160
Concentrations for the Media Psychology PhD .....	163
Neuropsychology Postdoctoral Program .....	165
Courses.....	166
Continuing Education (CE) Courses .....	166
Educational Leadership for Change Courses .....	168
Human and Organizational Development Courses.....	180
Infant and Early Childhood Development Courses.....	206
Media Psychology Master’s Program Courses .....	228
Neuropsychology Courses .....	238
Organizational Development and Leadership Courses .....	240
Psychology Courses.....	255
Research (RES) Courses .....	324

# About Fielding Graduate University

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

## Vision

Educating leaders, scholars, and practitioners for 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

# Non-Discrimination Policy

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

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

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

Policy Revised 10/10/2019

## 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 American Psychological Association accredited clinical psychology doctoral program utilizing a distributed delivery model. Contact information for APA is as follows: APA Commission on Accreditation, 750 First St. NE, Washington, DC 20002. Phone: 202.336.5979.

# 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)

# 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 2019-2020

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## Fall Semester

September 4, 2019-December 15, 2019

<b>Jul 9-Aug 15</b> (Tues-Thurs)	Online registration for Fall 2019
<b>Aug 19-Sept 3</b> (Mon-Tues)	Term break
<b>Aug 26</b> (Mon)	Financial Aid loan disbursement begins
<b>Aug 27</b> (Mon)	Fall 2019 Tuition due
<b>Sept 2</b> (Mon)	Labor Day - <b>Administrative offices closed</b>
<b>Sept 3</b> (Tues)	IRB Submission Deadline
<b>Sept 4</b> (Wed)	<b>Fall semester classes begin</b>
<b>Sept 4-Sept 9</b> (Wed-Mon)	Onsite orientations (exact dates vary by program)
<b>Sept 4-17</b> (Wed-Tues)	Add/Drop period for School of Psychology, ODL and School of Leadership Studies certificate programs
<b>Sept 9</b> (Mon)	Leave of absence for term request deadline
<b>Sept 11</b> (Wed)	Unofficial withdrawal deadline
<b>Oct 1</b> (Tues)	IRB Submission Deadline
<b>Oct 22</b> (Tues)	Change Grade Option deadline
<b>Oct 22</b> (Tues)	Drop (with a W) deadline for School of Psychology, ODL and School of Leadership Studies certificate programs
<b>Nov 7</b> (Thurs)	IRB Submission Deadline
<b>Nov 11-16</b> (Mon-Sat)	PSY Fall residency session
<b>Nov 26</b> (Tues)	ODL, Media MA and School of Leadership Studies certificate courses end
<b>Nov 28-29</b> (Thurs-Fri)	Thanksgiving recess - <b>Administrative offices closed</b>
<b>Dec 2</b> (Mon)	IRB Submission Deadline
<b>Dec 9-15</b> (Mon-Sun)	Assessment week
<b>Dec 15</b> (Sun)	<b>Fall 2019 grades due</b>
<b>Dec 16-Jan 5</b> (Mon-Sun)	Term break
<b>Dec 24-Jan 1</b> (Tues-Wed)	<b>Administrative offices closed</b>

## Spring Semester

January 6, 2020-April 19, 2020

<b>Nov 7-Dec 3</b> (Thurs-Tues)	Online registration for Spring 2020
<b>Nov 7</b> (Thurs)	Dissertation to Committee Deadline for Winter Session 2020 Graduates
<b>Nov 22</b> (Fri)	Degree Audit Deadline for Winter Session 2020 Graduates
<b>Dec 16-Jan 5</b> (Mon-Sun)	Term break
<b>Dec 24-Jan 1</b> (Tues-Wed)	<b>Administrative offices closed</b>
<b>Jan 2</b> (Thurs)	Financial Aid loan disbursement begins
<b>Jan 2</b> (Thurs)	Spring 2020 Tuition due

<b>Jan 2</b> (Thurs)	IRB Submission Deadline
<b>Jan 6</b> (Mon)	<b>Spring semester classes begin</b>
<b>Jan 6-Jan 10</b> (Mon-Fri)	Onsite orientations (exact dates vary by program)
<b>Jan 6-19</b> (Mon-Sun)	Add/Drop period for School of Psychology, ODL and School of Leadership Studies certificate programs
<b>Jan 7-11</b> (Tues-Sat)	School of Leadership Studies Winter residency session
<b>Jan 11</b> (Sat)	School of Leadership Studies Winter Session Graduation Ceremony
<b>Jan 11</b> (Sat)	Leave of absence for term request deadline
<b>Jan 13</b> (Mon)	Unofficial withdrawal deadline
<b>Jan 13-18</b> (Mon-Sat)	School of Psychology Winter residency session
<b>Jan 18</b> (Sat)	School of Psychology Winter Session Graduation Ceremony
<b>Jan 20</b> (Mon)	Martin Luther King Jr. Holiday - <b>Administrative offices closed</b>
<b>Feb 3</b> (Mon)	IRB Submission Deadline
<b>Feb 17</b> (Mon)	President's Day - <b>Administrative offices closed</b>
<b>Feb 23</b> (Sun)	Change Grade Option deadline
<b>Feb 23</b> (Sun)	Drop (with a W) deadline for School of Psychology, ODL and School of Leadership Studies certificate programs
<b>Mar 2</b> (Mon)	IRB Submission Deadline
<b>Mar 29</b> (Sun)	ODL, Media MA and School of Leadership Studies Certificate courses end
<b>Apr 1</b> (Wed)	IRB Submission Deadline
<b>Apr 13-19</b> (Mon-Sun)	Assessment week
<b>Apr 19</b> (Sun)	<b>Spring 2020 grades due</b>
<b>Apr 20-May 3</b> (Mon-Sun)	Term break

## Summer Semester

May 4, 2020-August 16, 2020

<b>Mar 10-Apr 14</b> (Tues-Tues)	Online registration for Summer 2020
<b>Apr 20-May 3</b> (Mon-Sun)	Term break
<b>Apr 28</b> (Tues)	Financial Aid loan disbursement begins
<b>Apr 28</b> (Tues)	Summer 2020 Tuition due
<b>May 1</b> (Fri)	IRB Submission Deadline
<b>May 1</b> (Fri)	Dissertation to Committee Deadline for Summer Session 2020 Graduates
<b>May 4</b> (Mon)	<b>Summer semester classes begin</b>
<b>May 4-May 8</b> (Mon-Fri)	Onsite orientations (exact dates vary by program)
<b>May 4-17</b> (Mon-Sun)	Add/Drop period for ODL, Media Psy MA, and School of Leadership Studies Certificate programs
<b>May 9</b> (Sat)	Leave of absence for term request deadline
<b>May 11</b> (Mon)	Unofficial withdrawal deadline
<b>May 25</b> (Mon)	Memorial Day - <b>Administrative offices closed</b>
<b>Jun 1</b> (Mon)	IRB Submission Deadline
<b>Jun 8</b> (Mon)	Degree Audit Deadline for Summer Session 2020 Graduates
<b>Jun 21</b> (Sun)	Change Grade Option deadline

<b>Jun 22</b> (Sun)	Drop (with a W) deadline for School of Psychology, ODL and School of Leadership Studies certificate programs
<b>Jul 1</b> (Wed)	IRB Submission Deadline
<b>Jul 12-17</b> (Sun-Fri)	School of Psychology Summer residency session
<b>Jul 14-17</b> (Tues-Fri)	School of Leadership Studies Summer residency session
<b>Jul 18</b> (Sat)	Summer Session Graduation Ceremonies
<b>Jul 26</b> (Sun)	ODL, Media MA and School of Leadership Studies certificate courses end
<b>Aug 3</b> (Mon)	IRB Submission Deadline
<b>Aug 10-16</b> (Mon-Sun)	Assessment week
<b>Aug 16</b> (Sun)	<b>Summer 2020 grades due</b>
<b>Aug 17-Sept 8</b> (Mon-Tues)	Term break

# **Future Terms**

## **2020-2021**

### **2020 Fall**

- Doctoral, postdoctoral, and postbaccalaureate programs, MA-IECD program: 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 program: 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

## **2021-2022**

### **2021 Fall**

- Doctoral, postdoctoral, and postbaccalaureate programs, MA-IECD program: 09/08/21 - 12/19/21
- ODL and Media Psych MSC master's and certificates: 09/08/21 - 11/30/21

### **2022 Spring**

- Doctoral, postdoctoral, and postbaccalaureate programs, MA-IECD program: 01/10/22 - 04/24/22
- ODL and Media Psych MSC master's and certificates: 01/10/22 - 04/03/22

### **2022 Summer**

- Doctoral, postdoctoral, and postbaccalaureate programs, MA-IECD program: 05/09/22 - 08/21/22
- ODL and Media Psych MSC master's and certificates: 05/09/22 - 07/31/22

## **2022-2023**

### **2022 Fall**

- Doctoral, postdoctoral, and postbaccalaureate programs, MA-IECD program: 09/07/22 - 12/18/22
- ODL and Media Psych MSC master's and certificates: 09/07/22 - 11/29/22

## 2023 Spring

- Doctoral, postdoctoral, and postbaccalaureate programs, MA-IECD program: 01/09/23 - 04/23/23
- ODL and Media Psych MSC master's and certificates: 01/09/23 - 04/02/23

## 2023 Summer

- Doctoral, postdoctoral, and postbaccalaureate programs, MA-IECD program: 05/08/23 - 08/20/23
- ODL and Media Psych MSC master's and certificates: 05/08/23- 07/30/23

# 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

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## University Standard

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 Accreditation, 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 with a course-by-course evaluation, unless their international degree program has an established articulation agreement with Fielding. Applicants should review the information about those organizations that Fielding has approved to provide such evaluations.

## 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 full-time enrollment while on F-1 visa status. Online only and certificate program students are not eligible for F-1 visas.

- Supply documentation of their available financing. This is usually accomplished via bank statements or bank letters certifying that a student has the financial resources to attend the university.
- Supply copies of passports, address information and other pertinent demographic information for themselves and any dependents.
- Complete the appropriate F-1 visa application with their local consulate, including paying their own F-1 visa application fees.
- International students transferring from another college/university on an F-1 student visa are required to submit copies of their visa, I-94 card, and all previously issued I-20 Forms. The SEVIS Transfer Eligibility process must also be completed by the international student adviser at the student's previous institution.

**Note:**

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

## Deferred Admission

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

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

For the Clinical Psychology PhD or Respecialization Certificate programs, an applicant who is unable to begin enrollment in the term for which they received an offer of admission may request to be considered for admission for the next available start term without submitting a new application. The program may agree to a deferred application review, which may require submission of supplemental application materials pertaining to the deferral request, and consider the applicant as a candidate in comparison with the applicant pool for that term. An applicant who does not enroll or is not admitted under an admission offer through this deferred application process must submit a new application to be considered again for admission in a future term.

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

Policy Revised 12/01/2019

# Financial Aid

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

- **Loans:** Many of our students with financial need utilize federal student loan funds (Direct Unsubsidized and/or Direct PLUS for Graduate loans) to support their education. A few students use private student loans. Loans are generally scheduled for one year (three terms) with one disbursement of funds at the start of each term, and then renewed each year as needed.
- **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](mailto:finaid@fielding.edu).

# Tuition and Fee Information

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## 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 2019-2020 are as follows:

Fall 2019 - Due 08/27/2019  
Spring 2020 - Due 01/02/2020  
Summer 2020 - Due 04/28/2020

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

## Anticipated Payments of VA Education Benefits

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

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

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

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

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

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

Policy Revised 10/01/2019

## 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. These costs are not paid directly to Fielding and are estimates for an average student. 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 appealed on an individual basis. Contact the Financial Aid Office for the COA appeal request form.

Other Expenses	Amount	Per
Books: Doctoral and Respecialization Certificate	\$500	term
Books: Master's and Certificate	\$25	credit
Transportation: Clinical Doctoral and Respecialization Certificate	\$3,600	year
Transportation: All Other Doctoral	\$2,400	year
Transportation: MA in ODL	\$1,050	year
Transportation: Evidence Based Coaching Certificates	\$2,400	program
Transportation: Neuropsychology Certificate	\$70	month
Room/Board/Personal/Miscellaneous	\$1,880	month

## Doctoral Tuition Rates by Program as of September 1, 2019

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

## Master's Tuition Rates by Program as of September 1, 2019

Program	Tuition	Additional Information
Infant and Early Childhood Development	\$720/credit	\$2,880/course - 10 courses
Media Psychology	\$610/credit	\$2,400/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, 2019

Program	Tuition	Associated Fees	Additional Information
Clinical Psychology (postbaccalaureate)	\$720/credit		\$20,160 program total - 28 credits
Comprehensive Evidence Based Coaching	\$720/credit \$750/per skills training course		\$3,630/term - 3 terms
Evidence Based Coaching for Organization Leadership	\$720/credit \$750/per skills training course		\$3,630/term - 2 terms
Forensic Psychology	\$720/credit		\$2,880/course - 3 courses
Forensic Psychology for Mental Health Practitioners	\$720/credit		\$2,880/course - 5 courses
Forensic Psychology for Clinicians	\$720/credit		\$2,880/course - 6 courses
Media Psychology	\$610/credit		\$2,440/course - 3 courses
Organizational Consulting	\$720/credit		\$2,880/course - 3 courses
Organizational Development and Leadership	\$720/credit		\$2,880/course - 4 courses
Neuropsychology (postdoctoral)	\$4,320/term	\$1,850/term	\$6,170/term - 6 terms Students needing to continue into year three of the program pay reduced tuition.
Respecialization Clinical Psychology (postdoctoral)	\$929/credit with a maximum amount of \$9,290/term*	\$929 fee for practicum/internship per term	*RCP students who entered prior to Fall 2018 are charged \$9,290/term with discounts at advanced stages in the program as outlined in the Tuition Reduction During Clinical Internships policy

# Online Professional Development Tuition Rates by Program as of September 1, 2019

Program	Tuition
12 week course	\$720/credit
Open Enrollment Doctoral Courses	\$929/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
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	\$225
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	\$150	\$300

# Finance Fees

Finance Fees	
Convenience/Service Fee: Discover, MasterCard, Visa, American Express	2% per transaction
Finance Charge (1st of month)	.83% charged when payment is not received by due date
Late Payment penalty fee	\$100 assessed on past due balance
Monthly Payment Plan	\$50 setup fee \$25 second time card decline \$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)

# Transcript Fees

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

# 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

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

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

Policy Revised 12/01/2019

# Final Tuition Payments for Doctoral/Postdoc Students

In the doctoral/postdoctoral student's final months of enrollment, tuition will be billed and payable as usual. Tuition stops when all requirements have been completed by the student, approved by the faculty, and received at Fielding's administrative offices. If a student in the doctoral/postdoctoral programs receives a stop tuition date prior to the end of a term the student may receive a tuition refund. See the 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](http://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 schedules present the descending scale of tuition refund percentages applying to students who drop a course, withdraw or are dismissed from a program after the first class day has commenced but before completing 61% of the instruction in the course/enrollment period. Please consult the appropriate table below based on the term/class length:

## 15 Week Term (103-105 days)

% of Instructional Time Completed	Number of Days Completed	Amount of Refund of Tuition and Fees
Prior to first class day	0	100% of applicable tuition and 100% returnable fees
1-4%	1-4	95% of applicable tuition and 0% fees
5-9%	5-9	90% of applicable tuition and 0% fees
10-14%	10-14	85% of applicable tuition and 0% fees
15-19%	15-19	80% of applicable tuition and 0% fees
20-24%	20-25	75% of applicable tuition and 0% fees
25-29%	26-30	70% of applicable tuition and 0% fees
30-39%	31-40	60% of applicable tuition and 0% fees
40-49%	41-51	50% of applicable tuition and 0% fees
50-60%	52-63	40% of applicable tuition and 0% fees
61%	Day 64 and beyond	no refund of tuition or fees

## 12 Week Term (84 days)

% of Instructional Time Completed	Number of Days Completed	Amount of Refund of Tuition and Fees
Prior to first class day	0	100% of applicable tuition and 100% returnable fees
1-4%	1-3	95% of applicable tuition and 0% fees
5-9%	4-7	90% of applicable tuition and 0% fees
10-14%	8-11	85% of applicable tuition and 0% fees
15-19%	12-15	80% of applicable tuition and 0% fees
20-24%	16-20	75% of applicable tuition and 0% fees
25-29%	21-24	70% of applicable tuition and 0% fees
30-39%	25-32	60% of applicable tuition and 0% fees
40-49%	33-41	50% of applicable tuition and 0% fees
50-60%	42-50	40% of applicable tuition and 0% fees
61%	Day 51 and beyond	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.

## **Military Tuition Assistance Returns**

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

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

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

Policy Revised 05/01/2020

# **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 .83% per month, or 10% per year. Finance charges are made on the first business day of each month.

### **Withdrawal for Non-Payment**

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

Policy Revised 06/19/2014

## **Tuition Reduction During Clinical Internships**

### **Clinical PhD Program**

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

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

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

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

## **Respecialization Certificate**

### **Enrollees Fall 2018 and after**

The per credit tuition will apply as outlined in the Tuition policy for RCP students who are engaged in coursework.

RCP students who have reached All But Internship (ABI) will be charged as defined on the Tuition policy.

During terms when RCP students are engaged in either practicum or internship, a fee will be charged in addition to any per credit charges for coursework registered, as outlined in the Tuition policy.

### **Enrollees prior to Fall 2018**

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 09/01/2018

# **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

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## Doctoral and Dissertation Policies

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### 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.
  - 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 Committee Formation

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

## Minimal Committee Composition

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

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

## External Examiners

The external member (examiner) broadens the dissertation committee beyond Fielding to represent a different perspective by virtue of their field, location or knowledge application. For all programs, the external examiner on doctoral dissertations must be doctorally qualified and academically respected in a field appropriate for the student's dissertation. This is typically evidenced by recent publications in relevant peer review journals or other scholarly publications.

External examiners usually have prior experience advising doctoral dissertations.

For all programs, external examiners may not have current or historical relationships which constitute real or apparent conflict of interest that could compromise the ability of the external examiner to provide unbiased review. Thus, the external will have no current or prior affiliation with Fielding as a student, faculty (regular or adjunct), staff, alumnus/a, or administrator.

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

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

External examiners for School of Psychology dissertations must:

1. Have recent experience supervising doctoral dissertations. Dissertation supervising experience of the external examiner can be waived if:
  - the focus of the dissertation is sufficiently narrow that there are relatively few scholars to ask;
  - the proposed examiner's CV includes supervising research in multiple domains where he or she has been applying evaluation criteria equivalent (or higher) than those applied to a dissertation (e.g., grant evaluator, editor of a peer reviewed APA journal);
  - the dissertation chair signs off on a written rationale for waiving this requirement using the SoP external examiner checklist form.
2. Evidence scholarly experience in the field of the student's dissertation through empirical research publications, preferably recent publications.

3. Not be the owners of datasets to be used in the dissertation, or gatekeepers controlling access to participant samples. Such persons are ineligible and will not be approved to serve in this capacity.

- Exceptions to the external examiner appointment, supported by the program director, must be reviewed by the Department Chair for approval.

### **Program Faculty Eligibility**

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

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

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

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

There will be no sanctions if a faculty member declines to serve for any reason.

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

### **Academic Interest and Conflict of Interest**

A student's academic interests include:

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

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

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

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

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

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

Policy Revised 09/01/2019

## Dissertation Publishing

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

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

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

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

Policy Revised 09/01/2019

## Dissertation Research Assistance

The student is responsible for the dissertation under guidance from the faculty members and readers on the dissertation committee. This responsibility can in no way and to no extent 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

## **Final Oral Review Scheduling**

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

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

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

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

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

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

Specific scheduling requirements per doctoral program/school appear below:

### **Clinical Psychology Program**

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

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

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

### **EdD Program**

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

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

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

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

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

In addition to Fielding's University-wide policy that the FOR should take place no sooner than 6 weeks after the developed dissertation has been sent to the full committee review in the case of FORs not held at National Sessions, and the above listed programs require that there must be 30 days between the date the chair authorizes the student to schedule the FOR and the date on which the FOR actually occurs.

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

Policy Revised 01/01/2020

# **Maximum Units Completed with Individual Faculty**

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

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

Policy Revised 06/01/2008

# Academic Policies and Procedures

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## Program Specific Policies

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### 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.

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

Students who matriculated into the clinical psychology program Fall 2018 or after must complete the following 38 credits in their first year:

- PSY-500 Foundations of Doctoral Study, 4 semester credits
- PSY-701A Research Methods I, 4 semester credits

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

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

Students who matriculated into the clinical psychology program must complete the following 48 credits in their second year:

- 4 credits over two terms of a Practicum Case Seminar orientation; e.g., PSY-629A1 and PSY-629A2 (Psychoanalytic), PSY-629B1 and PSY-629B2 (Cognitive-Behavioral) or PSY-629C1 and PSY-629C2 (Humanistic)
- PSY-632A Internship Qualification Evaluation, 2 semester credits
- 9.5 credits of PSY-695 Clinical Practicum (first 760 clock hours)
- PSY-701B Research Methods II: Quantitative or PSY-701C Research Methods II: Qualitative, 4 semester credits
- PSY-706 Cognitive and Affective Bases of Behavior, 4 semester credits
- PSY-707 Biological Bases of Behavior, 4 semester credits
- PSY-710C Objective Assessment, 3 semester credits
- PSY-710D1 and PSY-710D2 Projective Assessment: Rorschach (5 credits) *or* PSY-710E Projective Assessment: Thematic Apperception Test, 3 semester credits *and* PSY-710F Cognitive Behavioral Assessment, 2 semester credits
- PSY-711A2 Introduction to Psychotherapy: Technique, 1 semester credit
- PSY-711B Research in Psychotherapy, 4 semester credits
- PSY-712 Multicultural Psychology, 4 semester credits
- 2 credits of Research Skills Seminars (RSS02, RSS04 and RSS27)
- accrue and log an additional 150 clock hours of residency
- attend one National Session

Clinical students must successfully complete the required second year curriculum (coursework and activities) by the end of their second year of enrollment. Students who do not successfully complete the second year curriculum will be placed on academic probation. If second year requirements are not successfully completed after one additional term, the student will be dismissed from the program.

After the second year, we highly recommend that students follow the model curriculum sequence provided by the program, and not deviate from it without careful consultation with either/both their Faculty Advisor or Graduate Program Advisor. Deviations from the model curriculum sequence may

impact a student's ability to start certain aspects of the program on time due to required pre-requisites, and thus negatively affect the student's length of study. Please see the Time to Degree policy.

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

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

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

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

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

Students who do not meet minimum SAP requirements for an academic year will be required to complete a one-year Progress Improvement Plan (PIP) and must complete the minimum requirements (in addition to any new requirements) by the following year's review deadline. The link to the PIP form is provided in the SAP email notification. The form must be completed by the student, then reviewed and approved by the student's faculty advisor, Program leadership (PD or DCT) and the Dean for Student Development. The PIP is due to the Santa Barbara office by the deadline on the SAP notification message. Failure to provide a PIP within the required time frame will be grounds for dismissal.

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

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

Policy Revised 09/01/2018

## **Changing Degree Track - HOD**

Students in the Human & Organizational Development doctoral program choose from one of two degree designation tracks upon matriculation: Human Development, or Organizational Development & Change [formerly Human & Organizational Systems]. Each track has a master's degree credential earned along the way to the conclusion of the PhD. Pathway master's requirements for each track can be viewed in the catalog and in the student's degree audit online.

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

Students on catalog year 2013 or later, or students on earlier catalogs who choose to do a Dissertation Seminar as an elective, must finalize their doctoral degree designation as either Human Development or Organizational Development & Change [Human & Organizational Systems for catalogs prior to Fall 2016] to registering for the Dissertation Seminar associated with that designation. All other students may make that change prior to PhD degree conferral.

Policy Revised 09/01/2018

## **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.

Students for whom multiple failing grades results in a grade point average (GPA) lower than 3.0 will be dismissed from the program. GPAs will be reviewed each term. In addition, students whose GPA falls below 3.2 will receive warning letters regarding the potential for dismissal should their GPA fall below 3.0.

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 05/01/2020

## **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 professional development seminar location nearest to where they live. Students may only join a professional development seminar location with the permission of the location's faculty advisor.

Policy Effective 05/01/2018

# Academic Policies and Procedures

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## Progress to Degree Policies

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### 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 faculty advisor, if applicable. An adjustment form must be signed by the program director for the student's program, and forwarded to the Registrar's Office for processing in the audit. Degree audit adjustments are not noted on the official transcript.

Policy Revised 10/15/2015

## **Graduation Ceremony Participation**

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

If a doctoral student has completed all other graduation requirements by the published degree audit deadline in the University Master Calendar, and assuming there are no major problems which arise at the Final Oral Review, the student will be permitted to participate in the graduation ceremony which is part of the same National Session in which the Final Oral Review was successfully completed. Clinical Psychology doctoral students may also be permitted to walk who have completed all other graduation requirements excluding an in-progress internship that is scheduled to be completed within 60 days from the ceremony. A student whose internship will be completed 61-120 days after the graduation ceremony can request an exception to be permitted to walk. For an exception to be granted, the Director of Clinical Training must confirm with the placement's training director or student's primary supervisor that the internship is expected to be completed successfully.

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

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

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

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

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

Policy Revised 11/01/2017

# Satisfactory Academic Progress

The Financial Aid Office uses the results of Satisfactory Academic Progress (SAP) reviews to determine student eligibility for Federal Unsubsidized and Graduate PLUS loans. Per federal regulations, failure to maintain satisfactory academic progress will result in disqualification from federal student aid. Scholarships and other student aid based on academic progress may also be affected if a student fails to maintain satisfactory academic progress.

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

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

## 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.

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.

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.

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

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

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

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

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

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

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

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

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

### **Failure to Maintain SAP - 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 masters and graduate certificate programs must have their academic progress reviewed each term by maintaining a satisfactory grade point average and completion rate as defined below:

- The grade point average calculated for purposes of satisfactory academic progress must be 3.0 or higher, and will include all grades for all courses that satisfy the current degree objective, including the original grade earned even when a grade was replaced through a successful grade replacement petition. For the purposes of this policy, **'CR'** grades will be considered to have earned the grade point equivalent of a **'B'** grade (3.0).
- A minimum completion rate of 67% for all attempted coursework, which is calculated by dividing the total number of completed credits including transfer credits by the total number of attempted credits on a cumulative basis. **'I'** (Incomplete), **'R'** (Replaced), **'NC'** (No Credit), and **'W'** (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](mailto: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](mailto:appeal@fielding.edu) prior to the Disqualification Appeal Deadline as published on the University Master Calendar. The appeal request must include an explanation of the special circumstances, an explanation of what has changed to allow forward progress in the future, and a term-by-term course registration and completion plan to regain satisfactory academic progress within the specified time frame. The student must have a current, detailed academic plan on file with the Advising Office that has been approved by the required program faculty and/or administrators. Academic plan forms are available from the Office of Advising

for this purpose. Disqualification appeals submitted without a current approved academic plan on record will not be considered.

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

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

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

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

Policy Revised 10/01/2019

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

Policy Revised 07/01/2014

# Academic Policies and Procedures

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## Registration, Enrollment, Grade Policies

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### 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

### ***Group contracts, Moodle seminar, & Individually Delivered Course Drops***

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

- If the drop occurs within two weeks of the course start, or, in the case of an individual contract submitted after the term has commenced, it occurs within two weeks of contract submission, and there is no financial aid impact to the drop, the course can be dropped with no grade. A financial aid eligibility impact to the drop will require the posting of a **'W'** (Withdrawn) grade by the Registrar.
- Students may drop courses after two weeks and before the 8th week of the term has commenced with the permission of the faculty member with a **'W'** if:
  - a. the Withdrawal is not a substitute for a failing grade based on complete, or nearly complete, participation in the course with poor performance that would typically receive a poor grade;
  - b. the instructor deems the Withdrawal more appropriate than an Incomplete based on the amount of course requirements the student has yet to fulfill and the unfeasibility of allowing the student to finish those requirements at a later time with an Incomplete.
- The Program Director or Director of Clinical Training can have a Clinical Psychology/RCP student dropped from a course when it is determined that the student does not have a passing 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 Clinical Psychology/RCP student may drop the PALS/RSS lab up to the day the lab meets without receiving a grade. A financial aid eligibility impact to the drop will require the posting of a **'W'** (Withdrawn) grade by the Registrar. After the lab begins a student may drop the lab and be awarded a **'W'** (Withdrawn) with the permission of the instructor.

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

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

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

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

Policy Revised 05/01/2020

## **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 and Registration Limits

### Matriculation

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

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

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

### Enrollment Status

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

# of Registered Credits in Term	Enrollment Status
8 or more	Full-time
6-7.5	Three-quarter time
4-5.5	Half-time
3.5 or less	Less than half-time
Doctoral: Full-time Clinical Internship	Full-time for duration of internship period
Doctoral: Half-time Clinical Internship	Half-time for duration of internship period
Doctoral: Dissertation Research registration	Full-time

# of Registered Credits in Term	Enrollment Status
Doctoral: All requirements complete, waiting for proofreader's response to file final dissertation	Less than half-time
Master's/certificate student: Incomplete in last course from prior term	Less than half-time
Neuropsychology certificate: Third year (or more) student	Less than half-time

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

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

### International Student Enrollment Requirements

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

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

### Course Load for Financial Aid

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

### Maximum Course Load

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

Student Program	Maximum Credit Limit per term
Doctoral programs and Respecialization certificate	16 credits
Media master's and media certificate	12 credits
Clinical psychology post-baccalaureate certificate	10 credits
All other programs	8 credits

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

Individual programs may add additional conditions or restrictions.

### **Continuous Registration**

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

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

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

See the Leaves and Withdrawal policy for more information.

### **Re-enrollment**

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

Policy Revision Effective 02/01/2020

## **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.
- IP** Work in progress; final grade to be assigned upon completion of course.
- NC** No credit; competence has not been demonstrated.
- W** No credit; student withdrew or was withdrawn from time-bound course.
- R** Repeated course; original grade replaced.
- AU** Audit. Auditing is attending class without benefit or expectation of receiving credit.

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

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

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

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

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

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

Students are not permitted to participate in any academic activity while on leave, including but not limited to: 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 the leave begins prior to 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.

### **Leave during clinical practicum/internship**

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

The student must work with the Director of Clinical Training to determine eligibility **before** applying for a leave from their training site. The student must provide documented approval from the training site, a description of the reason for the leave, and any other requested supporting documentation to the advising office in advance of the leave start date to be considered for this leave of absence.

### **Returning from Leaves**

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

In certain exceptional situations, students may be allowed to return early from a leave. Tuition will be charged for any applicable period of enrollment and students enrolled for more than 60% of a term will owe the full tuition for that term. Leaves ended early will still count as a full term leave towards the student's total leave time permitted. If a student wishes to return from a leave early, they should make a written request to the Advising office detailing the exceptional circumstances that necessitate the early return. Requests will be reviewed by the 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 10/10/2019

## **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](mailto: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 in a program that is no longer being offered will require Provost approval.

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

Re-enrollment requests are subject to review and re-enrollment is not automatic or guaranteed. The Advising office will be available to provide guidance regarding re-enrollment matriculation dates, academic offerings, financial considerations, and other variables related to a return to school. With rare exception, re-enrolling students are expected to begin study at the start of the term. 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 10/10/2018

## **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](mailto: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**

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

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

#### **Delivery Options**

- Electronic (PDF transcript)
  - Your transcript recipient will be emailed a link to a secure internet page where he/she can retrieve your official transcript
  - Printing is allowed
  - Modifications are not allowed
- Hold for Pick-Up
  - Once the transcript request is received in our office, the transcript will be available for pickup by the student (ID must be shown), or;

- Authorized persons must bring a signed release statement from the student stating “I, [student’s name], give permission for [authorized party] to pick up my transcript on [date].”
- US Postal Service
  - Once the transcript request is received in our office, the transcript will be mailed within 1-3 business days. Please allow an additional 5-7 business days for delivery by the United States Postal Service to domestic mailing addresses.
- Express Mail
  - Transcript will be mailed within 1 business day of order to the recipient for receipt the next or second business day.

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

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

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

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

Policy Revised 10/10/2019

## Transfer Credit

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

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

Policy Revised 10/01/2019

# Transferring Your Program of Study

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

# Student Rights and Responsibilities

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## Behavior

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### Academic Honesty

#### Preamble

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

#### Standards of Academic Honesty

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

#### Violations of Standards

A student shall be subject to discipline for any violation of the standards of academic honesty. Faculty and staff members shall be subject to reprimand for any violation of the standards of academic honesty.

#### Disciplinary Sanctions

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

#### Committee on Academic Integrity

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

3. The CAI's primary purposes shall be, in accordance with the procedures outlined below, to receive and evaluate evidence of alleged violations of the standards of academic honesty and to make decisions regarding the disposition of such cases. The CAI shall also make recommendations to the Provost and to the appropriate governance bodies for changes in standards and procedures, as it deems appropriate, and shall report annually to the Provost.

## **Procedures**

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

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

program director, and the Provost, within 10 calendar days from the CAI's decision having been made. The report should address whether or not the CAI believes a violation has occurred and the decision of a penalty, if any, that it deems appropriate. If it decides that a violation has occurred, the CAI will include in its report its decision of a penalty that it considers appropriate. This penalty may be the one recommended by the alleging faculty member or some other penalty in conformity with the disciplinary sanctions aforementioned. The CAI will also transmit the relevant files to the Provost.

6. If the CAI decides to impose a penalty (of whatever kind), the student, within 7 calendar days, may appeal this decision to the Provost.
7. If the student appeals, within 7 calendar days the Provost must either: concur with the decision of the CAI; choose to modify the decision; dismiss the appeal, or remand the case to the CAI for further deliberations. In all actions but the last, the case will be considered closed.

### **Degrees Awarded/Revoked**

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

### **Plagiarism Prevention**

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

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

Policy Revised 03/01/2020

## **Faculty Academic Freedom**

### **Preamble**

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

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

### **Policies on Academic Freedom**

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

1. A faculty member is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of other academic duties. Research under the aegis of Fielding Graduate University for pecuniary gain and/or under conditions that would limit or prohibit communication of the results should be undertaken only with the prior agreement of the institute.
2. Faculty members are entitled to freedom in the exercise of their various instructional responsibilities, such as mentoring students, conducting seminars and workshops, leading meetings, etc., that contribute to the students' academic and professional maturity. However, it is understood that this freedom applies only to the product of the faculty member's scholarship. The Board does not endorse the introduction of personal opinions unsupported by scholarship and controversial views that have no relation to the subject into any aspect of the faculty-student relationship.
3. Fielding Graduate University faculty members are citizens, members of a learned profession, and officials of Fielding Graduate University. When they speak as citizens, they should be free of concern or censorship, but their special position within the community imposes special obligations. As persons of learning and as officials of Fielding Graduate University, they should remember that the public may judge their profession and Fielding Graduate University by their utterances. Hence, they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not spokespersons for Fielding Graduate University.

### **Policies on Professional Ethics and Responsibility**

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

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

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

##### ***Introduction***

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

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

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

### **The Statement**

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

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

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

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

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

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

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

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

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

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

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

Policy Revised 07/01/1998

# Free Speech

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

Policy Revised 07/01/2001

# Involuntary Leave Policy

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

## Procedures

1. When evidence is brought to the program director of any of the Fielding program (hereafter the "Program Director") that the behavior manifested by a Fielding student poses a threat to the physical or psychological wellbeing of him/herself or another individual, or a threat of serious damage to property, the Program Director may place the student on an involuntary leave of absence for an appropriate period of time. The student will be notified in writing of this action. Again, this policy applies to medical and psychological problems only, and not to matters solely of a disciplinary nature.
2. If the student agrees with the decision made by the Program Director, no further action is necessary and procedures (5) through (6) will be followed.
3. If the student believes that an error in judgment was made in issuing the involuntary leave, he/she must so state in writing within three days following receipt of notice (sent through "certified-return receipt requested") of the suspension. A hearing must be held by the Dean of 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**

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## **Program Specific Policies**

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### **APA Ethical Principles – Clinical Psychology/RCP**

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

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

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

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

Policy Revised 01/01/2020

### **Policy for Addressing Problems in Professional Competency – Clinical Psychology/RCP**

#### **Overview**

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

The APA Ethical Principles of Psychologists and Code of Conduct (2002/2010/2017) requires that psychologists meet certain standards of competence and that they be free of personal issues that could impair professional performance based on generally accepted standards of care. It further requires that training programs have the obligation to apply these standards of performance to

students, taking remedial action when possible, and dismissing students when such efforts fail to improve performance to the required levels or when remediation is not deemed possible

For purposes of this document, PPC are defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards and knowledge into one's repertoire of professional behavior, 2) an inability and/or unwillingness to acquire professional skills in order to reach an acceptable level of competence, and/or 3) an inability to control personal stress, psychological problems, and/or excessive emotional reactions which interfere with professional functioning. PPC can arise when the skills necessary for adequate professional performance are lacking or there is an impairment (physical or mental) that diminishes professional functioning. PPC can be associated with a health or mental health condition. More specifically, such health or mental health conditions often include, but are not limited to, physical and emotional hardships, chemical dependency, stress, burnout, extreme personal/relationship difficulties, emotional and mental disorders, and/or cognitive impairment due to injury or illness or other causes.

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

Student behaviors become identified as PPC when they include one or more of the following characteristics:

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

### **General Responsibilities of the Clinical Psychology Program**

A major focus of this program is to assist students in integrating their personal values, attitudes and functioning as individuals with their professional functioning. We are committed to providing the type of learning environment in which a student can acquire professional knowledge and skills necessary for entry into the profession. The responsibilities correspond to the general expectations described here:

#### **Professional Standards and Competency**

The program will provide students with information regarding relevant professional standards and guidelines and relevant legal regulations which govern the practice of psychology. The program will

also provide appropriate avenues (e.g., coursework, Practicum Case Seminars, etc) to discuss the implementations of such standards.

The program will further provide students with information regarding academic standards as well as information regarding academic policies of the university (e.g, during the New Student Orientation, relevant course work, and in faculty advising sessions). Students will be reminded of these and to review laws and regulations which govern the practice of psychology in their state or province.

### **Process for addressing PPC**

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

- Notification of the complaint will be provided to the Director of Clinical Training (DCT) regarding the event(s) or circumstance(s) that identifies a potential PPC or a violation of University, legal, ethical, or professional codes (other than possible academic dishonesty which is addressed by a separate policy). The DCT will inform the student in writing of the complaint (referred to as 'the document') that initiates the PPC process. This will be done in a timely manner sufficient for the DCT to gather and organize the necessary information. A link to this PPC policy also will be provided to the student.
- Within 10 business days of receipt of the document, the DCT will follow up and attempt to obtain information from the person/body making the complaint to the extent such information is available without violating any right of privacy of any person involved in the PPC allegations. To the extent a consent or consents are necessary to obtain such information, the DCT will make a good faith effort to obtain that consent including any consent that must be obtained from the subject of the PPC. If the person submitting the document does not have direct knowledge of the facts, then a good faith effort will be made by the DCT to contact and interview the person who does have that knowledge. Should the student, who is the subject of a PPC allegation reflected in the document, refuse to provide any necessary or legally required consent to obtain or release information may be grounds in itself for dismissal of the student from Fielding Graduate University.
- Within 15 business days of receiving the document, the DCT, in consultation with the Program Director ("PD"), will determine if evidence indicates that a PPC may have occurred and that the program needs to take further action.
  - If it is decided by the DCT and PD that the issue does not require further action by the program or that the information is insufficient to make such a decision, the student who is the subject of the document and the party/ies who submitted the document will be so informed in writing within 3 business days of this decision.
  - If further action by the program is deemed warranted by the DCT and PD, the student, the student's faculty advisor, and other identified parties will be notified within 3 business days that the student's status in the program is being reviewed and that a formal meeting of the PPC Committee will be necessary to evaluate the nature of the problem and to decide on a course of action.

- When further action by the program is deemed warranted, the student will be provided with all materials/information obtained to date that support the allegations. This must occur within 5 business days of the above decision. The student will have 10 business days to write up his/her response to the allegations and provide any supporting documentation. During this time period, the DCT and PD will follow up with any needed information gathering from the student and other parties whose input is determined by the DCT and PD to be necessary to understand and accurately evaluate the complaint.
- Once further action by the program is deemed warranted, the DCT, within 5 business days, will assemble a PPC Committee comprised of three faculty in the clinical program, at least two of whom have relevant expertise in the area of the complaint. The Committee will not include the faculty advisor or anyone with a potential conflict of interest. The DCT will provide the PPC Committee with all written materials that have been provided about the potential violations, including all materials provided by the student who is the subject of the complaint.
- The PPC Committee process is as follows:
  1. The Committee will issue its written outcome based on the written documents provided by the DCT, including all materials provided by the student who is the subject of the complaint. If additional information is needed, the Committee may at its sole discretion invite any persons (including the student) judged to have relevant additional information to submit such information either in-person, by conference/telephone call, or in writing by mail or e-mail. Once the PPC Committee receives the student's response, the Committee must complete its work, including issuing a written outcome and transmitting that written outcome to the DCT and PD within 15 business days. At least two of three committee members must agree. When the Committee decision is not unanimous, all viewpoints will be included in the report.
  2. As part of their written outcome noted above, the Committee decides if and how the student violated professional competency expectations and makes a written recommendation to the DCT and PD regarding the student's standing in the program. The DCT and PD have the responsibility of reviewing and approving or rejecting in whole or in part, the Committee's written outcome and recommendation. In order to make this decision the DCT and PD may approach the PPC committee or student with requests for clarification or further information if such is needed to make a decision. If the DCT and PD conclude that revisions of the Committee's written outcome and recommendation is appropriate, the incorporation of these revisions will be discussed with the Committee. The work of the DCT and PD to review, approve, reject or revise the written outcome and recommendation of the Committee must be completed in 7 business days after the PPC Committee renders its written outcome and recommendation.
  3. Once the DCT and PD's work noted above is complete, the student will be notified of the program's decision by the DCT and PD within 3 business days. The final decision may result in (a) retention of the student in good standing, (b) allowing the student to continue in the program but without receiving credit for completed work (e.g., internship, practicum, course), (c) allowing the student to continue in the program on probationary status until specified conditions\* as outlined in a remediation plan are met, and/ or (d) immediate dismissal of the student from the program. In the case of a remediation, each required step and timeline for completion will be provided.

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

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

### **Overview of Time Line**

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

If further program action is warranted, then:

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

Policy Revised 12/01/2019

# **Student Informal Complaints Procedure - EdD and IECD**

## **Pursuant to Fielding Policy**

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

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

## **Definitions**

An academic complaint/grievance is one involving faculty members, the Program Director of a particular program, or the Department Chair for 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 courses; comprehensive assessments; dissertations and dissertation committees; regional or online meetings; mentor relationships; satisfactory academic progress; sessions; and related organizational work.

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

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

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

Policy Revised 09/01/2019

## **Student Informal Complaints Procedure - Clinical Psychology/RCP**

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

1. The student should discuss the problem directly with the faculty member(s) with whom the student has a problem and/or ask the student's faculty advisor to intercede. 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 01/01/2020

## **Timely Response: Expectations of School of Psychology Students**

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

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

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

Policy Effective 01/01/2020

# Student Rights and Responsibilities

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## Rights

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### 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 within 30 calendar days of receipt of those materials by the faculty member (or by the date mutually agreed to by the faculty member and student.) The assessment contracting process includes negotiation and specification of the date the student will submit the assessment materials for review. If that date turns out to be unrealistic, the student is responsible for notifying the faculty member as soon as that becomes apparent. The student and faculty should then renegotiate a new submission date. In some cases, this may require the use of an Incomplete grade as specified in the Grades and Credit policy.
- **Comprehensive assessments/Qualifying Exams:** Feedback is due no more than 30 calendar days after receipt of materials in the Santa Barbara Office.
- **Dissertation:** Feedback on written materials for any phase of the dissertation process, is due to the student in a maximum of 30 calendar days from receipt by any School of Leadership Studies faculty member, and within 21 days for any School of Psychology faculty member.

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

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

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

- |                            |                                      |
|----------------------------|--------------------------------------|
| • Name                     | • 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.

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

Except for directory information items as listed above, and 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.

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

Students have the right to file complaints with the Department of Education concerning alleged failures by institutions to comply with FERPA. Written complaints should be directed to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue, SW, Washington, DC 20202-8520.

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

Policy Revised 02/01/2020

# Intellectual Property

## Section I - Goals

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

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

## Section II - Provisions

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

resources of a nature or beyond the level of resources ordinarily provided to faculty and students. "Resources ordinarily provided" includes resources made available to specific groups but not all individuals (e.g., additional travel stipends for pre-tenured faculty). Sabbatical leaves do not constitute substantial use of University resources. All competitive University awards, except student dissertations, constitute substantial use of University resources unless otherwise specified in advance,

2. when the work is commissioned by the University,
  3. when the work is created under the terms of a sponsored project where the terms of the sponsored project require that ownership be in the name of the University, and
  4. when the work is a work-made-for hire that is not covered in Section II (A), (B), or (C).
- E. *Formal Arrangements* - Whenever Fielding Graduate University asserts rights pursuant to the provisions of Section II (D), above, the affected faculty, students, and/or staff will be informed in writing of the University's assertion of rights in a communication that sets forth the intellectual property arrangements intended to govern the particular activity, including the nature of the project, the participation of the relevant parties, and the distribution of any proceeds derived from the project.

### **Section III - Operating Procedures**

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

- E. *Attribution* - All works created by faculty, students, and staff at Fielding Graduate University under the provisions of Section II (D) of this policy shall include the names of the creators of the work, unless the creators request in writing the removal of their names.
- F. *Applicability and Amendments* - This policy will govern all matters of intellectual property at the University from the time of its formal adoption. Regular reports will be issued from the office of the Provost.

Policy Revised 12/01/2012

## Student Complaints and Grievances

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

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 Department Chair for a particular program/school. Faculty evaluations and grading of student work are based upon the substantive judgment of the faculty and are not subject to a complaint or grievance.

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

A *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 Department Chair. If the grievance involves the Department Chair, 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.

### **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 07/01/2020

# 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.

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

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

### **Student Rights and Responsibilities**

Students with disabilities at Fielding have the right to:

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

Students with disabilities at Fielding have the responsibility to:

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

### **Fielding Graduate University Rights and Responsibilities**

Fielding has the right to:

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

Fielding has the responsibility to:

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

Inquiries regarding this policy may be directed to:

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

Policy Revised 06/01/2013

# Student Rights and Responsibilities

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## Technology

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### Copyright Infringement and Peer-to-Peer File Sharing

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

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

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

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

Policy Revised 11/01/2012

### Electronic Network Access

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

New students are expected to establish their myFielding connection within their first week at Fielding. We recognize that occasional interruptions may occur in an individual's myFielding accessibility and consider it the individual's responsibility to continue to be informed. Such interruptions are not grounds for being on a list to receive hard copies.

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

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

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

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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:

Human Resources Specialist	<a href="mailto:titleixcoordinator@fielding.edu">titleixcoordinator@fielding.edu</a>	(805) 898-4083
Human Resources Director	<a href="mailto:dferrare@fielding.edu">dferrare@fielding.edu</a>	(805) 898-4018

### Campus Security Authorities

Jenene Craig, Infant & Early Childhood Development Program Director	(770) 595-7728
Marilyn Freimuth, Clinical Psychology Program Director	(805) 898-4029
Kristine Jacquin, Department Chair, Psychology	(805) 680-2322
Patrice McClellan, Human and Organizational Development Program Director	(419) 787-5385
Barbara Mink, Department Chair, School of Leadership Studies	(512) 873-9600
Core Faculty members	<a href="#">Staff and Faculty Directory</a>
All administrators at the level of Director or above	
All members of the Human Resources staff	hr@fielding.edu or titleixcoordinator@fielding.edu

# School of Leadership Studies

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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 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
- Evidence Based Coaching
- Inclusive Leadership for Social Justice
- Leadership of Higher Education Systems
- Media, Technology, & Innovation
- Organization Development
- Reflective Practice/Supervision
- Somatics, Phenomenology and Communicative Leadership
- Sustainability Leadership

## Master's Degree

- The Master of Arts in 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:

- Comprehensive Evidence Based Coaching
- Evidence Based Coaching for Organization Leadership
- Organizational Consulting
- Organizational Development & Leadership

# Education Programs

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## **EdD, with an emphasis in Leadership for Change**

The Doctor of Education (EdD), with an emphasis in Leadership for Change starts with a New Student Orientation (NSO), where, in collaboration with your faculty mentor, you will begin to develop a learning plan that weaves your academic accomplishments with your personal, professional, and academic goals. The multi-day orientation is the only residency requirement of the program.

The doctoral curriculum focuses 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
- Media, Technology, & Innovation
- Organization Development
- Reflective Practice/Supervision
- Somatics, Phenomenology and Communicative Leadership
- Sustainability 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 Change Theories 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

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## 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

# Evidence Based Coaching Programs

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## Comprehensive Evidence Based Coaching Certificate

This certificate program requires completion of 12 credits. The program can be completed in three terms plus a final performance evaluation 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
- videoconference learning (20 sessions)
- individual mentor coaching (3 hours)
- group mentor coaching (7 hours)
- group coaching supervision (4 hours)

### Required Coursework:

Effective date: 09/01/2018

#### Term 1:

- 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-632A Individual Mentor Coaching I 0 semester credits
- ODL-633B Small Group Supervision II 0 semester credits
- ODL-651A Theories of Individual Coaching 4 semester credits
- ODL-651B Skills Training: Individual Coaching 0 semester credits
- ODL-654 First Coaching Skills Training 0 semester credits

#### Term 3:

- ODL-632B Individual Mentor Coaching II 0 semester credits
- 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:

- ODL-655 Final Skills Training 0 semester credits
- ODL-656 Final Performance Evaluation 0 semester credits

### Total Semester Credits: 12

# Evidence Based Coaching Programs

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## 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 performance evaluation 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)
- individual mentor coaching (3 hours)
- group mentor coaching (7 hours)
- coaching supervision (4 hours)

### Required Coursework:

Effective date: 09/01/2015

#### Term 1:

- ODL-632A Individual Mentor Coaching 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 Mentor Coaching 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 First Coaching Skills Training 0 semester credits

#### Term 3:

- ODL-655 Final Skills Training 0 semester credits
- ODL-656 Final Performance Evaluation 0 semester credits

### Total Semester Credits: 8

# Human & Organizational Development Programs

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## 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, 811, and 8 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 and Communicative Leadership

Or one of these concentrations as listed below:

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

## Required Coursework:

Effective date: 09/01/2018

### 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

## Advanced Human Development course

- HOD-811 Advanced Human Development 4 semester credits

## Required Advanced (14 credits)

- HOD-810 Portfolio Review 2 semester credits
- HOD-881 Qualitative Research Methods 4 semester credits
- HOD-882 Quantitative Research Methods 4 semester credits
- HOD-890 HD Comprehensive Assessment 4 semester credits

## Electives (24 credits)

Choose any additional 24 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-805 Foundations of Organization Studies 4 semester credits
- HOD-812 Human Learning and Motivation 4 semester credits
- HOD-814 Gendered Identities 4 semester credits
- HOD-815 Transformative Learning 4 semester credits
- HOD-816 Post Traumatic Growth 4 semester credits
- HOD-820 Advanced Organization Studies 4 semester credits
- HOD-821 Organization Development Practicum 4 semester credits
- HOD-822 Organization Development and Change 4 semester credits
- HOD-823 Leadership Theories and Methods 4 semester credits
- HOD-824 Social Psychology 4 semester credits
- HOD-825 Public Policy and Public Action 4 semester credits
- HOD-826 Social Change 4 semester credits
- HOD-829 Praxis II 4 semester credits
- HOD-830 Creativity and Innovation in Organization Design 4 semester credits
- HOD-831 Structural Inequality and Diversity 4 semester credits
- HOD-832 Advanced Systems 4 semester credits
- HOD-833 Global Systems 4 semester credits
- HOD-834 Group Dynamics and Team Learning 4 semester credits
- HOD-835 Intervention Theories and Methods 4 semester credits
- HOD-836 Culture, Technology, and Social Change in the Digital Age 4 semester credits
- HOD-837 Ethnography and Crossing Borders 4 semester credits
- HOD-838 Media, Technology and Disruptive Innovation 4 semester credits
- HOD-840 Inclusive Leadership: Transforming Self and Systems 4 semester credits
- HOD-841 Mindful Leadership 4 semester credits
- HOD-843 Ecological Studies 4 semester credits
- HOD-844 Leadership for Social and Ecological Sustainability 4 semester credits
- HOD-845 Social and Ecological Sustainability: Theory and Practice 4 semester credits
- HOD-846 Intervening in Systems 4 semester credits
- HOD-847 Theoretical Foundations of Evidence Based Coaching 4 semester credits
- HOD-848 Organizational and Leadership Coaching 4 semester credits

- HOD-849 Evidence Based Coaching Praxis 4 semester credits
- HOD-850 Creative Longevity and Wisdom 4 semester credits
- HOD-851 Comparative Wisdom Traditions 4 semester credits
- HOD-852 Spiritual Psychology 4 semester credits
- HOD-853 Spiritual Practice and Social Justice 4 semester credits
- HOD-854 Somatics in Human and Organization Development 4 semester credits
- HOD-856 Writing Phenomenology 4 semester credits
- HOD-857 Adult Development 4 semester credits
- HOD-859 Communications Theory and Practice 4 semester credits
- HOD-860 Advanced Topics 2 or 4 semester credits
- HOD-861 Advanced Specialization Studies 4 semester credits
- 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-883CP Advanced Research Methodologies: Critical Participatory Action Research 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-883LR Advanced Research Methodologies: Liberatory Research 2 or 4 semester credits
- HOD-883NI Advanced Research Methodologies: Narrative Inquiry 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-897 Dissertation in Progress 0 semester credits
- HOD-892 HD Dissertation Seminar 4 semester credits
- HOD-896 Dissertation Pilot Study 2 semester credits
- HOD-PA Dissertation Proposal Approval 0 semester credits
- RES-IRB IRB Approval for Dissertation 0 semester credits
- HOD-898 Final Oral Review of Dissertation 0 semester credits
- HOD-899 Dissertation Completion 10 semester credits

## **Total Semester Credits: 84**

# Human Development PhD Concentrations

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

## Creative Longevity & Wisdom Concentration

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

### Required

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

## Somatics, Phenomenology and Communicative Leadership Concentration

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

### Required

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

# Human & Organizational Development Programs

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## 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, 820, and 8 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
- Media, Technology, & Innovation
- Organization Development
- Sustainability Leadership

Or one of these concentrations as listed below:

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

## Required Coursework

Effective date: 09/01/2018

### 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

## **Advanced Organizational Development and Change course**

- HOD-820 Advanced Organization Studies 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 (24 credits)**

Choose any additional 24 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-804 Human Development 4 semester credits
- HOD-811 Advanced Human Development 4 semester credits
- HOD-812 Human Learning and Motivation 4 semester credits
- HOD-814 Gendered Identities 4 semester credits
- HOD-815 Transformative Learning 4 semester credits
- HOD-816 Post Traumatic Growth 4 semester credits
- HOD-821 Organization Development Practicum 4 semester credits
- HOD-822 Organization Development and Change 4 semester credits
- HOD-823 Leadership Theories and Methods 4 semester credits
- HOD-824 Social Psychology 4 semester credits
- HOD-825 Public Policy and Public Action 4 semester credits
- HOD-826 Social Change 4 semester credits
- HOD-829 Praxis II 4 semester credits
- HOD-830 Creativity and Innovation in Organization Design 4 semester credits
- HOD-831 Structural Inequality and Diversity 4 semester credits
- HOD-832 Advanced Systems 4 semester credits
- HOD-833 Global Systems 4 semester credits
- HOD-834 Group Dynamics and Team Learning 4 semester credits
- HOD-835 Intervention Theories and Methods 4 semester credits
- HOD-836 Culture, Technology, and Social Change in the Digital Age 4 semester credits
- HOD-837 Ethnography and Crossing Borders 4 semester credits
- HOD-838 Media, Technology and Disruptive Innovation 4 semester credits
- HOD-840 Inclusive Leadership: Transforming Self and Systems 4 semester credits
- HOD-841 Mindful Leadership 4 semester credits
- HOD-843 Ecological Studies 4 semester credits
- HOD-844 Leadership for Social and Ecological Sustainability 4 semester credits
- HOD-845 Social and Ecological Sustainability: Theory and Practice 4 semester credits
- HOD-846 Intervening in Systems 4 semester credits
- HOD-847 Theoretical Foundations of Evidence Based Coaching 4 semester credits
- HOD-848 Organizational and Leadership Coaching 4 semester credits

- HOD-849 Evidence Based Coaching Praxis 4 semester credits
- HOD-850 Creative Longevity and Wisdom 4 semester credits
- HOD-851 Comparative Wisdom Traditions 4 semester credits
- HOD-852 Spiritual Psychology 4 semester credits
- HOD-853 Spiritual Practice and Social Justice 4 semester credits
- HOD-854 Somatics in Human and Organization Development 4 semester credits
- HOD-856 Writing Phenomenology 4 semester credits
- HOD-857 Adult Development 4 semester credits
- HOD-859 Communications Theory and Practice 4 semester credits
- HOD-860 Advanced Topics 2 or 4 semester credits
- HOD-861 Advanced Specialization Studies 4 semester credits
- 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-883CP Advanced Research Methodologies: Critical Participatory Action Research 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-883LR Advanced Research Methodologies: Liberatory Research 2 or 4 semester credits
- HOD-883NI Advanced Research Methodologies: Narrative Inquiry 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
- RES-IRB IRB Approval for Dissertation 0 semester credits
- HOD-PA Dissertation Proposal Approval 0 semester credits
- HOD-898 Final Oral Review of Dissertation 0 semester credits
- HOD-899 Dissertation Completion 10 semester credits

## **Total Semester Credits: 84**

# Organizational Development & Change PhD Concentrations

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

## Evidence Based Coaching Concentration

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

### Required

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

## Inclusive Leadership for Social Justice Concentration

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

### Required

12 credits total required

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

## Media, Technology, & Innovation Concentration

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

### Required

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

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

## **Organization Development Concentration**

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

### **Required**

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

## **Sustainability Leadership Concentration**

The objective of the doctoral concentration in 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

# Organizational Development & Leadership Programs

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## 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

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## 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**

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# Organizational Development & Leadership Programs

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## 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.

Student can opt to take coursework to further specialize in one of two concentrations:

- Organizational Analytics
- Organizational Consulting

### 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: 09/01/2019

- 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-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

### One course chosen from\*:

- ODL-671 Leading by Design: Theory and Practice 4 semester credits
- ODL-674 Introduction to Analytical Process 4 semester credits\*

\*Note: ODL-674 must be chosen for students declaring a concentration in Organizational Analytics

## Organizational Analytics Concentration

Students can take the following courses to complete a concentration in Organizational Analytics.

- ODL-674 Introduction to Analytical Process 4 semester credits
- ODL-679 Big Data in Organizations 4 semester credits
- ODL-680 Methods for Organizational Analytics 4 semester credits
- ODL-681 Data Visualization and Communication 4 semester credits

## Organizational Consulting Concentration

- 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

### 12 elective credits:

If not completing one of the two concentrations listed above, students will take any combination of concentration course or electives below for a total of 12 credits.

- 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 Power, Privilege and Culture: Skills and Strategies 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 Individual Coaching 4 semester credits
- ODL-652A Theories of Leadership and Organizational Coaching 4 semester credits
- ODL-675 Inclusive Leadership and Interventions Across Cultures 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

# School of Psychology

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

## Doctoral Degrees

- 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
  - Social Justice & Diversity
- 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 Technology

In addition, PhD Media students can declare a doctoral concentration offered in the School of Leadership Studies.

- 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.

## Master's Degrees

- Our Master of Arts in Infant and Early Childhood Development is a multidisciplinary program with an emphasis in Mental Health.
- 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.
- Three certificate options in Forensic Psychology allow students to take coursework applicable to their career goals in the field:
  - Forensic Psychology (for professionals in law enforcement and related fields)
  - Forensic Psychology for Mental Health Practitioners
  - Forensic Psychology for Clinicians
- A certificate in Media Psychology allows students to choose between an emphasis in Brand Psychology & Audience Engagement or Media Neuroscience.

# Clinical Psychology Programs

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## 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

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# Clinical Psychology Programs

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## 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
- Social Justice and Diversity 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 or 701C, 706-709, 710A, 710B, 710C, 5cr from 710D1 and D2 or 710E and 710F, 711A1, 711A2, 711B, 712, 715A, 716A, 717, one course from PSY-746-748, PSY-RSS02, PSY-RSS27.

## Required PhD Coursework:

Effective date: 09/01/2019

### Core Academic Courses

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

### Clinical Requirements

- PSY-710A Clinical Interviewing 1 semester credits
- PSY-710B Cognitive Assessment 3 semester credits
- PSY-710C Objective Assessment 3 semester credits
- PSY-710G Integrated Assessment 2 semester credits
- PSY-711A1 Introduction to Psychotherapy: Theory 3 semester credits
- PSY-711A2 Introduction to Psychotherapy: Technique 1 semester credits

- PSY-745 Consultation and Supervision 2 semester credits
- PSY-755 Writing for the Internship Application 2 semester credits
- PSY-632A Internship Qualification Evaluation 2 semester credits
- PSY-632B Internship Qualification 2 semester credits

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

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

### **Theoretical Orientation Course**

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

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

### **Practicum Case Seminar Tracks**

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

- PSY-620 Practicum Case Presentations, 0 semester credits
- PSY-621 Clinical Training Days, 0 semester credits
- PSY-629A1-A4 Practicum Case Seminar: Psychodynamic, 2 semester credits each
- PSY-629B1-B4 Practicum Case Seminar: Cognitive/Behavioral, 2 semester credits each
- PSY-629C1-C4 Practicum Case Seminar: Humanistic/Experiential, 2 semester credits each

### **Clinical Practicum and Internship**

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

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

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

- PSY-696 Clinical Internship 0.5-24 semester credits

### **Research Requirements**

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

- PSY-701C Research Methods II: Qualitative 4 semester credits

## **Research Skills Seminars (4 credits)**

### **2cr Consisting of**

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

### **2cr Chosen From**

- PSY-RSS03 Questionnaire Construction 0.5 semester credits
- PSY-RSS05 Publishing and Presenting Scholarly Work 0.5 semester credits
- PSY-RSS07 Sample Size, Effect Size and Power Analysis 0.5 semester credits
- PSY-RSS08 Testing/Mediating/Moderating Hypotheses 1 semester credits
- PSY-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 professional development seminar meetings for years one-three as follows:
  - a minimum of 5 days during the first year of the program
  - a minimum of 3 days during the second year of the program
  - a minimum of 2 days during the third year of the program
- Attendance at a minimum of one week-long residential in each of your first two years

## **12cr of Electives**

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

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

- PSY-723 Qualitative Research 4 semester credits
- PSY-727 Psychopharmacology 4 semester credits
- PSY-733 Language 4 semester credits
- PSY-734 Neurological Disorders 4 semester credits
- PSY-749 Marriage and Family Therapy 4 semester credits
- PSY-750 Group Psychotherapy 4 semester credits
- PSY-752 Positive Psychology 2 or 4 semester credits
- PSY-774 Neuropsychological Care in Traumatic Brain Injury: Assessment, Rehabilitation, and Advocacy 4 semester credits

### **Residency Hours Completion**

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

*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**

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## **Concentrations for the Clinical Psychology PhD**

### **Forensic Psychology Concentration Requirements**

- (PhD only) 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 Ethics in Forensic Psychology 2 semester credits
- PSY-765F Malingering and Deception 2 semester credits
- PSY-765G Evaluations for the Immigration Courts 2 semester credits

### One of the following:

- A first author published research paper on a forensic topic or first author conference poster or paper
- 6 additional units of forensic courses, such as: PSY-626, other courses from the 765A-G core (not already completed as part of above requirements), PSY-770

## Health Psychology Concentration Requirements

- 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

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

### Concentration Meetings (attend 4)

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

### Case Presentation (attend and present)

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

### Additional Requirements (choose one option)

- OPTION 1: Take one additional 4 credit term course in neuropsychology (e.g., PSY-774 Neuropsychological Care of TBI) and complete 5 days of in-person session seminars that qualify for the neuropsychology concentration (see partial list below).

- **OPTION 2:** Do not take an additional course, but complete a total of 9 days of in-person session neuropsychology offerings (see partial list below).

#### **Partial Seminar List**

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

## **Social Justice and Diversity Concentration Requirements**

### **Required**

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

### **8cr of Electives**

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

- PSY-646 Asmt- Cultural Sensitivity in Psy Assessment 1 semester credits
- PSY-720 Special Topics in Research 2 or 4 semester credits
- PSY-735 Special Topics in Developmental Psychology 2 or 4 semester credits
- PSY-736 Special Topics in Social Psychology 2 or 4 semester credits
- PSY-738 Special Topics in Psychopathology 2 or 4 semester credits
- PSY-740 Special Topics Multicultural Psychology 2 or 4 semester credits
- PSY-741 Special Topics in Legal and Ethical Practice 2 or 4 semester credits
- PSY-742 Special Topics in Social Justice and Diversity 2 semester credits
- PSY-751 Special Topics in Psychotherapy 2 or 4 semester credits
- PSY-762 Human Sexuality and Culture 2 semester credits
- PSY-770 Special Topics in Forensic Psychology 2 or 4 semester credits

# Clinical Psychology Programs

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## 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
- Social Justice & Diversity

### Required Coursework:

Effective date: 09/01/2017

#### Core Academic Courses

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

#### Clinical Requirements

- PSY-710A Clinical Interviewing 1 semester credits
- PSY-710B Cognitive Assessment 3 semester credits
- PSY-710C Objective Assessment 3 semester credits
- PSY-710G Integrated Assessment 2 semester credits
- PSY-711A1 Introduction to Psychotherapy: Theory 3 semester credits
- PSY-711A2 Introduction to Psychotherapy: Technique 1 semester credits
- PSY-745 Consultation and Supervision 2 semester credits
- PSY-755 Writing for the Internship Application 2 semester credits
- Choose from PSY-779 RCP Comprehensive Exam 4 semester credits or PSY-632A/B courses:
  - PSY-632A Internship Qualification Evaluation 2 semester credits
  - PSY-632B Internship Qualification 2 semester credits

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

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

### **Theoretical Orientation Course**

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

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

### **Practicum Case Seminar**

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

- PSY-620 Practicum Case Presentations, 0 semester credits
- PSY-621 Clinical Training Days, 0 semester credits
- PSY-629A1-A4 Practicum Case Seminar: Psychodynamic, 2 semester credits each
- PSY-629B1-B4 Practicum Case Seminar: Cognitive/Behavioral, 2 semester credits each
- PSY-629C1-C4 Practicum Case Seminar: Humanistic/ Experiential, 2 semester credits each

### **Clinical Practicum and Internship**

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

Clinical Assessment Practicum:

- PSY-695 Clinical Practicum 1-15 semester credits

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

- PSY-696 Clinical Internship 0.5-24 semester credits

300 clock hours of face-to-face faculty interaction:

- PSY-699 Residency Hours Completion 0 semester credits

## **Total Semester Credits: 104**

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## **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 Ethics in Forensic Psychology 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-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-728 Neuropsychology 4 semester credits
- PSY-730 Neuroanatomy 2 or 4 semester credits
- PSY-780 Neuropsychology in Clinical Practice 4 semester credits

## Concentration Meetings (attend 4)

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

## Case Presentation (attend and present)

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

## Additional Requirements (choose one option)

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

### Partial Seminar List

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

## Additional Requirements (choose one option)

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

## Social Justice and Diversity Concentration Requirements

### Required

- PSY-712 Multicultural Psychology 4 semester credits
- 150 hours (including both direct and indirect hours) of clinical experience or one internship rotation focused on serving an underserved population. May be substituted with 150 hours of community service related activities with an underserved population.

- Research via dissertation, research practicum, new publication, or new conference poster/paper presentation on a topic related to social justice and diversity in clinical practice. This topic could include, but is not limited to, issues pertaining to underserved populations, mental health disparities, prejudice, discrimination, stigma, and promoting equity.

## 8cr of Electives

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

- PSY-646 Asmt- Cultural Sensitivity in Psy Assessment 1 semester credits
- PSY-720 Special Topics in Research 2 or 4 semester credits
- PSY-735 Special Topics in Developmental Psychology 2 or 4 semester credits
- PSY-736 Special Topics in Social Psychology 2 or 4 semester credits
- PSY-738 Special Topics in Psychopathology 2 or 4 semester credits
- PSY-740 Special Topics Multicultural Psychology 2 or 4 semester credits
- PSY-741 Special Topics in Legal and Ethical Practice 2 or 4 semester credits
- PSY-742 Special Topics in Social Justice and Diversity 2 semester credits
- PSY-751 Special Topics in Psychotherapy 2 or 4 semester credits
- PSY-762 Human Sexuality and Culture 2 semester credits
- PSY-770 Special Topics in Forensic Psychology 2 or 4 semester credits

# Forensic Psychology Certificate Programs

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## Forensic Psychology Certificate

This certificate is designed for professionals in law, law enforcement, and related fields seeking to understand the intersectionality between forensic psychology and its uses in law.

Licensed psychologists can receive continuing education certificates for completion of program courses; each course is worth 45 continuing education credits.

### Required Courses

Effective date: 09/01/2019

- PSY-510 Introduction to Psychology and the Law 4 semester credits
- PSY-511 Psychopathology in the Legal System 4 semester credits
- PSY-512 Forensic Psychology I: Criminal Law 4 semester credits

### Optional Courses

- PSY-513 Forensic Psychology II: Civil Law 4 semester credits

**Total Semester Credits: 12**

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## Forensic Psychology for Clinicians Certificate

This certificate is designed for clinical psychologists who want to specialize in forensic psychology.

The program offers monthly Forensic Case Conference meetings in which faculty present forensic cases (deidentified) and discuss relevant ethical, legal, psychological, and diversity related aspects of the case. Students are encouraged to address questions posed by faculty in the case conference.

Licensed psychologists can receive continuing education certificates for completion of program courses; each course is worth 45 continuing education credits.

### Required Courses

Effective date: 09/01/2019

- PSY-510 Introduction to Psychology and the Law 4 semester credits
- PSY-511 Psychopathology in the Legal System 4 semester credits
- PSY-512 Forensic Psychology I: Criminal Law 4 semester credits
- PSY-513 Forensic Psychology II: Civil Law 4 semester credits
- PSY-514 Mental Health Law 4 semester credits
- PSY-515 Ethics and Practice of Forensic Psychology 4 semester credits

## Optional Courses

- PSY-516 Forensic Psychology Consultation 4 semester credits

**Total Semester Credits: 24**

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## Forensic Psychology for Mental Health Practitioners Certificate

This certificate is designed for mental health practitioners (non-psychologists) who work in forensic settings or with legal or forensic psychology professionals.

Licensed psychologists can receive continuing education certificates for completion of program courses; each course is worth 45 continuing education credits.

## Required Courses

Effective date: 09/01/2019

- PSY-510 Introduction to Psychology and the Law 4 semester credits
- PSY-511 Psychopathology in the Legal System 4 semester credits
- PSY-512 Forensic Psychology I: Criminal Law 4 semester credits
- PSY-513 Forensic Psychology II: Civil Law 4 semester credits
- PSY-514 Mental Health Law 4 semester credits

**Total Semester Credits: 20**

# Infant & Early Childhood Development Programs

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## Infant & 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.

### 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 and Early Childhood 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 Infant Mental Health Intervention and 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 Programs

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## 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 of Higher Education Systems
- Media, Technology, & Innovation
- Organization Development
- Somatics, Phenomenology and Communicative Leadership
- Sustainability 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: 09/01/2018

## 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 and Early Childhood Mental Health 4 semester credits
- IECD-526 Cross-Cultural Understanding 4 semester credits
- IECD-527 Law, Policy and Advocacy 4 semester credits

**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-562 Educational and Cognitive Development 4 semester credits
- IECD-564 Visual Spatial Processing Development 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-587 Active Professionals, Case Studies: Learning through Applying Core Material to Real World Situations
- 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

**To include at least one Intervention elective chosen from list below:**

- IECD-528 Sensory-Motor Intervention 4 semester credits
- IECD-529 Language Intervention 4 semester credits
- IECD-551 Social-Emotional Development Intervention 4 semester credits
- IECD-561 Infant Mental Health Intervention and Practices 4 semester credits
- IECD-563 Educational and Cognitive Development Intervention 4 semester credits
- IECD-565 Visual Spatial Processing Development Intervention 4 semester credits
- IECD-567 Family Systems Theory and Functioning Intervention 4 semester credits

Note: Other intervention electives can be applied to this category with program director permission.

**Comprehensives, 4 credits**

- IECD-700 Comprehensive Essay 4 semester credits

**Dissertation, 17 credits**

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

**Total Semester Credits: 89**

# **Infant & Early Childhood Development PhD Concentrations**

Students 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

# Media Psychology Programs

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## 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: 01/01/2019

Three required courses per the student's chosen emphasis:

### Brand Psychology & Audience Engagement emphasis

#### Required:

- MSC-551 Introduction to Media Psychology 4 semester credits
- MSC-566 Brand Psychology and Transmedia Storytelling 4 semester credits
- MSC-568 Audience Engagement 4 semester credits

## **Media Neuroscience emphasis**

### **Required:**

- MSC-551 Introduction to Media Psychology 4 semester credits
- MSC-567 The Psychology of Neuromarketing 4 semester credits
- MSC-569 Introduction to Consumer Neuroscience 4 semester credits

**Total Semester Credits: 12**

# Media Psychology Programs

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## 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-547 The Psychology of Mediated Meaning: Symbols, Images, and Text 4 semester credits
- MSC-548 Community Psychology: Building Human Connection in Physical and Digital Spaces 4 semester credits
- MSC-549 Psychology of Technology 4 semester credits
- MSC-552 Global Psychology: Media and Social Advocacy 4 semester credits
- MSC-555 Positive Media Psychology 4 semester credits
- MSC-557 Media and Political Psychology: Propaganda and Persuasion 4 semester credits
- MSC-558 The Power of Image: Persuasion, Place, and Identity 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 The Social Impact of 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 4 semester credits

### Capstone

- MSC-601 Media Psychology Capstone Project 4 semester credits

**Total Semester Credits: 40**

# Media Psychology Programs

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## 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 offered by 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-713 Audience Engagement 4 semester credits
- PSY-724A Mind in Technology 4 semester credits
- PSY-724D Media and Political Psychology 4 semester credits
- PSY-743 Brand Psychology and Transmedia Storytelling 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 Immersive Media: Augmented Reality 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 Media Psychology 4 semester credits
- PSY-778 Psychology of Big Data 4 semester credits

## Practicum (12 credits, 4 credits required of each below)

- PSY-585 Media Psychology Practicum 0.5-4 semester credits
- PSY-628 Special Topics Practicum: Media Psychology 0.5-2 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-547 The Psychology of Mediated Meaning: Symbols, Images, and Text 4 semester credits
- MSC-548 Community Psychology: Building Human Connection in Physical and Digital Spaces 4 semester credits
- MSC-549 Psychology of Technology 4 semester credits
- MSC-552 Global Psychology: Media and Social Advocacy 4 semester credits
- MSC-558 The Power of Image: Persuasion, Place, and Identity 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-567 The Psychology of Neuromarketing 4 semester credits
- MSC-569 Introduction to Consumer Neuroscience 4 semester credits
- MSC-570 Special Topics 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-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
- PSY-765 Forensic Psychology 4 semester credits
- PSY-765A Forensic Assessment in Criminal Cases 2 semester credits
- PSY-765B Forensic Assessment in Civil Court 2 semester credits
- PSY-765C Forensic Assessment in Child Custody and Parental Rights 2 semester credits
- PSY-765D Forensic Neuropsychology Assessment 2 semester credits
- PSY-765E Ethics in Forensic Psychology 2 semester credits
- PSY-765F Malingering and Deception 2 semester credits
- PSY-765G Evaluations for the Immigration Courts 2 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

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# Concentrations for the Media Psychology PhD

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

## 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:

- PSY-713 Audience Engagement 4 semester credits
  - PSY-743 Brand Psychology and Transmedia Storytelling 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 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 Media Psychology 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: Media and Social Advocacy 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 Immersive Media: Augmented Reality, 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.

# Neuropsychology Postdoctoral Program

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## 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

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## Continuing Education (CE) Courses

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### **CE-538 Hidden Forensic Evaluations, 1 CE**

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

**Delivery Method:** Online

**Grading Default:** Credit/No Credit Only

**Learning Outcome(s):**

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

### **CE-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-560 TCOS Team Coaching Operating System® Essentials 3 CEUs**

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

**Delivery Method:** Online

**Grading Default:** Credit/No Credit only

**Note:** The International Coach Federation will grant 25 CCEs for this course.

**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 required "real time" sessions, including an opening orientation and closing session, a full-length online World Café, and regular study groups.

**Grading Default:** Credit/No Credit Only

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

**CE-780 Transformational Customer Experience, 70 CEUs**

Providing an understanding of Transformational Customer Experience Leadership practices, this course challenges managers to rethink their role in defining the consumer experience in retail stores.

**Grading Default:** Credit/No Credit Only

**CE-780B Transformational Customer Experience Leadership, 40 CEUs**

Providing an understanding of Transformational Customer Experience Leadership practices, this course challenges managers to rethink their role in defining the consumer experience in retail stores.

**Grading Default:** Credit/No Credit Only

# Educational Leadership for Change Courses

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## **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):**

Student writes a draft of either a Concept Paper or dissertation proposal representing a personal "likely" interest/focus.

### **ELC-724 Systems Thinking, 4 semester credits**

The Systems Thinking course is one of the four required courses in the Approaches to Inquiry Learning Area. Systems Thinking is the process of understanding how things influence each other within a whole. This definition allows us to see System Thinking as both a common-sense proposition that we all employ in our day-to-day lives, and it also suggests how Systems Thinking can help us understand and change complicated systems such as classrooms, schools, business, community, and political organizations. This course explores key Systems Thinking principles, approaches, and theorists. You will also be introduced to examples of how Systems Thinking has been applied by some organizations and individuals to make change.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

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

### **ELC-725 Structural Inequality and Diversity, 4 semester credits**

Structural Inequality and Diversity (SID) is one of the four courses in the Approaches to Inquiry Learning Area. This course introduces you to various schools of thought on issues concerning race, ethnicity, gender, sexual orientation, physical ability, language, class, and other forms of difference that have been reified as structures of inequality. The focus of this course is on how systems of oppression have been created, how they work to be self-perpetuating, and how some members of historically marginalized groups have proposed ending structural inequalities.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

1. Demonstrates, whether orally, in writing or otherwise, a knowledge of the terms, elements, and mechanisms that comprise structural inequality as distinguished from diversity.
2. In addition to demonstrating a knowledge of the structures of oppression and privilege that sustain such inequality, student shows an awareness of strategies that have been successfully used to overcome such oppression/marginalization.

3. Demonstrates in their interaction and their communication with others the ability to work effectively across cultural differences.

### **ELC-726 Change Theories, 4 semester credits**

Change theories is one of the four courses in the Approaches to Inquiry Learning Area. This course introduces you to ways to understand "change" as a dynamic process that results from both planned and unplanned activity. With this framework in mind, our focus will be to explore how change unfolds in a variety of institutional expressions like education, the media, community, and political organizations, as well as other behavior shaping institutions. Still within this framework, an organizing focus of our work together will be to explore the role of leadership in creating effective change.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

1. Explains several theoretical approaches regarding how change occurs in social systems and institutions.
2. Identifies barriers to change and how they might be overcome.
3. Discusses how several change theories could apply to their potential dissertation research.

### **ELC-727 Overview of Action Research Methods, 4 semester credits**

Overview of Action Research Methods is one of the four courses in the Approaches to Inquiry Learning Area. This course is an introduction to the assumptions of qualitative, quantitative, and other research methods that are intended to support effective change. The overriding purpose of this course is to help you see relationships between the kind of research and/or change question you pose and the kind of method(s) you choose to answer that question and / or to arrive at a formula for change.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

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):**

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):**

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

### **ELC-733 Special Topics in Education, 4 semester credits**

In this course, students will construct an independent study that will focus on a special topic in education. Faculty members with content area expertise will support students in designing their course of study and will assess their work at the end.

**Delivery Method:** Online

**Grading Default:** Letter

### **ELC-734 Dissertation Research, 2 semester credits**

This course represents student engagement in the dissertation process from concept to the final dissertation as planned with and evaluated by the chairperson. It is the only dissertation course a student can register for directly, is available for registration each term and is not associated with any particular step. If the chair is unavailable to supervise dissertation work during a term due to sabbatical or illness, or some other extenuating circumstance, another Fielding faculty member from the student's committee may supervise as a proxy for the chair and course instructor. Students registered in the course should have a plan for said dissertation engagement for the term and a written summation of progress must be submitted to the dissertation supervisor before the end of the term. The course is graded pass/fail (CR/NC), or can be given an Incomplete as per the university grade policy. The course can be registered for a total of 6 terms; the terms need not be consecutive. This course cannot be substituted for elective course requirements.

**Delivery Method:** Online

**Grading Default:** Credit/No Credit Only

### **ELC-736 Dual Language Foundations, 4 semester credits**

This course will focus on dual language program models, teacher and administrator leadership development, and the sociocultural context of dual language education. Students will examine the critical features of educational programs that develop bilingualism, biliteracy, and academic and cross-cultural competencies. Dual language/two-way bilingual immersion, foreign language immersion, and developmental bilingual education are among the additive program models that will be studied. The instructional process will include program models and support structures for the language allocation, assessment, and evaluation of student academic performance.

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

**Delivery Method:** Online

**Grading Default:** Letter

### **ELC-737 Biliteracy Development, 4 semester credits**

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

The major contributors to reading-process theory and application. Students will examine the theoretical constructs of reading and the social, cultural, and linguistic processes from these theoreticians. Students will analyze other scholars' applied theories and interpretations and scholarly works related to the study of reading as a process. The curriculum will demonstrate how theory, pedagogy, and assessment impact the development of proficient biliterate students.

**Delivery Method:** Online

**Grading Default:** Letter

### **ELC-740 Curriculum Development for Teaching and Learning in a Global Society, 4 semester credits**

Educating emergent biliterate students to succeed in a global society involves understanding the whole child, including the knowledge and resources children and families bring to their educational experience. This course will prepare educators to apply the conceptual framework known as the community funds of knowledge to curriculum development for implementation in a dual language classroom setting. This approach applies the knowledge and experiences of students' homes and communities to classroom instruction.

Standards based curriculum units for emergent biliterate students will be explored through the application of high level critical thinking skills through collaborative classroom structures, the use of protocols, and technology. Educators will engage in developing cross-cultural competencies while learning to apply them in the classroom. Today's educators recognize that valuing students' community funds of knowledge and its integration in the curriculum generates greater engagement in

student learning. The course exploration of curriculum development and classroom teaching and learning strategies that engage students through the application of community funds of knowledge practices will result in a project that integrates the course learning.

**Delivery Method:** Online

**Grading Default:** Letter

### **ELC-741 Ethics, Education, and Law, 4 semester credits**

Educational law and morality. This course examines theories of law and its relationship to social and ethical values. Students explore how leaders can help others working through moral dilemmas associated with the law.

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

**Delivery Method:** Online

**Grading Default:** Letter

### **ELC-742 Organizational Theories, 4 semester credits**

Functions of theory: interrelationships among theory, science, practice and research. This course presents classic and contemporary organization theories and how they relate to trends in education and other institutions. Students develop a theoretical perspective associated with leadership and becoming a change agent.

**Delivery Method:** Online

**Grading Default:** Letter

### **ELC-743 Public Policy and Practice, 4 semester credits**

Understanding literature that focuses on public policy, pedagogy, and leadership. This course covers contemporary urban educational reform movements, related policy issues, and the role of major players in setting policy. Students evaluate the effects of policy on change in public education and other settings.

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

**Delivery Method:** Online

**Grading Default:** Letter

### **ELC-744 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, 4 semester credits**

Recent advances in cognitive sciences: theories and practices underlying creativity and problem solving. This course encourages students to use critical thinking, imagination, and knowledge to create visions of the future, solve complex problems, and examine the challenges of effective teaching through innovation and critical thinking.

**Delivery Method:** Online

**Grading Default:** Letter

### **ELC-784 Theories of Educational Change, 4 semester credits**

Feminist, multicultural, neo-Marxist, and postmodern educational theories. This course concentrates on positive change as it generates new learning, new commitments, new accomplishments and greater meaning. Students evaluate theories related to educational change and identify new paradigms for educational change.

**Delivery Method:** Online

**Grading Default:** Letter

### **ELC-785 Research Practice, 4 semester credits**

This course is designed to offer students the opportunity to experiment with a particular research method, data collection tool, and/or forms of data analysis. Students will practice skills they propose using in the dissertation research process.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

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 and Organizational Development Courses

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## **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. It is the only dissertation course a student can register for directly, is available for registration each term and is not associated with any particular step. If the chair is unavailable to supervise dissertation work during a term due to sabbatical or illness, or some other extenuating circumstance, another Fielding faculty member from the student's committee may supervise as a proxy for the chair and course instructor. Students registered in the course should have a plan for said dissertation engagement for the term and a written summation of progress must be submitted to the dissertation supervisor before the end of the term. The course is graded pass/fail (CR/NC), or can be given an Incomplete as per the university grade policy. The course can be registered for a total of 6 terms; the terms need not be consecutive. This course cannot be substituted for degree-emphasis or elective course requirements.

**Delivery Method:** Online

**Grading Default:** Credit/No Credit Only

## **HOD-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):**

- Communicate an understanding of theories, concepts or pieces of research.
- Critically and appreciatively assess diverse perspectives in organization theory.

### **HOD-806 Systems Approaches to Leadership, Organizations, and Society, 4 semester credits**

Cultivates systemic understanding as a holistic way of seeing and acting that stands in contrast with reductionist ways of knowing, focusing on interdependencies and interconnections. Develops systems concepts through investigation of patterns across human systems, human-environmental systems, and human-machine systems. Encourages a systemic practice addressing balancing stability/identity and change/transformation. Explores systemic leadership and systemic ethics in social systems ranging from organizational/community systems to ecological/world systems.

Fosters understanding of concepts that form a ground for systemic understanding, such as feedback, complexity, chaos, self-organization, self-regulation, requisite variety, and mutual causality, always focusing on relationships and interaction.

Topics also include context, process and emergence, inner and outer relationships, systems adaptation and flexibility, and organism/environment relationships.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Gain an understanding of basic principles of, and varieties of, Systems Thinking, Systems Theory, and Systems Practice.
- Connect systems methods, models and theories to understanding and shaping dynamics of leadership in organizations and society.
- Bring an appreciation of systems to settings and situations that matter to a student's own worlds.

### **HOD-807 Social & Ecological Justice, 4 semester credits**

This foundational course in social and ecological justice is designed to enable students to develop the competencies they need to recognize and integrate social and ecological justice - at the interpersonal, organizational, societal and global levels - into their practice and scholarship. Students will develop understandings of how social, economic, and ecological justice is defined and manifested in various societies. Students analyze these concepts and consider actions that promote more just societies. In addition to its focus on cognitive and intellectual understanding, this course emphasizes effective use of self to prepare students to take meaningful action in a wide range of interpersonal, organizational,

and societal contexts. Importantly, we will pay close attention to power and systemic sources of inequality throughout the semester.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Understand competing schools of thought and scholarly debates on how social and ecological justice has been defined and how this can manifest in communities, organizations, relationships, and work.
- Demonstrate awareness of the student's own assumptions, biases, and limitations and critically reflect on their own power and privilege and lack thereof.
- Communicate more effectively across differences in race, culture, gender, and other domains

### **HOD-810 Portfolio Review, 2 semester credits**

The Portfolio Review is designed to support student learning. Students to self-assess their progress in the program with a Portfolio Review Essay and a plan for advanced studies and a brief description of a preliminary dissertation concept. The student's faculty mentor and a second faculty reader review the students' work in both a formative and summative way, providing specific critique and feedback, and assess the students' doctoral competencies and progress.

**Pre-requisites:** HOD-699, HOD-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 seminar explores theories and research in Human Development and consciousness across the life span which can include: prenatal development, birth, infancy, early childhood, middle and late childhood, adolescence, early adulthood, maturity, old age, and death. Some of the key questions for this advanced seminar address: What are the roles of culture, genetics, and wisdom in Human Development? How do learning and contexts affect individuals and groups? How might we conceptualize "Becoming Human"? What roles do organizations and social interaction play in Human Development? These questions could be considered at many points in the lifespan, in terms of changing family/social structures; or as a process over a certain period of time.

**Pre-requisites:** HOD-804

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Critically analyze and construct scholarly arguments relevant to advanced human development theories.
- Write a scholarly paper on an advanced human development topic.
- Demonstrate understanding of ways to apply human development theory and research to professional and personal practice.

### **HOD-812 Human Learning and Motivation, 4 semester credits**

Students examine environments that promote learning by looking at the roots of learning theory starting stimulus control and Thorndike's research on instrumental learning. Malcolm Knowle's work

documenting learning resulting in the creation of andragogy combined with Bruner's work on curriculum design are also reviewed. More recent theories of holistic learning, transformative learning and indigenous traditions of elder storytelling give students choices to focus their projects for the course. Current trends in organization learning also complete the course content.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Define at least one historical theories or area of research relevant to human learning and motivation and document this content in a portfolio.
- Find and review current research articles on a topic from learning.
- Document this critical analysis in a scholarly paper.

### **HOD-814 Gendered Identities, 4 semester credits**

Students examine the formation of gender identities and their expression and consequences in roles within families, work, and social organizations. In most cultures, gender is understood in binary terms (woman or man) tethered to the sex (male or female) one is often assigned at birth. However, in reality, the lives of many individuals are lived in the boundaries and overlaps of this binary. Scholars in various disciplines have acknowledged the ways in which gender is socially constructed. The notions of masculinity and femininity have changed over time, and thus have histories. Greater recognition of transgendered individuals combined with sexual orientation has led to important developments in this area of research.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Define issues around social construction of identity
- Write a scholarly paper on a gendered identities topic
- Demonstrate understanding of ways gendered identities theory and research impact individuals, leadership, and society.

### **HOD-815 Transformative Learning, 4 semester credits**

Transformative learning describes how we engage with our learning directly, reframing our perspectives, habits of mind, and judgements. The aim of Transformative Learning is to cultivate more inclusive and adaptive meanings to guide our reflective practice and critical action in the world. In the words of Jack Mezirow, one of the founders of the field, such an approach helps to make us "more inclusive, discriminating, open, emotionally capable of change, and reflective." Students explore research on the theory and practice of transformative learning, including constructive-developmental, cultural, cognitive-rational, spiritual, Jungian, ecological, and critical emancipatory approaches. Questions include: What is meant by transformation? How is it catalyzed? What are the ethical concerns? What are the relationships between individual and socio-cultural and systemic transformation? What are the educational dimensions and outcomes of Transformative Learning?

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Design curricula or interventions drawing on one or more of the transformative learning perspectives.
- Demonstrate an understanding of the principles of three or more major theories of transformative learning and the differences between them.
- Apply this understanding to practice in leadership or organization development.

### **HOD-816 Post Traumatic Growth, 4 semester credits**

The notion of trauma has evolved over the past century with increased awareness of how people experience loss, and hurt in physical, social, economic, emotional, and spiritual parts of their lives. The course begins with a conceptual exploration of trauma and its historical construction, from its early focus on the experience of war among veterans and civilians, to more contemporary concerns with various forms of abuse, loss, illness, social violence, and destruction from natural disasters. Trauma is framed in terms of the “loss of assumptive” worlds, resulting in fundamental loss of meaning. After this introduction, the focus shifts to the process of questioning assumptions about life, values, ideals, and goals in life often resulting in shock, despair, depression and much more. Scholars and practitioners have studied how survivors of trauma react in different ways, from gaining coping strength to exploring transformational processes. Students critically analyze different approaches to trauma from changes in cognitive and phenomenological structures, to narrative and transformational reconstruction of meaning. Trauma becomes a paradoxical catalyst for personal growth and transformation. The readings include theoretical and empirical work by Richard Tedeschi, Lawrence Calhoun, Kenneth Doka, and Jeffrey Kauffman.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Critically analyze and construct scholarly arguments relevant to theories of post traumatic growth
- Write a scholarly paper on an advanced post traumatic 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 a scholar/practitioner by applying theory and scholarship to a significant project in their workplace or another chosen worksite. Students engage regularly with the faculty assessor to plan and implement the project and to reflect on project steps. A complete professional write up of the steps of the project and the intended and unintended outcomes of the project will be developed. Students will also comment on their role in the project as well as reflect on their personal and professional effectiveness. The student and Fielding faculty member engage in regular debriefing discussions with the worksite project manager.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Demonstrate the ability to apply theory and scholarship through a significant project in the workplace or elsewhere.
- Produce a professional write-up of the project, including project steps and outcomes.
- Reflect on personal and professional effectiveness.

**HOD-822 Organization Development and Change, 4 semester credits**

Students explore theory and practice relating to change in social systems, including groups, organizations and communities. The focus is on planned, facilitated change to strengthen adaptation, quality of working life, and effectiveness within (and of) organizations. A range of organization development approaches will be studied, along with their attendant assumptions, values, processes, practices, and evaluation. Though planned change will be primary focus, the course will also explore unplanned, emergent, and continuous change in organizations.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Critically analyze theory underlying different approaches to organization development and change.
- Demonstrate understanding of various OD practices and techniques and their use in organizational settings.

**HOD-823 Leadership Theories and Methods, 4 semester credits**

This course critically explores theories and models of leadership and how these are reflected in the world and in students' own leadership orientations and styles. Key topics include changing definitions and models of leadership, leadership as an individual vs a relational attribute, the contingent nature of leadership (relating to context, culture, and social identity), and leadership development. Students will compare traditional leadership models with more contemporary approaches that have evolved to address leadership in networked, virtual, social action, and global organizations. The course will balance theoretical, research, and practice aspects to help students deepen their knowledge, understanding and skills of leadership as a positive influence on individuals, organizations and communities.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Critically analyze and construct scholarly arguments relevant to various theories and models of leadership as applied to a selected practice theme.
- Demonstrate awareness of how leadership theories and practice are context-dependent.
- Demonstrate the skills of personal reflection and skill development with regard to leadership.

**HOD-824 Social Psychology, 4 semester credits**

In this course students examine effective decision-making in organizations, drawing on research in social psychology, interpersonal relations, and neuropsychology. Creating organizational change requires insight into both organizational dynamics and the social psychology of organizational stakeholders. Students address questions such as "How can the leaders of organizations engage most effectively with key stakeholders, in order to develop and engage in practices that promote social and ecological sustainability?"

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Demonstrate understanding of the latest advances in cognitive sciences
- Analyze and discuss ways that theories and models in cognitive sciences can be used to foster effective and collaborative decision-making in organizations.

### **HOD-825 Public Policy and Public Action, 4 semester credits**

This course is concerned with the institutional processes by which government responds to societal problems. Public Policy focuses on policy-making processes including problem definition; public input; policy formulation; policy implementation, and policy impacts. These processes are best understood via analysis of specific topical areas such as social welfare policy, health policy, educational policy, policies promoting social and ecological sustainability, and the like.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Demonstrate understanding of the processes and actions of Public Policy.
- Critically analyze and discuss ways that public policy impacts one or more specific topical areas.

### **HOD-826 Social Change, 4 semester credits**

Students will examine theories of social change, and investigate historic and contemporary changes. Human and organization development occur within the context of social changes that in previous times were often slow, and that are usually rapid today. The purpose of this knowledge area course is to understand the meaning of social changes, to understand how and why such changes occur - not with the aim of adjusting to them, but rather of intervening proactively in the process.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Demonstrate understanding of historical and contemporary theories of social change.
- Critically analyze and discuss ways that these theories can be used to intervene proactively in the process of social change.

### **HOD-829 Praxis II, 4 semester credits**

Praxis refers to the purposeful use of theoretical knowledge to inform action, in the form of a scholarly argument that targets real-life challenges in modern organizations or communities. One possible format is to develop a case study, to be presented at a conference or submitted to a journal for publication. For the modern scholar, there is no practice more vital to academic endeavor than the ability to present one's research in a peer-reviewed journal, or at a peer-reviewed academic conference. Through the synthesis of scholarship and practice, the theoretically informed, reflective practitioner develops the skills to analyze current problems and suggest new and innovative ways to address and solve them.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- The competency to craft a cogent and persuasive argument, based on evidence and cited literature.
- The competency to cast this argument in an article for publication, and a paper to be presented at an academic conference.
- The competency to perform all steps in the process of submitting articles and paper proposals to conferences and journals.

### **HOD-830 Creativity and Innovation in Organization Design, 4 semester credits**

Considers creativity and innovation from disciplinary and transdisciplinary perspectives. Explores issues of creativity in organizational settings, and individual and professional life. Focuses on design thinking while extending creativity and innovation to organization design, including spaces in which organizational life takes place. Explores links between paradox and creativity, and social bases of creativity, as well as ways new media shape landscapes and soundscapes of creativity and innovation. Cultivates both a theory and practice of creativity and innovation, including use of metaphors that invite creativity in organization design, and how an organization might foster creative confidence

Connection with HOD-838 Media, Technology and Disruptive Innovation, is possible.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Develop a deep understanding of key ideas and theories of creativity and innovation.
- Bring creativity and innovation to organization design, linking theory to practice.
- Appreciate contexts for creativity and design thinking in social systems.

### **HOD-831 Structural Inequality and Diversity, 4 semester credits**

This course involves understanding and respecting differences including those related to race, ethnicity, culture, class, gender, and sexual orientation. Demonstrating skill in interacting with diverse groups is a key part of one's study of human and organization development. This course explores structural inequality, because it is important to know how inequality and inequity is designed as part of institutional structures and mechanisms. Honoring difference is not the same as understanding how inequality is produced in society. Thus, this course provides an important insight, especially for individuals who may have been granted great privilege in the context of current structures.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Critically analyze and construct scholarly arguments relevant to understanding and respecting differences in race, ethnicity, culture, class, gender, sexual orientation, and other related issues.
- Write a scholarly paper that demonstrates understanding of ways that inequality is produced in society and built into institutional structures and mechanisms.

### **HOD-832 Advanced Systems, 4 semester credits**

Builds on Foundational Systems, emphasizing non-reductionist and nonlinear ways of knowing, Explores the relations and interconnections that allow any system to sustain itself, while adapting to and cohering with changing, often turbulent, environments. Develops deeper understanding of key systems concepts for systems ranging from organizations and communities, to world systems and entire ecosystems, focusing on whole systems design. Investigates second-order systems approaches - seeing ourselves as part of the systems we seek to understand.

Topics include: ecological and system sustainability, adaptation and second-order change, sociotechnical systems, reflexivity, self-organization and self-regulation, levels and boundaries of systems and movement across them, whole systems design, and communication process.

**Pre-requisites:** One of the following: HOD-806, ELC-724, IECD-566, equivalent in MEDIA

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Develop a deep understanding of key advanced systems principles.

- Bring systems principles to systems practice in different contexts.
- Recognize key issues of second-order systems, including implications for participatory systemic knowing and learning.

### **HOD-833 Global Systems, 4 semester credits**

In this course we examine the global systems that in recent decades have transformed the world: economic globalization, driven by transnational corporations whose economic power transcends that of many countries; the transnational migration of labor; armed conflicts and militarization that are resulting in casualties and displacement of people in epic proportions; and decisions about the natural environment that have resulted in climate change and global warming that threatens many species, including our own. We will examine the theories - and suggested practices - that address these and related issues, in part through the lens of Immanuel Wallerstein's World-Systems theory.

**Pre-requisites:** One of the following: HOD-806, ELC-724, IECD-566, equivalent in MEDIA

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Demonstrate an understanding of the historical trajectory of globalized and globalizing social, economic, technological, political, and cultural forces currently shaping the world.
- Critically evaluate various theoretical accounts for those forces, while exploring the assumptions that underpin these theories.
- Recognize, understand, and act out of one's social location and related responsibilities and accountabilities and what it means to act as a "global citizen" with a goal of creating a more just, equitable, and sustainable world.

### **HOD-834 Group Dynamics and Team Learning, 4 semester credits**

In this course students develop an understanding of group dynamics inherent in small group interaction in organizations. Using unstructured and structured learning environments students will reflect upon their learning, conflict management, decision making, and communication styles and the impact they may have on others. This course will also explore various aspects of group dynamics such as power, perception, motivation, leadership, and decision-making. Students will experiment with, and experience, the relevance of several concepts related to team learning and will develop their judgment, understanding, and competence to be better facilitators of their own and others' learning in a variety of group situations in organizations.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Develop and demonstrate the ability to facilitate work in small groups and teams.
- Communicate an understanding of the underlying theories of team effectiveness.

### **HOD-835 Intervention Theories and Methods, 4 semester credits**

In this course the emphasis is on various change interventions and the assumptions underlying these approaches. The change methods may include sociotechnical systems, appreciative inquiry, large group interventions, open space, dialogic OD, survey feedback, process consultation, strategic planning, team building, job enrichment, participative management, and action research. Students may also critically evaluate various OD models such as Weisbord's Six-Box model, Nadler-Tushman Congruence Model, Tichy's TPC framework, and Burke-Litwin model.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Develop and demonstrate the competency to accurately judge the right OD intervention approach for specific OD engagements.
- Develop and demonstrate the ability to evaluate the effectiveness of various OD interventions.
- Critically analyze underlying assumptions of various intervention approaches to change.
- Demonstrate how change interventions can help remedy structural inequality.

### **HOD-836 Culture, Technology, and Social Change in the Digital Age, 4 semester credits**

Culture, technology, and social change issues in our digital age have become increasingly intertwined and complex. In order to understand the relationships and directions of today's globally-connected societies, it will be important to examine those disruptions and interventions that have had significant impacts on societies.

Using a case study approach, this course will focus on controversial issues of power and resource distribution as well as the deep interior workings of the internet and social media, and how these affect our modern society. Students will choose a particular topic of their choice to investigate how we are seeing phenomena and as a way of engaging with social reality.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Critically examine the assumptions, examples, and dominance of digital social media as cultural and technological advances obscure the origins and direction of social change.
- Demonstrate an understanding of the major theories regarding technology on a global stage.
- Apply an understanding of social change as seen through the digital era to an academic paper.

### **HOD-837 Ethnography and Crossing Borders, 4 semester credits**

This course is an introduction to the rich and complex field of ethnography and its approaches. Of particular interest will be how studies utilizing ethnography cross borders between disciplines to produce research studies that are comprehensive and holistic. Students will experience ethnography as an approach to the study of human development, systems, and organizations that is of special interest in our scholar-practitioner world. The roots of ethnography and anthropology will be examined along with the relationship of ethnographic research with contemporary social and ecological justice issues.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Critically examine the assumptions and examples of ethnography as a research approach.
- Demonstrate an understanding of the conceptual principles of anthropology and cultures.
- Write a research paper utilizing ethnographies and methodological studies of cultures.

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

One of the greatest threats to traditional organizations is the growing role of disruptive media and online technology. Web-based, on-demand business models are increasingly eliminating established enterprises and distribution networks. In this course, students will develop case study portfolios on examples of notable disruption and innovation phenomena in organizations, prompted by media and technology. The purpose is to extract empirical and theoretical findings towards an understanding of change dynamics wrought by modern online media. The principal methodology of this course is collaborative case study research. A key reference is: Clayton M. Christensen. (2013). *The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail*. Harvard Business Review Press.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Analyze “open innovation” (Christensen, 2013) in organizations as driven by technological disruptive change.
- Assess the role of social media in fostering or corroding social relationships.
- Argue how disruptive media can become a catalyst for positive social and organizational change.

### **HOD-840 Inclusive Leadership: Transforming Self and Systems, 4 semester credits**

Inclusive leadership involves the ability to co-create more inclusive organizations and communities. By leading in ways that enable all voices and stakeholders in specific settings and contexts to be fully heard and empowered, inclusive leadership provides an important means through which to create organizations and communities, and ultimately a society, in which people from all backgrounds feel fully welcome and included. Through integration of contemplative and transformative pedagogies, this course provides students with the foundation for system transformation in a wide variety of contexts at all levels of system by focusing on the relationship between transforming self and systems, and the ways in which we must learn to recognize and overcome our own biases as well as the structural barriers and differential power among those from various identity groups. The course uses scholarship, self-reflection, embodied practice, and creative expression for understanding self and others and crossing borders within ourselves, and between “us” and “them.”

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Discuss and critically analyze theories and methods of inclusive leadership
- Apply inclusive leadership principles to professional, personal and academic contexts.

### **HOD-841 Mindful Leadership, 4 semester credits**

This course examines the theoretical foundation and application of mindful leadership.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Discuss and critically analyze theories and methods of mindful leadership
- Apply mindful leadership principles and methods to professional and personal practices

### **HOD-843 Ecological Studies, 4 semester credits**

This course reflects upon a central challenge of our times – the large scale human impact on the natural environment. The degradation of the natural environment is systemic and global and, as some scholars have argued, dire for all of humanity. As the environmental philosopher Wendell Berry has written, “The time has now come where we will listen to the earth or die. We must follow the guidance of the ecological systems upon which all life depends.” Written in the 1990s, these words press us with a moral imperative: One must help to create a new story, out of which we guide and inspire our future. This course turns to the literature and current knowledge in order to pursue a greater understanding of how human beings through organizations and systems can respond to this urgent challenge.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Critically analyze and construct scholarly arguments relevant to the subject matter, demonstrating a nuanced understanding of multiple and divergent scholarly perspectives and intellectual traditions.
- Understand the political, social, economic, and cultural approaches to the environment in national, regional, and global contexts.
- Develop an awareness of how structural and economic inequality undermine efforts to improve the environment.
- Analyze various real world responses to promote better practice in managing the UN Sustainable Development Goals.

### **HOD-844 Leadership for Social and Ecological Sustainability, 4 semester credits**

This course ties in concepts of social and ecological sustainability with organizational culture. It will focus on the systemic interrelations between such organizational capabilities as leadership, organizational culture, organizational change, and sustainability strategies. The focus of the knowledge area will be to integrate theoretical and practical understandings of organization strategy, leadership, and execution, emphasizing the importance of inclusive leadership. It will rely heavily on case studies to illustrate successes, failures, and the understanding that results from both. This knowledge area is addressed to those charged with the organizational implementation of social and ecological sustainability knowledge and practice. This includes not only sustainability professionals, but the senior leaders and top managers of business, non-profit (NGO), educational, and government organizations.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Demonstrate ability to integrate theoretical and practical understandings of organization strategy, leadership, and execution, emphasizing the importance of inclusive leadership
- Apply learnings to the organizational implementation of social and ecological sustainability knowledge and practice.

### **HOD-845 Social and Ecological Sustainability: Theory and Practice, 4 semester credits**

Students examine concepts of sustainability, cultural differences in notions of sustainability, indigenous thinking about sustainability, and national and global efforts to come up with common standards. Topics include a critical and historical look at corporate social responsibility (CSR), the "triple bottom line," ideas of "shared value," and other sustainability efforts, using case studies to generate a hands-on understanding of what works, what hasn't worked, and what can be done to improve existing approaches. Readings may include such scholars as Arne Naess, Thomas Hylland Erickson, and Richard Appelbaum. Based on availability, leading practitioners in the field will share their experiences in some online phone calls.

**Pre-requisites:** Recommended that HOD-806 and HOD-833 be taken previously.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- The ability to demonstrate a clear conceptual understanding of models of organizational sustainability for the future.
- An understanding of the dynamics of ethical decision-making in support of sustainable futures.
- The use of scholarly writing and critical analysis that shows a clear understanding of theories, concepts, and empirical research.

### **HOD-846 Intervening in Systems, 4 semester credits**

Students critically examine the histories and development of a variety of approaches for intervening in systems and the strengths and limitations of these approaches, and their applicability in different types of systems.

**Pre-requisites:** One of the following: HOD-806, ELC-724, IECD-566, equivalent in MEDIA

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Demonstrate understanding and critically analyze the strengths and limitations several approaches to intervening in systems
- Design an intervention in systems and analyze the potential outcomes.

### **HOD-847 Theoretical Foundations of Evidence Based Coaching, 4 semester credits**

In this course, students examine, discuss and apply the key principles and strategies from eight groups of theories which underpin coaching practice and competence: theories from humanistic and transpersonal psychology, adult learning, adult development, behavioral change and neuroscience, cognitive-behavioral theories, intelligences, communication, gender and culture. Each theory set is aligned with specific coaching competencies as defined by the International Coach Federation. This course is not approved by ICF for continuing coach education units (CCEs).

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Demonstrate understanding of key principles and strategies that underpin Evidence Based Coaching
- Apply these key principles and strategies to coaching practice

### **HOD-848 Organizational and Leadership Coaching, 4 semester credits**

Students examine, discuss and apply the key principles and theories associated with leadership and organizational coaching: organizations and organizational culture, using a multidimensional coaching framework, executive and leadership coaching, team and group coaching, internal coaches and managers as coaches, systems theories and coaching, gauging potential outcomes, assessments for organizational and group coaching. This course is not approved by ICF for continuing coach education units (CCEs).

**Pre-requisites:** HOD-847 or ODL-650A

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Demonstrate understanding of, and apply, key principles and theories of leadership and organizational coaching.
- Develop a case study based on coaching practice

### **HOD-849 Evidence Based Coaching Praxis, 4 semester credits**

This course offers students an opportunity to engage in scholarly work by selecting and developing a fully conceptualized case directed at an individual coaching engagement or a consultation engagement for developing and managing an internal coaching program. Students developing an individual case will utilize assessments to collect data, identify needs, formulate process propositions based on evidence and theoretical formulations, engage in and document coaching interactions and outcomes. The case development process will be guided by principles of collaborative case conceptualization. The final case will include reflective learning. Students pursuing the consultation

engagement will collect data to assess organizational needs and resources and, in collaboration with the client organization, develop a framework for designing, delivering and managing an internal coaching program. This course is not approved by ICF for continuing coach education units (CCEs).

**Pre-requisites:** HOD-847 or ODL-650A, and HOD-848 or ODL-652A

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Develop an individual coaching case that utilizes assessments to collect data, identify needs, formulate process proposition, engage in and document coaching interactions and outcomes
- Collect data to assess organizational needs and develop a framework for designing, delivering, and managing an internal coaching program.

### **HOD-850 Creative Longevity and Wisdom, 4 semester credits**

This course aims to contribute to knowledge, policy, and practice addressing mid-life and older adults, which can encompass the unique developmental experiences and transitions of adulthood; the relationship between creativity, wisdom development, and spirituality; positive and conscious aging; successful aging; lifelong learning; end of life; organizations/policies to combat poverty and promote wellness in the later years of life; substance abuse, and recovery; caregiving; intergenerational engagement; the promotion of barrier-free, sustainable environments enhancing longevity; entrepreneurship; encore careers; and greater social and ecological justice worldwide for diverse aging populations and future generations.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Critically analyze and construct scholarly arguments relevant to creative longevity and wisdom theories.
- Write a scholarly paper or do a group project on a creative longevity and wisdom topic.
- Demonstrate understanding of ways to apply creative longevity and wisdom theory and research to professional and personal practice.

### **HOD-851 Comparative Wisdom Traditions, 4 semester credits**

Throughout history, different cultures have developed wisdom traditions and legacies that today form a spectrum of paths for personal growth, maturation, and leadership development. These wisdom traditions usually linked philosophy, religion, and ethical teachings that today represent resources in our collective histories that can be sources of inspiration and guidance for our time. The cultures of Asia, African, Indigenous American, and Western traditions, ancient and modern, provide resources for appreciative and comparative exploration and research across time and cultures. Selective exploration of different traditions and paradigms for personal growth and maturation. Some wisdom paradigms emphasize deep connection with nature, others deep social and communal relationships, while others emphasize more transcendental notions of value and the sacred. Comparative appreciation of different paradigms and cultures provide opportunity to consider contemporary options and possibilities for the development of wisdom among adults. This course compares cultural traditions and ritual cultures comparatively to understand the formation of adults via socialization, education, ethical, and religious formation, comparatively. Considering specifics of different cultures like values, practices, heroes, ideals, and forms of status reward, students will engage in descriptive work and comparative analysis.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Demonstrate understanding of different cultural paradigms and approaches to wisdom by comparative analysis.

- Critically analyze how cultural traditions and ritual cultures impact the formation of adults.
- Write succinctly and scholarly about complex ideas, philosophies, and paradigms.

### **HOD-852 Spiritual Psychology, 4 semester credits**

This course reviews the foundation of transpersonal psychology genesis from the 1970s, which examined altered states of consciousness, including Stanislav Grof's work on spiritual emergencies, as well as physiological research on yogis' feats and brain physiology research. The course will look at humanistic psychology as well as developmental psychologists Fowler's stages of faith and Kegan's spiral progression. It will review research and philosophy from Christian mysticism, Buddhist meditation, the eight limbs of Hinduism and other spiritual practices. Students will be able to define specific spiritual practices, which evoke spiritual awareness, apply these practices to their work or life in a project and also document their own spiritual practice for the term.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Understand and critically analyze through a portfolio the foundation of transpersonal psychology, humanistic psychology, and developmental psychology.
- Choose a specific spiritual practice to evoke spiritual awareness, and document practice to their lives and work through a portfolio including supportive references.

### **HOD-853 Spiritual Practice and Social Justice, 4 semester credits**

Diverse faith traditions have been at the center of political protests (i.e., Buddhist self-immolation) and cultural resistance (i.e., Amish rejection of modern technology). Students study how people of different faiths and no faith (i.e., atheists) have engaged in communities have engaged in individual and collective practices aimed at changing society. One possible area of inquiry is how contemplative practices, such as mindfulness, can lead to greater self-awareness and connections to others. Transformative learning that leads to increased authenticity and caring social action is another possible focus. Whatever focus the course takes in a particular term, there will be attention to the nuances within a particular tradition (e.g., contemporary texts that reveal and confront racism in mindfulness communities). This course is an exploration of the relationship between human development and systems change.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Explore relationship between personal development and societal system change.
- Critically analyze how spiritual practices can impact social change.
- Write an essay that communicates a story or argument related to course readings.

### **HOD-854 Somatics in Human and Organization Development, 4 semester credits**

Over the past several decades, the various scholarly disciplines have turned their attention to the manner in which the body is an ever-present aspect of all we know. Somatics is about the body as experienced from within. What can and does our body tell us as? How do we integrate bodily knowing and being into textual forms of knowledge? How do we build this knowing into our scholarship and practice? This course reviews these literatures. We are investigating experience and learning as an embodied phenomenology and as such – the study of consciousness will be a key perspective. We cover somatics from the fields of neuroscience, psychology, social and human sciences, phenomenology and spirituality. Since we are attempting to interpret the meaning of texts about Somatics, hermeneutics is also a key discipline for our collaborative work.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Deepen our awareness and understanding of the way embodiment determines our experiences.
- Apply the interpretive discipline of hermeneutics to understand both readings and messages from our bodies.
- Realize the valuable and insightful connection between body, mind and soul through body awareness practices.

**HOD-856 Writing Phenomenology, 4 semester credits**

Students will write eight rich descriptions of an experience of their choice using techniques of essential (Husserl) and lifeworld (Schutz) phenomenology. Techniques practiced will be bracketing, imaginative variation, horizontalization as techniques to capture the essential structure of your experience. Situating experience in the lifeworld, the experience is described using a dramatic model. Reflection on the ten qualities of phenomenologists (Rehorick and Bentz (2017) clarity to a research topic and insight into the practice of transformative phenomenology. (Rehorick and Bentz, 2007). Through collaboration on the forum and zoom the class engages with the community of practice of consciousness change for a liveable world. Readings will include fundamental texts of phenomenology.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Clarify the underlying dimensions of an experience or research topic.
- Become comfortable with sharing and collaborating on experiences and protocols.
- Uncover and facilitate the differences of awareness and knowledge of others and intersubjectivities in the lifeworld in which your phenomenon exists.
- Develop a companionable relationship with a major phenomenologist/writer/thinker.

**HOD-857 Adult Development, 4 semester credits**

Students study major theories that explore the dynamics and potential outcomes of adult development, including post-formal and complex thinking, wisdom, individuation, maturity, and higher orders of consciousness. Theorists studied include Erikson, Kegan, Loevinger, Wilber, Cook-Greuter, O'Fallon, and others with attention given to the latest research in the field and how to apply these theories to understanding and informing the design and practice of leadership, coaching, social change, organizational development, and education of adults in various contexts.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Demonstrate an understanding of the principles of three or more major theories of adult development and the differences between them.
- Apply this to practice in leadership, organization development, teaching or coaching.

**HOD-859 Communications Theory and Practice, 4 semester credits**

This course consists of four modules. Module One introduces several important hermeneutic perspectives which may elucidate the interpretation of texts. Each student/colleague will explain the overall purpose of hermeneutics and discuss one perspective in more detail.

Module Two focuses on theories of the social construction of reality, which provide framing about the ways that many of the "realities" experienced in our social worlds are constructed by convention or agreement, including the way that we communicate about them. These theories help us to distinguish

that which is socially constructed from the empirical realities of the natural world, and helps to account for multiple versions of "reality" across cultural and other social divides. This also helps us understand why conflicts occur between groups, and why some conflicts seem intractable.

Module Three deals with theories of meaning-making and how they can serve as interpretive, critical, and constructive / interventional strategies. Convergences can be found between theories of social construction and communication such as the Coordinated Management of Meaning (CMM), symbolic interactionism, the "Lifeworld Phenomenology" of Alfred Schutz, and the Dramatistic methods of Burke. For example, each has a perspective on motives, structures or patterns, "speech acts" and alternate realities.

Module Four reviews several examples of research and scholarly practice that "takes a communication perspective" or draws upon social construction concepts as a way of framing an inquiry, and then consider a research question that you have and how this perspective could be a part of your own research.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Ability to trace the development of the scholarly field of social construction of reality and identify major theorists and their ongoing evolution in scholarship and practice. This will include works and contributions by Meade, Berger and Luckmann, Pearce, Cronin, and others.
- Explain the "communication perspective" of looking "at" (not "through") communication, and apply various heuristics of CMM to analyze an episode or phenomenon of interest to identify what is being "made in communication," and the roles of context, logical force, and other related conceptual tools.

### **HOD-860 Advanced Topics, 2 or 4 semester credits**

This course provides a flexible opportunity for students to complete 2 or 4 units of academic credit in specialized studies. Students in all phases of their doctoral studies can assess in HOD-860, to build doctoral competencies, deepen scholarly knowledge, extend the breadth of their scholar-practitioner expertise, and explore diverse epistemologies, ways of knowing, and worldviews. Students are limited to 8 units of HOD-860. HOD-860 offers opportunities for both structured and individualized studies. Students contract individually with faculty for HOD-860. The assessment contract needs to specify the associated credit as well as the detailed expectations for the assessment. The assessor determines allocation of credit (2 or 4). The course title may be customized for the transcript.

**Delivery Method:** Online

**Grading Default:** Letter

**Note:** May be repeated for up to 8 credits

### **HOD-861 Advanced Specialization Studies, 4 semester credits**

In this course, students define a specific specialization topic. It can be used to acquire new knowledge or to deepen existing knowledge in a specific area in which students expect to build or advance professional careers. Course title may be customized for the transcript.

**Delivery Method:** Online

**Grading Default:** Letter

**Note:** May be repeated once.

### **HOD-881 Qualitative Research Methods, 4 semester credits**

Students 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 used to study change. All the advanced research modules numbered 883XX are designed to enable students to learn a particular research method in depth. This module focuses on understanding the theories and methodologies for studying change.

**Pre-requisites:** HOD-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.
- Critically analyze different methodological approaches to studying change.

### **HOD-883CP Advanced Research Methodologies: Critical Participatory Action Research, 2 or 4 semester credits**

This course introduces the student to critical participatory action research (CPAR) approaches that foster deep collaborations between “community members” and “researchers.” Participants explore CPAR as a potentially powerful methodology for community empowerment and social change. Although the focus will be on the methods used to engage groups in collective inquiry, analysis, and action, exploration will be grounded in a foundational understanding of critical theories and of the social, political, and institutional contexts that shape CPAR projects.

**Pre-requisites:** HOD-802

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Demonstrate knowledge of the principles of Critical Participatory Action Research.
- Develop written plan for CPAR project that examines phenomena from various perspectives and demonstrates awareness of structural inequality.

### **HOD-883EH Advanced Research Methodologies: Ethnography, 2 or 4 semester credits**

This course includes advanced studies and applied research projects designed to develop skills in Ethnography and its approaches. Like the other advanced research modules numbered 883XX students will be expected to learn a particular research method in depth, in this case Ethnography. Students will experience Ethnography as a methodology, as a way of seeing, and as a way of engaging with social reality. Students will understand the skills that will need to be developed in order to successfully complete an Ethnography. Students will also learn if ethnography suits their intellectual projects and personal styles of academic engagement.

**Pre-requisites:** HOD-802

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Critically examine the assumptions and examples of ethnography as a research method.
- Demonstrate an understanding of the principles of three or more major theories of anthropology as related to ethnographic research methods and the differences between them.
- Apply an understanding of ethnography to research for the Concept Paper, Proposal, and/or Dissertation.

### **HOD-883GT Advanced Research Methodologies: Grounded Theory, 2 or 4 semester credits**

Grounded theory methodology is particularly appropriate for mapping out and understanding processes of change and development. The methodology aims to develop theory and explore hypotheses in the manner of empirical research. Grounded theory is particularly appropriate to inquiry about processes that are not well understood, and gaining insight about the ways in which dynamics are linked, resulting in important contribution to knowledge. The methodology can apply at various

levels of inquiry, from the individual, to the group, to the organization, and even to the community. Grounded theory can be used to map out the pathways by which a spectrum of participants goes through a change from one stage of development or identity to another. At the group level, grounded theory can provide insight about group formation, group stages of collaboration, the dynamics of meetings, ways of making group decisions, processes by which groups learn or develop trust or map out a strategy. The methodology provides excellent tools for the examination of the pathways, stages, and sequences that may involve change and transformation in groups, including the dissolution of groups. At the organization level, grounded theory can examine patterns of promotions, hiring processes, strategy development stages and processes, ways of implementation of decisions, types and paths of communications in organization systems, processes of adoption of new technologies or practices, project and program development cycles, performance evaluation process, and much more. The exploration will include the clarification of the research, the disciplined collection of data, the dynamic reflection on the data via memoing, the analysis of the data with different coding schemes (Axial and Theoretical coding), and the formulation and validation of theory.

**Pre-requisites:** HOD-802

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Developing clear understanding of change processes and how to formulate grounded theory.
- Engaging data collection dynamically with data analysis through reflective practice of writing or “memoing” and developing coding strategies for organizing data collection.
- Demonstrate capacity to support theoretical ideas and claims with empirical data in process of theory formation.

### **HOD-883LR Advanced Research Methodologies: Liberatory Research, 2 or 4 semester credits**

This advanced studies course examines the emancipatory potential of research and praxis, particularly within an ever-changing globalized world. The course is deeply rooted in social justice, and it underscores liberatory research as an approach to understanding knowledge production, ways of knowing, questions of epistemology, and methodological inquiry. With a strong emphasis on social change and transformation, the course engages a range of critical, multi-disciplinary, conceptual and theoretical perspectives for research as praxis. Some of these perspectives include: Feminist theory, queer theory, theories of race and ethnicity, among others.

**Pre-requisites:** HOD-802

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Understand the ways in which liberatory research challenges conventional ways of thinking about knowledge.
- Apply liberatory research to global and local problems such as, systems of power.
- Challenge taken-for-granted assumptions about theory, research, and praxis.

### **HOD-883NI Advanced Research Methodologies: Narrative Inquiry, 2 or 4 semester credits**

This course will examine Narrative Inquiry's (NI) epistemology, assumptions and aims. Informed by feminism and critical theory, NI counteracts a dominant paradigm that privileges only a few voices. Through narrative life voices of those marginalized emerge. Narratives provide coherence to human experience and have a central role to communicate this to others. Storytelling is a powerful tool to collect data and gather information. Narrative research studies the whole person in context and taps in to emotional material and memories to reveal patterns of making meaning. Narrative inquiry, as a

methodology, does not superimpose the majority paradigm on people's stories. Students review narrative research, learn how to develop research questions, criteria for selecting participants, and methods for collecting and analyzing stories. They also complete a mini narrative research project, conducting a short literature review, methodology protocol, collecting interviews and analyzing them. Related methodologies such as organic and co-inquiry will be reviewed. Skill development, meaning-making, and stand-point in knowledge creation and development will be emphasized.

**Pre-requisites:** HOD-802

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Explain the epistemology of narrative inquiry.
- Find and document narrative inquiry methods from current research journal articles.
- Create an interview protocol, collect data and do a data analysis to create themes.

### **HOD-883PG Advanced Research Methodologies: Phenomenography and Variation, 2 or 4 semester credits**

This inquiry approach, originally developed in Sweden, captures, analyzes, and graphically represents variations in ways that people experience and make meaning of phenomena in education, social change, politics, health care, organizations, technology, and other areas where there is a need for positive change. This course integrates project-based learning with critical reading of classical literature (Marton, F., & Booth, S. (1997). Learning and awareness. Mahwah, NJ: Lawrence Erlbaum) and current research related to the student's interests. Practitioners and academics use this approach to address today's complex, often divisive, issues. It promotes new understandings and enables shared actions to promote positive change.

**Pre-requisites:** HOD-802

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Design, implement, and document a phenomenographic research project.
- Critically analyze and compare research literature.
- Demonstrate diversity values in all aspects of the research project and literature critique.

### **HOD-883PH Advanced Research Methodologies: Phenomenology, 2 or 4 semester credits**

This course includes advanced studies and applied research projects, designed to develop skills in specific research methodologies and approaches. All the advanced research modules numbered 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 Café, 2 or 4 semester credits**

The World Café is a dialogic process that relies on creating a co-evolving network of conversations to foster collaborative learning and knowledge creation. With its focus on co- generative understanding around key questions that matter, it also has significant value as a research methodology.

Focuses on design principles of World Cafés, with research questions at the core. Explores context setting for World Cafés together with the context- bound nature of knowledge generated, featuring research design for actionable knowledge. Develops an understanding of role relationships of the researcher in a World Café setting. Featuring a learning-by-doing approach, explores interpretation and sense-making of the resultant knowledge generated, together with other epistemological issues that recognize process understanding, and context setting for collaborative inquiry.

**Pre-requisites:** HOD-802

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Understanding of design principles and core conceptual basis of The World Café.
- Understand World Café process by engaging in a World Café.
- Interpret and make sense of the knowledge generated in World Café.

### **HOD-890 HD Comprehensive Assessment, 4 semester credits**

This course demonstrates a student's readiness to begin the dissertation and includes a critical analysis of academic literature in one or more Human Development areas and/or in the area of a student's concentration. Students demonstrate their ability to read, comprehend, summarize, and critique scholarly work. Students develop a comprehensive assessment plan/registration form that is reviewed and approved by the faculty mentor. The student submits the plan and a copy of the mentor's approval to administration.

The 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 Courses

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## **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 incoming students 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:
  - o Biology
  - o Psychology
  - o Human Experience
  - o The integration of the above
3. Demonstrate knowledge of Greenspan's stages of building healthy minds.
4. Demonstrate an understanding of the impact of context and culture on human development.

### **IECD-521 Infant and Early Childhood Mental Health, 4 semester credits**

This is a core course introducing infant and early childhood mental health. The course will focus on defining the discipline of infant and early childhood mental health, trace the historical emergence of the field, reviewing key contributors and changes in focus over the past few decades. It will also introduce how infant and early childhood mental health specialists assess and treat the parent-child dyad and triad in cultural and social contexts. Use of video, key readings and class discussion will be used to integrate the content. Additionally, students will learn about the field through self-directed learning projects that they will share with our class.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

Students successfully completing this course will be able to:

1. Discuss the historical foundation of the infant and early childhood mental health field.
2. Discuss the contributions of key figures in the IECMH field.
3. Describe assessments used by infant and early childhood mental health specialists.
4. Recognize key elements of IECMH treatment in response to typical infant and toddler mental health issues.
5. Describe recent trends in the IECMH field.
6. Express appreciation for social and cultural issues in IECMH with broad populations of infants and their families.

### **IECD-522 Sensory-Motor Development, 4 semester credits**

This course provides students with basic background information on the history, neuroscience foundations, the different developmental models and theoretical constructs involved in understanding gross and fine motor development, as well as the sensory processing mechanisms that occur during infancy and early childhood. The course combines lectures, reading materials and videotaped examples to achieve its learning objectives.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

Students successfully completing this course will be able to:

1. Discuss and analyze major theories of motor and perceptual development with reference to normal development and intervention for children with challenges.

2. Discuss intervention theories and their underlying assumptions.
3. Assess and make explicit their own assumptions underlying clinical judgment and intervention in motor and perceptual development or the influence of perceptual development on their own area of clinical expertise.
4. Discuss 10 "general developmental issues that are broadly relevant to developmental science" (Adolph & Robinson, 2015) and their influence in clinical populations.

### **IECD-523 Language Development, 4 semester credits**

This course provides students with an introduction to models of typical language acquisition and describes the progression from pre-linguistic communication to linguistic complexity. The course focuses on developmental approaches to the study of atypical language strengths and challenges seen in different groups of children with language disorders. Students are introduced to the area of language disorders in children by considering the impact of challenges in developmental domains such as cognitive, social, and affective capacities on the development of language. The course combines lectures, reading materials and videotaped examples to achieve its learning objectives.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

Students successfully completing this course will be able to:

1. Describe the social, affective, cognitive, and communication pre-cursors to the child's use of 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 Infant Mental Health Intervention and Practices, 4 semester credits**

This course emphasizes clinical practices that are evidence based and effective in the prevention and treatment of relationship disruption, adverse childhood events, and early regulatory issues. Emphasis will be put on the role of cultural sensitivity, reflective process, and family-based interventions.

- Clinical interventions
- Trauma related outcomes
- Regulation and regulatory disorders
- Relationship-based interventions
- Culturally-based interventions
- Reflective practice and supervision evidence

**Pre-requisites:** IECD-521

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

1. Describe the breadth and depth of clinical interventions for commonly recognized mental health issues in infancy
2. Discuss symptoms, interventions, and outcomes related to adverse traumatic experiences
3. Detail early regulatory issues and interventions that impact later mental health outcomes for high-risk infants
4. Compare and contrast current evidence based, relationship-based interventions used in infant mental health
5. Integrate a culturally sensitive approach into one's own practice
6. Utilize a reflective stance in all class discussions, written documents and class exercises
7. Apply reflective, culturally sensitive, relationship-based approaches to one's own leadership stance

### **IECD-562 Educational and Cognitive Development, 4 semester credits**

This course surveys the history, neuroscience foundations, the different developmental models and theoretical constructs essential to a working knowledge of the salient aspects of cognitive development. Critical learning opportunities occurring during infancy and early childhood, along both typical and divergent developmental trajectories are identified with attention to the translation of theory into practice and the process of clinical reasoning. While the focus of the course is cognition, its relationship to the other domains of development is explored. The course combines lectures, reading materials, videotapes, and cases and clinical applications to achieve its learning objectives.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

Students who successfully complete this course will be able to:

1. Define and differentiate between three models of cognition.
2. Articulate theories of the origins of intelligence.
3. Explain the neurodevelopmental and sensory underpinnings of cognition.
4. Outline the stages and central concepts that define the cognitive models of Piaget and Vygotsky.
5. Discuss the role of affect in the unfolding of cognition.
6. Discuss the development of memory and language.
7. Explain two current techniques used to measure intelligence.
8. Discuss two models of early education.

### **IECD-563 Educational and Cognitive Development Intervention, 4 semester credits**

This course provides an opportunity to apply concepts and observational skills related to cognitive development that were developed in IECD-562. Students will be responsible for presenting their work relating to educational and cognitive development in children with whom they have worked. This course primarily focuses on discussion of the participant's experiences with reading materials and videotapes provided to achieve its learning objectives.

**Pre-requisites:** IECD-562

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

Students who successfully complete this course will be able to:

1. Define and apply concepts and strategies to support children's development.
2. Define and apply strategies that relate to particular developmental profiles.
3. Track developmental progress.
4. Memorialize and communicate what has happened within a session, and strategize for the future.
5. Self-reflect.

### **IECD-564 Visual Spatial Processing Development, 4 semester credits**

This course is designed to provide students with an understanding of Visual/Spatial Thinking throughout typical development. It covers literature that provides historical, neurological and educational perspectives. It explores Piaget's constructivist approach and applications for developing Visual/Spatial thinking. Relationships between visual, sensory motor and logical thinking are explored as foundations for learning. Practical applications of the "Thinking Goes To School" curriculum are reviewed within the context of therapeutic and educational settings for children with developmental challenges. The course combines lectures, reading materials and videotaped examples to achieve its learning objectives.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

Students successfully completing this course will be able to:

1. Define visual/spatial thinking and its role in social and academic learning throughout development.
2. Describe visual/spatial thinking and relationships with vision, speech, sensory motor functioning, concrete and abstract reasoning.
3. Discuss constructivism and other educational approaches supporting skill development.
4. Describe and demonstrate knowledge of visual/spatial thinking within your discipline and/or biography based on theoretical frameworks and practical applications covered in this course.

### **IECD-565 Visual Spatial Processing Development Intervention, 4 semester credits**

This course continues to focus on the concepts that were developed in IECD-564. Students will have the opportunity to present their work relating to the development of visual spatial processing with children with whom they have worked. This course primarily focuses on discussion of the participant's experiences with visual spatial functioning and includes readings and videotapes to achieve its learning objectives.

**Pre-requisites:** IECD-564

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

Students successfully completing this course will be able to:

1. Apply knowledge based on theoretical understanding of visual spatial processing development to identify and support a child's visual spatial problem solving abilities through implementation of the TGTS curriculum.
2. Experience and articulate one's own visual spatial processing abilities using activities from the TGTS curriculum. This is a core skill that serves as a foundation for supporting the visual spatial processing of others.
3. Utilize knowledge of constructivist and DIR principles to understand and facilitate a child's critical thinking involving their visual spatial processing.
4. Discuss relationships between a child's visual spatial processing and their academic and social learning.

### **IECD-566 Family Systems Theory and Functioning, 4 semester credits**

This course provides basic background information on the history, as well as the different developmental models and theoretical constructs involved in understanding the different aspects of family functioning--especially parental development over time--and their impact on child development during infancy and early childhood, with an emphasis on typical parental functioning. The course combines lectures, reading materials, and videotaped examples to achieve its learning objectives.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

Students successfully completing this course will be able to:

1. Describe the basic concepts of parent development among typically developing adults (to serve as a template and backdrop for later understandings of developing pathology).
2. Recognize the early parent-child relationship as a unit of development, observation, assessment, and intervention.
3. Recognize the all-important role of state and self- and mutual regulation among all participants in our work, clinician-parent, parent-parent, and parent-child.
4. Appreciate the roles of parallel process, and of reflection and reflective supervision.
5. Be aware, sensitive, and informed about realities of family systems in different cultures.
6. Explain the basics of family systems theory.
7. Apply enhanced learning skills in the work environment.
8. Develop a clinical understanding of the importance of a strength-based focus.
9. Possess greater insight into how to reach the hard-to-reach parent.
10. Recall the names and describe the salient ideas of several important contributors to the fields of adult and parent development, including those who initiated ecological and family systems perspectives.

### **IECD-567 Family Systems Theory and Functioning Intervention, 4 semester credits**

This course provides an opportunity to integrate and apply the conceptual and theoretical constructs to a current practice or work place experiences. The focus is on adult/parent developmental models and theoretical constructs, family and ecological systems theories, and the neuro-scientific foundations involved in parent-child relationships. This course primarily focuses on discussion of the participant's experiences and includes reading materials and videotapes provided to achieve its learning objectives.

**Pre-requisites:** IECD-566

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

Students successfully completing this course will be able to:

1. Describe basic concepts in applying family systems theory as studied in prerequisite(s).

2. Gain a more integrated conceptualization of parallel process as it applies to reflective practice in family-oriented work.
3. In family systems application, student will gain enhanced understanding of and application of cultural similarities and differences.
4. Student will use newly learned family systems skills and share how in class.
5. Student will establish conceptualization as well as application of leadership in promoting a family systems approach and philosophy.
6. Student will be able to justify integrated application of family system theory through example in discussion and writing.
7. Understand how they can best integrate and apply family systems theory in their work and both discuss and write about it.

### **IECD-568 Introduction to Brain Development, 4 semester credits**

This course helps students to understand the relationship between the brain and social-emotional and cognitive development. Students learn how the brain develops during infancy, early childhood, and adolescence. The course reviews common methods used in the neurosciences for imaging the brain. It reviews current perspectives on experience-based brain development including issues of plasticity and critical periods in development. It discusses the role of the brain and neurotransmitter systems responsible for emotion regulation, cognitive control, communication, and reviews the brain mechanisms underlying a number of clinical problems including autism, anxiety, depression and aggression. This course reviews recently published peer-reviewed articles on brain research and neuroscience to achieve its learning objectives.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):** The primary objective is to have students develop a working understanding of the brain and nervous system as it relates to behavior. Behavior can be considered those perceptions, emotions, responses, and actions that occur within the range of normal function, as well as those that result from diseases, disorders, and other dysfunctions in the nervous system. Students successfully completing this course will be able to:

1. Demonstrate a working knowledge of the structures and functional mechanisms of the brain and nervous system.
2. Express a thoughtful, integrated perspective of the brain in terms of how it relates to behavior.
3. Demonstrate a developing understanding of how the above information may be reflected and/or applicable in real world circumstances.

### **IECD-569 Individual Differences and Developmental Psychopathology, 4 semester credits**

This course is designed for students to develop an understanding of individual differences in development. Individual differences in biological, psychological, cognitive, and cultural factors will be discussed so that students can understand how typical development helps us to understand atypical development and how atypical development helps us to understand typical development. The course provides guided independent learning, which involves extensive reading, writing assignments, online student discussions, sharing of one's work with classmates, and responding to one another's work.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

Students successfully completing this course will be able to:

1. Gain an understanding of critical factors that affect developmental trajectories.

2. Use class readings and discussions to assess and describe children whom they see in their individual professional practices.
3. Gain an understanding of the research on specific individual differences by reviewing the literature on specific individual differences.
4. Write scholarly Reviews of the Literature on an individual difference that they will share in their group discussions.

### **IECD-570 Integrated Developmental Approach to Assessment, 4 semester credits**

This advanced level course provides an opportunity to integrate the concepts and skills learned in previous first, and second level courses into a comprehensive, developmental framework that guides learning of advanced assessment, evaluation, and diagnostic skills. Students will be exposed to different diagnostic approaches, analyzing the comparative advantages for infancy and early childhood mental health and developmental disorders. Students will also review the most relevant psychological assessment tools available for infants, children, and families. The course combines lectures, reading materials and videotaped examples to achieve its learning objectives.

**Delivery Method:** Online

**Grading Default:** Letter

#### **Learning Outcome(s):**

Students who successfully complete this course will be able to:

1. Use developmental frames to understand, conceptualize, and plan treatment goals for individuals with developmental challenges and their families.
2. Demonstrate understanding and critique of various assessment/diagnostic approaches and issues.
3. Consider and choose assessments/measures/methods for both clinical practice and research based on the question being asked and the theoretical frame being used.
4. Through self-directed study, choose a topic of personal interest and develop questions surrounding it based on current literature.
5. Demonstrate through writing, presentation, and class participation the ability to develop, critique and share ideas coherently and meaningfully with colleagues.

### **IECD-571 Assessment of Children and Families, 4 semester credits**

This course provides the students with an opportunity to formulate a comprehensive assessment of infants and young children of different ages, as well as their families, using a bio-psychosocial model. Credits for this course are obtained using a variety of infant, early childhood, and family psychological assessment tools. Graded assignments include completing assessment reports, with a format previously discussed with the assigned faculty.

**Delivery Method:** Online

**Grading Default:** Letter

#### **Learning Outcome(s):**

Students successfully completing this course will be able to:

1. Approach the tasks of assessment with a strategy in mind that includes: identifying client, question, informants, strategies, data interpretation, giving feedback; analyzing whether that central question was answered and what work would logically follow the assessment in the area of accountability; become more aware and reflective about their own part of the assessment process.
2. Consider the strengths as weaknesses of the three major techniques of assessment: interviewing, observing, using psychometric measures as it relates to a specific question.
3. Work with various approaches to report writing and documentation.
4. Feel some familiarity with reflectiveness in practice.

### **IECD-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 course provides an opportunity for students to learn how to formulate clinical or educational case material and apply it to design a comprehensive intervention program with infants and young children, in a variety of settings (e.g., therapeutic, educational, day care, and/or home). Students will gather developmental family and other case information and then formulate a comprehensive treatment plan to address family concerns.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

Students successfully completing this course will be able to:

1. Understand the definition of case formulation for intervention.
2. Understand the components of a case formulation to guide intervention.
3. Develop a multidisciplinary document that can be used in developmental interviews and treatment planning for intervention.

### **IECD-575 Introduction to Reflective Practice/Supervision, 4 semester credits**

This course is an introductory course on reflective practice. The goal of the class is to introduce students to the reflective process. This will be done through readings, class discussions, and activities that enable the students to be introduced to engaging in reflective practice. In this class we will define the process of reflection and relate reflection to mindfulness practice. We will discuss the components of mindfulness and apply reflection and mindfulness to the learning process. As we understand the process we will discuss the application to creating learning experiences in different settings.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

Students successfully completing this course will be able to:

1. Learn the components of self-reflection and self-awareness.
2. Have increased understanding of the benefits of Reflective Supervision and its impacts on the parallel process.
3. Learn strategies of mindfulness and use of self to support Reflective practice experience when working with complex early childhood, family, and systems challenges.
4. Have Reflective Supervision (RS) tools to incorporate reflective supervision/practice into educational or work environments.
5. Engage in face-to-face interactions and obtain reflective feedback so that they can develop the skills to do reflective supervision with other professionals.

### **IECD-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):**

1. To define and understand the brain development in relation to social emotional development in infants
  - a. Normal development
  - b. Problematic development
2. To understand and articulate an understand of how culture may impact development in this area
3. To demonstrate knowledge of the importance of the mother/primary caretaker and infant relationship, in regard to social emotional development
4. To demonstrate an understanding of emotional communication in infants
5. To demonstrate knowledge of the development of memory and language
6. To have a working understanding of social skills in infancy
7. To demonstrate knowledge of affect or emotional regulation in infants

### **IECD-580 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. Participants begin integrating the theoretical foundation of reflective Supervision into practice.
2. Participants will have increased understanding and confidence when using Reflective Supervision tools to incorporate reflective supervision/practice in educational or work environments.
3. Participants will learn strategies of holding multiple perspective while providing and receiving reflective supervision facilitating cultural competence and sensitivity considering complex early childhood, family and systems challenges.
4. Participants will have increased capacity in reflection, use of self, mindfulness and the parallel process.
5. Participants will engage in face-to-face interactions and obtain reflective feedback so that students can develop the skills to do reflective supervision with other professionals.

### **IECD-582 Advanced Reflective Practice/Supervision, 4 semester credits**

This course will be treated as a practicum/intervention course. Students will bring in case work from their own professional experiences and their own disciplines. The focus of the course will be student-led discussions of their experiences and supervision from the instructor who will have Infant Mental Health Endorsement to ensure expertise in reflective practice.

**Pre-requisites:** IECD-575, IECD-581

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

Students successfully completing this course will be able to:

1. Expand on reflective supervision skills one on one and in small groups.
2. Have increased understanding of the benefits of Reflective Supervision and its impacts on the parallel process.

3. Have increased confidence when using Reflective practice in academic and work settings.
4. Continue to move from concepts to strategies in understanding and applying reflective practice and mindfulness in early learning programs.
5. Integrate reflective practice in personal settings and consider strategies for balancing process and the need for accountability in programs and systems.
6. Learn how to process multiple, competing demands and prioritize topics for reflective practice.
7. Consider policy strategies for integrating and sustaining RS/RP into programs, policies and agencies.

### **IECD-583 A Practitioner's Toolkit: Reflective Practice and Techniques, 4 semester credits**

This course focuses on 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):**

1. Conceptualizing self in relation to the impact on others
2. Understanding one's body's signals, regulatory capacities, and strategies as applied to practice
3. The practice of thoughtful curiosity
4. Learning to tolerate the state of not knowing
5. The process of understanding and attributing meaning
6. The impact on leadership development
7. Cultural considerations
8. 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 consist of an article that the student will submit to a peer-reviewed journal. It will be on a topic the journal will accept, and it will be the length that the journal will accept. The essay will be evaluated on the basis of its alignment with the journal, contribution to the field, inclusion of relevant articles, critical analysis, appropriate organization, and use of the correct format (i.e., APA, Chicago, etc.).

**Pre-requisites:** 60 credits from courses with subject prefix of IECD, ELC or HOD.

**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. It is the only dissertation course a student can register for directly, is available for registration each term and is not associated with any particular step. If the chair is unavailable to supervise dissertation work during a term due to sabbatical or illness, or some other extenuating circumstance, another Fielding faculty member from the student's committee may supervise as a proxy for the chair and course instructor. Students registered in the course should have a plan for said dissertation engagement for the term and a written summation of progress must be submitted to the dissertation supervisor before the end of the term. The course is graded pass/fail (CR/NC), or can be given an Incomplete as per the university grade policy. The course can be registered for a total of 6 terms; the terms need not be consecutive. This course cannot be substituted for elective course requirements.

**Pre-requisites:** IECD-537 or, if on older teach-out curriculum: IECD-309 and IECD-509.

**Delivery Method:** Online

**Grading Default:** Credit/No Credit Only

**IECD-794 Dissertation in Progress, 0 semester credits**

This course signifies the student has begun work on the dissertation, including an approved concept paper and full committee membership.

**Delivery Method:** Online

**Grading Default:** Credit/No Credit Only

**IECD-795 Final Oral Review of Dissertation, 9 semester credits**

The second part of the dissertation process involves conducting all the activities described in the approved proposal, writing a preliminary final report with the results of the activities, and preparing a presentation to be shared with the Dissertation Committee and other students of the School. The dissertation chair is available to guide the student during this process, review the preliminary final report as well as the draft of the presentation, and give feedback on these products before presenting it to the Dissertation Committee and other students. Credits for this part are obtained once the student has successfully orally presented the dissertation.

**Pre-requisites:** IECD-PA

**Delivery Method:** In person/Blended

**Grading Default:** Credit/No Credit Only

**IECD-799 Dissertation Completion, 4 semester credits**

The final part of the dissertation process requires that the student satisfactorily answer all the questions raised by the Dissertation Committee at the Final Oral Review, and presents a final version to the Dissertation Committee for its approval. Credits for dissertation completion are obtained once the Dissertation Committee approves the final dissertation and the final version has been submitted to Fielding for proofreading.

**Pre-requisites:** IECD-795

**Delivery Method:** Online

**Grading Default:** Credit/No Credit Only

# Media Psychology Master's Program Courses

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## **MSC-547 The Psychology of Mediated Meaning: Symbols, Images, and Text, 4 semester credits**

This course will answer the question: How do people create and derive meaning through the myriad of mediated communications that makeup our cultural landscape? Semiotics is the study of the, often taken for granted, meaning infused in signs, symbols, codes, and text. This course is grounded in applying a Semiotic analysis of meaning-making—along with its cognitive, behavioral, evolutionary, social, and personality psychology underpinnings—to the study of contemporary mediated communications. Embedded in each emoji, meme, gif and hashtag, in every photo that's filtered, edited, stickered, Facetuned, or Storied and in every click-bait headline, tweetstorm, troll post, chat bot and live-streamed video is mediated meaning. It is derived from a collective consciousness that combines what is universally human with what is culturally constructed. Today, the prolific media footprint of social media provides a rich arena for our study. This course will be foundational for students of media psychology with their various areas of individual research and career focus within the field. It will provide students with a qualitative tool of analysis to help guide their understanding of media phenomena and the creation of media with impact.

In this mediascape—where news is entertainment and entertainment is news—people often default to what behavioral economist Daniel Kahneman refers to in his seminal *Thinking Fast and Slow* (2011) as “fast thinking” to navigate the 24/7 media onslaught. People are unconsciously scanning for familiar patterns and framings to interpret meaning, but what are those familiar patterns? And how are the evoked? Now on social media, e.g. Twitter, Facebook, YouTube, Snapchat, LinkedIn and Reddit, algorithms take advantage of that fast-brain processing to play upon people's hard-wired motivations and culturally infused values to accelerate consumer engagement, from empathy to outrage, and to stimulate behaviors, from purchase to protest. These phenomena should be at the forefront of media psychology investigation.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

1. A familiarity with psychological and semiotic theories that can be applied to today's mediated meaning-making
2. An understanding of the psychology of mediated identity construction
3. The ability to recognize, deconstruct, and analyze the psychological underpinnings of how meaning-making is created in mediated communications
4. Develop skills to apply psychological and semiotic theory to creating media that conveys the intended meaning, facilitates understanding, and motivates positive behavioral or attitudinal change

## **MSC-548 Psychology of Technology, 4 semester credits**

The emotional gridiron of bringing people together has become an increasingly important knowledge area. Theories from organizational psychology, social capital, and emergent technology are introduced to understand how communities are built and commitment is managed in both physical and digital spaces. Here we explore the many ways symbolic environments reflect how we think about ourselves and place in society. This course explores topics of fandom and affiliation by analyzing the human experience with respect to current patterns of media consumption, behavior, and modes of expression.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

5. Understand the origin of building a community and establishing a shared set of beliefs, attitudes, and interests
6. Recognize the reciprocal relationship with messages/media texts in their social, political, local, global, and cultural contexts
7. Become familiar with the emotional-based threads that contribute to a sense of community in all settings
8. Interpret how our usage, relationships, and patterns of behavior influence our social relationships - in both digital and physical settings
9. Understand the theory of identity utility as a set of behaviors associated with strengthening one's level of commitment.
10. Able to interpret the "us vs them" tribal mentality with respect to our increasingly connected society
11. Gain the means to articulate the emotional, mental, and behavioral toll negative group experiences has on members
12. Be able to critically assess and analyze digital technology and participatory media from multiple perspectives
13. Develop an informed theoretical understanding of intergroup relations and the human experience in relation to contemporary media usage
14. Advance critical research in the discipline of media psychology

**MSC-549 Psychology of Technology, 4 semester credits**

The rise in new technology reveals the shift in how people receive information and how behavior is changing. Every person, business and industry can be affected by technological disruption. Correspondingly, there is a need to understand technology and how it impacts behavioral, attitudinal and social change. The more advanced technology becomes, the more people's lives can become mediated by these tools. Thus, technology has the potential to both disrupt and broaden how people work, heal, learn and connect.

This course invites students to understand new technologies and the relation between human behavior and their potential for impacting social change. This course will strive to provide current information, varying perspectives and will be practical and informed by theory and research. Each week students will be introduced to a different technology, technological application or technology solution, such as AR, VR, AI, robotics and medical/clinical innovations. Ethical practices will be examined with a focus on understanding how new technology can positively impact human behavior.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

1. Demonstrate an understanding of how the use of technology helps or hinders social communication, group dynamics, and social change.
2. Understand and explain the influence of technology on human cognition, to critically evaluate the effects of media technology.
3. Identify how psychological theory applies to technology use and its influence on human behavior.
4. Develop solutions that use technology to impact well-being, social change, positive behavior and transformative change.
5. Demonstrate a critical understanding of the connection between technology, ethical issues and research and the implications in technology use.

6. Understand the current literature on attitudes and cognitive dissonance and how it can be applied to technology use and the effect on behavior.

### **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: Media and Social Advocacy, 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-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 Media Psychology, 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 The Power of Image: Persuasion, Place, and Identity, 4 semester credits**

Images have the power to move us emotionally, viscerally, cognitively, and behaviorally. They reflect back to us how we feel about ourselves, others, situations, and events, and to whom and where we feel we belong. They express complex and abstract ideas in rapid, simple terms that cut across borders making a universal language. Images at times present themselves blatantly as symbols, icons, and other pictorial representations; however, they also form in our mind, based on impressions as well as verbal cues such as adjectives, metaphor, and simile. We assume others derive the same meaning, have the same emotional responses, and form the same image in their mind hearing the same set of words as we do – but do they?

This class explores the cognitive, affective, and behavioral power of images, particularly with respect to identity and contemporary events. We'll ask questions such as: Why is a photo of a sugar-sand tropical beach a politically charged image for some, while viewed as a desirable vacation destination for others? What sort of images do we associate with – and which ones are used by – movements like #MeToo, Alt Right, or Black Lives Matter? What is the visual difference between “refugee” and “asylum seeker”, and how does it change what we think?

As we move to becoming a more pictorial-based society, where images change and are disseminated in real time in reaction to global events, it is critical to understand the impact of image: how we are persuaded by them, and how we use them to persuade others. Together, we will look at images that are associated with specific groups or issues, compare them amongst the various ‘sides’ and viewpoints surrounding those issues, and discuss why some images are co-opted, even becoming memes, while others are suppressed. We will also look at the images we personally hold in mind, comparing and contrasting them to those in the public sphere. In addition to discussion over weekly readings and/or image-decks, each student will provide a case study of an image as it pertains to a global or communal issue or belief.

In our interconnected world the value of understanding how to make powerful images that fulfill a goal becomes critical. Knowledge gleaned in this class can be applied to a wide range of subjects, including: social change initiatives, activism, development, corporate communications - the “story” of a company - advertising, journalism, education, conflict resolution, and government.

**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 The Social Impact of 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

**Learning Outcome(s):**

1. Understand strategic applications of immersive media in education, entertainment, advocacy, healthcare, and general well-being.
2. Ability to apply case methods to specific media outcomes.
3. Understand cognitive psychology theory and application to immersive media
4. Be able to understand and analyze the level of presence for various immersive media technologies.
5. Ability to identify level of presence needed for various narratives and goals of specific immersive technology matched to the audience

### **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 persona 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

**Learning Outcome(s):**

1. Learn popular persuasion theories.
2. Review pros and cons of traditional persuasion frameworks.
3. Learn the value and limitations of pre-conscious measures: implicit association tests (IAT).
4. Learn the contribution of neuroscience towards our understanding of critical information and emotional processing functions such as attention, memory, preferences, emotions and behavioral intentions.
5. Learn the value and limitations of peripheral measures (skin conduction, heart rate, respiration, voice, facial expressions).
6. Learn the value and limitations of direct brain measures (EEG, fMRI).

7. Learn to read and critique neuromarketing studies (peer-reviewed, business cases).

### **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 Courses

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## **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 Courses

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## **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.

**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):**

- 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):**

- 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 face 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 Power, Privilege and Culture: Skills and Strategies, 4 semester credits**

This course explores diversity as a challenge and an opportunity at the individual, group, and organizational level. Students focus on what they know about themselves and others as individuals, having multiple social group identities, and nested within a culture. We examine how power and privilege is embedded in systems and organizations, and the impact of culture on organizational performance, adaptation, and satisfaction. Students experiment with skills and strategies to effectively navigate and intervene in a diverse environment, including effective use of Self.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- Learn and apply a framework for understanding the dynamics of difference at the individual, group, and systems level.
- Examine systems of privilege and difference, and the impact at multiple levels.
- Explore one's own social group identities and the intersection of power and privilege.
- Experiment with skills and strategies to effectively navigate and intervene in a diverse environment, including effective use of Self.
- Strategize and debrief interventions based on a combination of individual professional experience, course readings and discussions, and personal reflections.

### **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):**

- 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):**

- 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):**

- 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):**

- 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-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.

**CCEs:** 34

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- 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 Mentor Coaching I, 0 semester credits**

Learners will present a recorded demonstration of a coaching session and debrief with an assigned mentor coach. This is an adjunct to the video conference 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.

**Pre-requisites:** ODL-650A, ODL-650B

**CCEs:** 1

**Delivery Method:** Online

**Grading Default:** Credit/No Credit Only

### **ODL-632B Individual Mentor Coaching II, 0 semester credits**

Learners will present two recorded demonstrations of coaching sessions and debrief with an assigned mentor coach. This is an adjunct to the video conference 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

**CCEs:** 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.

**CCEs:** 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

**CCEs:** 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.

**CCEs:** 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.

**CCEs:** 12

**Delivery Method:** Online

**Grading Default:** Credit/No Credit Only

**ODL-651A Theories of Individual Coaching, 4 semester credits**

This depth course in techniques of individual coaching includes coaching through family system dynamics, humanistic psychology approaches to coaching, cognitive behavioral techniques, emotional intelligence theory, and developing individual coaching skills via phone and online. This course equates as 32 coach training hours from ICF.

**Pre-requisites:** ODL-650A

**CCEs:** 32

**Delivery Method:** Online

**Grading Default:** Letter

**ODL-651B Skills Training: Individual 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

**CCEs:** 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

**CCEs:** 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

**CCEs:** 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

**CCEs:** 32

**Delivery Method:** Online

**Grading Default:** Letter

### **ODL-654 First Coaching 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

**CCEs:** 32

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

#### **Learning Outcome(s):**

- Students practice coaching skills as defined by the ICF Core Competencies and PCC markers in a live setting face to face and receive written and verbal feedback on their coaching skills by other students and the ICF Certified faculty.
- Each student is required to serve as coach and coachee at least three times during the course.
- Students reflect on their learning and growth as a coach after the course and documents their learning in the course reflections.

### **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 coaching sessions, group mentor coaching sessions, training in ethics, and advanced coaching techniques. Advanced coaching techniques may include use of assessments in coaching, advanced coaching models, coaching theories and how advanced techniques are related to the core competencies of coaching. Students explore developing their professional identity as a coach, which may include discussing coaching career options, starting a coaching business, and marketing a coaching business. Understanding the requirements and processes for applying for an ICF credential is also discussed. Participant portfolios are collected after the training as a requirement for graduation. This course equates as 27 coach training hours from ICF.

**Pre-requisites:** ODL-632A, ODL-632B, ODL-633A, ODL-633B, ODL-650A, ODL-650B, ODL-654

**CCEs:** 27

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

#### **Learning Outcome(s):**

- Improve their coaching skills through observed coaching sessions, feedback, and group mentor coaching sessions.
- Understand coaching ethics.

- Explore advanced coaching techniques.
- Learn advanced coaching techniques (varies by term), based on student and faculty interest and may include use of assessments in coaching, advanced coaching models, coaching theories and how advanced techniques are related to the core competencies of coaching.
- Explore developing their professional identity as a coach, which may include discussing coaching career options, starting a coaching business, and marketing a coaching business.
- Understand the requirements and processes for applying for an ICF credential.

### **ODL-656 Final Performance Evaluation, 0 semester credits**

Each participant must demonstrate coaching skills and capability by submitting a recording and transcript of a coaching session of 30 minutes in length. The coaching session is evaluated by an Evidence Based Coaching faculty member based on the International Coach Federation's requirements at the PCC level.

**Pre-requisites:** ODL-632A, ODL-632B, ODL-633A, ODL-633B, ODL-650A, ODL-650B, ODL-654

**Co-requisites:** ODL-655 must be taken in the same term if not completed prior.

**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):**

- 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):**

- 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):**

- 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):**

- 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-674 Introduction to Analytical Process, 4 semester credits**

Big data and predictive models have become common in society. Yet for too many who encounter data, the analytic process remains conceptually obscure and seemingly reserved for domain experts and computer scientists. This course will introduce students to the lifecycle of big data processes beyond numbers and technology. The course will provide a conceptual introduction to analytic

processes and will be especially useful for individuals who encounter data in various domains in society and organizations.

**Delivery Method:** Online

**Grading Default:** Letter

### **ODL-675 Inclusive Leadership & Intervening Across Cultures, 4 semester credits**

This course explores culture as a lens of organizational inquiry, and the global context and trends which impact managing diversity. We examine the social psychological perspective of workforce diversity, equity, and inclusion. Students examine Self from a cultural perspective. We review intervention techniques for multi-cultural organizations in trans-national contexts and in single locations with culturally diverse work forces. This includes evaluation of international cultural differences in approaches to human resource management. The course addresses ways that culture can influence the potential for leaders and teams to work in ways that are dynamic, based in values of mutual respect and equal contributions of different cultural perspectives. Students design interventions for situations of their own choosing.

**Delivery Method:** Online

**Grading Default:** Letter

#### **Learning Outcome(s):**

- Use the concept of culture as a lens for understanding Self, other, and organizations.
- 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.
- Engage in experiential change activities that can serve as models for interventions that address activism, multicultural perspectives, community engagement, and anti-oppression.
- Analyze the tools necessary to lead, direct and engage an inclusive and equitable organization.
- Explain the key challenges and opportunities of diversity in online communication and some appropriate strategies for intervention and facilitation.

### **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):**

- 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):**

- 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):**

- 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-679 Big Data in Organizations, 4 semester credits**

Increasingly, big data is used in organizations to drive policies; as part of an accountability movement and as part of human resource management. This course will explore the application of data within organizations. Students will be encouraged to think critically about the use and application of data in organizations. Topics covered include: data and accountability; data-driven policies; employee hiring and workplace management---as well as legal, ethical and issues of algorithmic transparency.

**Delivery Method:** Online

**Grading Default:** Letter

### **ODL-680 Methods for Organizational Analytics, 4 semester credits**

This course will introduce students to the use of qualitative and quantitative methods of research and explore the relationship between data science methods and research methods. Students will be introduced to statistical reasoning and methods that form the substance of the analytic process. Action Inquiry will be used as a method to explore critical engagement beyond the numbers in the analytic process.

**Delivery Method:** Online

**Grading Default:** Letter

### **ODL-681 Data Visualization and Communication, 4 semester credits**

*Visualization, Information and Perception* - This course will explore the role images and visualizations play in data analytics and how information is conveyed through images. Students will consider

advantages and possible limitations of using images and visualizations for communication. This course will look at visualization through the psychology and sociology of perception. Topics covered include: image and perception; what defines an image; visual models; mental maps and localization images; the (sub) objectivity of the image; and the collective meaning of images.

**Delivery Method:** Online

**Grading Default:** Letter

### **ODL-682 Soul and Spirit in the Workplace, 4 semester credits**

This course examines the emerging concepts and literature on the value of soul and spirit in the workplace. We focus on meaningful work and the impact on work performance and explore the alignment of personal and work life on job satisfaction. We explore the leader's role in creating and fostering a meaningful work environment and identify different employee developmental designs and interventions that can be used to promote soul and spirit in the workplace.

**Pre-requisites:** ODL-669, ODL-670 or ODL-672.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

- 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):**

- 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):**

- 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):**

- 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):**

- 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):**

- 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):**

- 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 Courses

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## **PSY-PA Dissertation Proposal Approval, 0 semester credits**

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

**Pre-requisites:** For MEDIA and CLIN: pre-proposal approval (PSY-638).

Additional for CLIN: PSY-RSS02, PSY-RSS04, PSY-RSS27, 0.5 credits chosen from other RSSs and 5 credits of PSY-680.

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Credit/No Credit

## **PSY-RSS02 Scholarly Argument, 1 semester credits**

This 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 argument
4. Understand how to use mind mapping to synthesize content across references
5. Be knowledgeable about how to develop a point of view or thesis to organize literature review.
6. Be competent in outlining a story, argument or logical progression of material from references.
7. 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 formatting questionnaires in a way that invites participants to complete them and avoid confusion, which can lead to unusable responses. Web-applications are also covered.

**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):**

6. Understand the concept of statistical power and its relationship to effect size, sample size and Type I and II error.
7. Understand the difference between "effect size" and "statistical significance."
8. Be able to conduct a power analysis for a variety of statistical models using G-Power software.

9. Be able to determine appropriate sample size estimates for a variety of statistical models.
10. Be able to write a scientifically supportable sample size estimate for a grant proposal or dissertation.

### **PSY-RSS08 Testing/Mediating/Moderating Hypotheses, 1 semester credits**

The goal of this Research Skills Seminar is to provide students with a framework for understanding moderation and mediation in the context of statistical modeling. In other words, in addition to testing whether an effect occurs (or relationship exists), students will learn to test how or why it exists (i.e. the underlying mechanism), and when it can be expected to be found. At the conclusion of the seminar students will understand the nature of statistical mediation and moderation, and will be able to test them using SPSS. Students will be exposed to the Baron and Kenny (1986) framework for testing moderating and mediating relationships and effects and an alternative (and updated) approach using the PROCESS software developed by Andrew Hayes (2013).

**Pre-requisites:** PSY-717

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

#### **Learning Outcome(s):**

1. Be familiar with standard approaches to multiple (linear) regression analysis (MRA).
2. Be able to test moderating relations using ANOVA and MRA.
3. Understand the difference between direct and indirect effects in regression models and the logic of path analysis.
4. Understand the nature of statistical mediation and moderation.
5. Understand modern approaches to testing moderating relationships that move beyond the Baron and Kenny model, including bootstrapping methods and structural modeling approaches.
6. Become proficient with IBM-SPSS and A. Hayes PROCESS software to run procedures to test for mediation and moderation.
7. Be able to write narrative descriptions of analyses of mediation and moderation.

### **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 (e.g., PSY-717). 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, and merging data sets.

**Pre-requisites:** 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 able to merge, split and reformat files.
3. Be able to work with SPSS syntax to run procedures and perform data manipulations.

### **PSY-RSS15 Factor Analysis and Structural Equation Modeling, 1 semester credits**

This Research Skills Seminar will introduce students to both principal components analysis (PCA) and confirmatory factor analysis (FA) and will explore the use of statistical techniques that fall under the general heading of structural equation modeling (SEM). Students will learn the distinctions between PCA and FA, the difference between orthogonal and oblique rotation, and principles for interpreting the results of these analyses. Students will explore what it means to develop a "causal model" and the

logical principles that underlie the concept of causation. Examples of structural equation models and measurement models will be examined using SEM-focused software programs. Students taking this seminar should have a good knowledge of intermediate statistics, including regression analysis, and should have completed applicable pre-requisite courses.

**Pre-requisites:** PSY-717

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**Learning Outcome(s):**

1. 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 software 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 credits**

This seminar will be conducted primarily as a workshop, the goal of which will be to reflect upon and to improve our skills as interviewers in the context of qualitative research. Such interviewing has as its goal an in-depth understanding of another person and attempts to understand what is not said as well as what is.

In this seminar, we will take up the problems of orienting to the interview through a clear conceptualization of the research question and we will consider the interrelationship between the theoretical context that frames the research and the actual interaction in the interview with the participant. Taking a close look at the interview itself, we will focus on understanding the interpersonal process and thinking about how best to invite the data. Throughout, we will keep in mind the question: What does it mean to know another person? Students will conduct interviews and receive feedback about their interviewing strengths and will explore the interpersonal aspects of the interviews they conduct.

Each seminar member should be prepared both to interview other people and also to be a subject of an interview. There will be a written assignment between the first and second day-long class sessions. Students should come to the seminar having completed the assigned readings and also outfitted with a voice recording device.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**Learning Outcome(s):**

1. 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 seminar focuses on reading and interpreting narrative texts for research purposes. We will together engage in a close reading of the text of one or two interviews, preferably ones that are part of a student's ongoing research. Students will be required to read some literature about interpretation in qualitative research to put the experience in context. The seminar is open to those who are

engaged in doing narrative research, preparing to do so, or curious about it.

**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.
5. Load narrative data set and demographic descriptors in Dedoose, and code data creating themes.
6. Create qualitative content analysis mini-result section based on Dedoose coding, including meaningful themes aligned to narrative coded excerpts

### **PSY-RSS24 Introduction to Content Analysis, 0.5 semester credits**

Content analysis is a method for analyzing data collected as texts or images. These types of analyses identify major themes and categories that appear in the data and determine common themes. In this introductory workshop, participants will learn the definition of categorical content analysis, and its place in the world of qualitative research. A review of qualitative research articles and their related data collection methods will inform methods of how categorical content can be used to create themes. Lieblich's (Lieblich, 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**

Introduces students to epistemology of qualitative research, showcasing differences with quantitative traditions. We will define phenomenology, ethnography, participant action research and other research traditions. Non-Western epistemologies and research ethics will also be included. Workshop activities include critically analyzing journal articles and completing a beginning research activity. Learners will be required to read posted journal articles and chapters from the text and complete discussion questions before the session. For the 1.0 credit offering, students will create a qualitative research proposal, with research question, research genre and data collection and data analysis techniques.

**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:** PSY-701A

**Co-requisites:** PSY-RSS02 is a required co-requisite if not already completed.

**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-RSS30 Special Topics in Research and Statistics, 0.5-1 semester credits**

The topic of this Research Skills seminar will vary based on student and instructor interest. It is intended to expose students to a variety of research and statistical approaches. The specific content at each session will be described prior to registration. Topics may include, but are not limited to:

- Advanced regression techniques
- Advanced ANOVA applications
- meta-analysis
- multilevel modeling
- archival data analysis
- mixed methods
- R statistical software
- Partial Least Squares- Structural Equation Modeling (PLS-SEM)

**Pre-requisites:** PSY-717

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**Learning Outcome(s):**

1. Be able to utilize/implement the special topic statistical or research method;
2. Additional learning objectives dependent on the topic.

### **PSY-500 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-510 Introduction to Psychology and the Law, 4 semester credits**

This course analyzes various aspects of the legal system from a psychological perspective. This analysis covers the primary areas of intersection of the fields of psychology and law. The role of psychologists in the legal system, the use of psychological concepts in court, and the psychology of criminal behavior are included.

**Delivery Method:** Online

**Grading Default:** Letter

**Note:** 45 continuing education credits

**Learning Outcome(s):**

1. Understand the complex psychological dilemmas related to the legal system.

2. Describe the role of psychologists in the legal system.
3. Outline the legal process from a psychological perspective.
4. Analyze psychological characteristics of effective and ineffective police officers.
5. Compare and contrast theories about the causes of crime and violence.
6. Compare and contrast types of sexualized violence.
7. Differentiate research findings on serial killers from findings related to other criminals.
8. Analyze the research regarding eyewitness accuracy.
9. Evaluate the causes of false and coerced confessions.
10. Apply psychological research to jury trials and jury selection.
11. Evaluate the research on jury bias, including legal methods aimed at eliminating bias.
12. Compare and contrast different views regarding the use of the insanity defense.
13. Analyze psychological issues in sentencing criminals.
14. Evaluate psychological issues related to the corrections system.

### **PSY-511 Psychopathology in the Legal System, 4 semester credits**

Examines psychological disorders most commonly seen in the legal system; includes diagnosis of psychopathology including differential diagnosis decision making.

**Delivery Method:** Online

**Grading Default:** Letter

**Note:** 45 continuing education credits

### **PSY-512 Forensic Psychology I: Criminal Law, 4 semester credits**

Examines intersections of clinical psychology and the criminal justice system.

**Delivery Method:** Online

**Grading Default:** Letter

**Note:** 45 continuing education credits

### **PSY-513 Forensic Psychology II: Civil Law, 4 semester credits**

Examines applications of clinical psychology to civil and family law, includes law enforcement personnel evaluations.

**Delivery Method:** Online

**Grading Default:** Letter

**Note:** 45 continuing education credits

### **PSY-514 Mental Health Law, 4 semester credits**

Understanding and analysis of statutes and case law relevant to the practice of forensic psychology, from the perspective of what practitioners need to know.

**Delivery Method:** Online

**Grading Default:** Letter

**Note:** 45 continuing education credits

### **PSY-515 Ethics and Practice of Forensic Psychology, 4 semester credits**

Examines and analyzes ethics code and behavior specifically related to forensic psychology; also examines professional practice issues in forensic psychology.

**Delivery Method:** Online

**Grading Default:** Letter

**Note:** 45 continuing education credits

**PSY-516 Forensic Psychology Consultation, 4 semester credits**

Faculty provides consultation for practicing psychologists who add forensic work to their practice.

**Delivery Method:** Online

**Grading Default:** Credit/No Credit Only

**Note:** Optional course for licensed psychologists; may be repeated twice

**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:** In person/Blended

**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 credits**

This lab introduces the administration and scoring of the WISC-IV. First the instrument is reviewed subtest by subtest. Then, the participants receive hands-on training in this widely used measure of intelligence through practice administrations and scoring the protocols under supervision.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

### **PSY-535 Asmt- Evaluation of Addictions, 1 semester credits**

Substance use disorders are prevalent among those seeking mental health treatment and yet such disorders are often overlooked or mistaken for psychological disorders. It is critical that psychologists develop the skills necessary to assess for substance related disorders as well as the behavioral/process addictions that so often accompany them. The primary purpose of this lab is to help students to develop a clearer picture of the scope of addictive behaviors and learn how to identify, assess, and diagnose such problems.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-536 Asmt- WPSSI-R, 1 semester credits**

The WPSSI-R, a scale of intelligence for 3-7 year old children will be taught in this lab. Theory behind child assessment and individual sub-test meanings will be delineated. Correct scoring of sub-tests, verbal, performance and total scores will be taught. Students will have the hands-on opportunity to administer the test items in practice and practice scoring the test.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-537 Asmt- Malingering and Deception, 1 semester credits**

This is an advanced lab. Basic stats, MMPI-2 and WAIS-III are minimum prerequisites. In this lab we will review the issues of feigning, malingering, and problematic response styles in psychological assessment. These issues are important to assess in any psychological evaluation where issues of primary or secondary gain are significant. This includes all forensic settings and any evaluations where disability issues are or may become relevant. In this lab we will review conceptual frameworks for understanding and describing the issues related to feigning and malingering, particularly Richard Rogers' work. Participants will learn to administer the SIRS and each student will do a practice demonstration. We will score the SIRS and discuss interpretation and reporting of the results. Additionally, the utility of information from other tests such as the MMPI-2 will be discussed. Finally, a variety of other instruments for the assessment of feigning and malingering will be reviewed, including several designed to assess lack of effort in cognitive assessment.

**Pre-requisites:** PSY-710B or PSY-710C

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-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:** 24 credits from subject PSY courses

**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

**Learning Outcome(s):**

1. Demonstrate understanding of complex quantitative designs and their statistical tests.
2. Demonstrate understanding of complex qualitative methodological approaches and analytic techniques.
3. Conduct, analyze, interpret, and write in journal article form a research project.

### **PSY-560C Asmt- Forensic Assessment, 1 semester credits**

Will focus on a variety of legal questions and the strategies for answering those questions. Specific forensic tools will be reviewed such as the SIRS, the Georgia Court Competency Test, and the MacArthur approach to competency. More general instrumentation will be considered as it applies to forensic questions (including MMPI-2, cognitive assessment, and projectives, especially Rorschach). The importance of interviewing and its adaptation to forensic purposes will be presented.

**Pre-requisites:** PSY-708, PSY-709. In addition, one from each of the following four sequences: 1) PSY-710A or PSY-710B; 2) PSY-710C; 3) PSY-710D1, PSY-710D2, PSY-710E.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

### **PSY-564 Asmt- The Luria-Nebraska Demonstration, 1 semester credits**

This lab is a demonstration of The Luria-Nebraska Examination. The demonstration will include administration, scoring, interpreting and reporting the findings of a complete battery.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

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

This lab focuses on clinical assessment principles and techniques widely utilized by health psychologists. Emphases will include professional, ethical, and diversity issues faced by health psychologists performing psychological assessments in medical contexts, as well as guidelines for effective practice in these settings. Specific approaches to the assessment of several representative types of patients often seen by health psychologists will be considered.

**Pre-requisites:** One from: PSY-710A, PSY-710B, PSY-710C

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**Learning Outcome(s):**

1. Familiar with the major types of assessment measures used by health professionals in the clinical assessment of medical patients.
2. Familiar with the key clinical/psychological issues in medical patients.
3. Familiar with various select medical conditions and specific clinical assessment techniques for each of them.

**PSY-567 Asmt- Clinical Interview Idiographic, 0.5 semester credits**

Supervised practice in person-centered interviewing, with emphasis on implications for diagnostic and therapeutic implications of findings.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-569 Asmt- Clinical Interview Structured, 0.5 semester credits**

Supervised practice in the use of objective clinical information-gathering techniques.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-580D Asmt- MMPI-2-RF: Transition from MMPI-2, 0.5 semester credits**

This one day seminar will review the changes involved in the new MMPI-2-RF. The rationale for the restructured format change will be delineated, and an overview of the 50 MMPI-2-RF scales will be provided. An interpretive strategy specific to the MMPI-2-RF will be offered, and case materials will be provided for practice in interpretation. Prerequisites: Completion of PSY-580 or a working knowledge of and initial skill interpreting the MMPI-2.

**Pre-requisites:** PSY-710C

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-582 Asmt- Mental Status Examination, 0.5 semester credits**

Practice in collecting mental status information along the relevant dimensions of psychological functioning.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-583 Asmt- Assessment of Autism, 0.5-1 semester credits**

This course will cover best practices related to the assessment of Autism Spectrum Disorder. Emphasis will be on developmental and clinical indicators as well as commonly used psychometric tools. Topics may include the Autism Diagnostic Observation Schedule as well as other commonly used rating scales with an emphasis on integration of assessment results with regard to issues of diversity. May be repeated for credit.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

### **PSY-584 Asmt-Psychosocial History Ideographic, 0.5 semester credits**

This lab focuses on integrating important psycho-historical information in the context of a clinical interview. The material will be covered didactically as well as experientially. Handouts of key topics to be covered in psychosocial history-taking will be provided by the instructor.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

### **PSY-585 Media Psychology Practicum, 0.5-4 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. Every 20 clock hours of media practicum earns 0.5 credits.

**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 credits**

This lab introduces the administration and scoring of the most current version of the WISC. First the instrument is reviewed subtest by subtest. Then, the participants receive hands-on training in this widely used measure of intelligence through practice administrations and scoring the protocols under supervision. Last, the participants will gain experience with basic interpretation.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

### **PSY-594 Applied Research Practicum: Media Psychology, 0.5-4 semester credits**

The Applied Research Practicum is designed for students seeking to research and publish topics in academic journals or other juried media (books, e-journals, etc.) and/or for students seeking to research and present topics before professional or academic audiences. This practicum is offered

under the supervision of Media Psychology Faculty. It may apply to publication or presentation outside those offered by the Media Faculty, at an external site, but must be supervised by a Media Psychology faculty member. Unit credit for activities under this practicum may range from 0.5 to 4 semester credits. The maximum that may be accrued is 4 semester credits.

**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 professional development seminars, regional and national sessions, and other times throughout the student's tenure at Fielding. Students must complete and document 150 hours of residency in year one of their enrollment and another 150 hours in year two; the remaining 300 hours can be completed during the remainder of their student tenure at Fielding. In addition, students must document attendance at two days' worth of professional conferences during their student tenure in order to complete this requirement.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

### **PSY-620 Practicum Case Presentations, 0 semester credits**

Case presentations are an integral component of the Practicum Case Seminar (PCS) which is the oversight course for practicum training during the second and third years of the student's program. Case presentations consist of a student's presentation of a clinical case from their practicum, framed in the particular concentration they have chosen as their orientation to clinical intervention. Each PCS will have its own schedule for and organization of the presentation. Students must complete a minimum of 10 case presentations, 5 of which must be of their own cases from practicum. Two of these case presentations must occur professional development seminars, the remaining three case presentations with the PCS faculty from the student's PCS track. The remaining 5 presentations can be observed. Students keep a record of their case presentations on a form available on myFielding and submit the completed form for recordation.

**Pre-requisites:** PSY-708, PSY-709, PSY-710A , PSY-710B, PSY-711A1, PSY-711A2, PSY-715A, and either PSY-746, PSY-747 or PSY-748.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

### **PSY-621 Clinical Training Days, 0 semester credits**

Clinical PCS Training Days are offered to enhance clinical skills development prior to a student's beginning the pre-doctoral internship. Each hands-on training day is developed to be consistent with one or more of the three training tracks: Psychodynamic, CBT and Humanistic/Experiential.

Students entering in Fall 2016 or before are required to accrue a minimum of six Training Days before they begin their internship. While a student may attend a Training Day from any orientation, student must accrue six Training Days consistent with their PCS orientation.

Students entering in Fall 2018 must take at least 7 training days. Five training days must be consistent with the student's selected PSY 629 (PCS) orientation; the two remaining required training days may be taken in any of the three PCS orientations.

Students entering in Fall 2017 have the option to do the 6 or 7 training day option.

Training days may begin at any time in the program.

Students keep a record of Training Days on a form available on myFielding and submit the completed form for recordation.

**Pre-requisites:** PSY-710A and PSY-711A1

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

### **PSY-625A Asmt- Thematic Apperception Techniques (TAT) Introduction, 1 semester credits**

Covers introduction and administration of the TAT

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

### **PSY-625B Asmt- Thematic Apperception Techniques (TAT) Interpretation, 1 semester credits**

This lab covers interpretation at the intermediate level.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

### **PSY-625C Asmt- Advanced Thematic Apperception Techniques (TAT) Interpretation, 1 semester credits**

This lab covers advanced interpretation of TAT.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

### **PSY-626 Special Topics in Forensic Psychology Lab, 1 or 2 semester credits**

This lab will focus on specific legal questions and the strategies and tools for answering them. A student can take this course more than once as long as the focus of the assessment and assessment tools or their use differs.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**Note:** Elective

### **PSY-627 Asmt- Projective Drawings, 0.5 semester credits**

Administration, scoring and interpretation of projective drawings. Participants may be asked to practice on each other.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

### **PSY-628 Special Topics Practicum: Media Psychology, 0.5-2 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. Each face-to-face workshop is valued at .5 credit hours per day. 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-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-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-747.

**Delivery Method:** Blended

**Grading Default:** Letter

**Learning Outcome(s):**

1. Be familiar with a broad spectrum of cognitive behavioral theories and principles.
2. Be able to conceptualize cases from a cognitive behavioral 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 cognitive behavioral perspective.
5. Be knowledgeable of the research on the strengths & weaknesses of CBT.
6. Be able to demonstrate cultural competency in case applications consistent with CBT.

**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-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 a broad spectrum of cognitive behavioral theories and principles.
2. Be able to conceptualize cases from a cognitive behavioral 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 cognitive behavioral perspective.
5. Be knowledgeable of the research on the strengths & weaknesses of CBT.
6. Be able to demonstrate cultural competency in case applications consistent with CBT.

**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 a broad spectrum of cognitive behavioral theories and principles.
2. Be able to conceptualize cases from a cognitive behavioral 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 cognitive behavioral perspective.
5. Be knowledgeable of the research on the strengths & weaknesses of CBT.
6. Be able to demonstrate cultural competency in case applications consistent with CBT.

### **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 a broad spectrum of cognitive behavioral theories and principles.
2. Be able to conceptualize cases from a cognitive behavioral 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 cognitive behavioral perspective.
5. Be knowledgeable of the research on the strengths & weaknesses of CBT.
6. Be able to demonstrate cultural competency in case applications consistent with CBT.

### **PSY-629C1 Practicum Case Seminar: Humanistic/Experiential, 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-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/Experiential, 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-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/Experiential, 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/Experiential, 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 19 units (approximately 1,520 hours), with most students completing more hours to develop the competency levels needed to pass the Internship Qualifying Evaluation and to be competitive in seeking an internship. Students may receive a maximum of 6 units of credit for Assessment Practicum (approximately 500 hours). Awarded one semester unit of credit per 80 real-time clock hours.

**Pre-requisites:** PSY-708, PSY-709, PSY-710A, PSY-710B, PSY-711A1

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**Note:** Registration in 710B is a requirement when applying for practicum; to begin practicum, 710B must be transcribed as complete. Students who have not successfully completed 710B and other practicum pre-requisites will not be allowed to start practicum.

### **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**

The Internship Qualification Exam (IQE) is a two-part evaluation of a student's doctoral-level scholarship and clinical intervention skills that is offered only in Summer term. PSY-632A is completed during the third term of Practicum Case Seminar (PCS). It covers theoretical orientation, issues of diversity, and research on effectiveness and theoretical constructs. PSY-632B is completed during the final term of PCS. It covers case conceptualization, application of theoretical orientation, treatment planning & summary, and ethical & diversity issues. Students must successfully complete both parts of the exam before applying for internship. Completion of the exam indicates these skills are at or above the pre-internship level.

**Pre-requisites:** First and second term of the Practicum Case Seminar Orientation: either PSY-629A1 and PSY-629A2, or PSY-629B1 and PSY-629B2, or PSY-629C1 and PSY-629C2.

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Credit/No Credit only

**Learning Outcome(s):**

1. Demonstrate an integrative understanding of your preferred theoretical orientation and its research base
2. Demonstrate understanding of how one's selected theory addresses cultural difference

### **PSY-632B Internship Qualification, 2 semester credits**

The Internship Qualification Exam (IQE) is a two-part evaluation of a student's doctoral-level scholarship and clinical intervention skills that is offered only in Summer term. PSY-632A is completed during the third term of Practicum Case Seminar (PCS). It covers theoretical orientation, issues of diversity, and research on effectiveness and theoretical constructs. PSY-632B is completed during the final term of PCS. It covers case conceptualization, application of theoretical orientation, treatment planning & summary, and ethical & diversity issues. Students must successfully complete both parts of the exam before applying for internship. Completion of the exam indicates these skills are at or above the pre-internship level.

**Pre-requisites:** PSY-620, PSY-632A, first 4 terms of PSY-629 Practicum Case Seminar, 9.5 credits of clinical practicum as either PSY-630 or PSY-695, three training days.

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Credit/No Credit

**Learning Outcome(s):**

1. Ability to develop a case conceptualization and treatment plan that is consistent with one's preferred theory and reflects an ability to incorporate diversity considerations and relevant research
2. Able to develop and maintain an effective therapeutic relationship
3. Case conceptualizations, treatment plans, and practice appropriately take into account cultural differences
4. Practice in a manner consistent with legal and ethical standards

### **PSY-633 Oral Review of Dissertation, 0 semester credits**

When the dissertation is approved by the dissertation committee, a Final Oral Review (FOR) is scheduled. Here the student makes a formal presentation of 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**

This course represents student engagement in the dissertation process from concept to the final dissertation as planned with and evaluated by the chairperson. It is the only dissertation course a student can register for directly, is available for registration each term and is not associated with any particular step. If the chair is unavailable to supervise dissertation work during a term due to sabbatical or illness, or some other extenuating circumstance, another Fielding faculty member from the student's committee may supervise as a proxy for the chair and course instructor. Students registered in the course should have a plan for said dissertation engagement for the term and a written summation of progress must be submitted to the dissertation supervisor before the end of the term. The course is graded pass/fail (CR/NC), or can be given an Incomplete as per the university grade policy. The course can be registered for a total of 6 terms; the terms need not be consecutive. This course cannot be substituted for other course requirements.

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Credit/No Credit Only

### **PSY-638 Dissertation in Progress, 0 semester credits**

Completion of this course signifies the student has a full dissertation committee and is working on their dissertation proposal.

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Credit/No Credit

### **PSY-639 Dissertation Completion, 18 semester credits**

Completion of this course signifies the full dissertation committee has reviewed the final draft of the dissertation and has indicated it is ready to be proofread and prepared for binding.

**Pre-requisites:** PSY-633

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Credit/No Credit Only

**PSY-640 Asmt- Anger Assessment, 0.5 semester credits**

Supervised practice in techniques for evaluating and describing anger.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-642 Asmt- Introduction to Child Assessment, 0.5 semester credits**

Practice in special procedures and techniques in the psychological assessment of children.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-643 Asmt- Forensic Evaluation Report, 0.5 semester credits**

Various aspects of the Forensic Neuropsychological evaluation and the report will be discussed. The differences between the Forensic and Clinical report will be emphasized as well Daubert and other impedimenta involved in the assessment. Various topics such as depositions and expert witness will also be covered. This laboratory will serve as an introduction into the world of forensic neuropsychology.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-644 Asmt- NEPSY, 1 semester credits**

This seminar begins with a review of cognitive development from the preschool through the middle school years (preoperational and concrete operational stages) from several viewpoints, including the Minime orientation. Then the theoretical basis for the NEPSY will be presented followed by a description of the subtests, their administration procedures, and the scoring. Caveats on interpretation will be included. A few examples, including one on videotape, will be presented and an introduction to interpretation provided. A background in developmental and neuropsychology are required.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-645 Asmt- Principles of Report Writing, 1 semester credits**

This lab focuses on the necessary skills in composing a meaningful report. It will cover the customary ways of responding to referral questions, stating findings and diagnostic impressions, making recommendations, and supplying prognostic information. It will be helpful, although not required, to bring a laptop computer to the lab.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-645A Asmt- Beginning Principles of Psychological Reporting, 1 semester credits**

Practice exercises in the composition of various elements in psychological assessment reports.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-646 Asmt- Cultural Sensitivity in Psy Assessment, 1 semester credits**

In this lab the role of culture in psychological assessment is discussed. Topics such as the assessment of acculturation, etic and emic measures, and what constitutes culturally sensitive assessment are examined. In addition, students are asked to engage in some initial personal exploration of the meaning of culture and its effects in contemporary society. Culturally sensitive alternatives to standard assessment procedures are also explored.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-647 Asmt- Introduction to Infant Assessment, 0.5-1 semester credits**

Practice in special procedures and techniques in the psychological assessment of infants and young children.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-648 Asmt- Clinical Pediatric Psychology, 1 semester credits**

This lab focuses on clinical assessment principles and techniques widely utilized by pediatric psychologists. Emphases will include professional, ethical, and diversity issues faced by psychologists performing psychological assessments in pediatric settings, as well as guidelines for effective practice in these settings. Specific approaches to the assessment of several representative types of patients often seen by pediatric psychologists will be considered.

**Pre-requisites:** PSY-569, PSY-710G

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-675B Asmt- Introduction to WAIS Interpretation, 0.5 semester credits**

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 credits**

This lab presents practice in administering, scoring and interpreting the salient components of neuropsychological assessment.

**Pre-requisites:** PSY-710B

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**Learning Outcome(s):**

1. Familiar with the major types of assessment measures used in neuropsychological assessment.
2. Familiar with the application of brain-behavior relationships to neuropsychological assessment.
3. Familiar with neuropsychological measures for specific neurological/neurocognitive functions and impairments.

**PSY-678 Asmt- Halstead-Reitan Battery, 1 semester credits**

The H-R neuropsychological battery, one of the most prominent comprehensive neuropsychological assessment devices, will be demonstrated in detail.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-680 Research Practicum: Clinical Psychology, 5 semester credits**

Development of a broad set of research skills serves as preparation for conducting dissertation research. Students are required to obtain a minimum of 200 hours of research training experience prior to the approval of the dissertation proposal. This 200-hour research practicum consists of supervised, hands-on applied research training. Students with substantial prior research experience should plan their 200 hours to develop skills in new areas. All research practicum hours must be reviewed and pre-approved (i.e., before the student begins the practicum) by the Program Director, with the exception of intensives in qualitative or quantitative research. Program Director approval is also required upon completion of the research practicum for these hours to be recorded as complete. Hours are recorded at the ratio of 40 clock hours equals 1 semester credit.

**Delivery Method:** In person/Blended

**Grading Default:** Credit/No Credit Only

**PSY-681 Asmt- Competency Assessment, 0.5 semester credits**

Training in the assessment of competency of persons to stand trial and/or make legal decisions.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-682 Asmt- Advanced Topics in Neuropsychology, 1 semester credits**

This lab will cover special advanced topics in the area of neuropsychological assessment and reporting. Students will review measures and modalities of neuropsychological assessment that are specific to the chosen topic of study. A description of the content to be covered in this lab will be provided by the presenting faculty.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-683 Asmt- Advanced Cognitive Assessment, 1 semester credits**

This course will provide a brief overview of theories that underlie various measures of cognitive assessment as well as an introduction to alternative cognitive assessments that have evolved out of those theories (e.g., Stanford-Binet, KABC, Woodcock Johnson Cognitive, Weschler Q-interactive test administration). It will focus on best practices related to test selection given both test characteristics and population characteristics. Issues related to bias broadly and specifically will be discussed.

**Pre-requisites:** PSY-703, PSY 710B

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-684 Asmt- Executive Functions, 0.5 semester credits**

Practice in the application of techniques for evaluating specific executive functions in the context of head trauma and/or frontal lobe lesions.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**PSY-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 credits**

Practice in the application of techniques for evaluating specific memory functions in the context of brain structures and functions.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

### **PSY-695 Clinical Practicum, 1-50 semester credits**

Practicum training is an organized field experience for credit that provides supervised, face to face training with clients/patients in psychological assessment and intervention. The goal of the practicum training is to develop competencies at levels required for the clinical internship. The minimum practicum experience is 1,520 hours, with most students completing more hours to develop the competency levels needed to pass the Internship Qualifying Evaluation and to be competitive in seeking an internship. Awarded one semester unit of credit per 80 real-time clock hours.

**Pre-requisites:** PSY-708, PSY-709, PSY-710A, PSY-711A1, PSY-710B

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**Note:** Registration in 710B is a requirement when applying for practicum; to begin practicum, 710B must be transcribed as complete. Students who have not successfully completed 710B and other practicum pre-requisites will not be allowed to start practicum.

### **PSY-695A Additional Clinical Practicum Hours, 1-50 semester credits**

A minimum of 1520 hours of practicum experience is needed to apply for internship. Semester credit accrued at ratio of one credit to 80 clock hours.

**Grading Default:** Credit/No Credit Only

### **PSY-695B Additional Clinical Practicum Hours, 1-50 semester credits**

A minimum of 1520 hours of practicum experience is needed to apply for internship. Semester credit accrued at ratio of one credit to 80 clock hours..

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

### **PSY-695C Additional Clinical Practicum Hours, 1-50 semester credits**

A minimum of 1520 hours of practicum experience is needed to apply for internship. Semester credit accrued at ratio of one credit to 80 clock hours.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

### **PSY-696 Clinical Internship, 0.5-24 semester credits**

Clinical internships provide a planned, integrated sequence of clinical and didactic experiences with the goal of providing sufficient training and supervision so that the intern can, upon completion, function responsibly as an entry level professional psychologist. Students are required to apply for an accredited internship through the APPIC Match process. Locations of accredited internships can be found at [appic.org](http://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 professional development seminars, regional and national sessions, and other times throughout the student's tenure at Fielding.

**Delivery Method:** In person

**Grading Default:** Credit/No Credit Only

**Note:** Residency hours should be logged as complete prior to internship application.

**PSY-701A Research Methods I, 4 semester credits**

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: Quantitative, 4 semester credits**

This course is part of the sequence focusing on research design and methodology, which include RSS02, 701A, 701B and RSS27. This course focuses on developing the abilities to make scholarly arguments, critique existing research studies, and design research studies. The primary outcome of the course is writing a research proposal, including a scholarly review of the literature and methodology, on a topic of interest. The focus of 701B will be quantitative research methods and the focus of 701C will be qualitative research methods.

**Pre-requisites:** PSY-701A, PSY-717, PSY-RSS02

**Co-requisites:** If not completed previously, PSY-RSS27 must be taken concurrently. PSY-RSS04 is highly recommended as a pre or co-requisite.

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Letter

**Note:** Elective

**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.
4. Demonstrate sensitivity to cultural and individual differences as reflected in research questions and research design.

**PSY-701C Research Methods II: Qualitative, 4 semester credits**

This course is part of the sequence focusing on research design and methodology, which include RSS02, 701A, 701B and RSS27. This course focuses on developing the abilities to make scholarly arguments, critique existing research studies, and design research studies. The primary outcome of the course is writing a research proposal, including a scholarly review of the literature and methodology, on a topic of interest. The focus of 701B will be quantitative research methods and the focus of 701C will be qualitative research methods.

**Pre-requisites:** PSY-701A, PSY-717, PSY-RSS02

**Co-requisites:** If not completed previously, PSY-RSS27 must be taken concurrently. PSY-RSS04 is highly recommended as a pre or co-requisite.

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Letter

**Note:** Elective

**Learning Outcome(s):**

1. Be able to apply basic research design principles and strategies showing understanding of epistemological assumptions of the research methodology.
2. Be able to develop a scholarly argument with empirical implications.
3. Be able to design and write a research proposal.
4. Discuss at least two approaches to collecting and analyzing data with either quantitative or qualitative data.
5. Demonstrate sensitivity to ethical, cultural, and individual differences as reflected in research questions and research design.

**PSY-702 Developmental Bases of Behavior, 4 semester credits**

Normal human development across the lifespan is examined in this course. Included are the major theories and contributors to the understanding of emotions, cognition, language, social behavior, moral reasoning, intelligence, sex roles, and identity. Students analyze how different development approaches/models might conceptualize a given topic of interest.

**Pre-requisites:** Clinical PhD students must have completed PSY-701A and PSY-711A1. RCP students must have completed PSY-711A1.

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Letter

**Note:** This course is only open to PSY 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 familiar with how development differs across cultures.
3. Be aware of the complex influences of the interactions between nature and nurture across the life cycle.
4. Be able to understand gender SES, different values and world views as they impact development.

### **PSY-703 History and Systems of Psychology, 4 semester credits**

This course offers a historical understanding of the field of psychology with attention to its major systems and the individuals who contributed to its evolution as an organized discipline. Students demonstrate independent and critical thinking and examine how psychological theory, methods of inquiry, and professional practice are historically and culturally embedded.

**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.
5. Be familiar with cultural and individual diversity and individual differences related to the cognitive and affective bases of behavior.

### **PSY-707 Biological Bases of Behavior, 4 semester credits**

This course surveys the structural and functional relations of the central nervous system, physiology, sensory processes, and behavior. Study is divided into two subsections: (1) physiological psychology and (2) evolution, genetics, and behavior. Students become familiar with the biology of memory and the biological/genetic aspects of psychiatric disorders. Knowledge of the functioning of the brain at the anatomical, cellular, and molecular levels underpins any understanding of behavior. Biological Bases of Behavior provides fundamental knowledge of brain functions in the interest of providing an understanding of the foundational grounding from which all behavior comes. Attention is paid to the physiology of the brain; the environmental, genetic and evolutionary influences on the brain; and the ways in which the brain processes information, records emotions, and instantiates memory and learning. The course includes an understanding of how information from the environment is processed, the underlying mechanisms of affect and reinforcement, how experience can alter the brain, and what limitations are imposed on an individual following neural damage. It also includes a solid understanding of the evolution of mechanisms involved in behavior, as well as the putative mechanisms of medications in the brain.

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Letter

**Note:** This course is only open to Clinical or Media PhD students or RCP certificate students. Cannot be taken in conjunction with PSY-706.

#### **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.

#### **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 credits**

This course will combine aspects of both Idiographic and Structured Clinical interviewing techniques/issues, including attention to mental status, DSM diagnosis, and family/social/medical history-taking. While an emphasis will be on active listening skills, mastering these effectively will help the interviewer prioritize means for gaining specific, needed information in the consultation period for evaluating a prospective adult psychotherapy client.

**Delivery Method:** In person

**Grading Default:** Letter

**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.
6. Demonstrate cultural sensitivity in interviewing techniques, alliance building and diagnosis.

### **PSY-710B Cognitive Assessment, 3 semester credits**

The course will review psychometric theory, and cover cultural issues, biases, and theories of intellectual assessment. The course will also cover development and standardization of the WAIS. During the semester, a video on WAIS administration will be available for review and study. Additionally, during the semester, students are required to attend a 2 day in-person training seminar at the associated National Session (i.e., the National Session that occurs during the semester you are taking this course). This seminar will provide hands-on training in correct administration and scoring of the WAIS. Students must demonstrate proficiency in WAIS administration, scoring, and interpretation in order to successfully complete this course.

**Co-requisites:** PSY-710A must be completed or taken concurrently

**Delivery Method:** Blended

**Grading Default:** Letter

**Learning Outcome(s):**

1. Be able to identify appropriate instruments for individuals with individual differences.
2. Be familiar with theories of intelligence, bias in intellectual assessment, cultural issues, ethics and controversies.
3. Be able to administer and score the WAIS.
4. Be able to interpret the WAIS IV full scale score, the indexes and the subtests.

### **PSY-710C Objective Assessment, 3 semester credits**

This course combines an exploration of the construct of personality and the conceptual issues in the measurement of personality with specific training in the applied skill of personality assessment using structured tests, primarily the MMPI-2.

**Pre-requisites:** PSY-710B and PSY -715A must be completed previously or taken concurrently.

**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

**Note:** Elective

**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 is the second course in the Rorschach using R-PAS (Rorschach Performance Assessment System). Students will demonstrate proficiency in coding. They will learn administration and interpretation. Students will be versed in the empirical support of the variables.

**Pre-requisites:** PSY-710C, PSY-710D1, PSY-715A

**Delivery Method:** Blended

**Grading Default:** Letter

**Note:** Elective

**Learning Outcome(s):**

1. Proficiency in R-PAS Coding
2. Be able to administer a valid Rorschach
3. Be able to interpret basic elements of the test
4. Know empirical support for the elements of the Rorschach
5. Know the empirical support for diverse populations.

### **PSY-710E Projective Assessment: Thematic Apperception Test, 3 semester credits**

This course provides an introduction and overview to the Thematic Apperception Test. It includes a consideration of the conceptual and research literature associated with the TAT as well as skill development in administering, scoring, and using the instrument ethically and appropriately in various settings.

**Pre-requisites:** PSY-710B

**Co-requisites:** Required co-requisite unless already completed: PSY-710C

**Delivery Method:** Blended

**Grading Default:** Letter

**Note:** Elective

**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, which can be applied transtheoretically. Students will learn how to utilize these assessment tools to inform case conceptualizations and treatment plans consistent with their preferred theoretical orientation.

**Pre-requisites:** PSY-710B, PSY-715A

**Co-requisites:** Required co-requisite unless already completed: PSY-710C

**Delivery Method:** Blended

**Grading Default:** Letter

**Note:** Elective

**Learning Outcome(s):**

1. 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, with adaptations for multicultural diversity.
4. Be familiar with a psychological report writing format that integrates CBT domain specific client self-reported 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 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 credits**

This two-day, in-person seminar focuses on the development of basic psychotherapy skills. As a precursor to clinical practice, students learn generic therapy skills through role play exercises. Content includes basic interviewing and relationship building skills, managing client engagement and resistance, as well as awareness of self in the context of the therapy relationship. Legal and ethical issues such as contracting, record-keeping, and other practical information are discussed. The impact of the cultural context on the psychotherapy relationship is addressed.

**Pre-requisites:** PSY-711A1

**Delivery Method:** Blended

**Grading Default:** Credit/No Credit Only

**Learning Outcome(s):**

1. Be familiar with and practice psychotherapy skills related to building a therapeutic alliance in the context of the three phases of treatment: initiation, action, and termination.
2. Be familiar with contracting, ethical practice, and record keeping.
3. Be self-aware of cultural influences and how they impact the therapeutic relationship.

### **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 familiar with the current literature on psychotherapy research, including empirically supported practices and evidence based practice.
2. Understand the literature on non-specific factors or common factors that may cut across different forms of practice (e.g. therapeutic alliance).
3. Know how to evaluate the effectiveness of clinical research and its application to practice.

4. Be familiar with the role of culture and diversity in the practice and outcome of psychotherapy.

### **PSY-712 Multicultural Psychology, 4 semester credits**

The Multicultural Psychology course has been designed to engage students in learning about the psychological foundations of the influences and effects of culture and society on individuals and groups, and their interactions. Students will learn about culture and society's potential impacts on the experience and management of similarity and difference in the therapeutic relationship, in clinical assessment, in research practices, in everyday life, and on the interpretation of empirical data. The course consists of an academic and an experiential component in order to provide exposure to the knowledge and self- and other- awareness that facilitates multicultural competence. Students will learn to place in psychological context American and cross-cultural experience, multiculturalism and diversity, and individual differences within and amongst people.

**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-713 Audience Engagement, 4 semester credits**

We live in a world where attention is the scarce resource. Audiences, users and consumers have high expectations thanks to real time data, 24/7 connectivity and social technologies. It is essential to identify and understand the audience to be able to create satisfying and engaging user messages, services, and products as well as to use resources wisely. This course examines the psychology of the user through persona development to find and engage your audience. The goal of the course is to identify and construct targeted audience profiles by developing personas. Personas will be created based on psychological theory, looking at the role of personality, motivation, needs, and perception in audience engagement. Students will then test their personas using a qualitative research approach with online data. Persona development drives effective communication and content development, organizational coherence and supports a wide range of applications, including user experience, marketing strategy, fundraising, design and recruitment.

**Pre-requisites:** PSY-525, PSY-533

**Delivery Method:** Distance/Electronically Mediated

**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 persona 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.

### **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.

**Co-requisites:** Clinical: PSY-716A (or waiver by exam) if not completed previously; Media: PSY-540A

**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, bivariate correlation and regression analysis, familiarity with non-parametric alternatives to parametric tests and the chi-square test and related measures of association, power analysis, and effect size and confidence interval analysis. This course may not be taken as pass/fail. By special arrangement, PhD students can test out of this course via a proctored exam.

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Letter Only

#### **Learning 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, and MANOVA. Knowledge of SPSS is critical to the successful completion of PSY-717. When completing this course, students will be able to conduct advanced statistical analyses and communicate the results of these analyses using appropriate language and APA style for text, tables and figures. 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), and MANOVA.
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-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.

**Pre-requisites:** PSY-RSS21 completed prior or taken concurrently

**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-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-725 Special Topics in Cognitive and Affective Bases of Behavior, 2 or 4 semester credits**

This special topic course in cognitive and affective bases of behavior covers content not addressed in PSY-706. The specific content of this course must be negotiated and approved with a faculty member using an assessment contract.

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Letter

**Note:** Elective

### **PSY-726 Special Topics in Biological Bases of Behavior, 2 or 4 semester credits**

This special topic course in biological bases of behavior covers content not addressed in PSY-707. The specific content of this course must be negotiated and approved with a faculty member using an assessment contract.

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Letter

**Note:** Elective

### **PSY-727 Psychopharmacology, 4 semester credits**

This course extends the study of brain chemistry into the topic of drugs and the chemical treatment of emotional and behavior disorders. This course provides an overview of drugs and biological interventions commonly used in clinical practice, their underlying brain mechanisms, and the research to support their effectiveness. Additionally, attention will be given to the cautions and responsibilities of psychopharmacy.

**Pre-requisites:** PSY-707

**Co-requisites:** PSY-727L must be taken in the same term (concurrent) or completed within the two prior terms.

**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. Know the biochemistry implicated in these brain circuits.
3. Be familiar with the working hypotheses related to various medication regimens currently used to treat the selected mental disorder categories.
4. Be aware of issues of diversity that impact pharmacotherapy considerations.

### **PSY-727L Seminar in Psychopharmacology, 1 semester credits**

This seminar is the in-person (face-to-face/real time) seminar providing the basics in pharmacology and psychopharmacology necessary to successfully complete the advanced course in Psychopharmacology, PSY-727. Constructs of pharmacokinetics and pharmacodynamics as well as neural biology important to psychopharmacology will be covered, as will networks applicable in psychopharmacological treatment.

**Pre-requisites:** PSY-707

**Co-requisites:** PSY-727 is a recommended co-requisite when both are offered in the Spring term.

**Delivery Method:** In person

**Grading Default:** Letter

### **PSY-728 Neuropsychology, 4 semester credits**

This course addresses the wide-ranging discipline of clinical neuropsychology. This field is represented by four emerging areas: the classic analysis of behavioral sequelae to brain damage, including substance abuse; pathology from slow development of specific cognitive functions; neuropsychological deficits based on unusual learning histories which have no organic basis; and the developing and aging brain.

**Pre-requisites:** PSY-707

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Letter

**Note:** Elective

#### **Learning Outcome(s):**

1. Be familiar with the organization of the higher cortical functions by areas.
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 "battery" 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.
5. Demonstrate a working knowledge of the importance of ecological validity as applied to neuropsychological assessment, including both generic and individual factors.
6. Recognize the influence of cultural and diversity issues on the development of neuropsychological conditions, neuropsychological assessment, and interpretation of results

### **PSY-729 Special Topics in Neuropsychology, 2 or 4 semester credits**

This special topic course in neuropsychology covers content not addressed in PSY-728. The specific content of this course must be negotiated and approved with a faculty member using an assessment contract.

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Letter

**Note:** Elective

### **PSY-730 Neuroanatomy, 2 or 4 semester credits**

This course covers the structure and function of the various portions of the brain, what lies next to what, and what does what. Knowledge from this course will help students estimate the structures involved in a given trauma and the functions that are expected to be disrupted by it. For 2 credits one must only take the neuroanatomy examination. For 4 credits one must also write a 15 to 20 page (of text) paper on a topic within the realm of neuroanatomy.

**Pre-requisites:** Clinical: PSY-707

**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 will provide an overview of the specialty of Clinical Health Psychology. Students will examine theoretical and research foundations of health and illness from a psychological perspective. Students will gain an understanding of the specialty of Health Psychology and its role in the application of psychological knowledge and techniques to health, illness, and health care. Information on the integration of biomedical information about health and illness with current psychological knowledge for various health conditions will be examined by students. Ethical and cultural considerations specific to Health Psychology will be considered.

**Pre-requisites:** Clinical: PSY-701A, PSY-707

Media: PSY-540A

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Letter

**Note:** Elective

#### **Learning Outcome(s):**

1. Understands and appreciates the complex interplay between one's health and a variety of biological, psychological, and social factors.
2. Understands how psychological research methods, theories, and principles can be applied to enhance biomedical approaches to for promoting health and treating illness.
3. Understands how behavioral and cognitive methods can help one cope with stress and promote health behavior.
4. Aware of the experiences of patients in health care settings, factors that affect adherence to medical regimes, and sources of problems in patient/practitioner relationships.
5. Understands how psychological methods and principles can be applied to help patients manage and cope with chronic illness.
6. Able to determine how psychological and medical methods for relieving pain differ and are often combined to enhance treatment effectiveness.
7. Understands diversity factors in relation to health and illness and the importance of research examining the role of diversity in health outcomes.
8. Understands ethical implications for the practice of health psychology.

### **PSY-731A Diversity Issues in Health Psychology, 2 semester credits**

A review of the impact of factors such as gender, age, cultural factors, socioeconomic status and sexual orientation on individuals' physical and mental health. This course examines important considerations for prevention, intervention, and service delivery. Topics may include: methodological issues in conducting research with diverse populations, developmental health psychology, child and adolescent health, gender differences in health, chronic disease and psychological adjustment, quality of life, health disparities, the role of culture in illness perception and adjustment to illness among others.

**Pre-requisites:** PSY-731

**Delivery Method:** In person/Blended

**Grading Default:** Letter

**Note:** Elective

### **PSY-731B Health Behavior Change, 2 semester credits**

Assessment of psychosocial, cultural and situational factors in the voluntary behavior change process; theories of health behavior.

**Pre-requisites:** PSY-731

**Delivery Method:** In person/Blended

**Grading Default:** Letter

**Note:** Elective

**Learning Outcome(s):**

1. Understands major health behavior theories used to measure, record, and observe individual based health behaviors.
2. Identifies the psychosocial factors (i.e. social, cultural, and individual) that contribute to the health of individuals based on current empirical research.
3. Understands assessment strategies targeting the psychosocial, cultural, and individual factors utilized in the development of health behavior change for individual clients/patient.
4. Can examine a health behavior change intervention targeting physical activity and mood, and anxiety based largely on cognitive and learning theories.
5. Can examine behavioral and cognitive techniques targeting physical activity utilized in practice settings.

**PSY-731C Health Psychology Focus on Intervention with Chronic Medical Conditions, 2 semester credits**

Exploration of the current usefulness of a health psychology orientation in treating patients/clients who may be encountered in a variety of contexts with chronic medical conditions. Case examples are utilized as demonstrations of applications of health knowledge with psychological expertise.

**Pre-requisites:** PSY-731

**Delivery Method:** In person/Blended

**Grading Default:** Letter

**Note:** Elective

**Learning Outcome(s):**

1. Gain knowledge of psychological factors related to chronic medical conditions encountered by health psychologists.
2. Understand cognitive behavioral interventions relevant for health psychologists treating patients with chronic medical conditions.
3. Become knowledgeable of empirically supported alternative methods of delivery for cognitive behavioral therapy interventions to optimize participation for chronically ill patients.

**PSY-731D Pharmacology in Integrated Health Settings, 2 semester credits**

The Mind/Body dichotomy is no longer considered viable in the world of primary health care today. Increasingly, the interplay of physiology and behavioral manifestations is being understood. This combined course brings a basic understanding of brain and body functioning underpinning symptom presentation and the impact of medications on symptoms, and of symptom/condition correlations amenable to behavioral intervention as well as pharmacological treatment. A focus is on psychopharmacology, with a contextualization in the larger arena of presentation to health care treatment centers. Major physiological systems are reviewed, as well as the medications most commonly prescribed for those conditions. Effects of medications, behavioral interventions appropriate for the pathology presented for these systems, and the role of pharmacy and psychopharmacy in treatment are reviewed.

**Pre-requisites:** PSY-731

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Letter

**Note:** Elective

**Learning Outcome(s):**

1. Be familiar with how pharmacy works and what effects pharmacy has on bodies
2. Be familiar with the operation of the major systems of the body
3. Be familiar with the pathologies associated with the major systems of the body and their treatment

**PSY-731E Applied Psychophysiology & Biofeedback, 2 semester credits**

This course presents an overview of commonly used psychophysiology and biofeedback techniques by psychologists in behavioral healthcare and integrated care settings.

**Pre-requisites:** PSY-731

**Delivery Method:** In person/Blended

**Grading Default:** Letter

**Note:** Elective

**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-743 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.

### **PSY-744 Introduction to Integrated Primary Care, 4 semester credits**

Introduction to the knowledge needed to become effective providers in primary care medical settings including terminology and best practices for psychologists working in such settings. The different roles of clinical psychologists working in traditional mental health settings and integrated primary care will be explored. Research on theories and models of working in a primary care setting will be explored. Specifically, the Patient Centered Medical Home as a model of care will be introduced. Clinical methods and behavioral considerations of working with patients in primary care settings will also be introduced, including characteristics of patient populations presented in primary care as well as specific conditions which will be the focus of a psychologist's behavioral interventions. Knowledge of behavioral considerations for working with the health conditions of primary care patients will be introduced.

**Pre-requisites:** PSY-731

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Letter Only

**Note:** Elective

#### **Learning Outcome(s):**

1. Demonstrate an understanding of the basic knowledge needed for psychologists to work in integrated primary care including basic vocabulary and the context of the primary care setting.
2. Describe the value in terms of outcomes that psychologists bring to the primary care setting through their work.
3. Describe assessment procedures used in behavioral health consultation in an integrated health setting.
4. Discuss clinical interventions and behavioral considerations for working with patients in primary care setting with an understanding.
5. Understand how patient factors affect practice in an integrated setting including cultural factors.
6. Discuss ethical considerations for working in an integrated care setting.

### **PSY-745 Consultation and Supervision, 2 semester credits**

This course focuses on understanding the roles, functions, and relational attributes of a psychologist serving as a supervisor or consultant. The factors that contribute to effective supervision and consultation are examined through reading relevant theoretical and empirical articles. The range of competencies needed to work in various settings and with diverse populations is addressed. Ethical and legal responsibilities that come with these roles are also considered. The overarching goal is to support students' development in becoming effective supervisors and consultants.

**Pre-requisites:** Student must be engaged in or have completed clinical practicum.

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Letter

#### **Learning Outcome(s):**

1. 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.

**Pre-requisites:** PSY-711A1

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Letter

**Note:** Elective

**Learning Outcome(s):**

1. Be familiar with a broad spectrum of humanistic, existential-phenomenological, post-modern and systemic theories and principles.
2. Be able to conceptualize the relevance of these principles to the therapeutic alliance, relationship and technique.
3. Be able to recognize the relationship between humanistic & existential psychology and other psychological and psychotherapeutic approaches.

### **PSY-749 Marriage and Family Therapy, 4 semester credits**

This course embraces historical and cross-cultural views of the complex and changing social unit known as the family, dealing with contemporary theories and current issues in 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. Know the historical context of contemporary theories of family therapy.
2. Be familiar with the current status of marriage and the challenges facing contemporary couples.
3. Be familiar with the importance and contributions of systems thinking in family and couples therapy.
4. Be familiar with several different theoretical approaches to family therapy and be able to apply them to clinical cases.
5. Be familiar with the role of ethnicity, culture, and gender in understanding and treating couples and families
6. Be conversant with the research supporting the efficacy of at least one approach to couples therapy.

### **PSY-750 Group Psychotherapy, 4 semester credits**

This course will focus on group dynamics, including components of group process, developmental stages of a group as they pertain to group therapy as well as the theory and technique of group therapy itself. We will examine group member's roles and behaviors and therapeutic factors of group work. We will consider the relationship between leadership styles and group functioning and review some of the research as well as the clinical literature. While the focus will primarily be on interpersonally-focused therapy groups, we will also consider when and how to use different types of groups, including task groups, psycho-educational groups and support groups. Finally, we will review the ethical and legal principles unique to group work, with an awareness of the ethical responsibility to demonstrate sensitivity to group member diversity with regard to race, ethnicity, gender, spirituality, sexual orientation, and disabilities. All students will be expected to participate in an experiential group (to be negotiated with the professor), the experience of which will be a focus of one of the required papers.

**Pre-requisites:** PSY-711A1 or 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 that goes beyond the emphasis on illness and pathology and examines the significance of character strengths, virtues and values, including happiness, well-being, optimism, and fulfillment. This discipline has been applied to a variety of settings including individuals, groups, and organizations. Positive psychology can be described as an effort to use the tools of rigorous science to help us understand the sources and nature of positive human strengths, characteristics, resources, and aspirations. The focus of this field is to promote the development of those positive features of human psychology, by guiding both individuals and the institutions within which they function. This course will critically examine the history, assumptions, principles and findings of the positive psychology movement, the role of values in the theory and practice of psychology, techniques in the practice of positive psychological assessment and to treatment, and the relationship between positive psychology to religion, spirituality, ethnicity and non-western traditions and philosophies.

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Letter

**Note:** Elective

**Learning Outcome(s):**

1. Be familiar with the historical, philosophical and metapsychological foundations of the positive psychology movement.
2. Be familiar with the basic theories and findings of positive psychology.
3. Understand the place of values and cultural differences in the theory and practice of psychology.
4. Be familiar with techniques and controversies in the practice of positive psychological assessment and to treatment.
5. Understand the role of positive psychological assessment in creating psychological formulations and writing psychological reports.
6. Be familiar with basic critiques of the positive psychological movement.
7. Understand positive psychology in relation to non-western traditions and philosophies.

**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:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

1. Demonstrate, through writing, posts and the author's journal, the state of the scientific literature in media psychology on narrative.
2. Demonstrate, through scholarly writing, posts and author's notebook entries the theory upon which the scholarly literature on narrative rests.
3. Demonstrate, through scholarly writing, posts and author's notebook entries the methods commonly applied to media and narrative psychology.
4. Develop a facility for identifying parts of APA style publications that are important such that this forms the basis of the writing process and develops understanding of the subject matter.

**PSY-754 The Role of Media in Social Justice, 4 semester credits**

This course covers theories of psychology (including media, cognitive and social psychology) and communications as foundations to understanding how the audience processes social information presented in media and how we can use that knowledge to work towards increasing social justice in the real world. In addition to theoretical foundations, students can expect to leave the course with an up-to-date knowledge of the research literature on how social groups (including those construed around race, gender, age, sexual orientation and their intersections) have been represented in the media and how the stories we tell about social group members can change audience members' beliefs and attitudes towards those groups. Other topics include: social media, journalism, online incivility and narrative persuasion.

**Pre-requisites:** PSY-705 or a background in social psychology recommended.

**Delivery Method:** Online

**Grading Default:** Letter

**Learning Outcome(s):**

1. Demonstrate, through writing, posts and the author's journal, the state of the scientific literature in social representations in media such as gender, race, sexual orientation and their intersections.
2. Demonstrate, through scholarly writing, posts and author's notebook entries the theory upon which the scholarly literature on the psychology of social representations in the media rests.
3. Demonstrate, through scholarly writing, posts and author's notebook entries the methods commonly applied to the psychology of social representations in the media.
4. Develop a facility for identifying parts of APA style publications that are important such that this forms the basis of the writing process and develops understanding of the subject matter.

### **PSY-755 Writing for the Internship Application, 2 semester credits**

This course assists students in developing and polishing materials for the internship application process. Students will identify their unique clinical strengths, growth edges, and training goals and learn strategies to write with clarity and purpose for the intent of developing high quality internship materials. Students will identify good fitting training sites based on their unique characteristics.

**Pre-requisites:** PhD students: PSY-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, PSY-710G, PSY-779). 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. Writes clearly, concisely, engagingly and effectively for the purposes of developing APPIC Match materials.
2. Understands the process of the APPIC match.
3. Identifies unique clinical strengths and growth edges and develop training goals consistent with long term career goals.
4. Identifies 15-18 good fitting training sites based on student's unique characteristics

### **PSY-755A Writing for the Internship Application II, 2 semester credits**

This course repeats content addressed in PSY-755. This course assists students in developing and polishing materials for the internship application process. Students will identify their unique clinical strengths, growth edges, and training goals and learn strategies to write with clarity and purpose for the intent of developing high quality internship materials.

**Pre-requisites:** PSY-755

**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 Outcome(s):**

1. Able to write clearly, concisely, engagingly and effectively both for scholarly and other professional purposes.
2. Able to use correct grammar, spelling and APA format.

**PSY-760 Independent Study, 1, 2 or 4 semester credits**

Students may propose and develop an independent study contract in subject areas or subareas of psychology not encompassed by another course.

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Letter

**Note:** Elective

**PSY-762 Human Sexuality and Culture, 2 semester credits**

The objective of this course is the development of information, skills, and attitudes that enable psychologists to deal effectively with sexual problems and sex-related issues in psychotherapy as they intersect with issues of culture. Topics include the physiology and psychology of sexual identity, sexual behavior, sexual disorders, and treatment of psychologically based sexual disorders from a culturally responsive perspective.

**Pre-requisites:** PSY-712

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Letter

**Note:** Elective

**Learning Outcome(s):**

1. Understand the effect of cultural factors such as gender, race/ethnicity, sexual orientation, age, religion, and mental health on sexual behavior and values.
2. Be able to describe the various sexual diseases and dysfunctions.
3. Understand human sexual anatomy and physiology.
4. Become familiar with the processes of sexual arousal and response.
5. Become aware of the varieties of sexual styles and relationships across cultural groups.
6. Know the nature and treatment of sexual dysfunction across cultural groups.

**PSY-765 Forensic Psychology, 4 semester credits**

This is the basic core course in forensic psychology, required for all students in the forensic concentration. It provides an overview of the field of forensic psychology. Forensic psychology applies psychological art and science to legal and quasi-legal problems. This course addresses principles that underlie the use of psychologists in legal problem solving and the growth of forensic psychology. Topics include the role of forensic specialists in child psychology, neuropsychology, abnormal psychology, and psychological measurement. Students under the "old" forensic concentration curriculum may take it without co-registering for the lab portion, PSY-765L. Students under the "new" forensic concentration curriculum should register for the PSY-765L lab to be held at session, ideally in the same term in which PSY-765 is taken.

**Pre-requisites:** PSY-710B, PSY-710C and PSY-715A. Media students can be registered without these pre-requisites by contacting registrar@fielding.edu

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Letter

**Note:** Elective

**Learning Outcome(s):**

1. 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 Civil Assessment with one-day, face-to-face lab. This seminar will examine issues in forensic psychological assessment in civil settings.

**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. Achieve an in-depth understanding of the basic issues and legal standards in the practice of civil forensic psychology including the assessment psychological damages, causation, psychological disability, fitness for employment.
2. Achieve an understanding of the leading cases relevant to the practice of civil forensic psychology.
3. 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. Gain a basic understanding of research relevant to the practice of civil forensic psychology.
5. Be 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-765E Ethics in Forensic Psychology, 2 semester credits**

This course examines the ethical issues that can arise in the practice of forensic psychology, including issues related to professional competence, advocacy vs. objectivity, therapeutic vs. forensic roles, multiple forensic questions, collateral sources, assisting in the preparation of cross-examination of witnesses, bias in the selection of tests and interview techniques, etc. Readings include: Pirelli, G. Beatty, R. A., and Zapf, P. A. (2017). *The Ethical Practice of Forensic Psychology*. New York, NY:

Oxford University Press.

**Co-requisites:** Prior completion of or concurrent registration in PSY-765

**Delivery Method:** In person/Blended

**Grading Default:** Letter

**Note:** Elective

### **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. Become familiar with the clinical, psychometric, cultural, and ethical issues in the assessment of malingering.
2. Become familiar with and achieve basic proficiency in the assessment of malingering of cognitive deficits.
3. Become familiar with and achieve basic proficiency in the assessment of malingering of mental illness.
4. Develop basic familiarity with psychological report writing as it is relevant to the assessment of malingering and exaggeration

### **PSY-765G Evaluations for the Immigration Courts, 2 semester credits**

This course 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 credits**

This is a one day lab/workshop in report writing and expert testimony which is required in connection with PSY-765, the basic core course in forensic psychology, required for all students in the forensic concentration. This lab adds an applied component and serves to enhance the learning objectives of PSY-765. This lab is designed to provide students with an in vivo introduction to report-writing and expert testimony through the use of a mock case and an abbreviated examination of a forensic expert

in a mock trial.

**Pre-requisites:** PSY-710A, PSY-710B, PSY-710C

**Co-requisites:** Prior completion of or concurrent registration in PSY-765.

**Delivery Method:** In person/Blended

**Grading Default:** Credit/No Credit Only

**Learning Outcome(s):**

1. 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), and the ability to present expert testimony and an expert report on a relevant forensic issue (non-clinical).

### **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 Immersive Media: Augmented Reality, 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-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 Media Psychology, 4 semester credits**

This course examines the major tenets of positive psychology and how they 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 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):**

- Identify areas where media psychology can contribute to understanding of big data culture and method.
- Consider the ethical implications of a society structured around dataveillance and quantification.
- Understand the role of psychological and social psychological factors that mediate big data as chain of knowledge production.
- 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 5 case presentations, 9.5 units (760 hours) of PSY-695 Clinical Practicum, PSY-710G (may be taken concurrently).

**Delivery Method:** Distance/Electronically mediated

**Grading Default:** Credit/No Credit Only

**Note:** 12.5 credits recommended (1,000 clock hours) of PSY-695/PSY-630 before taking this exam.

### **PSY-780 Neuropsychology in Clinical Practice, 4 semester credits**

This course covers the broad relevance and applications of clinical neuropsychology across types of practice settings and across different patient populations. The emphasis is on how neuropsychological evaluations can be used in clinical practice, when such evaluations are and are not appropriate, and how the practice of clinical neuropsychology can take a variety of different forms depending on setting, demand, and boundaries of competence. Ethical issues in clinical neuropsychology and multicultural and diversity issues will be addressed. The role of neuropsychology in private practice, institutional employment settings, and school-based settings will be covered.

**Pre-requisites:** PSY-677, PSY-728

**Delivery Method:** Distance/Electronically Mediated

**Grading Default:** Letter

**Note:** Elective

**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

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## **RES-FFP Filing Dissertation Pending, 0 semester credits**

This course is used to show active enrollment (at less than halftime status) as student completes proofreading process and prepares their final copy of the dissertation for filing..

**Delivery Method:** Distance

**Grading Default:** Credit Only

## **RES-IRB IRB Approval for Dissertation, 0 semester credits**

This zero-credit course signifies the student has achieved clearance from Fielding Graduate University's IRB office to proceed with their research for their dissertation. An Institutional Review Board (IRB) is a federally mandated committee composed of scientists, clinicians, non-scientists and non-affiliated community representatives charged with overseeing all research projects involving human volunteers to protect the rights and welfare of the volunteers, certifying that the research is conducted according to the highest scientific and ethical standards.

**Delivery Method:** Distance

**Grading Default:** Credit Only