

COURSE CATALOG
2013-2014 Academic Year

Phillips
Graduate Institute

Education for
the real world

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Welcome to the 2013-2014 Academic Year!

Welcome to Phillips Graduate Institute. I am excited that you have chosen us to be a part of your personal and professional journey. Phillips is in the business of transforming our students and training them to have a profound impact on children, families, schools, businesses and communities. We've undergone a transformation as well, and have emerged stronger and better prepared to offer you an exceptional educational experience.

Our promise is to provide a hands-on, experiential learning environment delivered by practicing professionals who bring their expertise to the classroom. You will leave with the resources and experience necessary to excel in your chosen field. In essence, Phillips offers *'Education for the Real World'*. Our experience tells us that Phillips Graduate Institute is well known for training qualified practitioners. We are building community partnerships, attracting quality students and faculty, and we are becoming recognized as the leader in delivering creative and innovative responses to the challenges individuals, families, organizations and communities face. The education and training you receive at Phillips prepares you to connect theory and practice in meaningful ways. As a result, you will become among the best-prepared practitioners in the country.

We are focused on expanding our reach to attract diverse students who are interested in studying with faculty and students who are on the cutting edge of building and enhancing community relationships. We are looking at ways to better use technology to deliver educational content and to connect our students and faculty regardless of their physical location.

Committed to diversity and the needs of diverse communities, we are focused on responding to emerging mental health issues and on providing solutions for businesses and organizations that are challenged or recovering from economic hardship. Our graduates are taking what they learn at Phillips back into the world and are making significant and important changes.

Your success helps Phillips leave its imprint on the world. Let's get started!

My warmest regards,

A handwritten signature in black ink, appearing to read 'Yolanda J. Gorman', with a stylized flourish at the end.

Yolanda J. Gorman, MBA, PhD
President

2013-2014 Academic Calendar

Fall Semester 2013

Semester Begins	August 26	Monday
New Student Orientation	August 24	Saturday
Labor Day Observed	August 31 - September 2	Saturday-Monday
Classes Begin	September 3 (week of)	Tuesday
Add/Drop 3 rd week – 100% tuition refund	September 9 – 14	Monday-Saturday
Add/Drop 4 th week – 50% tuition refund	September 16 – 21	Monday-Saturday
Thanksgiving Break	November 28 - December 1	Thursday-Sunday
Classes Resume	December 2	Monday
Semester/Classes End	December 14	Saturday
Winter Break	December 16 - January 5	
Fall Degree Posting Date	December 31	

Spring Semester 2014

Campus Re-Opens/Semester Begins	January 6	Monday
New Student Orientation	January 11	Saturday
Classes Begin	January 13 (week of)	Monday
Martin Luther King Day Observed – Campus Closed	January 20	Monday
Add/Drop 3 rd week – 100% tuition refund	January 21 - 25	Tuesday-Saturday
Add/Drop 4 th week – 50% tuition refund	January 27 - February 1	Monday-Saturday
Presidents Day Observed – Campus Closed	February 17	Monday
Spring Break	March 3 - 8	Monday-Saturday
Classes Resume	March 10	Monday
Semester/Classes End	May 3	Saturday
Commencement Ceremony	May TBD	
Spring Degree Posting Date	May 31	

Summer Semester 2014

Semester/Classes Begin	May 5 (week of)	Monday
Add/Drop 3 rd week – 100% tuition refund	May 19 – 23	Monday-Friday
Memorial Day Observed – Campus Closed	May 24 - 26	Saturday-Monday
Classes Resume	May 27	Tuesday
Add/Drop 4 th week – 50% tuition refund	May 27 - 31	Tuesday-Saturday
Independence Day Observed – Campus Closed	July 4 - 6	Friday - Sunday
Semester/Classes End	August 16	Saturday
Summer Degree Posting Date	August 31	

Introduction

Phillips Graduate Institute offers four Master of Arts degree (MA) programs and two Doctor of Psychology degree (PsyD) programs, as well as a range of elective courses designed to provide students with training in specialized areas of study. All Phillips programs integrate academic knowledge and theory with practical experience, training and professional/personal development. In addition, most programs offer the flexibility of extended or part-time academic plans to further meet our students' needs.

Within the Master of Arts degree in Psychology, emphases include Marriage and Family Therapy, Marriage and Family Therapy/Art Therapy, Marriage and Family Therapy/School Counseling/Pupil Personnel Services (PPS) Credential, School Counseling/Pupil Personnel Services (PPS) Credential and School Psychology/Pupil Personnel Services (PPS) Credential. Students in the Marriage and Family Therapy and School Counseling programs may select a concentration based upon a student's academic and clinical interests. These concentrations include Community Mental Health, Co-Occurring Disorders, Professional Clinical Counseling and Postmodern Therapy. A variety of clinical specializations is also available.

The Master of Arts degree in Psychology meets all academic requirements of the Board of Behavioral Sciences (BBS) for California licensure as a Marriage and Family Therapist (MFT). In addition, the MFT/Art Therapy program is approved by the American Art Therapy Association (AATA). The Master of Arts in Psychology with Emphasis in School Counseling/PPS Credential and the Master of Arts in School Psychology meet all academic requirements for Pupil Personnel Services (PPS) credentialing by the California Commission on Teacher Credentialing (CCTC). Students are eligible for National Association of School Psychologists (NASP) certification.

The Organizational Management and Consulting Doctoral Program (PsyD) is designed to enhance the personal and professional skills of organizational leaders, managers and consultants.

Phillips is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC).

Vision

We strive to be a thriving global diverse learning community.

Mission

Our mission is to provide outstanding education and training to students as well as counseling and consulting services to the community.

We inspire personal transformation and professional excellence in an experiential, collaborative, and innovative learning environment.

Values

THE CHALLENGE TO GROW AND DEVELOP

This is applicable at the individual, family, and organizational levels. We apply it to ourselves and others.

COLLABORATIVE INVOLVEMENT

This is the catalyst for innovative and effective solutions outside the organization.

INTEGRITY

We encourage the making and honoring of commitments, consistency and wholeness even under challenging circumstances.

CREATIVITY

Institutional support for creativity helps to find new solutions and to look “out of the box” for new opportunities in times of change.

APPRECIATION FOR DIVERSITY

We can capitalize on the advantage of differences; learn new ways of doing things from each other.

CONTRIBUTION TO POSITIVE SOCIAL CHANGE

Every person involved with Phillips Graduate Institute contributes to the well-being of the community. This contribution, however seemingly small, is eventually reflected at global levels.

Institutional Student Learning Outcomes

Institutional Goal 1: Knowledge

Student Learning Outcomes:

- 1.1 Articulate and value historical foundations of their profession.
- 1.2 Evaluate and analyze specific professional situations to determine application of legal and ethical standards.
- 1.3 Synthesize key concepts, theories, research and multicultural models related to their profession.

Institutional Goal 2: Skills

Student Learning Outcomes:

- 2.1 Employ appropriate assessment methods in their profession.
- 2.2 Design and implement intervention plans for diverse populations.
- 2.3 Communicate effectively in professional activities.
- 2.4 Analyze and apply research related to their profession.

Institutional Goal 3: Professionalism (Conduct)

Student Learning Outcomes:

- 3.1 Demonstrate professional conduct that adheres to discipline's code of ethics and legal guidelines.
- 3.2 Exhibit skills that facilitate lifelong learning.
- 3.3 Practice and display awareness of one's impact on others in professional activities.

Institutional Policies and Procedures

1.0 Commitment to Diversity

Phillips Graduate Institute's commitment to diversity includes focused consideration of ethnicity, race, culture, gender, sexual orientation, socioeconomic status, age, spiritual or religious beliefs, and disability as factors which have a salient impact on individuals' and groups' world views, values and practices. Recruitment and retention of students, faculty and staff, and the integration of diversity issues in education, training, and community outreach programs reflect this commitment.

Issues of Diversity are central to the ethics and richness which guide the mission of Phillips Graduate Institute. The mission's overarching goal of enhancing relationships among individuals, families and organizations presents an opportunity that the Institute embraces and integrates in its planning and daily functioning. Accordingly, Phillips Graduate Institute's academic, field training and clinical programs encourage the growth and development of its diverse faculty, staff, students and service recipients.

1.1 Diversity Policy

The policy applies to all full-time and part-time employees, non-regular employees, Independent Contractors, and students. Phillips Graduate Institute acts affirmatively to assure that it will:

- Recruit, hire and promote for all job classifications without regard to race, creed, color, national origin, age, religion, sex, pregnancy, ancestry, citizenship, marital status, physical or mental disability, medical condition, sexual orientation, special disabled or veteran status, or other protected group status.
- Make promotion decisions only on the individual's qualifications as related to the requirements of the position for which the associate is being considered without regard to race, creed, color, national origin, age, religion, sex, disability, special disabled or veteran status, or other protected group status.
- Ensure that all other personnel actions such as compensation, benefits, transfers, staff reductions, company-sponsored training, education, tuition assistance and social and recreational programs will be administered without regard to race, creed, color, national origin, age, religion, sex, pregnancy, ancestry, citizenship, marital status, physical or mental disability, medical condition, sexual orientation, special disabled or veteran status, or other protected group status.

2.0 Equal Employment Opportunity Statement

Phillips Graduate Institute is committed to the policy of Equal Employment Opportunity for all persons and does not discriminate against associates or applicants because of race, color, religious creed, sex, pregnancy, national origin, ancestry, citizenship, age, marital status, physical or mental disability, a legally protected medical condition, sexual orientation or any other characteristic protected by local, state or federal law. Employment decisions shall comply with all applicable laws prohibiting discrimination in employment.

3.0 Notice of Nondiscrimination

Phillips, in accordance with Titles VI and VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendment of 1972, admits students of either gender and of any race, color, religion, sexual orientation or national or ethnic origin, to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate against students on the basis of gender, race, color, handicap, age, religion, sexual orientation, or national or ethnic origin in the administration of its educational policies, scholarships and loan programs, and other school-administered programs. Phillips Graduate Institute is in full compliance with all statutes of the Americans with Disabilities Act (ADA). The Registration Office serves as the official point of contact for ADA-related matters.

4.0 Student Grievance Policy and Procedures

Phillips Graduate Institute is dedicated to the effective solution of student problems through an efficient, fair and systematic procedure. This process is to be used when a student believes they have been adversely affected by decisions, differences, misunderstandings or problems that may have arisen with administrators, faculty, staff or other students. No student will be penalized in any way for pursuing problems in good faith through this procedure. It is expected that students initiating and pursuing a grievance are proceeding with candor and in good faith at all times. The grievance procedure is not to be used for abusive or obstructionist purposes. This policy in no way usurps administrative judgment, but instead serves to focus and facilitate the

decision-making process. Standard Due Process (procedural and substantive) is an important part of our legal system that protects every member of the community against laws and actions that could be classified as capricious, arbitrary or unreasonable. The student should be protected against capricious, arbitrary, unlawful, false, malicious, or professionally inappropriate evaluations or pressures imposed by a faculty and/or staff member. Students who make false or malicious charges against Phillips Graduate Institute personnel could be subject to disciplinary actions. It is imperative, therefore, that we establish fair and equitable grievance procedures for Phillips Graduate Institute students. All grievance procedures and records are confidential in nature and will be treated accordingly. Since this procedure is academic in nature, not a judicial process, the presence of legal counsel for any party is prohibited.

Grievances are divided into two categories, **academic and non-academic**:

4.1 Academic Grievance

- **Grades** - When grades are given for any course of instruction taught at the Institute, the grade given to each student shall be the grade determined by the instructor, and in the absence of **mistake, fraud, bad faith, or incompetence**, it shall be final. If a student files a grievance relative to a grade, they must prove that "**mistake, fraud, bad faith, or incompetence**" entered into the grade assignment. Student grievance procedures are not to be used for removing an "F" grade due to non-attendance or changing an "F" grade to a "W" grade. For these two specific grade changes, a student petition form may be obtained from the Registration Office.
- **Academic Freedom** - Academic freedom at Phillips Graduate Institute provides both faculty and students the freedom to: critically examine the entire spectrum of philosophies, theories and methodologies related to the disciplines of study offered at the institution; assess truth claims made by scholars and practitioners; and integrate their own individual philosophy, theory and methodology in their professional work. Faculty and students are expected to be open to varying opinions, points of view and experience.

Phillips Graduate Institute is committed to working with students to resolve grievances in a manner that allows constructive relationships to be maintained among all campus constituencies in accordance with academic policies.

Ideally, differences involving faculty and students regarding academic freedom will be resolved through respectful dialogue. Initially, the parties directly involved should attempt to resolve matters through informal modes of mediation. If these actions fail, the grievance procedure will be used.

Students wanting to file an academic grievance must contact the respective department chair of the program in which they are enrolled.

4.2 Non-Academic Grievance

A non-academic grievance will constitute any grievance/complaint that does not pertain to a grade or academic freedom issue.

- Students wishing to file complaints based upon discrimination of the basis of ethnic group identification, gender, sexual preference, religion, age, color, or physical or mental disability or any other category of unlawful discrimination should contact Human Resources at 818-386-5679.
- Violation of a duly-adopted Phillips policy as described in the school catalog or other campus publication.
- Unethical conduct according to professional standards.

4.3 Standard Grievance Due Process

A student has one month after the close of the semester in which the alleged circumstances occurred to file a formal grievance. If a student fails to file a grievance within a month, they have forfeited their right to file a grievance for that alleged circumstance.

Either an academic or non-academic grievance must follow the process indicated below:

- **Level – I - Information Action**
 - 4.3.1 The student shall first present their complaint informally to the person against whom the complaint exists.
 - 4.3.2 If the student refuses to meet informally with the person against whom the complaint exists, the student is free to pursue the issue through the appropriate department chairs, director, manager or coordinator.
 - 4.3.3 The appropriate Administrator will convene a meeting with the grievant and the person that the grievance was filed against.

- 4.3.4 If the matter is not then resolved, the student may request the formal grievance procedure. Prior to requesting a formal grievance procedure, the grievant must see either the department chair, director, manager or coordinator of the appropriate area.

4.3.5 Level – II – Formal Action

- 4.3.5.1 The grievant will complete all steps in the informal procedure prior to filing the written formal grievance.
- 4.3.5.2 The grievant will submit to the Vice President of Academic Affairs a written statement of the complaint citing the regulation or institutional policy which allegedly has been violated, including all supporting facts and the desired solution sought by the grievant. Additionally, the grievant will provide the Vice President of Academic Affairs with their current mailing address, email address and telephone number.
- 4.3.5.3 The person against whom the grievance is directed will be requested to submit to the Vice President of Academic Affairs a written response to the allegations within ten (10) working days after the filing date.
- 4.3.5.4 Within ten (10) working days after receipt of the response, the Student Grievance Committee will be established as follows:
- Chair of the Academic Affairs Committee (or designee). The Chair will not be from the affected area.
 - A member of the faculty or staff of Phillips
 - The grievant

Note: Members of the committee must be employees of the Institute.

- 4.3.5.5 Within ten (10) working days after the selection of the committee, the Vice President of Academic Affairs will notify parties in writing the time and location of the committee meeting.
- 4.3.5.6 Within five (5) working days after notification to the appropriate parties, the Vice President of Academic Affairs will convene the committee.
- 4.3.5.7 The Student Grievance Committee will hear the alleged complaint and the response and will examine all supporting facts and documents.
- 4.3.5.8 Either party may bring an individual to assist them at the grievance hearing; however, the individual must be an employee or student of the Institute.
- 4.3.5.9 Within five (5) working days, the committee will submit a recommendation in writing with all supporting reasons to the Vice President of Academic Affairs. Written documentation pertaining to the grievance will be confidentially maintained by the Vice President of Academic Affairs.
- 4.3.5.10 Within five (5) working days after receiving the committee's report, the Vice President of Academic Affairs will notify both parties of the recommendation of the committee.

4.3.6 Student Grievance Appeals

If either part is not satisfied by the recommendation of the committee, then either party may appeal directly to the President of the Institute. The President shall review all documentation and render a final decision.

5 Notice of Rights to Alter or Amend Policies and Procedures

Phillips Graduate Institute, like other institutions of higher learning, has the right to change policies and procedures as deemed necessary to best improve programs of study in ways that protect the priorities of the Institution and are consistent with emerging legal issues. Changes may be made without prior notice.

6 Harassment Policy

Phillips Graduate Institute and the Counseling Center are committed to providing an environment that is free of discrimination and harassment. In keeping with this commitment, we maintain a strict policy prohibiting harassment based upon race, color, age, gender, ancestry, religion, national origin, citizenship, sexual orientation, marital status, medical condition, pregnancy, disability or veteran status. Our anti-harassment policy also prohibits unlawful harassment based on the perception that anyone has any of these characteristics.

This policy applies to all forms of harassment, including abusive language, joking, teasing, gesturing, and offensive materials or pictures based upon legally protected characteristics. Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination of their relationship with Phillips/Counseling Center. This policy applies to faculty, staff, consultants, students and vendors.

6.3 Sexual Harassment

Phillips Graduate Institute finds sexual harassment totally unacceptable in this working/learning environment. Compliance with this Sexual Harassment Policy will be strictly enforced. Administration will support and assist students, faculty, staff and senior administrators in the legitimate pursuit of investigation and remediation of a claim of sexual harassment whenever it occurs. Students who experience such behavior should report, in confidence and without fear of reprisal or retaliation, all sexual harassment complaints to the Vice President of Academic Affairs. Sexual harassment grievance procedures should protect the rights of both the complainant and the accused.

Sexual harassment is illegal under Title VII of the Civil Rights Act of 1964 and Title IX of the Higher Education Amendments of 1972. The US Department of Education's recently revised Title IX policy guidance on sexual harassment recognizes the need for educational institutions to "formulate, interpret, and apply [their] rules, so as to protect academic freedom and free speech rights."

6.4 Sexual Harassment Definitions

Sexual harassment consists of unwanted sexual advances or visual or physical conduct of a sexual nature. While the exact definition of sexual harassment may vary according to the circumstances involved, for the purposes of this policy sexual harassment may be defined as unwelcome sexual behavior, on campus or off campus, if either party is engaged in a school-related event or activity, by a member of the campus community towards another.

Sexual harassment may consist of a variety of behaviors including, but not limited to, subtle pressures for sexual activity, inappropriate touching, offensive or inappropriate language, jokes or gestures, demands for sexual favors and physical assault.

6.5 Sexual Harassment May Include:

- 6.5.1 Sexual behavior by anyone who is in a position to control or affect another person's job or status as a student and who uses the power of authority or that position to cause students or employees to submit to sexual activity, or to fear that they would be punished for the refusal to submit;
- 6.5.2 Submission to such conduct is made a term or condition of an individual's employment or status as a student;
- 6.5.3 Submission to or rejection of such conduct is used as the basis for employment or academic/professional decisions affecting such individuals;
- 6.5.4 Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance, creating an intimidating, hostile, offensive or otherwise adverse learning environment or adversely affecting any student.

This definition includes many forms of offensive behavior including gender-based harassment of a person who is the same sex as the harasser.

6.6 Forms of Sexual Harassment May Include:

- Unwanted sexual advances
- Offering employment or academic benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying sexually suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs or jokes

- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Questions about one's sexual behavior
- Sexually-oriented jokes
- Inappropriate comments about one's body and clothing
- Conversation filled with innuendoes and double meanings, comments, epithets, slurs or jokes
- Pinching, fondling, patting or kissing
- Requests for sexual favors
- Repeated, unwelcomed propositions for dates
- Demands for sexual intercourse
- Unfavorable consequences for refusing to submit
- Physical conduct: touching, assaulting, impeding or blocking movements

6.7 Responsibilities

Phillips' senior administrators will support and assist students, faculty, staff and other administrators in the legitimate pursuit of remediating the problem of sexual harassment whenever it occurs or has the potential of occurring through the following actions:

- Enforcing and adhering to Phillips' Sexual Harassment Policy and Procedures
- Cooperating in the investigation and remediation of all sexual harassment complaints
- Protecting individuals from retaliation for filing a sexual harassment complaint, participating in an investigation, proceeding or hearing conducted by either Phillips or the Department of Fair Employment and Housing
- Knowing the contents of, and handling complaints in accordance with, existing procedures
- Creating and maintaining a proper working/learning environment by establishing appropriate values and behavioral norms to prevent offensive behavior and demonstrate respect for all individuals
- Being alert, sensitive and accessible whenever possible sexual harassment situations or potentially offensive behavior in the working/learning environment occurs or has the potential of occurring
- Treating all individual complaints as serious, confidential, and as legal notification by taking steps to obtain sufficient information for purposes of referring the matter to the Human Resources Director for investigation
- Informing individuals that the procedure by which incidents of sexual harassment will be handled is the standing grievance procedure
- Invoking progressive discipline, when deemed appropriate, to remediate offensive behavior

The Human Resources Office will support students, faculty, staff, senior administrators and other individuals in the legitimate pursuit of remediating the problem of sexual harassment whenever it occurs or has the potential of occurring by the following actions:

- Acting as Grievance Officer in handling all sexual harassment complaints
- Documenting the proceedings and results of all investigations and grievances regarding complaints of sexual harassment
- Providing documentation, as required, to Phillips' legal counsel

6.8 Procedure

If any student or employee believes that comments, gestures or conduct from any co-worker, faculty member, student, supervisor or person doing business with or for Phillips is offensive, the student or employee should notify the Human Resources Office at 818-386-5679.

Any notification to the Human Resources Office will result in a prompt and thorough investigation to be completed within 48 hours. In most cases, the procedure by which incidents of sexual harassment will be handled is embodied in standing grievance procedures for students or employees. Any employee of Phillips found responsible for sexual harassment will be subject to progressive discipline, up to and including termination of employment. Any student of Phillips Graduate Institute found responsible for sexual harassment will be subject to remediation up to and including termination from their academic program. The severity of the disciplinary action will be based upon the circumstances of the infraction.

6.9 Zero Tolerance for Threatening and/or Assaultive Behavior

There is zero tolerance for any member of the Phillips community to threaten or intimidate, verbally or non-verbally, any other member of the Phillips community, including classmates, faculty, administration and staff. Any person demonstrating threatening/intimidating behavior will be asked to leave the campus immediately and police will be contacted. Anyone experiencing threatening behavior should contact the Human Resources Office at 818-386-5679.

7 Disability Services

7.3 Services of Students with Disabilities

Phillips Graduate Institute is committed to providing an accessible and supportive environment for students with disabilities. Equal access for qualified students with disabilities is an obligation under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Phillips does not discriminate on the basis of disability against otherwise-qualified individuals in any program or service offered by the Institution. Phillips is committed to insuring that no otherwise-qualified individual with a disability is excluded, denied services, segregated or otherwise treated differently than other individuals because of the absence of auxiliary aids or other appropriate services; however, accommodations cannot result in an undue burden to Phillips or fundamentally alter the requirements essential to a program of instruction.

7.4 Request for Accommodations

Phillips is committed to providing reasonable accommodations and adjustments for persons with disabilities. A person with a disability has the obligation to make their needs known. Phillips Graduate Institute makes reasonable attempts to accommodate students' special needs. However, as a private, non-profit institution, Phillips Graduate Institute may be unable to fund special services requested by students, even when similar services were provided to the student in prior educational settings.

Students who have special needs related to permanent or temporary disabilities may petition for special considerations for any aspect of graduate experience at Phillips Graduate Institute. Special consideration may be requested for an unlimited or specific period of time. Requests for accommodation(s) will be evaluated on a case-by-case basis. Current documentation from qualified professionals is required of students requesting accommodations related to a disability. This documentation should identify the nature of the disability and include recommendations for accommodations.

Students requesting academic accommodations should notify the Registration Office as soon as the need for the accommodation becomes evident, or upon admission if the disability has been previously diagnosed. Students must fill out the Request for Accommodation form and submit it to the Registration Office along with supporting documentation. Requests will be reviewed by the Vice President of Academic Affairs in consultation with other administrators and faculty. Requests will become part of the student's file. The Registration Office designee will respond to the student in writing regarding the request and indicate the accommodations Phillips is able to provide. A copy of this letter will be sent to the chair of the student's program. Students are responsible for notifying their professors each term that they have been granted accommodations and the nature of the accommodations.

Students with disabilities should note that they may be able to add medical costs to their cost-of-education budgets for financial aid purposes and should contact the Financial Aid Office at 818-386-5605 for more information.

7.5 Determination of Learning Disability

The determination of a learning disability is based on the criteria set forth by Educational Testing Service, Association on Higher Education and Disability, and most major universities in the US. The following information should be used as a guide and not necessarily be considered the definitive requirement for documentation of a learning-disabled student:

- The report must be typed by a qualified professional and submitted on official letterhead. Professionals providing documentation must include information concerning their credentials.
- Documentation must be based on an adult-normed assessment (>16.5 years) and the last date of the assessment must be stated.

- Based on the assessments, offer specific suggestions for accommodation.
- The testing must have been performed within the past two (2) years prior to requesting accommodations.

The following professionals would generally be considered to be qualified to provide this information: clinical or educational psychologists, neuropsychologists, learning disability specialists and medical doctors who specialize in specific learning disabilities.

8 Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Education Rights and Privacy Act of 1974 (FERPA) as amended (20 U.S.C. §1232g et seq.) and its regulations promulgated by the Department of Health and Human Services (34 C.F.R. §99.1 et seq.) and California Law (Education Code Sec. 67100 et seq.) provide students with certain safeguards for the accuracy, completeness and privacy of educational records relating to students.

Educational records are defined as any record (handwritten, print, computer, videotape, audiotape, film, microfilm, microfiche or email) maintained by Phillips Graduate Institute which is directly related to students. Educational records include but are not limited to admissions, personal, academic, certain personnel, financial and placement records.

Educational records do not include the following:

- Records/notes in sole possession of maker
- Medical records created and maintained by physicians, psychologists or other recognized professional or paraprofessional staff, acting or assisting in a professional capacity, if the records are used only for treatment of a student and made available only to those persons providing the treatment
- Employment records when employment is not contingent on being a student, provided the record is used only in relation to the individual's employment
- Records created and maintained by a law enforcement unit and used only for that purpose are revealed only to law enforcement agencies of the same jurisdiction, and the enforcement unit does not have access to educational records
- Alumni records which contain information about students after they are no longer in attendance at Phillips

No person outside of Phillips shall have access to, nor shall Phillips disclose, any personally-identifiable information from a student's education record without the written consent of the student, except as permitted by law. The consent must specify the education record to be disclosed, the purpose of the disclosure, the party or class of parties to whom disclosure may be made, and must be signed and dated by the student. In accordance with the law, Phillips reserves the right to disclose educational records without written consent to:

- School officials who have a legitimate educational interest. School official shall mean any person who is a trustee, faculty member or employee of Phillips. Legitimate educational interest shall mean any authorized interest or activity undertaken in the name of the Institute and in the educational interest of a student for which access to an educational record is necessary or appropriate to the proper performance of the task.
- Authorized representatives of the US Department of Education, the Attorney General, Homeland Security and state and local educational authorities, if the information is necessary for audit and evaluation of federal, state or locally-supported programs, and only if such agencies or authorities have a policy for protecting such information from re-disclosure and for destroying such information when it is no longer needed for such purpose (unless access is authorized by federal law or student consent)
- Certain officials of the US Department of Education, the Attorney General, and state and local educational authorities in connection with certain state or federally-supported education programs
- Organizations conducting certain studies for or on behalf of Phillips, provided there is no further external disclosure of personally-identifiable information, and the information is destroyed when no longer necessary for the projects
- Accrediting organizations carrying out their functions
- Appropriate persons in order to comply with a judicial order or a lawfully issued subpoena
- Appropriate parties in a health or safety emergency

- Parents of students under 21 years of age who are claimed as economic dependents on the federal tax returns of one or more parent

The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended (20 U.S.C. §1232g et seq.) and its regulations promulgated by the Department of Health and Human Services (34 C.F.R. §99.1 et seq.) and California law (Education Code Sec. 67100 et seq.) provide students with certain safeguards for the accuracy, completeness and privacy of educational records relating to students. The primary rights under FERPA are to inspect and review educational records, to seek to amend educational records, and to have some control over the disclosure of information from educational records.

Any person who attends or has attended Phillips Graduate Institute (formerly California Family Study Center) is defined as an eligible student and is protected under FERPA. Applicants who have not been admitted to Phillips Graduate Institute are not considered eligible students.

Under the law, Phillips reserves the right to refuse a student's inspection or review of the following:

- Financial information submitted by parents
- Education records containing information for more than one student. In such cases, if possible, access will be allowed to the part of the record pertaining to the inquiring student.
- Records excluded from the FERPA definition of educational records

Phillips Graduate Institute will notify all registered students annually of their FERPA rights through the catalog, which is available on the Phillips website at www.pgi.edu.

Phillips Graduate Institute shall maintain the confidentiality of educational records in accordance with the provisions of FERPA, and shall accord all the rights under the law to all students who are or have been at Phillips Graduate Institute.

9 Religious Holidays

Phillips does not officially observe any religious holidays. However, in the attempt to respect the cultural diversity of its students, faculty members are encouraged to appreciate students' religious observances by not penalizing them when they are absent from class on holy days. Students are expected to be responsible for collecting information presented in a missed class and to notify instructors in advance that they will be absent. Students are reminded that they should be similarly respectful of faculty members' rights to observe religious holidays.

Health and Safety Policies and Procedures

1.0 Policy Statement

Providing a safe and secure environment for the students, faculty and staff is a priority of Phillips Graduate Institute.

2.0 Campus Communication

During a major emergency, the Institute will communicate via:

- Outgoing message on our main phone line (818) 386-5600
- Our website at www.pgi.edu

If you cannot access any of the above due to the emergency, assume the campus is closed.

3.0 Medical Emergencies

Serious Injury

- Call 911
- Dial "0" from any campus business phone
- Give the exact location of the victim (room number)
- Report apparent nature of the injury or illness
- Stay with the victim until help arrives

Minor Injury

- Go to the front desk for assistance

4.0 Campus Emergencies

4.1 Campus Evacuation Procedure

In the event of a campus evacuation (fire, earthquake or other emergency):

- Follow the instructions from a Health and Safety Committee member (HSC)
- Exit the building in a calm and safe manner.
- Assist disabled persons.
- Instructors must bring with them their class rosters and let an HSC member know if any of their students are missing.
- Go to the campus evacuation areas and await further instructions from an HSC member.

4.2 Power Outage

In the event of a power outage:

- Emergency lights will come on.
- Remain calm and wait for instructions from an HSC member.
- If evacuated, stay in the designated area and await further instructions from an HSC member.

4.3 Earthquake

WHEN AN EARTHQUAKE OCCURS:

- Take cover immediately and direct others around you to go:
 - Under a desk, table or chair
 - Against a corridor wall (cover head and neck)
 - Outdoors in an open area away from buildings
- When shaking stops, assess impact and monitor news reports.
- Wait for instructions from the HSC. **DO NOT** attempt to evacuate the building until you are instructed to do so.
- Stay away from windows or tall cabinets/bookcases that could fall.
- If you are escorted to another area by an HSC member, move cautiously to avoid damaged doors or exposed electrical lines.
- If you are outside, move away from buildings, trees and power lines.

FOLLOWING AN EARTHQUAKE:

- Remain calm and be prepared for aftershocks.
- If HSC members deem it necessary to evacuate, please follow their instructions.
- When evacuating, open doors carefully, watch for falling objects or exposed electrical lines.
- Do not use matches or lighters until outside.
- If safe, HSC members will conduct a search of the building for anyone who might be trapped or afraid to leave.
- Do not attempt to move injured persons unless there is a danger of further injury from a collapsing structure, fire, etc.

4.4 Fire

If you see or suspect a fire, IMMEDIATELY Dial "0" from any campus business phone or send someone to call/notify the Front Desk. Sound the fire alarm and alert as many people as possible while exiting the building. If there is smoke, stay low to the ground.

If you are trapped in the building, go to the nearest window and wave something to gain the attention of emergency responders.

4.5 Campus Lockdown

Phillips has a zero tolerance policy for violence and/or weapons on campus. If you see anyone on campus with a weapon, **DO NOT** attempt to approach him/her. Go to a safe area, **LOCK** the door and dial "0" for the Front Desk from any business phone, or call 818-386-5600, hit "0" to be taken directly to an operator and report the incident.

- Remain in the locked area until notified by a member of the Health and Safety Committee.
- If safe to do so, pull down the blinds or shades.
- Stay away from windows.
- Stay prone on the ground.
- If you are in a classroom with a window on the door, prop a table up against the door so that you cannot see through it.
- If you are in a conference room:

- Executive Conference Room - Lock the door and then go into the kitchen, locking that door behind you.
- Rooms 198 and 220: Lock the door and go against the far wall, staying out of the view of the door as much as possible. If there is something that you can safely move in front of the door, please do so.
- Use any business phone to dial "911" to report any injuries.

All secured doors leading to the parking lot must be closed and locked at all times.

5.0 Campus Security Report

If you are a victim of a crime on the Phillips campus, report the incident to the IT/ Operations Director, Human Resources or Phillips staff. Colleges, universities and professional schools are required to submit annual reports regarding crimes on campus. Schools are also required to make the contents of these reports available to the campus community. These are Phillips' crime statistics for the past three years:

Offense	2010-11	2011-12	2012-13
Homicide	0	0	0
Rape	0	0	0
Other forcible sex offenses	0	0	0
Non-forcible sex offenses	0	0	0
Robbery	0	0	0
Assault	0	0	0
Burglary	0	2	0
Motor Vehicle Theft	0	0	0

6.0 No Smoking Policy

OVERVIEW

In an effort to provide a healthy and safe environment for employees, students and the surrounding community, Phillips Graduate Institute prohibits smoking on its premises.

SCOPE

All Phillips Graduate Institute employees, students and visitors. This policy applies to all forms of smoking, including, but not limited to cigarettes, E-cigarettes, cigars, pipes, and all other such products and/or smoking devices.

DEFINITIONS

- Smoking of any kind is not permitted on Phillips's premises including all indoor areas as well as all outside patio locations, the campus parking lot, and the sidewalk areas surrounding the campus parking lot.
- Off-campus areas are defined as any area located across the street from the surrounding sidewalk areas of the campus parking lot.

PROCEDURE

Any person witnessing a violation of the non-smoking policy must contact the Operations department immediately.

7.0 Drug-Free Workplace and Campus

In accordance with the Department of Education's federal requirement on drug-free schools and campuses, Phillips Graduate Institute:

- Prohibits the possession, use or distribution of illicit drugs and alcohol by students on its property or as part of any of its activities.
- Observes legal sanctions under federal law for the unlawful possession or distribution of illicit drugs and alcohol.
- Provides a description of the health risks associated with the use of illicit drugs and alcohol abuse.

- Will impose disciplinary action on any student who does not comply with Phillips Graduate Institute's standards of conduct in relation to drug and alcohol abuse. These sanctions may include probation and expulsion, in addition to any local, state or federal sanctions imposed.

Student's Rights and Responsibilities

1.0 Student Policy Agreement

Registration as a student at Phillips Graduate Institute signifies that a student agrees to abide by the policies, regulations and requirements of the Institution as articulated in the catalog.

2.0 Phillips Student Code of Conduct

All members of the Phillips Graduate Institute community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of our community and resisting behavior that may cause danger or harm to others, which shall include, but not be limited to, violence, theft or bigotry. All members of the Phillips Graduate Institute community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation.

Students who engage in any prohibited or unlawful behavior that results in the disruption of a class/clerical setting or operation of the Institute may be directed by the faculty/staff member to leave the class/service area. Longer suspensions from a class/service area or dismissal on disciplinary grounds must be preceded by a hearing.

Students who engage in the following conduct on Phillips Graduate Institute's premises, or at Phillips-sponsored activities, or at activities involving Phillips-recognized organizations, may be subject to disciplinary action.

Repeated convictions for violations of the established Phillips Graduate Institute Behavior Code, regardless of the seriousness of the individual offense involved, or any aggravated violation, may result in either expulsion or suspension from Phillips Graduate Institute.

Attempts to commit acts prohibited by the behavior code, or assisting others to commit acts prohibited by this behavior code, shall be treated in the same manner as completed violations and subject to the same sanctions.

The following violations are grounds for disciplinary sanctions, which may include suspension from Phillips Graduate Institute:

1. Obstruction or disruption of Phillips' educational process, administrative process, or other Phillips function
2. Forgery, alterations, misuse, or unauthorized use of any Phillips documents or records, or any instrument or form of identification
3. Continued disruptive behavior, habitual profanity or vulgarity; the open and persistent abuse of Phillips personnel
4. Assault, battery, or any threat of force or violence upon a student, the Institute's personnel, or any other person
5. Willful misconduct which results in injury (mental or physical) or death to a student, Phillips personnel, or any other person, or which results in cutting, defacing, or other injury to any real or personal property owned by the Institute.
6. The use, sale, or possession on campus or at any Phillips activity, or being under the influence of, any alcohol, controlled substance, or any poison.
7. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of Phillips.
8. Theft of, or damage to, property of Phillips or any other person
9. Failure to make good on returned checks cashed by Phillips
10. Failure to pay debts, such as fines or loans, and failure to return Phillips property
11. Unauthorized entry into Phillips' facilities, or unauthorized use of Phillips' supplies or equipment, including unauthorized possession or duplication of keys to any Institute premises
12. Gambling or other unauthorized gaming activity
13. Use, possession or storage of any weapon, dangerous chemical, fireworks, or other explosive, regardless of a federal or state license to possess the same that has been issued to the possessor
14. Intentionally false accusations or malicious charges against any other students and/or personnel of Phillips
15. Soliciting or assisting another to do any act which would subject a student to expulsion, suspension, probation, or other discipline pursuant to this policy
16. Using any communicative device, including but not limited to: cell phones, pagers, or PDA's to access or share information during class, testing, instructional activity or meeting with Institute staff.
17. Theft or other abuse of Phillips' facilities and/or computing equipment, including, but not limited to, the following:
 - a) unauthorized entry into a file to use, read or change contents, or for any other purpose
 - b) unauthorized transfer of a file
 - c) unauthorized use of phone or electronic devices such as fax, modem, etc
 - d) unauthorized use of another individual's identification or password
 - e) use of computing facilities to interfere with the work of another student or Institute employee
 - f) use of computing facilities to interfere with normal operations of the Institute's computing system
 - g) use of computing facilities to send or receive obscene or abusive messages

18. Violation of other state, federal, or local statutes while on Phillips property.
19. Violations of other published Phillips regulations or policies. These policies may include regulations governing the use of computers and networks, parking rules, and regulations governing student organizations
20. Any form of sexual assault, consensual or nonconsensual sexual contact, or any other lewd conduct.

SEXUAL HARRASSMENT MUST BE REPORTED DIRECTLY TO HUMAN RESOURCES AT 818-386-5679.

3.0 Phillips Academic Integrity Policy

Phillips Graduate Institute expects faculty and students to uphold the principles of academic honesty. A breach in honesty is seen as a serious violation of professional ethics and will be dealt with harshly. Integrity is an essential component of the student's academic experience. The academic evaluation a student receives for a course becomes a permanent record, and it is critical that such records be accurate and consistent. The integrity students learn and exhibit at Phillips will be a model for the professional integrity they practice when they complete their graduate work.

Accordingly, Phillips Graduate Institute has classified academic dishonesty into the following categories. Please remember that these are only examples and you may encounter other situations involving academic dishonesty in your program or discipline which may need to be documented and reported.

3.1 Cheating

- Copying from another's examination, quiz, lab work, or homework assignment
- Possession or use of pre-prepared notes or other resources in any form during a quiz or examination unless authorized by the faculty initiator
- Revising work after its final evaluation and representing the revised version as the original work
- Using unauthorized external assistance, including but not limited to tutors, books, notes, and calculators on either "in-class" or "take-home" exams, unless the faculty initiator has specifically authorized their use
- Allowing others to do work for the student without advance authorization from the faculty initiator
- Using any communicative device including, but not limited to: cell phones, pagers, or PDA's to access or share information during class, testing, instructional activity or meeting with Institute staff

3.2 Plagiarism

- Submitting work previously submitted for academic credit without prior authorization from the instructor of record
- Reproduction of another's work, with or without that person's knowledge or permission
- Submitting as one's own any academic exercise prepared totally or in part by another
- Copying information from computer-based sources, (e.g. the internet) and submitting it as your own work
- Allowing another person to substantially alter or revise student work and submitting it as the student's own
- Using another's written ideas or words without properly acknowledging the source
- Failure to acknowledge study aids such as CliffsNotes or common reference sources
- Unauthorized use of another person's data in completing a computer exercise or other class work
- Fraud, copyright infringement and any other noncompliance of regulations and laws as set forth by the Federal Communication Commission (FCC), the Motion Picture Association of America (MPAA), any other guilds or unions within the radio, television, or motion picture industry and state, county, city, local laws, ordinances and other current governmental regulatory commissions in the entertainment and broadcast industries
- Pirating and any other noncompliance of confidentiality statements, such as those signed by students in the fields of fashion and interior design

3.3 Facilitating Academic Dishonesty

- Intentionally or knowingly helping or attempting to help another student to commit an act of academic dishonesty
- Giving unauthorized assistance to others during a test or evaluation, including allowing someone to copy a test or examination, or arranging with others to give or receive answers via signals
- Providing specific information about a recently given test, examination or assignment to a student who thereby gains an unfair advantage in an academic evaluation
- Impersonating another student in order to meet a course or graduation requirement
- Providing aid to another student, knowing such aid is expressly prohibited by the faculty initiator
- Preparing academic work to be presented as the work of another
- Signing in students other than oneself for class attendance

3.4 Interference or Sabotage

- Persistently behaving in a manner that has an adverse effect on the academic performance of others
- Destroying, stealing, changing or damaging another's work

3.5 Fabrication

- Citing or listing source material that was not used for research
- Falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including but not limited to schedules, prerequisites, transcripts, attendance records or Institute forms

- Giving false reasons (in advance of the fact or after the fact) for failure to complete academic work

3.6 Retaliation

- Retaliation of any kind against a person who reports or provides information about suspected or alleged misconduct in good faith

4.0 Sanctions

Students who violate any standard of conduct shall be subject to the following disciplinary actions. Phillips may utilize any of the disciplinary actions set forth hereafter without previously using a lower level of discipline.

A student may receive more than one sanction for a single incident. For example, a student found guilty of stealing may be suspended, be required to make restitution, and be required to complete an Ethics Course.

- 4.1 Oral and/or Written Reprimand:** A student may receive an oral and/or written warning based on the level of severity of the violation. The oral and/or written warning is the least punitive sanction available under the behavior code. The student will meet with the appropriate Phillips administrator to address the violation. At that time, the administrator may issue a warning to the student, which includes the discussion of a no-tolerance for recurrence of the violation and the potential penalty of suspension and/or expulsion. After the meeting with the student, a follow-up letter is sent to the student by the Vice President of Administrative Affairs confirming the meeting and conversations. In addition, the Vice President of Administrative Affairs may also meet with the student and place a student on disciplinary probation. A copy of the letter is placed in the student's permanent record (Please see Disciplinary Probation for details).
- 4.2 Disciplinary Probation:** Through the oral and written reprimand sanction, a student may be placed on disciplinary probation by the Vice President of Administrative Affairs. The duration of the probation may last up to two (2) academic years. After the duration of the probation is complete, a student will revert to the status of good standing with the Institution, unless a reoccurrence of a violation of the behavior code occurs.
- 4.3 Restitution:** A student may be subject to pay for or replace Phillips property that was stolen or damaged due to the student's violation. Arrangements for payment or replacement of damaged or stolen property will be established through the Chief Financial Officer's (CFO) office.
- 4.4 Suspension:** The President or the President's Designee may place a student on suspension pending requesting a disciplinary hearing from the student in order to protect lives, property or to ensure the maintenance of order. The President or Designee may suspend a student for good cause from any or all classes and Phillips activities for a period of time up to and including one or more semesters. Prior to imposition of suspension, or within ten (10) calendar days thereafter, the suspended student shall be afforded the opportunity to meet with the President or the President's Designee to respond to the charges.
- 4.5 Expulsion:** A student may be expelled by the President for good cause, to protect lives, property, or to ensure the maintenance of order when other means of correction fail to bring about proper conduct, or when the presence of the student causes a continuing danger to the physical safety of others. Prior to imposition of expulsion, or within ten (10) calendar days thereafter, the expelled student shall be afforded the opportunity to meet with the President or the President's Designee to respond to the charges.
- 4.6 Other Sanctions:** Nothing in this section shall be construed to prohibit the President or the President's Designee from imposing a lesser disciplinary sanction than suspension or expulsion. A lesser sanction may include, but need not be limited to, verbal or written reprimands, probation or ineligibility to participate in extracurricular activities.

5.0 Student Standards of Due Process

Standard Due Process (procedural and substantive) is an important part of our legal system that protects every member of the community against laws and actions that could be classified as capricious, arbitrary, or unreasonable. It is imperative, therefore, that we establish a fair and equitable hearing process for Phillips Graduate Institute students. All Student Code of Conduct procedures and records are confidential in nature and will be treated accordingly. Since this procedure is academic in nature, not a judicial process, the presence of legal counsel for any party is prohibited.

5.1 Right to a Hearing

The student shall be entitled to a hearing before a decision of a suspension or expulsion is made (except for good cause, to protect lives, property, or to ensure the maintenance of order when other means of correction fail to bring about proper conduct, or when the presence of the student causes a continuing danger to the physical safety of the student or others). After the student has been cited for a violation of the Student Code of Conduct and/or the Academic Integrity Codes, the student has a right to request a hearing in writing with the appropriate area Vice President.

- 5.1.a Level I – Informal Action** (Oral discussion between parties involved in the dispute. Any discussion during

the informal process must be held in confidence by all parties involved.)

- 5.1.a.1 The student shall first present their complaint informally to the person against whom the complaint exists.
- 5.1.a.2 If the student refuses to meet informally with the person against whom the complaint exists, the student is free to pursue the issue through the appropriate department chair, director, manager or coordinator.
- 5.1.a.3 The appropriate administrator will convene a meeting with the grievant and the person the grievance was filed against.
- 5.1.a.4 If the matter is not then resolved, the student may request a hearing. Prior to requesting a hearing, the student must see either the department chair, director, manager or coordinator of the appropriate area.

5.1.b Level II – Formal Action

- 5.1.b.1 The student will complete all steps on the informal procedure prior to filing the written request for a hearing.
- 5.1.b.2 The student will submit to the appropriate area Vice President a written statement of the complaint citing regulation or institutional policy which allegedly has been violated, including all supporting facts and the desired solution sought by the student. Additionally, the student will provide the Vice President with their current mailing address, email address and telephone number.
- 5.1.b.3 The person against whom the issue is directed will be requested to submit to the Vice President a written response to the allegations within five (5) working days after the filing date.
- 5.1.b.4 Within five (5) working days after receipt of the response, the Hearing panel will be established as follows:

Hearing Panel: The Vice President shall appoint an impartial three-member panel to conduct the hearing, to make findings, and to make a decision based on the Student Code of Conduct and/or the Academic Integrity Codes. The panel shall consist of an administrator, a faculty member and a staff member/student representative (the panel members will not be from the affected area). In all cases, the panel shall have the authority to issue a final decision. Members of the panel must be employees or current students of the Institute.

- 5.1.b.5 Within five (5) working days after the selection of the committee, the Vice President will notify parties in writing as to the time and location of the hearing. **Notice of Hearing:** Written notice of the hearing shall be mailed or personally delivered to the student no later than five (5) calendar days prior to the date of the hearing.

The notice shall include:

- The date, time and place of hearing
- A statement of the specific facts and charges upon which the proposed disciplinary action is based
- A copy of the Student Code of Conduct and/or the Academic Integrity Code that relate to the alleged violation

- 5.1.b.6 Within five (5) working days after notification to the appropriate parties, the Vice President will convene the panel.
- 5.1.b.7 The Hearing Panel will hear the alleged complaint and the response and will examine all supporting facts and documents. The hearing shall be conducted privately with the panel, the faculty, the administration and the staff member/student representative. Relevant evidence may be admitted and given only if it is the kind of evidence upon which reasonable persons are accustomed to rely on in the conduct of serious affairs. The student may present evidence and questions.

Any recommendation to expel shall be based upon the preponderance of evidence relevant to the charges introduced at the hearing. No decision to recommend expulsion shall be based solely upon hearsay evidence.

A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

- 5.1.b.8 Within five (5) calendar days after the hearing has concluded, the panel shall deliberate alone and develop a written decision, including findings of facts to impose a sanction requested by the administration or impose a lesser sanction.
- 5.1.b.9 Within five (5) working days, the committee will submit to the appropriate Vice President a recommendation in writing with all supporting reasons. Written documentations pertaining to the issues will be confidentially maintained by the Vice President. If expulsion is determined, the panel's decision shall be submitted to the President.
- 5.1.b.10 Within five (5) working days after receiving the panel's decision, the Vice President will notify both parties of the recommendation of the committee. A copy of the panel's decision shall be mailed to the student's last known address.

5.1.c Right to Appeal

If the student is not satisfied with the decision of the committee, the student may appeal in writing directly to the President of the Institute. The President shall review all documents and render a decision to proceed with the original sanction brought forth by the hearing panel or a lesser sanction. Any determination by the President shall be final.

6.0 Ethical Research Committee

6.1 Procedures

6.1.a Research Proposal Review Procedures

Principal Investigator (PI) reviews Policies and Definitions. Reviewing this form provides a definition of research and of minimal risk according to federal regulations and a description of proposals that qualify as non-research, exempt research, and research that can be reviewed in an expedited manner. The PI must also be familiar with the ethical principles put forth in the Belmont Report as evidenced by a certificate of completion from NIH training found at: <http://phrp.nihtraining.com/users/login/php>.

6.1.b Action by the Principal Investigator

The PI prepares materials for research proposal review. The PI prepares materials for Ethical Research Committee (ERC) review of the proposed research. This preparation includes:

- Completing Introduction/Cover Sheet
- Writing a description of the proposed research according to guidelines in Description of Proposed Research
- Writing an informed consent form appropriate for the proposed research using one of the informed consent form templates as a guide
- Possibly completing other form(s) as indicated in the Introduction/Cover Sheet
- Completing online course on ethics/protection of human research participants and including certificate of completion in materials for review

The PI should also include a copy of the Methods Section/Chapter of the proposed research and all research instruments (including demographic background questionnaires) in materials for review.

The online course on ethics and protection of human research participants can be taken on any computer workstation in the Library or at home (<http://phrp.nihtraining.com/users/login/php>).

After the PI has prepared all of the materials, then

- If the PI is a faculty member or Counseling Center administrator/clinician, the materials should be submitted together to the ERC for review. The PI should take the application to the Librarian or a member of her staff. The student will fill out a Research Proposal Submission Cover Sheet and fill out the Library Log of Research Proposal Receipts. The application will be forwarded to ERC, or
- If the PI is a student, the materials should be submitted together to the faculty advisor/mentor/instructor overseeing the proposed research. The faculty advisor/mentor/instructor reviews the materials and, when satisfied the PI has prepared

them adequately, signs the Introduction/Cover Sheet. The PI should then submit the application to the Phillips Librarian as described above or place it in the ERC mailbox.

6.1.c Actions by the ERC

The ERC chairperson reviews the Introduction/Cover Sheet for:

- Necessary signature(s) and email address used in online ethics training
- Involvement of the "vulnerable participant group" in the proposed research, as indicated on form
- Checkmark indicating that the certificate of completion of online course on ethics and protection of human research participants is included in materials for review (actual presence of certificate will also be determined)
- Checkmark indicating request for full expedited review, or exemption from review if so desired

If necessary signature(s), certificate of completion and appropriate email address are absent, then the materials are returned to the PI.

The ERC chairperson performs an initial review to determine if the proposal qualifies for exempt research status, expedited review, or informed consent waiver and decides on approval/disapproval of the request(s). If no requests are made, the proposal will automatically be referred to the full committee. Given that the initial review could take up to one week, the proposal will be processed most expeditiously if requests are only made when appropriate.

- If the request for exempt research status is approved, then the Review Outcome is completed and signed by the ERC chairperson and returned to the P.I. If the request for exempt research status is denied, then the ERC chairperson determines whether the proposed research qualifies for expedited review or requires review by the full ERC.
- If the request for expedited review is approved, then the ERC chairperson assigns an ERC member as the reviewer. This review is concerned with determining whether the proposed research meets federal regulations for protection of human participants. The ERC member completes and signs the Review Outcome and then returns the materials to the ERC chairperson. The ERC chairperson completes and signs the Review Outcome and then directs a copy to the PI. (If the PI is a student, then a copy of the Review Outcome is also sent to the faculty advisor/mentor/instructor overseeing the proposed research.) If the PI requests an informed consent waiver, the ERC member follows the guidelines in the Request for Informed Consent Waiver for approving/disapproving this request (see research advisor).
- If the ERC chairperson decides that the proposal is to be considered for full committee review, then the chairperson will schedule a review at an upcoming ERC meeting. Proposals will be assigned for full committee review if a vulnerable participant group is involved in the proposed research or the chairperson determines that the proposal involves more than minimal risk to the participants. In this instance, the committee as a whole is concerned with determining whether the proposed research meets federal regulations for protection of human participants. Consistent with the committee determination, the ERC chairperson completes and signs the Review Outcome and then directs a copy to the PI. (If the PI is a student, then a copy of the Review Outcome is also sent to the faculty advisor/mentor/instructor overseeing the proposed research.)

6.1.d Review Outcomes and Response by Principal Investigator

If the proposed research has been determined to have exempt status, then the ERC chairperson signs and directs a copy of the Review Outcome to the PI. (If the PI is a student, then a copy of the Review Outcome is also sent to the faculty advisor/mentor/instructor overseeing the proposed research.)

If the proposed research is approved unconditionally, then the ERC chairperson signs and directs a copy of the Review Outcome to the PI. (If the PI is a student, then a copy of Review Outcome is also sent to the faculty advisor/mentor/instructor overseeing the proposed research.)

No further response is required by the P.I. and data collection may begin.

If the proposed research is approved conditionally pending minor revisions, the ERC chairperson (for full committee review) and the ERC member (for expedited review) direct a copy of the Review Outcome to the

PI. (If the PI is a student, then a copy of the Review Outcome is also sent to the faculty advisor/mentor/instructor overseeing the proposed research.)

The response of the P.I. will usually include a cover letter addressing these changes made in response to the request for revisions, along with the changes made in the proposal. These materials are to be submitted to the ERC in the manner used in the initial application.

The decision of the proposed research may be deferred, which occurs when major changes need to be made to the proposal before it can be approved. The ERC chairperson (for full committee review) or ERC member (for expedited review) direct a copy of the Review Outcome to the PI. (If the PI is a student, then a copy of the Review Outcome is also sent to the faculty advisor/mentor/instructor overseeing the proposed research.)

The response of the P.I. letter most likely will involve rewriting those parts of the proposal in which major changes need to be made. This should be submitted with a cover describing these changes. In the event that the P.I. does not fully understand what is being requested, a meeting may be set up with the ERC chairperson or a designated member to go over this material.

The proposed research may be denied. This decision is made when no changes can be made to remove the ethical problems of the study. This decision can only be made by the full committee. The ERC chairperson then signs and directs a copy of the Review Outcome to the PI. (If the PI is a student, then a copy of the Review Outcome is also sent to the faculty advisor/mentor/instructor overseeing the proposed research.) If the proposed research is undergoing an expedited review and no remediation can be envisioned or there are other serious ethical problems, the ERC member must refer the proposal to the ERC chairperson so that it can be considered for full committee review.

Aside from accepting the decision, the response of the P.I. may be to request permission to orally present the study to the full ERC committee for reconsideration. This will only occur if misunderstandings between the P.I. and the full committee are evident, and the decision is made by the ERC chairperson.

6.1.e Process Summary and Timeline

Materials for review submitted to ERC chairperson:

- ERC chairperson reviews Completing Introduction/Cover Sheet (1 week)
- ERC member reviews the materials (up to 3 weeks)
- Full ERC reviews the materials (up to 4 weeks)
- ERC chairperson processes and mails the Review Outcome (1- 3 days)
- Principal Investigator receives a letter with the outcome of the review

In sum, from the time the materials are submitted to the ERC chairperson, the expedited review process takes approximately one (1) month to complete. If a research proposal needs to be reviewed by the full ERC, then the time to completion is approximately four (4) to five (5) weeks. The Principal Investigator will receive a letter with the outcome of the review.

If a research proposal has previously been through the review process and has been approved conditionally, then from the time the materials are received by the ERC chairperson, the expedited review process takes approximately one (1) week to complete. If a research proposal has previously been through the review process and received a referral, then from the time the materials are received by the ERC chairperson, the review process takes approximately two (2) weeks to one (1) month to complete, depending on whether the proposal was previously given expedited or full committee review. If the research proposal needs to be reviewed by the full ERC, then the time to completion is approximately four (4) to five (5) weeks if the proposal is submitted in time for the next meeting. For a proposal to be considered for the next full committee meeting, the proposal must be submitted three (3) weeks prior to the meeting date. The Principal Investigator will receive a letter with the outcome of the review.

All times are approximate, and special circumstances may lengthen the timeline.

6.2 Ethical Research Responsibilities/Scientific Misconduct

Phillips Graduate Institute requires faculty and students to adhere to the highest ethical standards in the conduct of research. All researchers are required to comply with institutional standards for the protection of human subjects as set forth by the federal government. Researchers are expected to propose, conduct, analyze and report research in an honest and ethical manner. Scientific misconduct is defined as falsification of data, plagiarism or other actions that seriously diverge from those accepted by the scientific community for the conduct of research.

All allegations of misconduct in research by faculty members or students should be reported to the Vice President of Academic Affairs or their appointed designee. Scientific misconduct is taken seriously by Phillips Graduate Institute and may be grounds for expulsion.

7.0 Student Evaluation and Review Committee (SERC)

The Student Evaluation and Review Committee (SERC) reviews the progress of a student at the request of faculty or department chairs when a student's progress is determined to be unsatisfactory or problematic. The review includes grades, written evaluations, clinical skills, and faculty observations concerning the student's fitness for the profession. In cases where a student's progress is determined to be unsatisfactory or problematic, the committee will meet with the student. In rare cases involving urgent situations, students may self-refer to SERC if they meet one or more criteria outlined above and they have asked the department chair for a referral which has not yet been made.

After meeting with the student, SERC will develop a remediation plan to assist the student in achieving and maintaining satisfactory progress. However, the committee may also recommend dismissal. SERC submits recommendations to the department chair, who will determine the final terms and conditions and send the student official notification. SERC is responsible for monitoring the student's progress and successful completion of the remediation plan. The written summary of the committee's evaluation and recommendations and the department chair's decision become part of the student's file. Copies are also maintained by the committee, the academic advisor and the Registration Office.

SERC does not mediate or resolve disputes regarding grades, evaluations of professional conduct, or decisions made by department chairs or other administrators. Students who have such disputes or disagreements should refer to Grievances Concerning Academic Freedom under Academic Policies.

8.0 Statement of Concern and Recommendations

A faculty member or clinical training site may generate a Statement of Concern when a student's academic progress/motivation and/or professional conduct are of serious concern. Similar to the Mid-Semester Statement of Concern, the intent of the Statement of Concern is to heighten the student's awareness regarding the seriousness of the identified problem(s) and to provide the student an opportunity to remediate their academic performance or professional behavior. A student's failure to remediate may lead to a SERC referral by the department chair. The Statement of Concern becomes a part of the student's permanent academic record, and copies are forwarded to the student, the student's academic advisor and appropriate department chairs.

9.0 Student Privacy Policy

In many courses the nature of some of the classroom activities is experiential. Students sometimes volunteer to role-play or engage in self-disclosure as psychotherapy clients. Additionally, in discussing case material, students often refer to their personal lives and histories. It is the policy of Phillips Graduate Institute that all personal and family issues discussed by students or other participants as part of the experiential phases of the educational program are confidential. This includes not only the spoken word, but also the identity of clients or someone working as a client. As such, material in this category may not be discussed outside the educational context in which it occurs by either faculty or students.

No video or audio tape recording or written or electronic records of confidential material may leave Phillips' premises without the written permission of an appropriate official of the Institution. Further, students may not record other students without written permission from classmates and the instructor.

Admission Policies and Procedures

1.0 Application Deadlines

MASTER'S PROGRAMS AND CREDENTIALS

Fall 2013 Semester

Priority Application Deadline:
April 15, 2013

Classes Begin:
September 3, 2013

Spring 2014 Semester

Priority Application Deadline:
November 15, 2013

Classes Begin:
January 13, 2014

DOCTORAL PROGRAM *

Fall 2013 Semester

Priority Application Deadline:
April 15, 2013

Classes Begin:
September 3, 2013

Applications are accepted on a "rolling" basis, which means the Admissions Committee will review eligible candidate files until there are no openings left in the entering class. We strongly encourage all applicants to submit their materials by the Priority Application date so they can be considered for admission for the semester in which they wish to start. Please note that not all programs start each semester.

**Applications are not being accepted for the Doctoral program in Clinical Psychology*

2.0 Admission Application Process

- 2.1 Visit the Phillips website (www.pgi.edu) to download a copy of the Admissions Application Packet
- 2.2 Read all information in the application packet regarding admissions policies and procedures, including instructions on completing the following components of your application:
 - Application Form
 - Goals Statement/Essay
 - Two Recommendation forms (provided)
 - Official transcripts from all colleges/universities attended
 - Résumé/Statement of Experience
 - Payment of Application Fee
- 2.3 Submit all required application documents and application fee to:

Phillips Graduate Institute
Attn: Admissions Office
19900 Plummer St.
Chatsworth, CA 91311

Original documents are required to complete the application process, and applicants are encouraged to send these documents directly to Phillips as soon as possible. If you have any questions about the admissions process, call the Admissions Office at 818-386-5660.

3.0 Application Form

Please fill out all areas of the application form and submit it with your signature, date and other required materials, including the application fee.

4.0 Goals Statement/Essay

The Goals Statement is an important part of the application process. Applicants are required to submit a three (3) to four (4) page, double-spaced typed essay. The statement should address both (4.1) and (4.2) as delineated below.

4.1 Core Values

Choose one of Phillips Graduate Institute's Core Values (below) with which you most identify. Describe which of the values you feel best defines you or means the most to you. Share with us an experience in which you displayed (or did

not measure up to) this value and tell us what you learned about yourself. These values shape Phillips Graduate Institute's character and culture:

- **The Challenge to Grow and Develop** – This is applicable at the individual, family and organizational levels. We apply it to ourselves and others.
- **Collaborative Involvement** – This is the catalyst for innovative and effective solutions outside the organizations.
- **Integrity** – We encourage the making and honoring of commitments; consistency and wholeness even under challenging circumstances.
- **Creativity** – Institutional support for creativity helps to find new solutions and to look “out of the box” for new opportunities in times of change.
- **Appreciation for Diversity** – We can capitalize on the advantage of differences; learn new ways of doing things from each other.
- **Contribution to Positive Social Change** – Every person involved with Phillips Graduate Institute contributes to the well-being of the community. This contribution, however seemingly small, is eventually reflected at global levels.

4.2 Current personal, intellectual and professional interests:

Describe your current personal, intellectual, and professional interests and activities. Explain the nature of your work, studies and current reading, areas of special interest, and career plans. Please indicate your reasons for seeking a degree from Phillips Graduate Institute. Include the following information:

- Describe the nature of your life and how graduate-level study will be integrated into it
- Why you want to obtain a master's or doctoral degree in this particular area of study, and why you want to obtain this specific level of degree
- How you came to know about us and why you chose Phillips Graduate Institute

Applicants to the Master of Arts in Psychology with an Emphasis in Marriage and Family Therapy/Art Therapy program must include Art Therapy goals in their Goals Statement/Essay.

PLEASE NOTE: Merely submitting a résumé, curriculum vitae, or one-page synopsis will not be regarded as an adequate Goals Statement/Essay.

5.0 Recommendation Forms

Two recommendations are required for applicants to all programs. Recommendation forms should be recent and may be submitted directly by the recommender to the Admissions Office.

- Applicants should not select family members or friends to provide recommendations; these will not be accepted.
- Recommenders should be able to speak to an applicant's ability to be academically and professionally successful in their chosen field of study and as a graduate-level student.
- Where possible, it is preferred that recommendations come from two different sources in the applicant's life. Applicants who have not attended school for several years should submit recommendations from persons who are familiar with them on any level of professional involvement, e.g. volunteer work, mentor, or other professional relationship.
- Applicants are encouraged to request letters of recommendation as soon as they intend to apply for admission.
- Failure to receive recommendations is the most common reason application decisions are delayed.

6.0 Transcripts

- Applicants are required to submit transcripts from all colleges/universities attended, foreign and domestic.
- Transcripts for all undergraduate and graduate work, including part-time and summer sessions, are required. A transcript must be submitted from each institution attended even if transfer units appear on another document. If courses were completed with pass/fail grades, the applicant should request that the Registrar's Office attach any narrative evaluations explaining the grading system requirements.

- Transcripts must be received by the Admissions Office in a sealed envelope and marked as "Official." The applicant may request that the documents be sent directly to the Admissions Office. The applicant must note any name changes on the application for admission to ensure that the transcript is appropriately matched with the application.
- Applicants are responsible for all fees associated with requesting transcripts and are responsible for ensuring that the transcripts are received by the Admissions Office.

7.0 Transfer Credit

The maximum number of units a student may transfer in:

Master's Level (MFT, MFTAT, SC, SP)	9 units
School Counseling Credential Only	16 units
School Psychology Credential Only	20 units
Doctoral Level (OMC)	24 units

*Credential-only-seeking students: Students who currently hold a graduate degree in a related field may apply to the School Counseling or School Psychology PPS programs without obtaining the additional graduate degree. Speak with department chairs for additional information and approval.

The following courses for the Marriage and Family Therapy Program are not eligible for transfer: PSY 502A, PSY 513 A/B, PSY 519A/B, PSY 531A/B, PSY 533A/B. Please see course descriptions for more detailed course information.

The following course is eligible for transfer into the Marriage and Family Therapy/Art Therapy Program: PSY 561.

If an applicant is requesting credit for coursework completed at another college or university, the applicant must submit the "Transfer of Credit Request" form along with transcripts and course descriptions (syllabi may be requested as needed) for the coursework for which they are requesting credit. All requests for transfer of credit must be submitted with the application for admission.

To be eligible for transfer credit, units must be earned within the past five years at the graduate level at a regionally-accredited college or university recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA). The student must have obtained a grade equivalent to a B or higher, and the course must be significantly comparable in nature, content and level to the required course at Phillips for which credit is being requested.

The department chair or designee will review all requests for transfer credit, and the applicant will be notified of the decision in writing by the Registration Office. Even if credit is granted, a student may be required to audit coursework as deemed appropriate by the department chair.

****Note: Courses which have earned a student transfer credit in one (1) program cannot be considered for transfer credit for any subsequent program(s) in which the student may enroll.*

8.0 Request for Transfer of Credit/Veteran Affairs Educational Benefits Only

Students with previous training in the course to be pursued will be required to submit official transcripts upon enrollment. The transcripts will be evaluated and appropriate credit will be given. Credits allowed will be recorded on the student's enrollment record and the length of the course shortened proportionately. In addition, the student and the Department of Veteran Affairs (DVA) will be notified.

9.0 Résumé/Statement of Experience

Applicants are required to submit a current summary of all work experience. The summary should reflect positions held, job responsibilities, employers and dates of employment.

10.0 Application Fee

The application fee is non-refundable. The Admissions Office must receive your fee in order for your application to be considered. Applicants may submit cash, a check or money order payable to Phillips Graduate Institute or provide credit card information in the appropriate space on the application form.

An "Application Fee Deferral" may be granted to students with financial need. If a fee deferral is being requested, the applicant must submit a written request explaining their financial circumstances. The fee deferral request must be received with the application for admission in order for a request to be considered. Applicants will be notified by mail of the Admissions Office's decision regarding a fee deferral request. Decisions are final. If the request is denied, the applicant is required to submit an application fee upon notification.

11.0 Test Scores

Standardized test scores (e.g., GRE) are not required of applicants to programs at Phillips Graduate Institute, with the following exceptions:

- Master of Arts in Psychology with Emphasis in School Counseling
- Master of Arts in Psychology with Emphasis in School Psychology
- Pupil Personnel Services (PPS) Credentials

Applicants for these degree or credential programs are required to have taken and passed the California Basic Education Skills Test (CBEST) within their first year in the program. Passing the CBEST is a mandated State of California requirement in order to receive the Pupil Personnel Services (PPS) Credential. Students are strongly encouraged to take the CBEST prior to enrollment.

Applicants whose native language is not English, or who have not earned an undergraduate or graduate degree from a regionally accredited U.S. higher education institution, must demonstrate English proficiency by taking the Test of English as a Foreign Language (TOEFL). Applicants can take the test via Internet, Computer, or Paper. The minimum score required for the test is:

- Internet-based: 80
- Computer-based: 213
- Paper-based: 550

An exception may be made for applicants who have earned an undergraduate degree at an English-language college or university outside the United States.

12.0 Review Process and Admissions Interviews

Completed applications are reviewed by the Director of Admissions and submitted to the Admissions Committee for review. Applicants for admission are then required to interview with the respective department chair or faculty. The final admission decision is made after the results of the interview are reviewed.

In the event a selected applicant lives out of state or country, an interview may be granted via telephone. In this case, the student will be notified of the date and time of the interview.

A writing sample is required from the applicant at the time of the interview.

13.0 Grade Point Average Requirements

Academic integrity and achievement are important at Phillips Graduate Institute. Therefore, there are minimum grade point average (GPA) requirements for regular admission standing into all programs. A student must have a minimum 3.0 cumulative grade point average (on a 4.0 scale) for their bachelor's degree or master's degree, if applicable. Applicants who do not meet the minimum 3.0 GPA requirement must submit a Grade Point Average Exemption Petition to be considered for admission. Such applicants may be admitted based on the evaluation of the Grade Point Average Exemption Petition by the academic program to which they are applying. Please refer to admission information under each program.

14.0 Grade Point Average Exemption Petition

If an applicant's Grade Point Average (GPA) falls below 3.0, the applicant is required to petition for a Grade Point Average Exemption with their application. The applicant must submit a one-to-two page, double-spaced, typed statement explaining past, special, or personal circumstances that contributed to a GPA below 3.0. This statement should also explain why the applicant feels that they would be able to successfully participate in a graduate academic program. This statement is in addition to the goals statement essay.

15.0 Prerequisite Requirements

All applicants to Phillips Graduate Institute must have an earned bachelor's degree from a regionally-accredited college or university. Degrees from programs that are "approved" rather than accredited are not acceptable for application to Phillips. Applicants currently enrolled in a bachelor's program may apply to Phillips, but must have their degree conferred prior to the start of the semester for which they are applying.

The following degree programs require a minimum of twelve (12) units of social sciences at the undergraduate level completed at a regionally-accredited college/university program with a letter grade of B or above:

- Master of Arts in Psychology with an Emphasis in Marriage and Family Therapy
- Master of Arts in Psychology with an Emphasis in Marriage and Family Therapy/Pupil Personnel Services (PPS) Credential
- Master of Arts in Psychology with an Emphasis in School Counseling/Pupil Personnel Services (PPS) Credential
- Master of Arts in School Psychology/Pupil Personnel Services (PPS) Credential

- Doctor of Psychology in Organizational Management and Consulting

The following programs have specific coursework requirements:

Master of Arts in Psychology with an Emphasis in Marriage and Family Therapy/Art Therapy

Prerequisite coursework must include a minimum of twelve (12) units of psychology with specific coursework in developmental psychology and abnormal psychology. In addition, applicants to this program must have a minimum of eighteen (18) units of studio art (as required by the American Art Therapy Association (AATA) and the Art Therapy Credentials Board (ATCB), and submit a portfolio of ten (10) examples of the applicant's artwork to be reviewed as part of the interview process. All prerequisite courses must be completed with a letter grade of B or above.

Applicants interested in the Art Therapy concentration option must apply under the MFT department admission guidelines. The Goals Statement/Essay for these applicants must clearly demonstrate their interest in art therapy. They should also be prepared to demonstrate this interest as part of the interview process. Concentration students are not eligible to apply to become a Registered Art Therapist (ATR).

In the event that an applicant's previous coursework does not include the required classes, they may be granted the opportunity to complete any outstanding coursework prior to or during the first year of their enrollment in a Phillips program upon the approval of the department chair.

16.0 English Proficiency

Demonstration of English proficiency, in both verbal (i.e., class participation and interpersonal communication in clinical settings) and written (i.e., test-taking, professional papers and other assignments) forms is required throughout the course of study. Applicants whose native language is not English, or who have not earned an undergraduate or graduate degree from a regionally accredited U.S. higher education institution, must demonstrate English proficiency by taking the Test of English as a Foreign Language (TOEFL). Applicants can take the test via Internet, Computer, or Paper. The minimum score required for the test is:

- Internet-based: 80
- Computer-based: 213
- Paper-based: 550

An exception may be made for applicants for applicants who have earned an undergraduate degree at an English-language college or university outside the United States.

17.0 International Students

Phillips Graduate Institute values student diversity and welcomes applications from all qualified international candidates. An I-20 certification is available for full-time students attending Phillips. All international students must meet the following additional admissions requirements:

- Academic degrees and coursework from foreign universities and institutions must be equivalent to degrees earned and coursework completed at a regionally-accredited university in the United States. Official translations of all course descriptions and official transcripts must be submitted with the other application materials. Phillips Graduate Institute accepts foreign academic degree evaluations from specific agencies only: American Education Research Corporation (AERC), World Education Services (WES), and International Education Research Foundation (IERF). Applications for evaluation services may be obtained through the Admissions Office. All costs associated with such an evaluation are the responsibility of the applicant.
- English proficiency is required (see English Proficiency and Test Scores sections of this catalog).
- Submit an International Form I-20 Request form
- Submit an Official Bank Verification of Funds for one academic year. Verification must be dated within three (3) months of the application date.
- Because of international postal service delays, an international student may fax documents to Phillips Graduate Institute, Admissions Office, at (818) 386-5636 prior to the Priority Application Deadline, along with a credit card number for application fees. Original documents are required to complete the application process, and applicants are encouraged to express mail these documents directly to Phillips. An Offer of Admission with Regular Standing cannot be made without original documentation. If available, please submit an email address to facilitate communication with the Admissions Office.
- Submit a copy of Passport, Visa and I-94 upon arrival at Phillips Graduate Institute
- Submit a copy of previous Form I-20 (if applicable)

- Submit a Student Transfer Release form (applicable to transfer students only)
- Please note that students may not attend on a B1/B2 Visa.

See additional information under the International Students section of the catalog.

18.0 Non-Degree Seeking Students

A non-matriculating student taking any courses for academic credit at Phillips will be charged a \$60 Enrollment Fee. The student must fill out an admissions application form and submit it to the Admissions Office to be processed, along with an official transcript from the student's degree-granting institution. A non-matriculating student may enroll in a maximum of nine (9) units. Non-matriculating students are required to meet with the Independent Studies Coordinator, Registration Office, and Business Office prior to beginning coursework. Current tuition and Materials and Technology Fees apply.

19.0 Campus Visitation

Potential students are strongly encouraged to visit the campus and meet with an admissions advisor to gather information about programs, learn about student life at Phillips Graduate Institute, and review requirements and the application process. Additionally, we regularly offer information sessions to provide potential students with information about the school, the programs, admission policies and procedures and financial aid.

Admissions advisors are available to answer questions and assist candidates with their research of graduate programs and application to Phillips. Regular business hours are 9:00 a.m. to 6:00 p.m. Monday through Friday. Call (818) 386-5660 or email info@pgi.edu for additional information or assistance.

20.0 Admission Standings

Admission may be granted to applicants through one of two standings. Regular Admission Standing is extended to students who meet all admissions requirements. Conditional Admission Standing is granted to students pending receipt and evaluation of official documentation that may be delayed. Conditional admission may be extended to students with unofficial copies of documentation pending receipt of official copies.

20.1 Regular Admission Standing

To be granted Regular Admission Standing, a student must meet the following criteria:

- Possess an earned bachelor's degree from a regionally-accredited college or university
- Have a cumulative undergraduate (or graduate, where applicable) grade point average of 3.0 or higher on a 4.0 scale or a "Grade Point Average Exemption Petition" must be submitted and approved by the Admissions Committee
- Meet all program-specific course requirements or have a plan for completion of such coursework approved by the department chair prior to admission
- Submit a completed application, including the application fee and all required documentation, along with successfully completing the interview process

20.2 Conditional Admission Standing

- An applicant may be granted Conditional Admission Standing pending receipt and evaluation of all official documentation.
- Conditional Admission Standing must be cleared within three (3) weeks of the beginning of the semester in order to remain enrolled in the program. If the outstanding documents are not received by the end of the add/drop period, the student may be Administratively Withdrawn from Phillips.
- Academic credit will not be granted to any applicant who is removed from the program for failure to clear Conditional Admission Standing after the deadline.
- Additionally, the application fee(s) and tuition deposit are non-refundable. All conditionally-admitted students should be in regular contact with the Admissions Office regarding outstanding documentation.

- A conditionally-admitted applicant will be transferred to Regular Admission Standing once all documentation is received and evaluated, or the Offer of Admission may be rescinded due to failure to meet entrance requirements.

21.0 Notification of Admissions Decisions

For most programs, if an application and all supporting documentation are received by the Priority Application Deadline date, an applicant will be notified of admission status via United States mail within three (3) weeks of the admission interview.

If an application and all supporting documentation are received after the Priority Application Deadline date, an applicant will be notified of admission status within three (3) weeks of the admission interview or prior to the start of classes.

Phillips Graduate Institute anticipates the receipt of many more applications than spaces available per semester. It is likely that each semester some applicants will be denied admission. The reasons for the Institute's decision to deny admission are not shared with the applicant.

22.0 Notice of Official Admission Offer

All admission offers are extended in writing through the Admissions Office. Offers are extended after admission documentation is reviewed and the Admissions Committee interviews an applicant. No verbal offers of admission will be extended.

23.0 Right to Revoke Offer

Phillips Graduate Institute reserves the right to revoke an offer of admission on the basis of misrepresentation or omission in the application. Discovery of false information subsequent to admission is, at Phillips' discretion, grounds for dismissal at any point in the student's course of study. In such cases, the student will forfeit all charges paid and all academic credits earned.

24.0 Acceptance of Admission Offer/Intent-to-Enroll Form

As part of the offer of admission, an applicant will receive an "Intent-to-Enroll" form. This form must be completed and submitted with a tuition deposit in order to reserve an applicant's space in the incoming class. Applicants are encouraged to submit this form and the tuition deposit as soon as they receive their acceptance letter. Spaces are reserved based on the receipt dates of "Intent-to-Enroll" forms. Failure to return this form in a timely fashion or failure to return a form that is complete or missing the tuition deposit may result in the applicant not being seated until a future semester due to space limitations.

Acceptance into one program at Phillips Graduate Institute does not ensure acceptance into all programs. Applicants are encouraged to contact licensing and regulatory bodies in an effort to fully understand all requirements necessary to meet all licensing, registration and credentialing requirements.

25.0 Tuition Deposit

A non-refundable tuition deposit is due upon notification of acceptance into all programs at Phillips Graduate Institute. This deposit reserves a student's space in the program and is applied to tuition at registration. A student who defers their enrollment to a future class start date within one academic term will have their tuition deposit applied to hold their future class space. In the event the student does not begin on the deferred date or the deferment period is greater than one academic term, the deposit is non-refundable. Tuition deposits may be paid by cash, check, money order or credit card.

26.0 Study Course Load Policy

A full-time graduate course load is a minimum of eight (8) units per semester. The maximum graduate course load is eighteen (18) units per semester. An applicant requesting to take a course load greater than eighteen (18) units is required to submit an Academic/Administrative form with their application. The request will be considered by the appropriate department chair.

After the first semester, a student must receive academic advisement from their faculty advisor regarding requests to exceed course load limits. The Academic/Administrative Petition form requesting to exceed the course load limit must be approved by the faculty advisor and the department chair(s) prior to the student registering for classes which exceed the eighteen (18) unit limit each semester.

Applicants/students should consult with the Director of Financial Aid regarding the impact of additional units on financial aid eligibility.

26.1 Enrollment Status:

Enrollment Status	Units
Full Time	8 or more units
Part Time	4 to 7.5 units
Less than Half Time	0 to 3.5 units (not eligible for financial aid)

27.0 Post-Acceptance Application to a Different Program

Once a student has been accepted into one area of study at Phillips and chooses to apply to a different area of study, a Program Modification form must be completed and submitted to the Admissions Office. (Please see program-specific admissions requirements and procedures—acceptance into one program at Phillips Graduate Institute does not ensure acceptance into all programs. Admissions standards may vary by program, and it is the responsibility of the applicant to demonstrate that these standards are met in order to be admitted.) Applicants will be required to submit another essay explaining their interest in the field and their reasons for wishing to change programs. The Admissions Committee will review each student's admission application and documentation and an additional interview may be required. The student will be notified by mail of their admission decision for the new program.

28.0 Post-Acceptance Application to Additional Areas of Study

Students often begin in one area of concentration and choose to expand their training by pursuing a specialization in a specific area of study. An example would be students pursuing the Master of Arts in Psychology with an Emphasis in Marriage and Family Therapy (MFT) adding the Pupil Personnel Services (PPS) credential program courses to their program. Once a student has been accepted into one area of study at Phillips and chooses to add an additional area of study, a Program Modification form must be completed and approved by their department chair and the department chair of the additional area of study. The approved form is then submitted to the Registration Office. (Please see program-specific admissions requirements and procedures - acceptance into one program at Phillips Graduate Institute does not ensure acceptance into all programs. Admission standards may vary by program, and it is the responsibility of the applicant to demonstrate that these standards are met in order to be admitted.)

29.0 Acceptance of Credit for Former Phillips Graduate Institute Students

When a graduate of Phillips Graduate Institute chooses to return to complete an additional master's or doctoral degree, up to nine (9) units required for degree completion of the newly-sought master's or doctoral degree may be accepted from a previously-completed master's degree program from Phillips.

The student must initiate a formal petition for such credit at the time of application to the newly-pursued program. The request must be submitted with the student's application packet to the Admissions Office. Such requests will be evaluated by the department chair. The student will be notified in writing of the department chair's decision regarding acceptance of previously-completed coursework towards the newly-sought degree at Phillips.

No units from previous coursework will be accepted unless a grade of "B" (3.0) or higher was earned. Even if credit is granted, a student may be required to audit coursework as deemed appropriate by the department chair.

30.0 Deferred Enrollment

On occasion, deferred admission is granted for a student facing personal issues that make beginning classes difficult. Under special documented circumstances, a student may be granted a deferral for a maximum of two (2) semesters. The student should contact the Admissions Office and submit a "Request for Deferment" in writing. The student will receive written notification from the Admissions Office regarding the request for deferment.

31.0 Reapplication

All previous applicants are required to submit a new application form, fee and essay. All other required documentation may be retained on file by the Admissions Office for up to one (1) year from the original date of submission. Please contact the Admissions Office to determine if any documents you have submitted previously are still on file. Note that regardless of what is on file, you must submit new transcripts for any subsequent coursework taken.

A candidate who is reapplying is considered for admission on the basis of the new application being submitted. Applicants may apply for admission on three (3) separate occasions or to three (3) separate degree programs. Phillips Graduate Institute will not extend further consideration beyond these three (3) attempts for admission.

32.0 Privacy of Application Records

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), only enrolled students have access to academic records, including any application materials on file with Phillips Graduate Institute. Non-matriculated applicants are not granted such rights. All documents submitted for admission or evaluation of credit from previous training become the property of Phillips Graduate Institute and will not be returned to the applicant. Therefore, please maintain copies of all documents submitted to the Admissions Office.

All documentation received by the Admissions Office is maintained on file for up to one (1) year for applicants. After one (1) year, all documentation is destroyed, and applicants are required to submit a new application with all accompanying documents and fees.

33.0 Scholarships

All scholarships below with the exception of the Share Your Experience scholarship, are for new students only. All new students can apply for and receive more than one (1) scholarship; however, the total awarded will not exceed 50% of total tuition costs. When students are awarded 50% tuition scholarship, the total scholarship amount will be divided evenly among each semester no matter the number of units. Students must also maintain full time enrollment (at least eight (8) units per semester). Master's level students will be awarded up to five (5) semesters, while Doctoral students will be awarded up to eight (8) semesters.

33.1 Dr. Ping-Chi Mao Organizational Management and Consulting Psy. D. Scholarship: Full Tuition

In order to qualify, prospective OMC students must complete a scholarship application in addition to submitting all other admissions materials. Students applying for the scholarship must have earned a 3.3 GPA or higher at either the Bachelor's or Master's level. Eligibility for the Dr. Ping-Chi Mao Scholarship is based on GPA and/or financial need, as determined by Admissions Office evaluations. A copy of the Dr. Ping-Chi Mao scholarship application can be downloaded on the Phillips website. All applications must be received by the Admissions Office no later than July 08, 2013 for the Fall 2013 semester.

33.2 Dr. Clint Phillips Master's Degree Scholarship: Full Tuition

In order to qualify, prospective M.A. students must complete a scholarship application in addition to submitting all other admissions materials. Students applying for the scholarship must have earned a 3.3 GPA or higher at the Bachelor's level. Eligibility for the Dr. Phillips Scholarship is based on GPA and/or financial need, as determined by Admissions Office evaluations. A copy of the Dr. Clint Phillips scholarship application can be downloaded on the Phillips website. All applications must be received by the Admissions Office no later than July 08, 2013 for the Fall 2013 semester.

33.3 President's Scholarship: Half Tuition

In order to qualify, prospective students must complete a scholarship application in addition to submitting all other admissions materials. Students applying for the scholarship must submit an essay (not longer than three (3) pages) describing your long-term personal and professional goals and how the President's Scholarship will enable you to achieve those goals. Eligibility for the President's scholarship is based on GPA and/or financial need as determined by Admissions Office evaluations, with a final decision based on the President's review.

33.4 Military Scholarship: \$4,000/semester

Eligibility for the Military Scholarship is based on the enrollment of a student who has an immediate family member (parent, sibling, spouse, or child) in the armed forces, was in the armed forces, or is currently a reservist. Student must provide documentation of military service.

33.5 Community Mental Health Scholarship: \$2,000/semester

Eligibility for the Community Mental Health scholarship is based on a prospective student currently working or volunteering at a community mental health clinic. The student must show proof of their employment or volunteering history.

33.6 Teachers and School Administrators Scholarship: \$2,000/semester

Eligibility for the Teacher and School Administrator Scholarship is based on a prospective student currently working as a teacher or school administrator. The student must show proof of their employment.

33.7 Alumni and Legacy Scholarship: \$2,000/semester

Eligibility for the Alumni and Legacy Scholarship is based on the enrollment into a new course, program, or specialization by an alumni (defined as a student who has completed a degree program at Phillips Graduate Institute) or by the immediate family member (parent, child, spouse or sibling) of a graduate of Phillips Graduate Institute.

33.8 Chart Your Path Scholarship: \$1,000 (one time)

Eligibility for the Chart Your Path Scholarship is based on a student completing an application for admission and paying the application fee at an Admissions Information Session.

33.9 Share the Experience Scholarship: \$1,000 (one time) CURRENT STUDENTS ONLY

Eligibility for the Share the Experience Scholarship is based on a current student at Phillips Graduate Institute referring a new applicant who applies, is accepted, and submits a deposit at Phillips Graduate Institute. The scholarship will be awarded to the current student, not the incoming student. A current student is eligible to receive this scholarship one (1) time per semester during the time they are enrolled as a full-time student.

33.10 Doctoral Level Scholarship: \$3,000/semester

Eligibility for the Doctoral Level Scholarship is based on GPA, units transferred, and/or financial need, as determined by Admissions Office evaluations.

33.11 Master's Level Scholarship: \$2,000/semester

Eligibility for the Master's Level Scholarship is based on GPA, units transferred, and/or financial need, as determined by Admissions Office evaluations.

33.12 Credential-Only Level Scholarship: \$1,000/semester

Eligibility for the Credential-Only Level Scholarship is based on GPA, units transferred, and/or financial need, as determined by Admissions Office evaluations.

Financial Aid

The Financial Aid Office at Phillips Graduate Institute is committed to providing students with financial aid resources to meet their educational costs. Phillips Graduate Institute offers financial aid to eligible students through a combination of Federal Direct Stafford loans, the Federal Direct Graduate PLUS loan, and Federal Work-Study.

1.0 Financial Aid Eligibility

In order for students to be eligible for federal financial aid funding they must:

- Be officially accepted for admission to Phillips Graduate Institute
- Be a citizen, national or permanent resident of the United States or provide evidence from the Department of Homeland Security (DHS) that you are in the United States for other than temporary purposes with the intention of becoming a permanent resident
- Have valid identification and a social security card
- Be attending an accredited institution of post-secondary education on at least a half-time basis
- Be registered for the Selective Service, if required to register
- Be making satisfactory academic progress as outlined in the catalog
- Certify that you are not in default on any Title IV program or owe a repayment on any Title IV grant of the Higher Education Act of 1965, as amended, at any institution of higher education
- If you are an eligible non-United States citizen with a Permanent Resident Visa I-151 or I551 card, you are required to submit a clear photocopy of both sides of your Alien Registration card (green card) before we can consider awarding federal financial aid funds.

COMPLIANCE STATEMENT:

The Federal Privacy Act of 1974 requires students to be notified that the disclosure of their social security number is mandatory. The social security number is used to verify students' identities, to process the awarding of funds, the collection of funds, and the tracing of individuals who have borrowed funds from federal, state or private programs.

2.0 Enrollment Status

Enrollment Status	Units
Full Time	8 or more units
Part Time	4 to 7.5 units
Less than Half Time	0 to 3.5 units (not eligible for financial aid)
Clinical Psychology Internship Exception:	
Full Time	4 units
Part Time	2 units

3.0 Financial Aid Application Process

In order to determine eligibility for federal financial aid, students must complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Students are encouraged to complete the FAFSA as soon as possible, but no earlier than January 1st, if they are planning to enroll for the fall semester. The Title IV institutional code for Phillips Graduate Institute is **G22372**. If eligible, you may use the **IRS Data Retrieval Tool**, which allows you to view information from your IRS tax return and transfer that information directly into your FAFSA. The benefit of using the tool is that it's the easiest way to provide accurate tax information.

In order to sign the FAFSA form electronically, students must register for a PIN at www.pin.ed.gov. Once your FAFSA has been processed, a Student Aid Report (SAR) will be sent to you. The SAR outlines information that you reported on the FAFSA, and it is important that you review the information. Corrections can be made to the FAFSA by logging on to the FAFSA website.

When you receive the SAR, the Financial Aid Office will receive the electronic transmission of the FAFSA information from the federal processor. Students who are admitted to Phillips Graduate Institute will receive an official Offer of Financial Aid, which lists all of the financial aid that you are eligible to receive. Students should review the Offer of Financial Aid and indicate their

acceptance by signing the form, or rejection by checking the "Decline" box, for each offer shown. Please return the signed copy to the Financial Aid Office.

3.1 Verification

When a student completes the FAFSA, the United States Department of Education verifies the information reported with the following federal agencies:

- Social Security Administration – for verification of social security number and United States Citizenship status
- Selective Service System – for verification of Selective Service registration status
- Department of Homeland Security – for verification of eligible non-citizen status
- Department of Justice – for verification that an applicant has not been denied federal student aid by the courts as the result of a drug-related conviction
- Department of Veterans Affairs – for verification of veteran status

Students who complete the FAFSA may be selected by the Department of Education for a process called Verification. The Department of Education encourages students to use the IRS Data Retrieval Tool (DRT) to import data from their tax return and not change it. It is the fastest, easiest and most secure method of meeting verification requirements. Students who are selected for Verification are required to submit the following to the Financial Aid Office:

- An IRS Tax Return Transcript of the most current (prior year) Federal Income Tax Return. If tax returns or transcripts are not available or the student has not filed, the following information is needed: A copy of IRS Form 4868(Application for Automatic Extension of time to File U.S. Individual Tax Return)
- Wage earning statements (W-2 forms) and miscellaneous income statements (1099 forms)
- Department of Education Verification Worksheet

The Financial Aid Office will notify students when they are selected for Verification and will provide guidance throughout the Verification process.

3.2 Verification Exclusions

Exclusions from Verification include:

- Death—Applicant dies during the award year or before the deadline for completing the Verification.
- Not an aid recipient— student won't receive Title IV aid for reasons other than a failure to complete Verification. This includes being ineligible for that aid and withdrawing without receiving it.
- Certain spouse/status—Spouse information is not required to be verified if the spouse is deceased, or mentally incapacitated, or residing in a country other than the United States and cannot be contacted by normal means, or cannot be located because the address is unknown and cannot be obtained by the applicant.
- Completed verification—if the student completed the Verification at another institution prior to transferring to this school, and if all the following documents are provided from that school: 1. Letter stating that the Verification process was completed; 2. Copy of the application data that was verified as well as a copy of the signed SAR/ISIR.
- Post enrollment—Applicant was selected for Verification after ceasing to be enrolled and all (including late) disbursements were made.

3.3 Time Period for Providing Documentation

The Institution allows students to submit information to complete the Verification process and to resolve inconsistent and conflicting data through the last day of the academic year or the student's last day of attendance, whichever occurs first. If a student fails to comply with Verification requirements, student aid for the current semester will be cancelled.

3.4 Notification of Results of Verification

The school shall notify the applicant of the results of the Verification process within thirty (30) days of the student's submission.

3.5 Inaccurate Reporting of Financial Information

If it is discovered that a student has reported inaccurate information or has provided and reported conflicting information on the FAFSA or to the Financial Aid Office, Financial Aid reserves the right to adjust all financial aid awards in order to remain in compliance with federal regulations. The Financial Aid Office has a responsibility as stewards of the federal student loan programs to resolve all conflicting information before disbursing federal financial aid. Intentional inaccurate reporting of financial information to Phillips Graduate Institute's Financial Aid Office may result in the loss of eligibility for financial aid in current and/or subsequent academic years.

3.5.a Referral Procedure

The school shall forward to the Secretary of Education a referral of discovered fraud cases. Any fraud cases will be forwarded to the Office of the Inspector General, U.S. Department of Education, 400 Maryland Ave. SW, Washington, D.C. 20202-1500.

3.6 Federal Direct Stafford Loan Entrance Counseling

All first time Federal Direct Stafford Loan borrowers at Phillips Graduate Institute must complete the online Federal Direct Stafford/Graduate PLUS Entrance Counseling session prior to the disbursement of the Stafford and/or Graduate PLUS Loan. Students can access entrance counseling at www.studentloans.gov.

3.7 Master Promissory Note (MPN)

The Master Promissory Note (MPN) is a contract between the student and the Department of Education that specifies terms and conditions of the loan. By signing the promissory note, the student promises to repay the student loan and any accrued interest and fees. The MPN can cover multiple academic years. Students can complete the MPN at www.studentloans.gov.

3.8 Award Letter

After you receive an acceptance letter from the Admissions Office of Phillips Graduate Institute, the Financial Aid Office will put together a Financial Aid award package for you and send you a financial aid award letter. The award letter will explain how much and which forms of aid the student is qualified for. This award package is tailored for each individual student and is based on the cost of attendance at Phillips Graduate Institute. Although it is individually tailored, students are not obligated to accept all of the aid or to borrow the full amount of any loans listed in the award letter. The Financial Aid office will not originate any loans without a signed award letter.

4.0 Federal Direct Loan Information

Students may find it necessary to borrow money in order to finance their graduate education. With the Federal Direct Loan Programs, students can borrow enough Stafford loan funds to assist with their educational costs at Phillips Graduate Institute. Students are encouraged to explore all available loan options and understand the terms, conditions, benefits and responsibilities of borrowing responsibly.

4.1 Federal Direct Unsubsidized Stafford Loan

Graduate students may borrow up to a maximum of \$20,500 per academic year (two (2) semesters) in Direct Stafford Unsubsidized Loans. The Unsubsidized Stafford Loan accrues interest while the student is enrolled. A student may choose to pay the interest monthly or have it capitalized until repayment. The interest on the Stafford Loan is currently 6.8% fixed. There is a 1% origination fee that is taken off the loan total when it is first originated. The loans are automatically deferred while the student is in school and have a grace period of six (6) months after the student graduates, leaves school or falls below half-time enrollment.

4.2 Federal Direct Graduate Plus Loan

The Graduate Plus Loan is an option for students who need additional funding beyond what is available through the Federal Direct Unsubsidized Loans. The Graduate Plus Loan accrues interest while the student is enrolled. A student may choose to pay the interest monthly or have it capitalized until repayment. The Graduate Plus Loan is a federally-guaranteed loan that requires the student to be credit worthy or have a credit worthy cosigner. It is generally available to students who do not have adverse credit. The interest rate for the Graduate Plus Loan is 7.9% fixed. Students may borrow up to their Cost of Attendance. There is a 4% origination fee that is taken off the loan total when it is first

originated. There is no grace period for a Direct Plus Loan. Repayment begins sixty (60) days after the student has received the last installment of the loan for that academic year. However, the student is eligible to defer payments until six (6) months after they graduate, leave school or fall below half-time enrollment.

5.0 Federal Work-Study

The Federal Work-Study program provides employment for students who demonstrate financial need based on the information provided on the FAFSA. The Federal Work-Study program is offered to students during the Fall and Spring semesters. Federal Work-Study gives students the opportunity to earn money while attending Phillips Graduate Institute. The total amount of Federal Work-Study depends on the funding Phillips receives from the Department of Education, when the student applies to the program, and the level of financial need. The amount of Federal Work-Study the student earns cannot exceed the total amount of Federal Work-Study awarded. The hiring supervisor will consider a student's class schedule and individual academic progress when assigning Federal Work-Study positions. Employment is available in community service, and students are highly encouraged to participate in this program.

6.0 Veteran Benefits

Phillips Graduate Institute is approved for Veteran Administration benefits. The Department of Veterans Affairs has made funds available for Veteran students. For information regarding eligibility for Veterans Education Benefits, please contact the Department of Veterans Affairs at www.va.gov or call 1-888-442-4551. You may also contact the Registration Office at 818-386-5606 or kquilloff@pgi.edu.

7.0 Federal Student Loan History

Students who would like to access their federal student loan history may do so by going to the National Student Loan Data System website at www.nslds.ed.gov. In order to access their personal information, students will be asked to enter confidential information. In addition, students may be required to enter their FAFSA PIN number. If the student does not have their FAFSA PIN number available, they should go to www.pin.ed.gov to retrieve it. Students who access NSLDS will be able to view loan amounts, outstanding principle and interest, lender and servicer information.

8.0 Federal Direct Stafford Loan Exit Counseling

Federal Direct Stafford Loan borrowers who cease to be enrolled at least half-time, take a leave of absence, withdraw or graduate from Phillips Graduate Institute are required to complete Federal Direct Stafford Loan Exit Counseling. Phillips Graduate Institute and the Department of Education require students to complete exit counseling as soon as they drop below half-time enrollment or cease to be enrolled. Students can complete exit counseling at www.studentloans.gov.

9.0 Federal Direct Stafford Loan Repayment Options

Students will begin repayment of their Federal Direct Stafford Loan when they graduate, withdraw, take a leave of absence, become administratively suspended and/or drop below half-time enrollment. At this time, the servicer of the student's Federal Direct student loan will be notified, and the student will be informed regarding repayment options. The monthly payment amount can vary depending on how much loan debt the student has accumulated, the interest rate of the loans, and the repayment option the student selects. During the Direct Stafford Loan grace period, students will have the opportunity to select one of the repayment plans listed below. For more information regarding other repayment options not listed below, go to www.studentloans.gov.

- **Standard or Level:** This is the most common and least expensive payment option where students have fixed monthly payments of at least \$50 for a ten (10) year period. If your monthly payments exceed 10% of your gross monthly income, you should consider one of the other repayment options.
- **Graduated:** This option allows the flexibility of having your payments start out low and increase over time. Generally, this is evaluated every two (2) years. The option is good if you have limited income and expect higher earnings over the ten (10) year repayment period.
- **Income-Based:** Monthly payments are based on your income and your total loan amount over a period of ten (10) years. Payments can be adjusted annually to account for changes in your income. The repayment period of ten (10) years may be extended to fifteen (15) years under a special forbearance provision. Students should discuss the fifteen (15) year forbearance option with their loan servicer.
- **Extended Fixed or Extended Graduated:** Monthly payments are fixed or graduated over a period of up to twenty-five (25) years. Extended repayment plans are available only to new Direct Loan Borrowers who currently have an outstanding Direct Loan balance of more than \$30,000. You may choose to make payments using the level or

graduated repayment schedule. The total interest costs are greater for the twenty-five (25) year loan period versus the ten (10) year loan period.

- **Income Contingent:** This option allows the monthly payment to be adjusted each year based on the annual income (including your spouse's income if married), your family size, and the total amount of your Direct loans. After twenty-five (25) years, any unpaid loan amount will be forgiven. This plan is currently available only to Direct Subsidized or Unsubsidized Loan borrowers.
- **Federal Direct Loan Consolidation:** This allows you to combine multiple federal education loans into a single Direct Consolidation Loan, which may allow students to extend the repayment period. Students should note that while extending the repayment period, they may pay more interest over the life of the Direct Consolidation Loan. The interest rate for a Direct Consolidation Loan is based on a weighted average of the loans being consolidated. Depending on your total loan balance, you may be able to lower your monthly payments. For additional information regarding Direct Loan Consolidation, contact the Direct Loan Consolidation Center at 1.800.557.7392.
- **Deferment and/or Forbearance of Federal Stafford Loans:** Students may be eligible to receive a deferment on their Federal Stafford Loans as long as the loan is not in a defaulted status. A deferment allows students to temporarily postpone payments on the Stafford Loan. Students may be eligible for a deferment if they are enrolled at least half-time at a postsecondary school, are in an approved rehabilitation training program for the disabled, they are unable to find full-time employment, and/or they can demonstrate economic hardship.

If a student experiences difficulty meeting repayment obligations and is not eligible for a deferment, the servicer may grant them forbearance for a limited period of time. During the period of forbearance, the student's payments are postponed or reduced, and sometimes the repayment period can be extended. Students will be charged interest on the loan during the period of forbearance. Students may be eligible for a forbearance if they are unable to make payments due to poor health or other unforeseen personal problems, are serving in medical or dental internships or residency, serving in a position under the National Community Service Trust Act of 1993, or they are obligated to make payments that are equal to or greater than 20 percent (20%) of their monthly gross income. Students can request deferments or forbearance by contacting the lender or agency that services their federal loans.

10.0 Financial Aid Information Sessions

The Financial Aid Office will conduct private and group information sessions in order to educate students about the financial aid process and review financing options for educational costs. We encourage students to attend one of the sessions or call our office for a personal financial aid counseling session.

11.0 Student Rights and Responsibilities

The student has the right to ask the school:

- The name of its accrediting and licensing organizations
- About its programs, laboratory, and other physical facilities, as well as its faculty
- What the cost of attending is and the policy on refunds to students who drop out
- What financial assistance is available, including information on all federal, state, local, private and institutional programs
- What the procedures and deadlines are for submitting applications for each available financial aid program
- How it selects financial aid recipients
- How it determines financial need
- How much of your financial need, as determined by the school, has been met
- To explain each type and amount of assistance in your financial aid package
- What the interest rate is on any student loan you have, the total amount you must repay, when you must start repaying, and what cancellation or deferment (postponement) provisions apply
- To reconsider your aid package, if you believe a mistake has been made, or if your enrollment or finances have changed
- How the school determines whether you are making satisfactory progress and what happens if you are not

It is the student's responsibility to:

- Review and consider all the information about the school program before enrolling.
- Pay special attention to the application for student financial aid, complete the application accurately, and submit it on time to the right place. Errors can delay or prevent your receiving aid.
- Know and comply with all deadlines for applying and reapplying for aid.
- Provide all documentation, corrections, and/or new information requested by the financial aid officer.
- Notify the school of any information that has changed since you applied.
- Read, understand, and keep copies of all forms you are asked to sign.
- Repay any student loan. When you sign a promissory note, you are agreeing to repay your loan.
- Request an exit interview at the time you are leaving the school to determine the net balance of your account with the school as well as the net balance of any student loan.
- Notify the school and lender of a change in your name, address, phone number or attendance status (full/part-time).
- Understand your school's refund policy.
- All financial aid recipients agree to carry and complete a specific number of units each semester.
- Students receiving financial aid must maintain satisfactory academic progress from semester to semester. Federal financial aid funding is awarded on a per-semester basis, and we disburse financial aid once each semester.
- All students receiving financial aid are expected to maintain certain standards. A student is considered to be in good standing and maintaining satisfactory progress when enrolled in, and successfully completing, the number of units for which financial assistance is being received.
- Regardless of the type of loan a student obtains, the student must receive entrance counseling before receiving the first loan disbursement. In addition, the student must receive exit counseling before leaving school.
- Understand and comply with the enrollment status, financial charges, financial terms and time allowed to complete.
- Understand that it is your responsibility and your liability when errors are made and funds for which you are not eligible are advanced to you or credited to your school account.

12.0 In-School Deferment

Phillips Graduate Institute participates in the National Student Clearinghouse, a reporting service that verifies student enrollment and degree conferral. If a lender requires additional deferment information, students should submit the deferment form to the Registration Office. It is the responsibility of the student to initiate this process.

13.0 Financial Aid - Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is required by the Department of Education in order to ensure that students maintain academic progress while receiving Title IV funding. This is measured by qualitative and quantitative standards and is evaluated each semester by the Institution's Financial Aid Office.

Qualitative standards are meant to make sure that the student maintains a GPA that is on par with the standard for the Institution. A student must maintain a cumulative GPA of 3.0 per semester.

Quantitative standards are meant to measure a student's progress at each evaluation by monitoring the pace of progression that insures they complete coursework in the maximum time allotted.

Students who do not meet the qualitative and quantitative standards after their first semester will be put on "Warning" status. No appeal is necessary for "Warning" status, and students may continue to receive Title IV funding for one semester while on Warning status. If they do not achieve Satisfactory Academic Progress in that semester, they will lose Title IV funding. At this time students will receive a SAP Termination Letter and Appeal Form from the Financial Aid Office. If the student chooses to appeal the decision, they can submit the SAP Appeal Form with supporting documentation to the Financial Aid Office for review. Reviews take approximately two (2) weeks, however, additional documentation may be required. If a student chooses not to

complete an Appeal Form, or if the appeal is denied, they will not be able to receive Title IV funds. However, students can be reevaluated in one (1) year.

If a student's appeal is granted, the student is put on "Probation" status. Students on "Probation" status have one (1) semester to get back to Satisfactory Academic Progress or they will lose their eligibility for Title IV funding. If this happens and the student wishes to petition the decision, the student must again submit an appeal form stating why they failed to make SAP and what changed that caused them to not make SAP during their probationary period.

All appeals must be accompanied by a detailed Academic Plan that outlines exactly how the student plans on not only reaching SAP, but maintaining SAP for the duration of the time they are enrolled. This Academic Plan must be signed by the student's counselor and must be evaluated each semester to make sure the plan is being followed.

Quantitative Standards

The maximum time a student can receive funds is five (5) years for Master's students and eight (8) years for Doctoral students.

All students must have attempted and passed the cumulative number of units defined in the charts below in order to maintain an acceptable rate of progression (three (3) semesters are considered one (1) year and summer counts as a semester regardless of whether or not a student enrolls in classes). Any units transferred from another school will count as attempted and completed units.

Master's Students (60 units)															
Semester	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Cumulative Units	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60

Doctoral Students (96 units)															
Semester	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Cumulative Units	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60
Semester	16	17	18	19	20	21	22	23	24						
Cumulative Units	64	68	72	76	80	84	88	92	96						

Students must maintain a passing percentage of cumulative units attempted (this is the total number of units completed divided by the cumulative number of units attempted).

- Master's students are not allowed to take over 90 units total while at Phillips Graduate Institute. Students attempting the 48-unit masters must complete a cumulative 54% of units attempted. Students in the 60-unit master's must complete a cumulative 67% of units attempted.
- Doctoral students are not allowed to take over a total of 144 units while at Phillips Graduate Institute and must complete a cumulative 67% of units attempted

Incompletes, withdrawals and repetitions are all grades that may be communicated to the Financial Aid Office by the Registration Office.

- Courses marked with an "I" (Incomplete) do count towards units attempted, but do not count as units completed. If the incompletion of the course results in a loss of SAP, the student can appeal the decision based on the documentation that the course will be completed for a passing grade in the following semester. Incompletes do not affect GPA.
- Withdrawal ("W") from a course before the add/drop deadline (three (3) weeks into the semester) will not affect a student's attempted units. However, if a student withdraws from a class after the add/drop deadline, the units will count towards attempted but not completed units.

- If a student fails a class or takes it for a better grade, the repeated and original courses both count as attempted (and if the grade is satisfactory enough) and completed courses. The grades for both the original class and a repeated class count towards the GPA requirement for a student.

14.0 Leave of Absence

Students who need to interrupt their academic program for compelling reasons may request a leave of absence (LOA). A student may request a leave of absence from their program by first consulting with the department chair and/or academic advisor. Students may take one (1) leave of absence for a maximum of one (1) year.

To request a Leave of Absence, the student must complete and submit the Leave of Absence Request (available in the Registration Office and on the Phillips website).

A leave is not granted with the following items pending:

- Incomplete (INC) grades
- Outstanding financial obligations within the Business office (tuition or fees)
- Outstanding financial obligations within the Phillips Library (fees)
- Completing the required financial aid exit interview online at www.nslds.ed.gov (click Exit Counseling), if applicable

The student will be notified via USPS mail of the final decision.

If a student requests a leave within the first three (3) weeks of the academic semester, their courses will be withdrawn from their Phillips record, and they will receive 100% tuition refund (fees are non-refundable). If a leave is requested after the third (3rd) week of the academic semester, the student will be withdrawn from all courses in which they are currently enrolled and a grade of "W" will appear on the transcript for all courses in which a grade has not been earned. The student will receive a 50% tuition refund during the fourth (4th) week of the academic semester (fees are non-refundable). Beginning the fifth (5th) week of the academic semester, the student is responsible for all tuition and fees that have accrued that semester.

Leaves of absence cannot be granted retroactively. Federal financial aid regulations regarding a student's separation from school demand strict observance of this rule. Financial aid grace periods begin during leaves and may result in loan repayments coming due.

Except for situations specified by Phillips, there will be no interaction of an academic nature between students on LOA and the Institution. Additionally, students will not have access to the resources of the Institution, including but not limited to their professional paper or project advisors, the Library, computers or financial aid.

Prior to the date of the expiration of the leave (as stated in a letter from the Registration Office), the student must notify the Registration Office in writing by the date specified in the letter of their intention to return, along with a \$100 deposit that will be used as a credit toward tuition upon the student's return. A student's failure to notify the Registration Office will result in the student being placed on Administrative Suspension for one (1) semester and a hold being placed on their record. If no action is taken by the student, they will be administratively withdrawn from Phillips the subsequent semester.

Students should be aware that program curriculum may change during the leave of absence, and they will be responsible for completing any additional requirements upon their return.

15.0 Withdrawal

Should students wish to withdraw from their academic program, they must complete and submit the Withdrawal Request (available in the Registration Office and on the Phillips website). If applicable, students must also complete the required financial aid exit counseling completed online at: www.nslds.ed.gov (click Exit Counseling). *To be withdrawn in good standing, a student must meet all outstanding financial obligations to the school.* A grade of W (Withdrawn) will appear on the transcript for all courses in which a grade has not been earned. If an individual wishes to be reinstated as a Phillips Graduate Institute student, they must reapply to the program through the regular admissions process. (See Re-Entry Policy)

15.1 Withdraw for Financial Aid Students – Return of Title IV Funds

Pursuant to federal regulations (CFR 668.22), withdrawal from Phillips during any period of enrollment, whether official or unofficial, may necessitate the return of federal financial aid. For each Title IV aid recipient who withdraws, the school must calculate the amount of Title IV assistance the student has earned. This amount is based upon the length of time the student was enrolled. The school must return any portion of unearned Title IV funds for which the school is responsible. The school must also advise the student of the amount of unearned Title IV grant aid that they must return, if applicable. The student must repay any unearned funds that the school did not return according to the normal terms of the loan. The student returns those funds by normal repayment of the loan according to the terms and conditions of the promissory note.

If a student has completed more than 60% of the payment period, they are considered to have earned 100% of the Title IV loan aid received for the payment period. In this case, no funds need to be returned to the Title IV aid programs.

15.2 Refund Policies

California State Administrative Code Section 18809 (a) (4) states that if the enrollee cancels within three (3) working days after registering, provided no classes have been attended or lessons completed, all tuition monies paid will be refunded. Fees are not refundable.

A tuition refund is calculated based on the week of the semester and upon submission of a Withdrawal form or a Program Modification form to the Registration Office. If a student drops classes (units) or withdraws from Phillips during the first three (3) weeks of the semester, a 100% tuition refund will be given. During the fourth (4th) week, a 50% tuition refund will be given. After the fourth (4th) week, no tuition refund is given. The administrative fee is non-refundable.

Business Office

1.0 TUITION AND FEES 2013-2014

1.1 Tuition

TUITION:	AMOUNT	DESCRIPTION
Doctoral	\$894/unit	
Non-Matriculating at Doctoral level	\$894/unit	Subject to Non-Matriculating Enrollment and Materials/Technology Fee
Master's/Credential	\$854/unit	
Non-Matriculating at Master's level	\$854/unit	Subject to Non-Matriculating Enrollment and Materials/Technology Fee
Charges for Auditing a Course	50% of tuition	Currently enrolled students can audit a course for 50% of regular tuition. However, audited courses earn neither academic credit nor continuing education units and may not be used to meet degree requirements.
Doctoral Internship Rates: Half-time Full-time	\$2,000/semester \$3,000/semester	PSY 901A, PSY 901B, PSY 901C, PSY 901D PSY 900A, PSY 900B
Extension ART Course	\$300/course	This is specifically for the ART extension courses. For other Continuing Education/Extension prices, please contact the Continuing Education Department at 818-386-5632.
Tuition Deposit*	\$250	Credited towards future enrollment.

1.2 Fees

INITIAL ENTRANCE FEES:	AMOUNT	DESCRIPTION
Application*	\$80	
Online Application Fee*	\$40	
Non-Matriculating Enrollment*	\$60	

OTHER FEES:	AMOUNT	DESCRIPTION
Late Registration Fee*	\$50	Students registering after the end of the add/drop period (4th week) will be charged a late registration fee. **NOTE: New students are not subject to a Late Registration Fee.
Leave of Absence Re-Entry Fee*	\$100	This fee is paid when a student is re-entering after a Leave of Absence. It is credited towards future enrollment.
Administrative Fees* 0 to 3 units 4 or more units	\$100 \$300	The administrative fee covers the following costs: <ul style="list-style-type: none"> ▪ Parking ▪ Library access and support services ▪ Unofficial transcripts (for Official Transcripts, see Official Transcript Processing) ▪ Completion of certifications and verifications ▪ Miscellaneous campus and program events ▪ Federal Work Study administration ▪ Professional liability coverage during clinical/field training **Does not apply to Non-Matriculating enrollment
Materials and Technology Fee*	\$75	The materials and technology fee covers the following costs: <ul style="list-style-type: none"> ▪ Computer services and technology support ▪ Audiovisual services and technology support ▪ Remote online Library database and catalog access **Applicable to Non-Matriculating enrollment

MISCELLANEOUS FEES:	AMOUNT	DESCRIPTION
Graduation Fee*	\$150	The Graduation Fee includes but is not limited to:

		<ul style="list-style-type: none"> Participation in the Commencement Ceremony Up to 12 tickets for the Ceremony One Official Transcript BBS Program Certification form (if applicable) Diploma <p>**Cap/Gown purchase/rental is the students' responsibility</p>
Commencement Tickets*	\$5	After the initial 12 tickets included in the Graduation Fee, each additional ticket is \$5.
Diploma Fee*	\$70	This fee is due if you choose not to participate in the Commencement Ceremony.
Replacement Diploma Fee*	\$50	Replacement diploma
Diploma Mailing Fees*		
U.S.P.S. Express Mail	\$25	If mailed within the United States
U.S.P.S. Express Mail	\$40	If mailed outside the United States
Unofficial Transcript(s)	Free	
Official Transcript(s) Fee*		
Expedited	\$20	Expedited – 2 business days (processing time)
Standard	\$10	Standard – 10 business days (processing time)
		*Additional transcripts ordered on the same form are \$5 each.
Transcript Mailing Fees*		
U.S. First Class Mail	No charge	
U.S.P.S. Express Mail	\$25	If mailed within the United States
U.S.P.S. Express Mail	\$40	If mailed outside the United States
Payment Plan*	\$85/set-up	
Replacement ID*	\$20	Student/Trainee/Intern/Alumni
Subpoena Records Request*	\$15	Charge assessed regardless of whether records exist.
Late Payment Fee*	\$35	Assessed each month if payment is not received by due date.
Returned Check Charge*	\$30	Charge assessed for each NSF instance.
Overdue Fines*	\$0.50/day	Books, tapes, CDs, etc.
Overdue Fines*	\$3.00 per day	Tests
Lost/damaged processing fee*	\$15.00 plus cost of replacement, if applicable	If the student replaces the lost item before the Library does, they are charged 50%

***Non-refundable items**

Phillips reserves the right to make changes in tuition rates, refund policies, fees and expenses without prior notice.

2.0 Payment Options

Students have the following payment options:

- Payment in Full for the semester (Cash, Check, Charge, or Money Order)
- Federal Loan Program
- Tuition Payment Plan – must apply to and be approved by the Business Office. Fees and charges for administration of payment plan apply

3.0 Late Payment Policy

Students who do not pay their tuition and fees in a timely manner shall be subject to a late fee which will be added to their student account. Late fees share equal priority with all other student fees and must be paid prior to a student enrolling for a future semester, the release of transcripts, or the posting of a degree for graduation. Failure to pay any and all tuition and fees may result in the Administrative Suspension of a student during the course of the current semester, and students will not be allowed to attend classes.

The late fee of \$35 will be assessed each month if payment is not received by the due date. It is each student's responsibility to monitor and make appropriate inquiries on the status of their account. This includes a consistent review of all communications received from Phillips Graduate Institute.

All late fees are cumulative. In order to avoid late fees, students are advised to make best and full use of any financial aid, credit cards, or school payment plans that are available to them.

4.0 Tuition Payment Plan

The specific rates and terms of each payment plan can be obtained from the Business Office. In general, students must apply for and be approved for a payment plan. If approved, a fee for setup and administration of a payment plan will apply. There is also an interest charge assessed on the unpaid balance until paid in full.

Phillips reserves the right to cancel a student's registration due to non-payment of tuition and fees. Phillips utilizes the services of a collection agency for all delinquent accounts. Submission of unpaid amounts to a collection agency may adversely affect a student's credit rating.

5.0 Refund Policies

California State Administrative Code Section 18809 (a) (4) states that if the enrollee cancels within three (3) working days after registering, provided no classes have been attended or lessons completed, all tuition monies paid will be refunded.

A refund is calculated based on the week of the semester and upon submission of a Withdrawal form or Program Modification form to the Registration Office. Please refer to the Add/Drop policies under the Enrollment, Registration and Degree Information section.

If a student drops individual classes (units) or chooses to withdraw from all of their classes during the first three (3) weeks of the semester, a 100% tuition refund will be given. During the fourth (4th) week, a 50% tuition refund will be given. After the fourth (4th) week, no tuition refund is given.

6.0 Records Hold

A hold will be placed on the student records of individuals with outstanding financial obligations or on Administrative Suspension until the financial obligation has been met or the suspension has been removed. While the student record is on hold, Phillips will not issue diplomas, certificates, transcripts, grade reports, or letters of verification.

7.0 Waiver of Business Office Policy

Students wishing to waive any financial regulation must file a Business Office Petition (available in the Registration Office and on the Phillips website). This petition form is not used to request the waiver of financial aid policies.

The procedure for filing the petition is as follows:

- Complete the first two (2) sections (identify the policy to be waived and the reasons).
- Submit the petition to the Registration Office

The petition will be forwarded to the Petition Committee for review, and the Committee's decision will be mailed to the student. Decisions are made on a case-by-case basis.

Academic Policies and Procedures

Registration, Enrollment and Degree Information

1.0 Registration

The Registration Office automatically enrolls students per the student's academic plan. Therefore, it is important that students meet with their academic advisor each semester to ensure their academic plans are correct. Students receive a copy of their class schedule prior to the beginning of each semester. Students should review their schedules to ensure they are registered in the appropriate classes.

2.0 New Students

Once an applicant has accepted their Admissions Offer and submitted their tuition deposit, they will be sent a Class Day Selection sheet (if applicable). An academic plan will be created for them, and they will be registered according to their selection and academic plan. A class schedule will be mailed to each student along with Orientation information. At the beginning of the Fall and Spring semesters, new students are required to attend a mandatory one (1) day Orientation day prior to the first day of class. There students will receive important information regarding the following: scheduling, academic plan, class syllabus, Library resources, APA writing format and academic advisement. In addition, students will meet Phillips faculty and staff.

New students are required to complete the following forms before or at Orientation and submit them to the Registration Office:

- Catalog Acknowledgment form
- Emergency Contact form
- Parking Application
- Media Release

3.0 Student Identification Card

At Orientation photos will be taken of all new students. IDs and a lanyard will be available for pickup in the Library approximately three (3) weeks after Orientation. All students are required to wear their student ID at all times while on the Phillips campus. A \$20 replacement fee will be charged for lost or damaged ID cards. Replacement IDs should be requested through the Library.

4.0 Academic Plan

Each student is provided with an academic plan upon entry. It is the student's responsibility to meet with their academic advisor each semester to ensure their plan is current. Any modifications to the academic plan must be made in consultation with the academic advisor or department chair.

5.0 Academic Advisement

Students will be assigned an academic advisor at the beginning of their first (1st) semester of enrollment. Academic advisors are members of the core and adjunct faculty of the academic program in which the student is enrolled. A student will meet with their academic advisor as required by the respective academic program:

- MA and Credential students: minimum once per semester enrolled through completion of degree
- PsyD students: twice per semester enrolled through completion of degree

The initial advisement meeting should occur early in the first (1st) semester. The faculty values and welcomes open communication with students. Students are encouraged to seek additional consultation and make appointments with other members of the core and adjunct faculty of their respective programs.

It is the student's responsibility to initiate and arrange these meetings. However, failure to meet with the academic advisor as required by the program of enrollment may result in referral to the Student Evaluation and Review Committee (SERC).

6.0 Continuing Students

Registration for courses will be completed by the Registration Office based on the student's academic plan. Students must complete financial aid paperwork (if required) and clear any holds on records prior to registration. Students with holds greater than \$2,000 on their records will not be registered until the hold has been removed and the Registration Office notified by the Business Office.

7.0 Late Registration

Students registering after the end of the add/drop period (4th week) will be charged a \$50 late fee.

New students are not subject to a late registration fee if registering after the priority registration period.

8.0 Course Offerings and Scheduling

Phillips Graduate Institute reserves the right to modify class schedules or course offerings without prior notice. Although rare, there are occasions where minimum enrollment requirements are not met for a class, and the class is either canceled or rescheduled to a future term.

Phillips Graduate Institute attempts to accommodate the scheduling requests of all students. At times, a class, or section of a class, is filled and Phillips is not able to accommodate a student's first scheduling request. If possible, the student will be provided with alternative class times. Early communication with faculty and staff regarding special requirements is encouraged, as last minute requests may be impossible to accommodate.

Phillips Graduate Institute reserves the right to revise class schedules, offerings and curriculum without prior notice to meet the requirements of legislative or professional certification bodies and to further enhance the education of its students.

9.0 Matriculating (Degree Seeking) Independent Study

Students may only register for an Independent Study/Directed Study course if it is approved by the department chair and/or advisor. Independent studies are taken for a letter grade unless the supervising faculty advisor requires otherwise. They may be for one (1) to three (3) units of course credit. Registration procedures and deadlines for independent study are identical to those of regular courses.

10.0 Non-matriculating (Non-degree Seeking) Independent Study

A non-matriculating student taking any courses for academic credit at Phillips will be charged a \$60 Enrollment Fee. The student must fill out an admission application form and submit it to the Admissions Office to be processed, along with an official transcript from the student's degree-granting institution. A non-matriculating student may enroll in a maximum of nine (9) units. Non-matriculating students are required to meet with the Independent Studies Coordinator, Registration Office, and Business Office prior to beginning coursework. Current tuition and Materials and Technology Fees apply.

11.0 Enrollment Policy

All degree-seeking students enrolled in eight (8) units or more at Phillips Graduate Institute are considered to be full-time students. Once matriculated, students must remain continuously enrolled each semester until their program of study is completed. Students in master's-level programs have a maximum of five (5) years to complete degree requirements. Students in doctoral-level programs have a maximum of eight (8) years to complete degree requirements.

In some cases students may need to extend their enrollment to complete degree requirements, such as acquisition of traineeship or internship hours or to complete the Professional Project or Doctoral Project. Students in this category must remain continuously enrolled until all outstanding degree requirements are met.

The only exception to this policy is for students who have obtained an approved Leave of Absence (LOA). For more information, see Leave of Absence policy under Administrative Policies and Procedures.

12.0 Enrollment Status

Enrollment Status	Units
Full Time	8 or more units
Part Time	4 to 7.5 units
Less than Half Time	0 to 3.5 unit (not eligible for financial aid)

Clinical Psychology Internship Exception:

Full Time	4 units
Part Time	2 units

13.0 Request to Exceed Course Load Limit

Students may be registered for up to eighteen (18) academic units per semester. Students who wish to enroll in more than eighteen (18) units must complete an Academic/Administrative Petition form.

The procedure for filing the petition is as follows:

- Complete the Student section (identify the policy to be waived and the reasons)
- Submit it to their academic advisor and/or department chair for approval
- Submit the petition to the Registration Office

The petition will be forwarded to the Petition Committee for review, and the Committee's decision will be mailed to the student.

Decisions are made on a case-by-case basis. Excess units will not be approved if students are on academic probation.

14.0 Change of Class Day

Once a student chooses a class day it will become permanent. However, students who wish to switch their class day may file a Program Modification form and submit it to their academic advisor or department chair for approval. The approved Program Modification form must then be submitted to the Registration Office. The Registration Office will change the approved class day in the student database and provide the student with an updated class schedule.

15.0 Deadlines

The Academic Calendar defines administrative and academic deadlines. Students are required to observe and meet these deadlines. Failure to meet defined deadlines may result in the imposition of additional fees and/or disciplinary consequences.

16.0 Add/Drop Policy

An approved Program Modification form must be submitted to the Registration Office for any official change to a student's schedule. Students are allowed to add or drop courses within the first three (3) weeks of the academic semester with the approval of the instructor and advisor. If students drop a course within this period, no record of enrollment in that course will appear on the student's transcript. Students will receive a 100% tuition refund for any dropped course(s). During the fourth (4th) week of the academic semester, students are allowed to add or drop a course with the approval of the instructor and the department chair. Students will receive a 50% tuition refund for any dropped course, and they will receive a grade of Withdrawal (W) on their transcript. After the fourth (4th) week, the student is responsible for all tuition.

Any student who modifies enrollment in ways that reduce it to part-time or less than part-time must meet with the Financial Aid Office to review continued financial aid eligibility.

A \$50 fee will be charged for classes added after the add/drop period.

***Note: Fees are non-refundable.*

17.0 Audit Policy

Students who wish to audit a course must fill out a Program Modification form and submit it to the Registration Office. The form requires the signature of the student's academic advisor and department chair. Students may not change their registration from auditing status once the semester has begun. However, a student may move from credit to auditing status within the first three (3) weeks of the semester. The Registration Office will keep a record of the student's participation in the course as an auditor, and it will appear on official transcripts.

It is Phillips' policy that auditing a course is available only to matriculating (degree-seeking) students. However, students who are not pursuing a degree at Phillips may request permission to audit from the department chair.

Audited courses earn neither academic credit nor continuing education units and may not be used to meet degree requirements. The tuition charge for auditing a course is 50% of regular tuition.

NOTE: Financial aid cannot be used to pay costs associated with auditing a course.

18.0 Withdraw from a Course

Students who wish to withdraw from a course after registration must complete a Program Modification form, which must be approved by the appropriate department chair/advisor and instructor. The approved Program Modification form must be submitted to the Registration Office before the student is officially removed from a class. Program Modification forms are available online at www.pgi.edu and in the Registration Office. Students dropping a class(es) after the third (3rd) week of the term will receive a grade of "W" for all courses from which they withdrew.

Students should consult with their academic advisor and/or department chair to determine how changes in enrollment will affect timely progress toward degree completion.

19.0 Attendance Policy

Experiential learning is a primary mode of instruction at Phillips Graduate Institute. The spirit of the attendance policy is to promote the idea that every day in class is a critical part of a student's education, and what transpires within the class setting cannot be duplicated or captured by reading material from a book, completing an assignment, or reviewing notes from the class. Thus, attendance is required for all scheduled class sessions. Attendance is also one of the standards marking satisfactory progress through a student's degree program. Attendance includes punctuality (arriving on time or less than 15 minutes after the start of class) and remaining in class for the entire class session. Attendance is monitored and absences may affect a student's final grade in a course.

It is the student's responsibility (and customary and appropriate professional behavior) to contact the instructor in advance, when possible, in situations in which a student may be tardy or unable to attend class. Phillips Graduate Institute realizes extraordinary circumstances arise and, on occasion, it may become necessary to miss class(es). In those instances, students will be held to the guidelines stipulated on each respective course syllabus. Consequently, students should review the attendance policy outlined in each instructor's course syllabus for more specific and detailed information.

20.0 Testing Policy

Test dates and assignment due dates are established by course instructors. It is expected that students will take the tests at the scheduled time and complete assignments by the due dates. Make-up dates will be scheduled only in exceptional cases (e.g., health issues). It is the student's responsibility to inform instructors in advance of their inability to take a test at its regularly scheduled time. Students may be asked to provide documentation verifying why they were unable to take tests as originally scheduled.

21.0 Mid-Semester Statement of Concern

A faculty member completes the Mid-Semester Statement of Concern form for a student when there is concern about the student's academic progress or professional conduct/behavior. This mid-semester review provides time for students to receive feedback and advisement so they can demonstrate improvement by the end of the semester.

Completed forms are returned to the Registration Office, who distributes them to the appropriate department chairs, the student's advisor, and the student. At their discretion, department chairs may either refer the matter to a student's academic advisor, or if the concern is deemed of sufficient gravity, to the Student Evaluation and Review Committee (SERC). Regardless of the disposition, the academic advisor or SERC will work with the student to develop a remediation plan.

If the student receives a final grade of "B-" or lower (doctoral students) or "C-" or lower (master's students), the Mid-Semester Statement of Concern becomes part of the student's permanent file.

22.0 Statement of Concern and Recommendation

A faculty member completes the Statement of Concern and Recommendation when they have serious concern about a student's academic and/or professional performance. The Statement of Concern and Recommendation becomes a part of the student's permanent record. All Statements of Concern and Recommendations must be submitted to the department chair for review and signature prior to submission to the Registration Office. The department chair will submit all Statements of Concern to the Registration Office, who will submit a copy to the student.

23.0 Grading Standards

Any courses taken at Phillips Graduate Institute for academic credit will receive either a letter grade or credit/no credit. Passing grades at the master's level are "C" and higher, and at the doctoral level are "B" and higher. Any student in a master's-level course receiving a grade of "C-" or below must retake the course. Any student in a doctoral-level course receiving a grade of "B-" or below must retake the course.

23.1 Grades that are computed in the (Grade Point Average) GPA:

Grade	Grade Point	Grade	Grade Point
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
C+	2.3	F	0.0

23.2 Grades that are not computed in the GPA:

- **Audit (AX)** – Any course that is audited will received this grade.
- **Credit/No Credit (CR/NCR)** – All Practicum, professional paper extensions and doctoral project/portfolio extension courses will receive a grade of credit/no credit.
- **Incomplete (INC)** – An Incomplete grade may be assigned by the instructor or course chair in cases where a student will not fulfill course requirements by the end of an academic semester due to exceptional circumstances such as family crisis, medical emergency, or health-related matters. The student must request an Incomplete from the instructor or course chair prior to the end of the semester. If it is approved, specific arrangements are then established by the instructor or course chair regarding the completion of any outstanding coursework. The instructor or course chair will complete an Incomplete Course Contract form that establishes a deadline and stipulates the work to be completed and will submit it to the Registration Office. Instructors may use discretion in establishing a deadline, however the maximum amount of time permitted for completion of outstanding coursework is the end of a student's next semester of enrollment. Students who fail to meet the conditions established in the Incomplete Course Contract will receive a grade of "F" or "NCR" depending on the credit type. If a student chooses to take a Leave of Absence with an outstanding "INC" grade, they will be automatically withdrawn from the course. The student will be responsible for retaking the course upon their return.

A student who has two (2) or more Incompletes on their student record in one (1) term will automatically be referred to the Student Evaluation and Review Committee (SERC).

- **In Progress (IP)** - An In Progress grade is issued for the initial semester and/or subsequent semesters of a multiple-semester course or an extension course for professional project/paper, internship or field study Practicum. The "IP" grade is unlike an "INC", which is issued only under extenuating circumstances. The student must remain continuously enrolled in the appropriate course until all degree requirements are met. *Exception:* If a student takes a Leave of Absence, the "IP" grade will remain until their return (up to one year). If the student does not return from their Leave of Absence, the "IP" grade will be changed to an "F" or "NCR" depending on the credit type.
- **No Grade Reported (NGR)** - The "NGR" grade is used exclusively by the Registration Office to indicate on official documents the failure of the instructor to submit grades for one or more students. This is a temporary grade that is replaced by the final grade assigned by the instructor. This grade may only be used under extenuating circumstances that prevented the instructor from submitting grades on or prior to the grade submission due date.
- **Withdraw (W)** - The grade of withdrawal (W) is recorded when students withdraw from a course after the third (3rd) week of the add/drop period. A grade of "W" does not indicate whether or not a student was in good standing in the course at the time of withdrawal.

24.0 Grade Reports

Grades are received by the Registration Office within ten (10) business days after the end of each semester. Any grades not received by that time frame will receive a grade of "NGR" or No Grade Reported. Grade reports are generated and mailed approximately two (2) weeks after that. Grades received by the Registration Office after grade reports have been generated will be posted to the academic record and an updated report will be provided to the student.

25.0 Grade Changes

All grades except Incomplete (INC) and In Progress (IP) are final upon submission by the instructor of record on the end-of-semester grade report. Thereafter, a grade change may be made by the instructor of record only under the following circumstances:

- A grade of Incomplete (INC) or In Progress (IP) has been assigned to the student for the previous term, and the student completes the required coursework by the end of the subsequent term, at which time the instructor will change the INC or IP grade to an earned grade; or
- A computational error in the original grade requires correction.

Any grade change request(s) must be made in writing (original signature required) within six (6) weeks of the original date printed on the grade report and be submitted to the Registration Office. In cases where a grade change is required and the course instructor is no longer affiliated with Phillips Graduate Institute, the department chair may make the grade change with sufficient coursework from the student.

26.0 Repeating a Course

Students will be required to repeat a course if they receive a grade lower than the threshold established by their program of study (C- or less in the master's program, B- or less in the doctoral program), or if required to do so by the department in order to demonstrate mastery and competency of course material. In such cases, both grades will be posted on the transcript and included in the grade point average (GPA).

27.0 Academic Proficiency/Probation

Students are expected to maintain satisfactory progress at both the clinical and academic level throughout their matriculation. Failure to maintain satisfactory progress may result in disciplinary action, including placing students on probation. A student may be placed on probation for the following reasons:

- A minimum cumulative GPA of 3.0 is not maintained
- A student fails to meet requirements stipulated in a remediation plan
- The student's behavior in academic or clinical settings is disruptive to the learning and training process of other students
- The student's potential for becoming a capable and ethical professional is seriously in question, as evidenced by egregious violations of professional ethics, either at school or in a clinical training setting

Students who are financial aid recipients must maintain satisfactory academic progress or risk losing their federal financial aid. Please refer to the Financial Aid section of the catalog.

28.0 Satisfactory Academic Progress

Students must maintain Satisfactory Academic Progress status throughout their enrollment at Phillips Graduate Institute. A student is considered to be maintaining Satisfactory Academic Progress if either one of the following is true: The student's cumulative grade point average is 3.0 or higher, or the student has met with their faculty advisor to collaboratively construct a remediation plan which is on file in the student's record. If the Student Evaluation and Review Committee (SERC) has met with the student and a remediation plan has been implemented, SERC will monitor the plan until its completion. To maintain satisfactory progress, students in clinically-based programs must demonstrate the potential to become capable and ethical clinicians throughout their education and training. In addition, students must be making satisfactory progress to be eligible to earn traineeship hours, Practicum, or internship hours where applicable. Students will not be deemed able to meet the standards of satisfactory progress if they exhibit behavior in academic or clinical settings that is disruptive to the learning and training process of other students. Written and verbal communication from clinical training sites to respective programs may inform the program of unprofessional and/or inappropriate student progress.

29.0 Students with VA Educational Benefits

When the grade point average of a student receiving VA educational benefits is below 3.0 for a semester, the student will be placed on probation. If during the next academic semester the student's grade point average is still below 3.0, the VA will be promptly notified.

30.0 Completing Clinical/Field Training Requirements - Extension

Students may take an extra semester to complete their required Practicum or field training hours. Students choosing this option must register and remain continuously enrolled in the appropriate extension course for their program until training requirements are met. Normal tuition and fees apply and the student is assured of continued contact and guidance from Phillips Graduate Institute faculty and use of the school's facilities, including the Library, until the Practicum requirement is fulfilled. Students who need to extend their enrollment a second time must consult with their department chair to review their academic plan before registration may be completed.

31.0 Completing the Professional or Doctoral Project - Extension

Students may take an extra semester for the completion of their Professional or Doctoral Project. Students choosing this option must register and remain enrolled in the appropriate extension course for their program until the project is completed. Normal tuition rates and fees apply, and the student is assured of continued contact and guidance from Phillips Graduate Institute faculty and use of the school's facilities, including the Library, until the project is completed. Students who need to extend their enrollment to a second semester must meet with their project mentor for the purpose of reviewing their academic plan before registration may be completed.

32.0 Student Presentations of Clinical or Research Findings at Professional Meetings or Community Workshops

Students of Phillips Graduate Institute are encouraged to present research or clinically-based information at professional meetings at national, state and local levels, including meetings/workshops in community settings. Students' presentations that pertain to their educational/training experience at Phillips must be presented under the auspices of a Phillips core faculty member. Before an abstract of any presentation is submitted to a conference for review or a professional presentation is given in any public venue, the student must have a faculty member review and approve the presentation. Preferably, the student would already be working with a faculty member in the preparation of the document. If the presentation is based on research findings, the research project will need to be approved by the Phillips Ethical Research Committee (ERC) before data can be collected, per policies of the ERC.

33.0 Waiver of Academic Policy/Procedure

Students wishing to waive any academic regulation must file an Academic/Administrative Petition (available in the Registration Office and on the Phillips website). This petition is not used to request transfer credit but may be used to request waiver of a course requirement.

The procedure for filing the petition is as follows:

- Complete the first two (2) sections (identify the policy to be waived and the reasons)
- Submit the petition to the appropriate academic advisor and department chair for approval and signature
- Submit the signed petition form to the Registration Office for review by the Petition Committee

Once a decision has been made, the Registration Office will be notified. A letter responding to the petition will be mailed to the student and the appropriate Phillips personnel.

34.0 Leave of Absence

Students who need to interrupt their academic program for compelling reasons may request a leave of absence (LOA). A student may request a leave of absence from their program by first consulting with the department chair and/or academic advisor. Students may take one leave of absence for a maximum of one (1) year.

To request a Leave of Absence, the student must complete and submit the Leave of Absence Request (available in the Registration Office and on the Phillips website).

A leave is not granted with the following items pending:

- Incomplete (INC) grades
- Outstanding financial obligations within the Business office (tuition or fees)
- Outstanding financial obligations within the Phillips Library (fees)
- Completion of the required financial aid exit interview online at www.nslsds.ed.gov (click Exit Counseling), if applicable

The student will be notified via USPS mail of the final decision.

If a student requests a leave within the first three (3) weeks of the academic semester, their courses will be withdrawn from their Phillips record and they will receive a 100% tuition refund (fees are non-refundable). If a leave is requested after the third (3rd) week of the academic semester, the student will be withdrawn from all courses in which they are currently enrolled and a grade of "W" will appear on the transcript for all courses in which a grade has not been earned. The student will receive a 50% tuition refund during the fourth (4th) week of the academic semester (fees are non-refundable). Beginning the fifth (5th) week of the academic semester, the student is responsible for all tuition and fees that have accrued that semester.

Leaves of absence cannot be granted retroactively. Federal financial aid regulations regarding a student's separation from school demand strict observance of this rule. Financial aid grace periods begin during leaves and may result in loan repayments coming due.

Except for situations specified by Phillips, there will be no interaction of an academic nature between students on LOA and the Institution. Additionally, students will not have access to the resources of the Institution, including but not limited to their professional paper or project advisors, the Library, computers or financial aid.

Prior to the date of the expiration of the leave (as stated in a letter from the Registration Office), the student must notify the Registration Office in writing by the date specified in the letter of their intention to return, along with a \$100 deposit that will be used as a credit toward tuition upon the student's return. A student's failure to notify the Registration Office will result in the student being placed on Administrative Suspension for one (1) semester and a hold being placed on their record. If no action is taken by the student, they will be administratively withdrawn from Phillips the subsequent semester.

Students should be aware that program curriculum may change during the leave of absence, and they will be responsible for completing any additional requirements upon their return.

35.0 Withdrawal from School

Should students wish to withdraw from their academic program, they must complete and submit the Withdrawal Request (available in the Registration Office and on the Phillips website). If applicable, students must also complete the required financial aid exit counseling completed online at: www.nslds.ed.gov (click Exit Counseling). *To be withdrawn in good standing, a student must meet all outstanding financial obligations to the school.* A grade of "W" (Withdrawn) will appear on the transcript for all courses in which a grade has not been earned. If an individual wishes to be reinstated as a Phillips Graduate Institute student, they must reapply to the program through the regular admissions process. (See Re-entry Policy)

36.0 Administrative Suspension

Students may be placed on Administrative Suspension for failing to comply with school requirements, failure to meet established deadlines for degree completion, or failing to meet the deadlines to pay tuition or other financial obligations to Phillips Graduate Institute.

Administrative Suspension of a student will result in the following:

- All student records will be sealed for the length of the suspension.
- The student will not be eligible for federal student loans.
- Financial Aid grace periods will begin (if applicable) and may result in the student being required to begin loan repayment.
- Access will be denied to all Phillips and Counseling Center resources, including, but not limited to, faculty (including Professional Project/Doctoral Project advisors), the Library, the Counseling Center and computer facilities.
- The student will be immediately removed from any clinical placement (if applicable).
- The student is expected to resolve the condition(s) that necessitated the Administrative Suspension within one (1) semester. If the student fails to resolve the condition(s) within that timeframe, the student will be administratively withdrawn. While on Administrative Suspension, interest and late fees will continue to accrue.

The Registration Office will send to the student an official letter of suspension via Certified Mail. Copies will be given to the department chair and the student's advisor, and the letter will be placed in the student's file.

37.0 Termination/Academic Dismissal

A student is terminated from their academic or clinical program if:

- The conditions which led to probation are not remediated
- A student fails to satisfy the requirements stipulated in a remediation plan
- The student remains on Administrative Suspension for more than one (1) semester (refer to Administrative Suspension under Administrative Policies and Procedures)
- The student violates Phillips' professional conduct code. In cases of egregious violations of professional conduct, termination from an academic program may be immediate.

38.0 Administrative Withdrawal

Phillips Graduate Institute will administratively withdraw any student who fails to take action to resolve issues resulting in Administrative Suspension within the established deadlines. Administrative withdrawal constitutes formal separation from the Institution. In cases of egregious violations of professional conduct, students may be immediately withdrawn.

If an individual wishes to be reinstated as a Phillips Graduate Institute student, they must reapply to the program through the regular admissions process. See Re-entry Policy.

39.0 Re-entry Policy

Students who have withdrawn or who have been administratively withdrawn from Phillips must reapply to the program through the regular admissions process.

***Note: This does not guarantee readmission.*

All application components will be reviewed by the Admissions Committee and the appropriate department chair. Once the decision is made, it will be sent in writing to the student/applicant. Students approved to return to Phillips will be required to complete any new program requirements in effect at the time of re-entry. This may result in additional courses to complete or repeat due to content changes and/or licensure requirements.

Student Records

1.0 Degree/Enrollment Verification

Degrees and enrollment can be verified by either the National Student Clearinghouse, www.clearinghouse.org, or by contacting the Registration Office at 818-386-5606.

2.0 Transcript Request

Students/alumni may request unofficial transcripts at no charge by stopping by the Registration Office or calling 818-386-5606. Unofficial transcripts can be emailed as a PDF to the graduates e-mail address that is on record at Phillips.

Alumni who graduated before May 1984 will need to contact Azusa Pacific University to order transcripts.

Current students and alumni that graduated after May 1984 may request official transcripts by submitting a Transcript Request form, which can be found under Registration Office on the Phillips website, www.pgi.edu, or in the Registration Office. Requests may be submitted by completing the online request, by scanning the completed request form and emailing it to kquilloff@pgi.edu, faxing it to 818-386-5636, or mailing it to the attention of the Registration Office. Official transcripts cannot be emailed; instead, they will be mailed via standard USPS mail. Upon request, they can be sent via US Express mail at the expense of the requestor.

Processing Time:

- Processing time is the time it takes our office to prepare your transcript. This does not include mailing time.
 - Standard
 - Processing time is ten (10) business days.
 - Cost is \$10 for the first (1st) copy and \$5 for each additional copy ordered at the same time.

- Expedited
 - Processing time is two (2) business days.
 - Cost is \$20 for the first (1st) copy and \$5 for each additional copy ordered at the same time.
- Delivery Method:
 - U.S. First Class Mail
 - No additional charge
 - U.S. Postal Service Express Mail
 - \$25 additional charge if mailed within the United States
 - \$40 additional charge if mailed outside the United States
 - We cannot guarantee your transcripts arrival or the time it will take to reach its destination once it has left our campus.
- Transcript requests can be submitted via:
 - Submit online
 - Fax: 818-386-5636 (no cover sheet necessary)
 - Scan and e-mail: kguilfoil@pgi.edu
 - Mail: Phillips Graduate Institute
Attn: Registration Office
19900 Plummer St.
Chatsworth, CA 91311

Phillips Graduate Institute reserves the right to deny transcripts or copies of records not required to be made available by the Family Educational Rights and Privacy Act (FERPA) of 1974 if:

- A student has unpaid financial obligations to Phillips
- A student has not fulfilled financial aid obligations (i.e., exit counseling)
- There is an unresolved disciplinary action against a student
- A student has defaulted on a student loan made while at Phillips

3.0 Transcripts from Previous Institutions

Student transcripts and other documents from other universities are the property of Phillips. Students have the right to review transcripts within their file; however, Phillips does not provide copies nor allow students to make copies. Students should contact the Registration/Records Office of the originating college/university directly.

4.0 Request for Review

Students may inspect and review information contained in educational records upon written request to the Registration Office. The request must identify the records they wish to inspect. The Registration Office or a designee will make the needed arrangements for access as promptly as possible and notify the student of the time the records may be inspected. Access will be given within forty-five (45) days or less from the receipt of the request. When a record contains information about more than one student, the student may inspect and review only the records related to them.

With certain exceptions, Phillips may not release educational records or identifying information (that is, information that would make a student's identity easily traceable).

5.0 Correction of Educational Records

Students have the right to request to have their educational records amended if they believe the records are inaccurate, misleading, or in violation of their rights. Phillips has established the following procedures for requests to change records:

Students who believe that their educational records contain information that is inaccurate, misleading, or is otherwise in violation of their privacy or other rights should first request the Registration Office to amend the record. All such requests must be made in writing. When making such a request, students must clearly identify the part of the record they believe is incorrect and specify the reason they believe it is inaccurate, misleading, or in violation of their privacy or other rights.

If the decision of the Registration Office is in agreement with the request of the student, the appropriate records will be amended, and the student will be notified in writing of the amendment. If the decision is not in agreement, the Registration Office will notify the student of the decision and advise them of their right to a formal grievance procedure to challenge the information believed to be inaccurate, misleading, or in violation of their rights. Students must request a meeting with the Vice President of Administrative Affairs within ten (10) days after receipt of the notice from the Registration Office if they believe the decision was incorrect.

6.0 Location and Duration of Recordkeeping

Phillips keeps original student records in the Registration Office for the duration of their enrollment. These records are kept in locked fireproof cabinets. Thereafter, student records are stored electronically. Students who graduated prior to 1983 and wish to review their student records may contact the Graduate Registrar's Office at Azusa Pacific University, <http://www.apu.edu/graduatecenter/registrar/transcripts/>.

7.0 Request for Disclosure/Subpoena

Phillips will keep a record of all requests for and/or disclosure of information from a student's education record for at least one (1) academic year. The record will specify the educational records disclosed, the name of the party making the request, any additional party to whom the information may be disclosed, the date of the disclosure, and the legitimate interest the party had in requesting or obtaining the information, if appropriate. This written record may be reviewed by the student upon request. No record of disclosure is required for disclosures made to a student for their own use, disclosures made with written consent of a student, disclosures made to a Phillips official with a legitimate educational interest, or for disclosures of directory information.

8.0 Directory Information

At its discretion, Phillips may confirm or disclose 'Directory Information' to the general public. Phillips defines directory information in accordance with FERPA as name, major field of study/concentration, dates of attendance, degree received, previous academic institutions attended and date of birth.

Directory information can **never** include social security number, student identification number, race, ethnicity, nationality or gender.

Currently enrolled students may request non-disclosure of directory information by submitting a written request to the Registration Office. All waiver requests will be designated 'confidential' and will remain as such until released by the student.

9.0 Name Change

While currently enrolled at Phillips Graduate Institute you can change your official name of record. You must provide a Petition for Name Change form, which can be found in the Registration Office or on the Phillips website, along with legal documentation that your name has been changed (i.e., official court record or marriage certificate). Both documents will need to be provided to the Registration Office.

Once your degree has been conferred, you have withdrawn or you have been administratively withdrawn, your official name of record cannot be changed.

10.0 Veteran's Records

Under the requirements of CFR 14209 (f), Retention of Records, the Institute keeps all records and accounts pertaining to each period of enrollment of veterans and other eligible persons intact and in good condition for at least five (5) years following the termination of the enrollment period. If the Registration Office receives a written request from the Veterans Administration no later than thirty (30) days prior to the end of the five (5) year period, the Institute will keep the records longer as requested.

Graduation/Degree Conferral

1.0 Intent to Graduate

Students must submit an Intent to Graduate form by the designated deadline in December of the academic year that they will be graduating. If the student indicates on the form that they will be participating in the Commencement Ceremony, the graduation fee of \$150 will automatically be posted to the student's account. If the student indicates that they will not be participating, then the student's account will automatically be billed \$70 for a diploma.

The Intent to Graduate form is available in the Registration Office and on the Phillips website. Students may refer to the academic calendar for the Commencement date. Students who fail to file an Intent to Graduate form will not be allowed to participate in Commencement, and in addition, their academic records, including diploma, will be held.

Graduation packets will be distributed to graduating students in February. Students are expected to follow necessary guidelines and to complete all graduation requirements before the degree conferral dates.

2.0 Commencement Ceremony

A Commencement Ceremony is held once every academic year in May. Students who have completed all degree requirements during the preceding fall semester, or anticipate fulfilling all degree requirements in the summer semester, may apply to participate in the ceremony by completing the Intent to Graduate form and returning it to the Registration Office by the designated deadline in December. As part of their Graduation Fee, graduates will receive up to 12 tickets for the ceremony. Additional tickets can be purchased for \$5 each.

3.0 Requirements to Participate in Commencement Ceremony

To participate in the Commencement Ceremony students must complete the following requirements:

3.1 Doctoral Students

- Must have final defense meeting and submit doctoral project for binding by March 31st.
- Must be reasonably certain that they will complete their internship by August 31st.
- Complete all other program requirements.

3.2 Master's and Credential Students

- Students are expected to complete all academic requirements by August 31st.
- Students are expected to complete their field study/Practicum hours by August 31st.
- If a student has remaining degree requirements to complete, they must be properly registered for the necessary or appropriate course(s).

4.0 Regalia/Cap and Gown

Students are responsible for ordering their own regalia/cap and gown online from Herff Jones, <https://collegegrad.herffjones.com/>. Information on how and when to order regalia is included in the Graduation Packet distributed in February.

5.0 Student Speakers

Graduates from each program will nominate a candidate to represent them as a Commencement Ceremony student speaker. Each student speaker will be given the opportunity to present a two (2) minute speech to our graduates, their families and guests.

6.0 Degree Posting

Degrees are conferred and posted on the transcripts three (3) times a year:

Fall	Spring	Summer
December 31 st	May 31 st	August 31 st

****Students must be currently enrolled in the semester in which their degree will be conferred.**

The following items must be cleared before a degree can be conferred:

- All academic requirements have been made.
- All Practicum, field study and/or internship hours must have been obtained.
- All financial obligations have been cleared with the Business Office, Library and Counseling Center (if applicable).
- Financial Aid exit counseling has been completed.

7.0 Transcripts/BBS Certification

As part of the graduation fee, students will be provided with one (1) official transcript. If you choose not to participate in the Commencement Ceremony and you would like an official transcript(s), you will need to request it by submitting the Transcript Request form, which can be found in the Registration Office or on the Phillips website. Transcripts will be available approximately three (3) weeks after the degree conferral date. The Registration Office will contact graduates via email once the transcripts are ready for pickup.

7.1 Exceptions:

7.1.a CPDP - The Registration Office will automatically mail to the California Board of Psychology an official transcript for each Clinical Psychology student once they have received the requirements date from the Department Chair. If additional transcripts are wanted, they will need to be requested by submitting the Transcript Request form, which can be found in the Registration Office or on the Phillips website, www.pgi.edu.

7.1.b MFT and MFT/AT – Along with your official transcript, you will also be provided with an official California Board of Behavioral Sciences program certification form. These will be sealed in one envelope to be submitted with your intern application.

7.2 Requesting additional transcripts

7.2.a For transcript ordering information please see the Transcript Request on page 53-54 of this catalog

***Please note that the California Board of Behavioral Sciences does not accept transcripts sent directly to them by any school or college. The Board of Psychology will accept transcripts sent from either Phillips or the student. Neither organization will accept faxed transcripts.*

8.0 Diploma

As part of the graduation fee, students will be provided with one (1) diploma. If you choose not to participate in the Commencement Ceremony, you will be billed a diploma fee of \$70. Diplomas will be printed with the name that is specified on the Intent to Graduate form, with the exception of nicknames, which will not be printed. Diplomas will be available for pickup approximately six (6) to eight (8) weeks after your degree is conferred. The Registration Office will contact the graduates via email once the diplomas are available for pickup. Anyone wishing to have their diploma mailed to them will need to sign the Diploma Release form (available in the Registration Office) and pay a mailing charge of \$25. Diplomas will be mailed via USPS Express Mail. Additional charges will be assessed if mailing internationally.

9.0 Diploma Replacement

Should a graduate need to replace their diploma or order an additional diploma, they will be charged a fee of \$50 per diploma. The replacement diploma will state that it is a re-issued diploma. The request form is available in the Registration Office and on the Phillips website. The Registration Office will contact the graduates via email once the diplomas are available for pickup. Anyone wishing to have their diploma mailed to them will need to sign the Diploma Release form (available in the Registration Office) and pay a mailing charge of \$25. Diplomas will be mailed via USPS Express Mail. Additional charges will be assessed if mailing internationally.

International Students

1.0 Important Visa and Immigration Documents and Information

- 1.1 SEVIS** – Student and Exchange Visitor Information System (SEVIS) is an electronic system by which student and scholar data is transmitted directly to the U.S. Department of Homeland Security. On October 1, 2001, a U.S. law passed called the “Patriot Act” that mandated schools to use SEVIS to report to the government certain data on individuals with F-1 status.
- 1.2 Passport** – International students must maintain a valid passport at all times. Make sure to renew your passport at least six (6) months prior to the expiration date. Passports can be renewed within the United States at your country’s consulate or embassy. Consulates/embassies may be contacted at <http://www.projectvisa.com/>.
- 1.3 Visa** – A visa is a stamp or sticker placed in the passport at a U.S. consulate or embassy outside the U.S. Students must make sure that their visa is valid for re-entry. An expired visa must be renewed at a U.S. consulate/embassy outside the U.S. prior to re-entry. The visa is only a permit to enter the United States. Once a student is here, the I-20 becomes the relevant document that keeps them in status.
- 1.4 Form I-20** – This is the certificate of eligibility issued by the school. It has three (3) pages: the student’s copy, the instruction page and the endorsement page.
- 1.4.a** If you are entering the U.S. to attend a school for the first time, the Custom and Border Protection (CBP) officials at the port of entry must stamp your I-20 in the upper right-hand corner. This stamp indicates that you have been inspected for admission into the U.S. and have been authorized to attend the school whose name appears on your Form I-20. You must attend the school that issued you the I-20. If you wish to transfer to another school, do so immediately.
 - 1.4.b** If you leave the U.S. briefly either for an emergency visit or vacation and plan to return to Phillips Graduate Institute to continue your course of study, you must have page 3 of your Form I-20 signed by the Designated School Official (DSO) for reentry. If you fail to do this, you will have difficulty reentering the country.
 - 1.4.c** The Phillips DSO will not endorse page 3 of your Form I-20 for reentry into the U.S. if you have failed to maintain your status or if you do not intend on returning to continue your course of study.
 - 1.4.d** I-20 form expires on the date the student completes their studies. This cannot be extended once they have graduated. F-1 students who have applied for Optional Practical Training (OPT) will receive an Employment Authorization Document (EAD) which will show the dates of validity. F-1 students are permitted to remain in the U.S. for sixty (60) days after completing their course of study.
- 1.5 Form I-94** – Form I-94 (Arrival/Departure Record) is a white card attached to your passport which is given to you when you enter the U.S. The immigration officer at the port of entry must stamp this card with the date of arrival and a D/S stamp indicating “Duration of Status”. It covers the period of time for the completion of your course of study and any periods of authorized practical training, plus sixty (60) days for preparation to depart the United States.

2.0 Maintaining F-1 Status

An F-1 student must comply with certain immigration laws governing their stay in this country. To maintain legal status, students must follow the rules below. If they do not abide by these laws, U. S. Citizenship and Immigration Services (USCIS) will consider them out of-status and therefore in violation of the conditions of their F-1 immigration status. Students will then have to apply for reinstatement and run the risk of being required to leave the country. In order to remain in status, students must:

- Maintain a valid passport at all times. Students must make sure to renew their passport six (6) months prior to the expiration date.
- Maintain a full course of study during each semester (eight (8) units) at the school listed on the currently valid I-20 form.
- Must be continuously enrolled and attend classes regularly.
- Maintain a 3.0 GPA and make satisfactory progress toward completion of their degree program.
- Students may attend part-time under the following circumstances:
 - It is their first (1st) semester in the US and they are experiencing difficulties with the English language.
 - They have medical problems and have a doctor’s letter.
 - They are in their final semester and have only a few units remaining to graduate.
- Must pay off any balance or make payment arrangements with the Business Office within the Add/Drop period.

- Report any new contact information to the USCIS and the Phillips Registration Office within ten (10) days.
- Travel Signature – Students must obtain a travel signature on Form I-20 from the Registration Office when traveling outside the borders of the US. Travel signatures are granted to students who meet all eligibility requirements. Travel signatures will be valid for one (1) year provided the student continues to maintain current student status.
- May not accept unauthorized employment. All employment must be pre-authorized by the Registration Office. USCIS considers every employment under twenty (20) hours as part-time and every employment over twenty (20) hours as full-time.
- Leave of Absence - A Leave of Absence for one (1) semester or one (1) year requires the approval of a designated school official. The student must submit a Leave of Absence form or they will be Administratively Withdrawn. Students must notify the Registration Office in writing three (3) months prior to their return, along with a \$100 deposit which will be credited to their tuition. Students must remain **outside** the U.S. the entire time unless under a valid status other than F-1. Students approved for medical leave may remain in the U.S.. Students who do not resume studies after two (2) semesters will need to reapply to Phillips.
- Extension of Stay – If students are unable to complete their program of study by the expiration date noted in item #5 on the I-20 form, they must apply to the Registration Office for a program extension at least sixty (60) days prior to that expiration date.
- May not transfer schools without authorization. If students do transfer schools, they must make sure that the Registration Office transfers their SEVIS record prior to the start of classes at their current school.
- Must complete the transfer-in process when they change institutions. This process must be completed within fifteen (15) days of starting classes at their new school. The transfer is not complete until they have registered for classes at the new school and received an I-20 confirming the completion of their transfer.
- Students who have applied for Optional Practical Training (OPT) must show a Notice of Receipt from USCIS in addition to a valid F-1 visa in order to request a travel signature. Students who have received an Employment Authorization Document (EAD) or approval for OPT must submit a copy of the EAD in addition to a valid F-1 visa in order to request a travel signature. USCIS recommends that students on OPT show a letter from their employer at the Port of Entry when returning to the US. Do not travel outside the United States, even briefly, without the proper documentation.

3.0 Employment

International students are required to submit an Affidavit of Financial Support and a bank statement along with their application to Phillips. This is a requirement for admission and issuance of Form I-20. They are expected to have the funds required to pay for their education. F-1 students are not eligible for financial aid. Employment is a benefit of the F-1 status and is not guaranteed.

Students must consult with the Registration Office before starting any employment. It is the student's responsibility to only engage in employment authorized as permissible for F-1 students. Any unauthorized employment, even if it is for a few hours, places the student out of status and possibly terminates their status in the United States.

4.0 Off-campus Employment (Economic Hardship)

An eligible F-1 student may request off-campus employment based upon severe economic hardship caused by unforeseen circumstances beyond their control. F-1 students must have been in student status for one (1) academic year and must be able to clearly document the circumstances causing the economic need. Approval is subject to USCIS adjudication.

5.0 Curricular Practical Training (CPT)

Curricular Practical Training is defined as a work experience that is an integral part of the program of study. A field assignment/employment must support the goals of the student's program. Students are eligible for CPT after nine (9) months presence in the US as an F-1 student.

Important: CPT dates coincide with the start and end dates of classes for each semester. Once a CPT has been authorized in SEVIS, no changes except for cancellations can be made.

6.0 Optional Practical Training (OPT)

Optional Practical Training provides an opportunity for the student to apply theoretical knowledge gained from their academic program to a practical employment experience.

Note: Students may be authorized to work twenty (20) hours per week during semesters and forty (40) hours per week during vacations when authorized to work under any of the above work categories.

7.0 How to Obtain a Social Security Number (SSN)

Students are advised to wait for a minimum of ten (10) days after arrival in the United States before applying for a Social Security Number (SSN). This gives USCIS and DHS sufficient time to record the student's arrival and status in their databases.

In order to apply for a Social Security Number you must have the following documents:

- Job offer letter
- Letter from the Registration Office verifying enrollment and job offer
- Valid Passport
- I-20 form
- I-94 form

Students must present these documents to the Social Security Administration together with an application for a SSN. Students who are ineligible to receive a SSN may obtain a Tax Identification Number (TIN). For more information, visit the IRS website.

Student Support Services

1.0 Student Support Services

Student Support Services is a resource for all candidates interested in the programs offered at Phillips Graduate Institute as well as continuing students. The office is designed to provide information regarding admissions policies and procedures, tuition and fees, financial aid, academic and administrative policies and procedures, and registration and graduation information. The office numbers are:

- Academic Resource Center: 818-386-5603
- Admissions: 818-386-5660
- Financial Aid: 818-386-5608
- Library: 818-386-5640
- Registration: 818-386-5606

2.0 Academic Resource Center (ARC)

Phillips Graduate Institute further supports student success by providing currently enrolled students from all academic programs with access to the Academic Resource Center (ARC). ARC works closely with faculty, academic advisors, and administration to identify student needs and provide targeted learning assistance to matriculating students. Services provided to students include support with writing skills (both general and APA-style), assignment comprehension, time management skills, organizational skills and group study strategies. The Academic Resource Center also implements various workshops throughout the year designed to enhance student learning. The Academic Resource Center offers students guidance in accessing various campus resources and can provide suggestions for becoming more involved with the Phillips community.

2.1 ARC Policies and Procedures

ARC services are directly related to enhancing students' academic success while completing their graduate work at Phillips. To permit a collaborative and effective learning environment, ARC services, along with all other academic counseling services, are not confidential. Rather, an open dialogue is maintained with faculty, student advisors and administration in order to best support students. In addition, ARC is not a personal counseling center and cannot provide guidance on personal matters.

ARC has an open-door policy. Time permitting, ARC can accommodate unscheduled drop-in visits from students. However, students can best utilize ARC services by scheduling an appointment with the Coordinator of the Academic Resource Center to ensure that time is specifically reserved to discuss their project. ARC offers flexible appointment times during the week to accommodate a variety of student schedules, as well as some weekend (Saturday) and evening appointments. To ensure availability of ARC services, appointments should be scheduled well in advance of project deadlines. Most ARC appointments take place face-to-face, but support via email and phone is also available for suitable projects. For all projects, ARC may request that students bring class syllabi, textbooks and previous class assignments to their ARC meeting. For assistance with writing, ARC may ask students to email a draft of their written product the day before their meeting is scheduled so that ARC can prepare for the appointment.

3.0 Library

The Phillips Graduate Institute Library is dedicated to supporting the education and training needs of students, faculty, Alumni Association members, and counseling staff. The Library is an integral part of the teaching and learning process at Phillips. It provides a welcoming and supportive environment in which to study, work and conduct research. The Library's growing collection of resources on Psychology, Organizational Management and Consulting, School Counseling and related fields includes 9,800 volumes of books, 800 student research papers, 1,200 audiotapes and CDs, 800 videotapes and DVDs, and 38 current journal subscriptions. Sixteen (16) computer workstations allow students to access the internet, the Library's online catalog, Microsoft® Office applications, and multiple online databases. Wireless internet access is available in the Library.

The Library is a member of OCLC and DOCLINE, which provide access to the resources of thousands of other educational institutions through an extensive interlibrary loan network.

To contact the Phillips Graduate Institute Library directly, please call 818-386-5640.

4.0 Circulation

Library material loan periods and limits:

Students are limited to borrowing ten (10) items and no more than five (5) items on any single topic. Renewals are permitted if item has not been requested by another user.

- Main Book Collection - 3 weeks, 3 renewals, limit 10
- Child Therapy Book Collection -1 week, 1 renewal, limit 5
- 7 Day Reserve Books -1 week, 1 renewal, limit 5
- New Books - 1 week, 1 renewal, limit 5
- Periodicals, Professional Papers -Non-circulating
- Audiocassettes and CDs -2 weeks, 2 renewals, limit 5
- Videocassettes and DVDs -2 weeks, 2 renewals, limit 5

5.0 Library Policies

5.1 Cell Phone/Pagers – The use of cell phones and pagers is not permitted in the Library.

5.2 Food/Drink – Food and drink are not allowed, with the exception of closed water bottles.

5.3 Copyright Compliance/Academic Honesty/Plagiarism – The use of Library resources and materials is governed by the Phillips Graduate Institute Community Copyright Compliance Policy (<http://www.pgi.edu/page.php?id=87>). Phillips Graduate Institute is committed to encouraging the lawful use of copyright-protected materials by its students, faculty, staff, administrators and visitors. Phillips Graduate Institute expects faculty and students to adhere to copyright compliance. Phillips Graduate Institute does not consider violations of copyright, academic honesty or plagiarism acceptable behavior in an institution of higher learning.

5.4 Disputes – Borrowers may dispute a fee or fine by submitting a written appeal to the Library Director. The Director will review the appeal and advise the borrower of a decision within two (2) weeks. If the borrower believes the decision is not in violation of institutional policies and procedures, they may file a grievance in accordance with Phillips policy (see Phillips Graduate Institute Grievance Policy).

5.5 Fines – Overdue fines are \$.50 per day per item for books, audio cassettes, CDs, video cassettes, DVDs and games. Overdue fines for tests are \$3.00 per item per day. There is a three (3) day grace period. Fines do not accrue on Sundays or holidays when the campus is closed.

5.6 Lost/Damaged Materials – For lost materials (books, audio cassettes, CDs, video cassettes, DVDs and games), borrowers may provide an exact replacement copy or be charged the replacement cost of the lost item(s). Borrowers will also be charged an additional \$15.00 processing fee per item.

5.7 Overdue Items – Notices of overdue Library materials are sent as a courtesy via email. Up to two (2) notices may be sent based on the total accrued fines. The borrower is responsible for all overdue items, even if the borrower fails to receive a notice. Library privileges may be suspended if the borrower accrues \$5.00 or more in overdue fines and/or other Library fees.

5.8 Refunds – Any fee or fine collected in error will be returned. If a lost item is returned or replaced prior to Library replacement, the replacement fee will be cancelled; however, borrowers will be charged one-half of the processing fee (\$7.50).

5.9 Renewals – Items may be renewed in person, by email (library@pgi.edu) or by telephone (818-386-5640). Telephone renewals by voicemail are *not* permitted and must be requested directly to a Library staff member during operating hours.

5.10 Returns – During operating hours, borrowers should return items to the Circulation Desk book drop or directly to a Library staff member. When the Library is closed, borrowers can use the book return to the left of the Library entrance. Materials returned by mail must be received by the due date.

6.0 Bulletin Boards

There are numerous bulletin boards around the campus. Such boards have specific uses, and material posted on the boards should be from the relevant office or department. Students may obtain authorization to post ads, bulletins, notices, flyers, etc., from the appropriate department.

7.0 Parking Regulations

Students using the parking areas on the campus are required to fill out a parking form. Forms will be maintained in the Operations Office. Should your vehicle identification change, you will need to submit a new Parking Application.

Overnight parking is not allowed in the Phillips parking lot. Any car left overnight will be subject to a ticket or possible towing at the owner's expense.

8.0 Photocopiers/Faxes

Photocopy and fax machines are for use by Phillips personnel only. Students may use the photocopy machine located in the Library when they wish to make photocopies.

9.0 Student Lounge

A student lounge is located in the northwest corner of the building. The lounge has microwaves, a refrigerator and vending machines for use by all members of the Phillips community.

10.0 Virtual Bookstore

Phillips has an online bookstore which will allow students to order all of their required textbooks online 24 hours a day, 365 days a year, and have them delivered directly to their homes. This bookstore offers students new and used textbooks, an integrated book marketplace, and year-round textbook buy-back. Please check the Phillips website at <http://textbookx.com/institutional/index.php#> for more information.

Alumni Association

The Phillips Alumni Association was founded to advance the welfare of Phillips by encouraging, maintaining and providing a variety of ways to connect, reconnect and forge mutually beneficial relationships between the Institute's alumni, students and friends.

The Alumni Association offers recent graduates a variety of social and professional events as they transition into their individual professions. This helps graduates establish relationships with Phillips alumni who are willing to help them connect with colleagues beyond the Phillips family. By promoting a two-way channel of communication with the Phillips community, the Association strengthens the Alumni foundation and the future of the Institute. Our objective is to build upon a new constituency of proactive alumni and pre-alumni to protect the value of Phillips' academic excellence.

The Association is a self-funded, membership-driven organization and offers a myriad of benefits that support the personal development and professional success of all graduates and honorary degree recipients.

For more information on the Association and membership, you may contact Alumni Affairs at (818) 654-1704 or alumni@pgi.edu.

Master of Arts in Psychology (MA)

Emphasis in Marriage and Family Therapy

Mission Statement

The mission of the MA in Psychology with an Emphasis in Marriage and Family Therapy program at Phillips Graduate Institute is to create a context that fosters collaborative learning and provides students with academic knowledge, clinical competency, and professional development necessary for beginning practice as marriage and family therapists. Students who complete the program will have met the educational requirements for licensure in California and will demonstrate self-awareness, integrity, cultural competence, and a commitment to relational responsibility in service to individuals, couples and families, to communities, and to the profession.

Program Goals and Student Learning Outcomes

Program Goal 1: Law and Ethics

Student Learning Outcomes:

- 1.1 Students identify legal and ethical principles underlying the practice of counseling and marriage and family therapy.
- 1.2 Students use an ethical decision-making process in professional practice as counselors and marriage and family therapists.

Program Goal 2: Theory

Student Learning Outcomes:

- 2.1 Students demonstrate an understanding of human development throughout the lifespan.
- 2.2 Students apply a variety of theoretical models in the practice of marriage and family therapy.

Program Goal 3: Assessment, Diagnosis, and Treatment

Student Learning Outcomes:

- 3.1 Students demonstrate knowledge of human behavior in health and mental illness.
- 3.2 Students apply appropriate skills in assessment, diagnosis, and treatment in the development of comprehensive treatment plans.

Program Goal 4: Cultural Competency

Student Learning Outcome:

- 4.1 Students evaluate the influence of culture on their work as counselors and marriage and family therapists.

Program Goal 5: Research

Student Learning Outcome:

- 5.1 Students locate and critically evaluate published research.

Program Goal 6: Professional Behavior

Student Learning Outcomes:

- 6.1 Students demonstrate professional behavior in all interactions with peers, faculty, staff, clients, site supervisors, and other professionals.
- 6.2 Students demonstrate respect, warmth, and attending behavior in collaboration with clients in a treatment setting

Educational Philosophy and Training Model

The educational philosophy of the Marriage and Family Therapy program emphasizes a systems approach to the investigation, understanding and treatment of human relationships. This focus emphasizes the importance of seeing the individual as a member of many systems. Students learn to integrate systemic ideas with other approaches to psychology as they become knowledgeable in the professional identity of the Marriage and Family Therapist.

In the Marriage and Family Therapy program students are immersed in three (3) types of learning: academic/didactic, practical application, and professional/personal growth. This unique approach significantly contributes to the integrated development and training of mental health professionals.

This approach to student learning is expressed in every aspect of the program: the curriculum, the methodology and course assignments and the sequencing of courses. Students emerge from the program with a professional identity that demonstrates personal growth, academic competency and clinical skill.

Program Structure

Students choose a primary class day, with instruction from 8:00 a.m. until 5:00 p.m. Class day options include a weekday or a Saturday. Additionally, students spend an average of five (5) hours a week in other learning activities. In semesters one (1) and two (2), this learning activity is Case Conference; sections are offered at various times throughout the week. As early as second (2nd) semester, students will be gaining experience at a clinical placement site, where time commitments vary. By their third (3rd) semester of attendance, students add a concentration or choose electives, which are offered outside of the regular class day.

The Marriage and Family Therapy (MFT) program is designed to be completed in two (2) years, five (5) semesters, including summer semesters. Part-time scheduling options are available, which could extend a student's attendance over three (3) years. Prospective students should ask an admissions counselor for details regarding part-time and multi-program options. New students will meet with faculty advisors to plan any modifications to the regular schedule.

Admission Requirements

- Prerequisite coursework: 12 units of social science coursework successfully completed at the undergraduate level
- Completion of an earned bachelor's degree from a regionally-accredited college or university with a minimum 3.0 grade point average (GPA)*
- Demonstration of English proficiency may be required
- Completion of Phillips Graduate Institute Admissions Application Packet (See Admission Application Process)
- Admission interview with MFT Department Chair or faculty

Please refer to the Student Support Services section for details on admission policies and procedures.

**Note: A "Grade Point Average Exemption Petition" may allow admission for applicants who do not meet the minimum GPA requirement.*

Entry Options

Students may enter the Marriage and Family Therapy program in the fall or the spring semester. Please call the Admissions Office at (818) 386-5660 for dates and class schedules.

Clinical Placement Services

Students seeking the California license as a Marriage and Family Therapist are required to complete 225 hours of Practicum experience at an approved training agency prior to degree completion. Students seeking the California license as a Professional Clinical Counselor are required to complete 280 hours of Practicum experience at an approved training agency prior to degree completion. The Practicum experience allows students to provide counseling services to clients under the supervision of licensed professionals. Phillips-approved training sites include counseling centers, schools, mental health agencies and hospitals throughout Southern California, in addition to our own Counseling Center. Assistance with clinical placement is provided by student advisors and by the chairs of our Practicum courses.

Students may begin their Practicum experience after they have completed thirteen (13) units of coursework and have been designated by Phillips faculty as trainees who are ready to begin clinical work.

While Phillips makes every effort to inform students about and prepare them for each step of the state licensing process, it is each student's responsibility to ensure that they meet all qualifications for licensure as a Marriage and Family Therapist or Professional Clinical Counselor. Students must consult the Board of Behavioral Sciences website (www.bbs.gov) for detailed information about California licensing requirements.

Please refer to the "Clinical Placement Handbook" for further information regarding required hours of clinical experience. The "Clinical Placement Handbook" can be found at www.pgi.edu.

Faculty Advisement

Students will be assigned an academic advisor at the beginning of their first semester of enrollment. Students are required to meet with their advisor early in the first semester and at least once each semester until completion of their degree. The faculty values and welcomes open communication with students. Students are encouraged to make appointments with other members of the core and adjunct faculty, who will answer questions and provide consultation. The Marriage and Family Therapy faculty are active practitioners and serve as professional mentors and models for students.

Workshops

As part of the Master of Arts degree in Psychology with an Emphasis in Marriage and Family Therapy, students are occasionally required to attend day-long workshops in addition to regular classes. These are held on days other than the students' regular class days. Advance information will be provided to students to allow for planning.

Program Compliance

The Master of Arts in Psychology with an Emphasis in Marriage and Family Therapy is designed to meet the educational requirements of the California Board of Behavioral Sciences (BBS). Students who elect the LPCC concentration will also meet the educational requirements for Licensed Professional Clinical Counselor. Information regarding these standards is available through the Phillips Graduate Institute Marriage and Family Therapy department and the BBS website, www.bbs.ca.gov. Program curriculum and experience hours are subject to change without prior notice based on current BBS requirements.

Requirements for Degree Completion:

The degree is posted three (3) times yearly: on the last day of December (Fall), May (Spring) and August (Summer). All of the following requirements must be met prior to degree posting:

- Completion of all 60 units of required courses with an overall GPA of 3.0 or higher.
- Completion of 225 hours of supervised clinical placement concurrent with Practicum registration
- Verification of required hours in personal or family psychotherapy*
- "Intent to Graduate" form on file with the Registration Office one (1) semester prior to the graduation date when a student expects to meet all graduation requirements
- Payment in full of financial obligations to Phillips Graduate Institute and the California Family Counseling Center
- Return of all Library materials
- Completion of an exit interview with the Financial Aid Office (financial aid recipients only)

**Psychotherapy Requirement: In order to become an effective therapist, an individual must first be willing to work on their own issues in a therapeutic relationship. This experience is in keeping with the Phillips Graduate Institute philosophy of theory, experience and application as it represents integrated learning. Therefore, all students in the MFT program are required to engage in a minimum of 24 hours of psychotherapy during tenure in the program. Therapy may be individual, couple, family, or group sessions. The therapist must be licensed as a psychologist, LMFT, LCSW, LPCC or psychiatrist. The cost of therapy is to be met by the student. Students are not required to discuss personal information from the therapeutic context as part of their coursework.*

Master of Arts in Psychology with an Emphasis in Marriage and Family Therapy

60 units

This program plan meets graduation requirements for a Master of Arts Degree in Psychology with an Emphasis in Marriage and Family Therapy. Graduates will meet the educational requirements for MFT licensure in California. Those electing the LPCC concentration will also meet educational requirements for Licensed Professional Clinical Counselor.

CURRICULUM

First Semester • 13 units (Offered Fall and Spring)

- PSY 502A Family Therapy: Systemic Approaches (3 units)
- PSY 503 Developmental Psychology (3 units)
- PSY 507 Foundations of Counseling and Psychotherapy (3 units)
- PSY 518A Introduction to Research – I (1 unit)
- PSY 519A Case Conference: Pragmatics and Human Communication (3 units)

Second Semester • 13 units (Offered Spring and Summer)

- PSY 504 Diversity and Social Justice in Families, Schools and Other Systems (3 units)
- PSY 519B Case Conference/Practicum (3 units)
- PSY 520A Abnormal Psychology (2 units)
- PSY 520B Assessment and Treatment in a Developmental Context (2 units)

PSY 539 Legal, Ethical and Professional Issues (3 units)

SUMMER Semester • 13-14 units (Offered Summer only)

PSY 529 Group Dynamics/Practicum (3 units)

PSY 549 Psychological Testing (3 units)

PSY 600 Fundamentals of Addiction (3 units)

PSY 596 Field Study Practicum (1 unit) *required only if seeing clients*

PSY Concentration or Electives (3 units)

Third Semester • 11-12 units (Offered Fall Only)

PSY 528 Couple Therapy and Sex Therapy (3 units)

PSY 550 MFT's in Community Mental Health (2 units)

PSY 531A Applied Therapeutic Methodology – I (1 unit)

PSY 533A Practicum – I (2 units)

PSY 518B Introduction to Research - II (1 unit)

PSY Concentration or Electives (3 units)

Fourth Semester • 9-10 units (Offered Spring Only)

PSY 518C Professional Project – I (1 unit) (for Fall entry cohort)

PSY 531B Applied Therapeutic Methodology – II (1 unit)

PSY 533B Practicum – II (2 units)

PSY 547 Psychopharmacology (3 units)

PSY Concentration or Electives (3 units)

Course Descriptions

PSY 502A Family Therapy: Systemic Approaches (3 units)

Families are the primary unit of study in this course designed to familiarize students with systems theories. Students study the interaction of parts and the whole, and how intervention with one element of a system creates change throughout the family and the larger systems with which the family interacts. Learning sequentially, students begin with a sensitive study of their own family systems before moving on to therapeutic and counseling applications with other families. The models presented are Bowen, Structural, and Strategic. The course then moves into the collaborative, strength-based approaches of Post Modern therapies. Specific counseling applications of these theories are demonstrated in the classroom to help students develop intervention strategies with families and larger systems.

PSY 503 Developmental Psychology - (3 units)

This course reviews normal developmental processes over the lifespan of individuals and systems. The student encounters both theoretical models for describing developmental stages and behavioral descriptions of tasks and competencies at each stage. We explore the interaction between individual development and the stages of the family life cycle. Attention is also given to moral development, gender differences in development, the effect of early experience, and developmental processes in divorcing and blending families. For school counselors, this understanding of developmental tasks encountered by elementary and secondary pupils is a foundation for developmentally-appropriate individual counseling and program planning that takes into account cultural and eco-systemic variations in pupil development.

PSY 504 Diversity and Social Justice in Families, Schools and Other Systems (3 units)

This course is designed to facilitate the intra and interpersonal examination, awareness and valuing of human diversity and social justice across varying populations and contexts. Students will develop an understanding of individual, family and social roles in the construction of diversity and equity through an exploration of privilege and oppression across dominant and marginalized cultures. Such examination will increase sensitivity to and comprehension of the psychological impact of cultural forces. The course utilizes a systems and strength-based perspective, honoring a collaborative and community approach to school counseling and psychotherapy.

PSY 507 Foundations of Counseling and Psychotherapy (3 units)

This course presents models originally developed to work with individuals as a context for understanding marital and family therapy and school counseling. The major focus is on three (3) foundational approaches: Psychodynamic, Humanistic-Existential, and Behavioral and Cognitive-Behavioral theories. The course is comparative and integrative, and offers an introduction to rather than a comprehensive presentation of these historically important models. These models also provide the context for foundational counseling skills utilized by marriage and family therapists and school counselors.

PSY 518A Introduction to Research – I (1 unit)

This course introduces students to concepts and procedures that will help them become educated consumers of research in the fields of marriage and family therapy, community mental health, and school counseling. Students will develop basic library search skills to locate recent studies that document effective practices. They will become familiar with the standards of academic writing, such as APA style, and develop their competence in critical reading of research literature.

PSY 518B Introduction to Research - II (1 unit)

This course continues the practice of critical analysis of research. It familiarizes students with qualitative and quantitative research procedures. The emphasis is on evaluating outcomes in psychotherapy and school counseling, and understanding evidence-based practice.

PSY 518C Professional Project (1 unit)

This course provides faculty mentoring and support as students complete a professional project. Students will choose a research topic connected to their concentrations, their clinical placement settings, and/or a current professional interest. The goal of the project is to increase the student's knowledge in a specific area of clinical expertise and to provide an opportunity for future professional development.

PSY 519A Case Conference: Pragmatics and Human Communication (3 units)

This course provides an experiential and practical demonstration of the foundational concepts presented in the first (1st) semester coursework. Students are oriented to the practice of psychotherapy/counseling, including establishing and understanding confidentiality, avoiding dual relationships and handling personal information in an ethical manner. Throughout the course, students observe actual therapy/counseling behind a one-way mirror and participate in discussions with the instructor/school counselor about what has been observed. Communication principles and skills that enhance professional effectiveness are introduced, demonstrated and practiced.

PSY 519B Case Conference/Practicum (3 units)

Students continue the observational process from first semester with clients/pupils, discussing the methods used by the instructor/school counselor. Students learn to apply theoretical concepts to their fieldwork experiences. Assessment and treatment concepts presented in PSY 520A and PSY 520B are demonstrated and applied in the clinical/counseling work with the case conference client/pupil.

PSY 520A Abnormal Psychology (2 units)

This course surveys abnormal psychology from the perspective of the medical model presented in the current edition of the Diagnostic and Statistical Manual of Mental Disorders. In the course, students are encouraged to think critically about the concepts of mental illness and psychopathology; for example, students examine the impact of the socio-cultural context on diagnosis. Students learn to identify and diagnose commonly seen disorders as well as severe mental disorders in both children and adults. Students also begin developing more advanced skills in the process of differential diagnosis.

PSY 520B Assessment and Treatment in a Developmental Context (2 units)

This course builds on knowledge obtained in 520A in the area of child and adolescent diagnostic categories. The course continues skills training in the process of assessment and expands to include treatment planning specific to working with youth. Students learn through in-class demonstration and course assignments, intervention strategies appropriate for addressing different presenting problems and developmental stages. In addition, this course explores assessment and treatment planning with children and adolescents in various settings: clinical settings, schools, and community-based facilities. The practical management of commonly seen child and adolescent counseling issues and the legal and ethical guidelines related to working with youth are discussed. PSY 520A or its equivalent is a prerequisite for this course.

PSY 528 Couple Therapy and Sex Therapy (3 units)

This course examines theory, methodology, and pragmatics of working with intimate partnerships. The first part of the course will explore various theoretical models for an in-depth view of dynamics in couples. Issues and processes that frequently arise in couple therapy will be addressed, such as lack of intimacy, trust issues, conflicts, relationship dissolution, and domestic violence. The course will also demonstrate methods of therapeutic intervention designed to enrich couples' lives and help negotiate change.

The second part of the course will introduce students to the fundamentals of sexuality and sex therapy necessary for working as a marriage and relationship therapist. In a safe and supportive atmosphere, students will deepen awareness of their own sexualities, increase comfort with sexual language, and widen their perspectives on sexual variations. The course will discuss the developmental considerations of sexuality over the lifespan. With this foundation, the course will then help students address sexual issues in session and increase intimacy in partnerships. Guidelines will be presented to help students decide when to refer to specialized professionals. Finally, the course will help students develop an increased multicultural sensitivity to issues of sexuality.

PSY 529 Group Dynamics/Practicum (3 units)

Understanding group dynamics from the perspective of both participant and leader is an essential skill for professionals in the field of marriage and family therapy and school counseling. In this experiential course, students learn the theory and practice of group dynamics. The course includes both didactic instruction on the theories of Yalom and others, and a "laboratory" experience of being in a group. Students are encouraged to utilize this experience to enhance their personal and professional growth. Although not therapy, the experience can be therapeutic for those who participate fully.

Students in clinical placement may utilize the group experience as an adjunct to their official group or individual supervision. The instructor and the group will offer monitoring and support as the student deals informally with personal and professional issues related to their clinical work.

PSY 531A Applied Therapeutic Methodology - I (1 unit)

This course involves the application of theoretical models to clinical issues and specific clinical populations. Various theoretical models are emphasized for assessing and treating individuals, couples, families and children. Students will begin to formulate a personal theoretical position as a foundation for their own beginning clinical practice. Aspects of professional communications in the mental health profession will also be covered. This course must be taken concurrently with 533A, Practicum.

PSY 531B Applied Therapeutic Methodology - II (1 unit)

This course continues the application of theoretical models to clinical issues and specific clinical populations. Theoretical knowledge and the foundations of psychotherapy learned in the first year are reviewed and applied to cases from the Practicum experience. This course supports the student's experience in supervised Practicum with readings, assignments and resources relevant to the populations being served by the students. Various therapeutic models are emphasized for dealing with individuals, couples and families. The application of clinical skills is reviewed, including assessment, developing a therapeutic alliance, goal setting, treatment planning, evaluating progress and termination. Students will continue to formulate a personal theoretical position as a foundation for their own beginning clinical practice. Comprehensive written and oral examinations are part of this course. The course must be taken concurrently with PSY 533B, Practicum.

PSY 533A Practicum - I (2 units)

In this course students gain direct clinical experience with individuals, couples, families or groups at placement sites approved by the Clinical Placement Office. MFT licensure requirements in California mandate that students obtain a minimum of 225 hours while in a Practicum and prior to graduation. A variety of placements are available, including those at Phillips Counseling Center.

PSY 533B Practicum—II (2 units)

In this course students continue to gain direct clinical experience with individuals, couples, families or groups at placement sites approved by the Clinical Placement Office. MFT licensure requirements in California mandate that students obtain a minimum of 225 hours while in a Practicum and prior to graduation. A variety of placements are available, including those at Phillips Counseling Center.

PSY 539 Legal, Ethical and Professional Issues (3 units)

This course reviews aspects of California law relevant to Marriage and Family Therapy. We focus in-depth on confidentiality and privileged communication, scope of practice, laws defining unprofessional conduct, laws relating to minors, and the ethical standards of professional organizations. The course includes a brief presentation on Family Law (issues connected to marital dissolution, child custody and mediation of conflicts). Legal issues connected to child abuse reporting and to domestic violence are also presented. Students are asked to consider the application of legal and ethical standards within the framework of different theoretical perspectives, in different clinical settings, and through the lens of their own values and personal characteristics.

PSY 547 Psychopharmacology (3 units)

The course is designed to introduce the student to the psychopharmacological management of mental disorders. Emphasis will be placed on the role of the non-medical therapist as a member of the health care team in the assessment, referral and management of clients being treated with psychotropic medication. The course will cover the history of psychopharmacology, basic nervous system functioning and biochemical theories of mental disorders, and will familiarize students with the various classes of psychoactive medications used to treat major mental disorders. In addition, the course will address the use of psychotropic medication across the lifespan and within the context of gender, race, culture and ethnic identity. PSY 520A or equivalent is a prerequisite for this course.

PSY 549 Psychological Testing (3 units)

The course introduces students to the basics of testing and assessment so they can learn to interact with other mental health professionals in ways that facilitate the treatment of clients. This course focuses on several areas: advanced clinical interviewing; basic statistical concepts necessary for understanding tests and measurements; an introduction to most major psychological tests; the important role of testing in psychotherapy; and the process of referrals for psychological testing. In addition, students will gain information on tests which fall under the scope of practice for marriage and family therapists.

PSY 550 MFT's in Community Mental Health (2 units)

This course defines the role of Marriage and Family Therapists (MFT's) in community mental health care and provides knowledge and skills to adequately fulfill the functions of that role. Special attention is given to culturally-relevant mental health assessment and treatment, recovery and wellness models, strength-based treatment planning and the reintegration of clients (consumers) in family and social systems. The course will also emphasize professional self-care and examine public service as a professional career for MFT's.

PSY 600 Fundamentals of Addiction (3 units)

This course offers a comprehensive overview of contemporary treatment of addictions in a highly interactive format. Topics include: theories across time and cultures, the psychology of addictions, understanding and treating the needs of special populations, intervention strategies, concepts and theories of addiction, medical aspects of addiction, and customizing treatment plans to meet specific client-centered goals.

Electives and Concentrations, Marriage and Family Therapy Emphasis

Students in the 60-unit Marriage and Family Therapy program have nine (9) units to devote to either a concentration or a selection of electives. Concentrations described below are designed to develop expertise with particular populations or treatment models. They represent additional professional specialization and are noted on the student's transcript. Some concentrations are coordinated with training programs in the Phillips Counseling Center, and the coursework is required for participation in those training programs.

Elective coursework may also be chosen from other Phillips programs with the permission of the department chair.

All the courses below may also be taken as electives by students who do not wish to choose a concentration. These courses are not offered every semester, and Phillips Graduate Institute reserves the right to cancel or revise courses as necessary without prior notice.

Students should consult with their faculty advisors regarding the scheduling and sequencing of concentrations and electives. Non-degree-seeking students may enroll in elective courses only after consultation with the course chairperson.

Concentration in Community Mental Health (9 units)

PSY 552 Diversity in Community Mental Health (3 units)

This course provides an introduction to public mental health systems and the delivery of clinical care to a diverse client (consumer) population. These populations are treated within numerous community sites, across all levels of appropriate care and in diverse ethnic/racial communities. Students will receive knowledge and develop skill in: legal and ethical practice within public service, crisis assessment and intervention, case management services and working with case managers, the co-occurrence of addiction with mental health disorders, and the delivery of preventive/educational services.

PSY 551 Crisis, Trauma, and Disaster Mental Health (3 units)

This course is designed to address current clinical issues impacting the mental health professions related to psychological trauma, crisis intervention, and disaster mental health. Lectures will be based on current research and clinical practice in this rapidly-changing field, and will outline the theoretical concepts underlying therapeutic interventions. Class discussions and an in-class exercise will allow students to learn through active participation in the educational process. Throughout the course, emphasis will be placed on the identification of key issues and best practices.

Students in this concentration will select the additional three (3) units from courses within the Co-Occurring Disorders Concentration, PSY 601-605.

Concentration in Co-Occurring Disorders: Chemical Dependency and Addiction in Clients with Mental Health Diagnoses (9 units)

At least one of these courses will be offered each semester, and they need not be taken in sequence. However, a pre-requisite for beginning this concentration is PSY 600 Fundamentals of Addiction (3 units) or equivalent as determined by instructor.

PSY 601 Physiology and Pharmacology of Alcohol and Substance Abuse (3 units)

This course examines the acute and chronic effects of alcohol and other psychoactive drugs on the brain, body and behavior. Drug interactions, tolerance, cross tolerance, synergism and antagonism are explored. Pharmacological and physiological treatment and recovery strategies are presented.

PSY 602 Addiction Recovery Case Management: From Assessment to Paperwork (3 units)

This course prepares counselors to work in a treatment or recovery facility. Client assessment using "whole person" domains, prioritizing treatment needs, identifying and utilizing social services, community and medical referrals, recovery planning, complementary therapies, discharge planning and aftercare are presented. Agency requirements including organizing case files, charting, report writing for court, probation, social workers and employers, and legal and ethical considerations (releases, etc.) are also covered.

PSY 603 Counseling the Chemically Dependent and Their Families (3 units)

Individual, family and group counseling from an addiction recovery perspective are explored. The value of didactic training and process group in providing education, connectedness and an environment where all affected parties may receive feedback from others struggling with similar issues is underscored. The effectiveness of various treatment modalities such as Rational Emotive Therapy, Alcoholic Family Systems, and Cognitive Behavior Therapy are explored. The roles and responsibilities of counselors and clients and the value of structure including ground rules, client expectations, and goals of the group are examined, as well as theories of family co-dependency, triangulated communication and similar dynamics of addiction. This is an interactive class that includes many role-playing exercises.

PSY 604 Law and Ethics in Addiction Recovery Treatment (3 units)

This course focuses on federal and state legal and regulatory restrictions, professional competency and client welfare. Legal and ethical "red flags", including crisis intervention and screening techniques, are included. Utilizing community services and integrating 12-Step programs into a treatment plan are discussed.

PSY 605 Personal and Professional Growth and Advanced Issues in Addiction Recovery (3 units)

This course examines signs and symptoms of burnout, projection and transference issues, the value of supervision, professional affiliation and continuing education, as well as the special needs of recovering counselors. Stress management, proper nutrition, achievement of a balanced life, assessment and achievement of personal goals, and establishment of a support system are discussed. Issues of trauma such as rape, incest and domestic violence and resulting dissociative disorders are also addressed.

Concentration in Mindfulness and Psychotherapy

PSY 555T Mindfulness and Psychotherapy

This course explores and expands the therapeutic implications of mindfulness. Classes will address how the recent advances in neurobiology confirm mindfulness as a legitimate clinical tool that can help people rewire their neural circuitry and enhance relationships. Practical applications will be highlighted. Students learn through lecture, in-class demonstration and course assignments. In addition, this course explores Interpersonal Neurobiology as a pan-theoretical frame for incorporating mindfulness into clinical practice. Students will have opportunities for subjective learning through experiential exercises, demonstrations and assignments. Most classes will start with a guided meditation.

PSY 557 - Neuroplasticity, Mindfulness & Psychotherapy

This course explores the therapeutic importance of neuroplasticity as a fundamental underpinning to changing the brain. This course introduces brain physiology, the impact of psychological disorders on brain circuitry, and how this information may be used to help rewire the brain toward a coherent state of integration and well-being. Developing the capacity for mindfulness in both therapist and client will be highlighted as a process for change. Further, this course introduces students to an interpersonal neurobiological framework for assessing and treating psychological issues, with an emphasis on the process of change as it relates to research findings in neuroplasticity.

PSY 558 - Relationships, Mindfulness & Psychotherapy

This course will highlight relationships as foundational to well-being by expanding students' knowledge of the brain as an interpersonally-wired organ and how mindfulness can help people rewire their social circuitry and enhance relationships. Classes will explore interpersonal neurobiology as a pan-theoretical frame for incorporating mindfulness into clinical practice, exploring applications of mindfulness practices and techniques in addressing clients' psychological problems. The course will address the development of secure interpersonal relationships and how these serve as a platform from which to develop security within ourselves.

Concentration in Postmodern Therapies (9 units)

One of these courses will be presented each semester, and they do not need to be taken in sequence. However, a prerequisite for beginning this concentration is completion of PSY 502A Family Therapy: Systemic Approaches, or the equivalent as determined by the instructor.

PSY 650A Postmodern Therapy Approaches - I (3 units)

PSY 650B Postmodern Therapy Approaches - II (3 units)

PSY 650C Postmodern Therapy Approaches - III (3 units)

In these courses, students learn to apply postmodern concepts to individual and family therapy. Each course will focus on exploring the philosophy, ideas, practices and applications of Postmodern Therapies through experiential exercises, readings, reflecting teamwork and videotapes. Philosophies of Foucault, Gergen and Wittgenstein will be presented, and three (3) of the collaborative approaches will be explored in depth: Solution-Focused Therapy, Narrative Therapy, and Collaborative Language Systems. Through live demonstration, role-play, reflecting teamwork, videos, experiential exercises and lecture, students learn how to maintain specialized ways of listening and questioning that create a context for client change and transformation and the dissolution of problems. Utilization of these approaches with individuals, families, groups, businesses and communities are illustrated. Time is also devoted to working with specific populations and issues, including but not limited to the following: women and women's issues, the GLBT community and gender, sexuality and the body, mindfulness and positive psychology, relationship violence and working with survivors and perpetrators, and illness and grief.

Concentration in Professional Clinical Counseling (9 units)

Professional clinical counselors became licensable in California in 2011. Educational requirements for the LPCC are very similar to those for marriage and family therapists. Students who wish to have the option of pursuing both licenses will need to include the following courses in their 60-unit master's degree:

SC 502 Educational and Career Planning (3 units)

This course provides an overview of career development theories, resources and techniques utilized in assisting individuals to make their educational and career choices. In addition, development, administration and scoring of career inventories are presented. Also included is goal setting, occupational information and job search strategies and other life roles and factors, including the role of multicultural/diversity issues in career development. State requirements for academic progress and high school graduation are reviewed.

PSY 551 Crisis, Trauma, and Disaster Mental Health (3 units)

This course is designed to address current clinical issues impacting the mental health professions related to psychological trauma, crisis intervention, and disaster mental health. Lectures will be based on current research and clinical practice in this rapidly-changing field and will outline the theoretical concepts underlying therapeutic interventions. Class discussions and an in-class exercise will allow students to learn through active participation in the educational process. Throughout the course, emphasis will be placed on the identification of key issues and best practices.

Students in this concentration may select three (3) additional elective units.

Extended Course Work/Electives

PSY 615 INDEPENDENT RESEARCH (1-3 units)

In this course students conduct supervised individual research. Approval by the appropriate department chair is required prior to enrollment. A course of study is contracted with and evaluated by a faculty advisor.

PSY 616 INDEPENDENT STUDY (1-3 units)

In consultation with the appropriate department chair, the student designs a course of study combining learning experiences both on and off the Phillips campus.

PSY 546 PROFESSIONAL PROJECT EXTENSION (1 unit)

Students who require extended time and/or supervision to complete their professional project must be enrolled continuously in PSY 546. This course ensures use of Phillips' facilities and guidance from faculty while the professional project is being completed. Course may be repeated for credit.

PSY 596 FIELD STUDY PRACTICUM (1 unit)

In this course, students meet regularly with supervising faculty to discuss clinical work and to explore related issues. Faculty design specific reading and research assignments relevant to the populations being served by the student. A function of PSY 596 is to meet

the licensing board's requirement that, except for short breaks between semesters, a student must be registered in Practicum while seeing clients as a trainee. Course may be repeated for credit.

Option for Non-Clinical Master's Degree

45 Units

Master of Arts in Psychology (MA) Emphasis: Marriage and Family Therapy/Non-Clinical

This degree option allows students who have decided not to pursue clinical practice to complete a master's degree in psychology. While this 45-unit degree will not qualify for licensure, it may equip the student for a variety of related professions or provide more opportunities in the student's existing work setting.

The student applies for this degree only after completing at least 13 units in the first two (2) semesters of the MA Psychology with an emphasis in MFT program. An individual academic plan is determined by the student's faculty advisor in consultation with the department chair. Coursework excludes the clinical block (PSY 531A/B and PSY 533A/B) and concentration units. Students may be permitted to include some electives or courses within the concentrations after consultation with and upon approval of their faculty advisor.

Master of Arts in Psychology (MA)

Emphasis in Marriage and Family Therapy/Art Therapy

Mission Statement

The program utilizes a systems approach to the understanding and treatment of human relationships, integrating marriage and family therapy practices, art therapy approaches, and the application of interpersonal neurobiology theory. An experiential learning environment prepares students for clinical practice. The interpersonal, cognitive, and emotional roles of art making, imagery and creativity for health and well-being are emphasized throughout the course of study. The faculty aim to inspire future mental health professionals to embody self-awareness, professional and personal integrity, and a commitment to relational responsibility.

Program Goals and Student Learning Outcomes

Program Goal 1: Understanding theories and applying research

Student Learning Outcomes:

- 1.1 Explain theories foundational to clinical practice.
- 1.2 Integrate marriage and family therapy theories with art therapy approaches and interpersonal neurobiology knowledge.
- 1.3 Utilize research to guide theoretical orientation, treatment planning and develop a personal area of inquiry for a diverse population.

Program Goal 2: Clinical Competency

Student Learning Outcomes:

- 2.1 Engage in assessment practices.
- 2.2 Manage legal and ethical issues.
- 2.3 Provide treatment based on marriage and family therapy theories, art therapy approaches, and interpersonal neurobiology constructs for a diverse population in a variety of settings.

Program Goal 3: Communication

Student Learning Outcomes:

- 3.1 Communicate effectively in written, oral and imagery formats.

Program Goal 4: Develop a professional identity

Student Learning Outcomes:

- 4.1 Evaluate impact of self on relationships.
- 4.2 Engage in personal art making

Educational Philosophy and Training Model

The program provides students with the tools necessary to practice with children, adolescents, couples and families of all ages, races and ethnic backgrounds in individual, couple, family and group formats. Students learn to integrate systemic ideas that see the individual as a member of many systems with marriage and family therapy approaches, art therapy, and interpersonal neurobiology as they develop the professional identity of the marriage and family therapist and art therapist. To achieve this goal, students are immersed in an array of learning approaches: academic/didactic, practical application, personal/professional growth, and creativity. This unique approach significantly contributes to the integrated development and training of mental health professionals.

Art therapy is a human service profession that provides clients with therapeutic art experiences and recognizes the important role that creative expression and symbolic association play in a person's development, growth and health. Art therapists are trained to actively engage the healing power of the arts that is inherent in each of us and to work with individuals and groups of people in a variety of clinical settings.

The American Art Therapy Association's (AATA) educational standards are integrated with contemporary systemic theories and information from the rapidly expanding fields of neurological and biological psychology. Students learn to apply art therapy in private practice, clinics and outpatient and inpatient settings and gain an understanding of integrating art therapy with psychological theories.

Students gain a foundation of knowledge in the growing body of science that connects expressive creativity, social systems, psychological states, and physiological functions.

Program Structure

The 61-unit Master of Arts in Psychology with an Emphasis in Marriage and Family Therapy/Art Therapy (MFT/AT) is integrated with the 60-unit Master of Arts degree in Psychology with an Emphasis in Marriage and Family Therapy (MFT).

Student schedules may vary. All art therapy students participate in at least two (2) days of instruction per week. In the first (1st) year, required art therapy coursework is offered all day and evening on Tuesday. In addition, students choose an MFT class day with instruction from 8:00 a.m. until 5:00 p.m. MFT class day options include a weekday or a Saturday. In the second (2nd) year, required art therapy coursework is offered on Tuesday afternoons and Thursday evenings. In addition, students continue to attend an all-day MFT class day. Hours of experience gained at a clinical placement site are required.

Master of Arts in Psychology students who wish to add Art Therapy coursework after their first semester need to schedule an appointment with their academic advisor. A personal interview and an academic planning meeting with the Art Therapy Department Chair are required for all students prior to official acceptance into the program.

Students interested in the concentration option must apply to be accepted. Concentration students are not eligible to apply for Art Therapy Registration (ATR). Please contact an admissions counselor for more information regarding the concentration program.

Admission Requirements

- Prerequisite coursework: 12 units of study in psychology must include Abnormal Psychology and Developmental Psychology.
- Completion of an earned bachelor's degree from a regionally-accredited college or university with a minimum 3.0 grade point average (GPA)*.
- Demonstration of English proficiency may be required.
- 18 semester units of studio art
- Completion of Phillips Graduate Institute Admission Application Packet (See Admission Application Process)
- Admission interview with Art Therapy Department Chair or faculty, including a portfolio review (10 originals and/or color prints of artwork, 8 ½ x11 paper). Marriage and Family Therapy students interested in the Art Therapy concentration are also required to interview with the Art Therapy department.

Please refer to the Student Support Services section for details on admission policies and procedures.

**Note: A Grade Point Average Exemption Petition may allow admission for applicants who do not meet the minimum GPA requirement.*

Entry Options

Students may enter the Art Therapy program in the fall or spring. To accommodate for adult learning needs and in order to meet the demands of a 61-unit program, 2-year and 3-year academic plans are offered. Both fall and spring entry offer the 2- and 3-year options. Upon interviewing and in accordance with admission criteria, applicants are accepted to either the 2-year or the 3-year plan. The 2-year fall entry plan includes one (1) required summer semester, and the 2-year spring entry plan requires two (2) summer semesters. The 3-year fall entry includes one (1) required and one (1) optional summer semester, and the 3-year spring entry requires two (2) summer semesters. Students in a 3-year plan have the option of enrolling in additional Practicum courses and increasing the number of clinical hours accrued towards licensure. Please call the Admissions Office at (818) 386-5660 for dates and class schedules.

Clinical Placement Services

The Practicum experience allows students to provide counseling services to clients under the supervision of licensed professionals. Phillips-approved training sites include counseling centers, schools, mental health agencies and hospitals throughout Southern California, in addition to our own Counseling Center.

Students seeking both the California license as an MFT and the Art Therapy Registration (ATR) must complete a total of 700 hours of Practicum prior to graduation, of which 350 hours are direct client contact. Art Therapy students are required to be enrolled in a Practicum for a minimum of three (3) semesters. Students work with the Clinical Placement Chair in the Art Therapy department to initiate and complete this process in a timely manner.

Please refer to the "Clinical Placement Handbook" for further information regarding required hours of clinical experience. The "Clinical Placement Handbook" can be found at www.pgi.edu.

Students may begin Practicum experience after they have completed thirteen (13) units of coursework, which must include PSY 513A and PSY 502A. In addition, students must have completed or be concurrently enrolled in PSY 561 and PSY 562 and must have been designated by Phillips faculty as trainees who are ready to begin clinical work.

Students enrolled in PSY 553A/B and PSY 554A/B must be in a clinical placement.

While Phillips makes every effort to inform students about and prepare them for each step of the state licensing process, it is each student's responsibility to ensure that they meet all qualifications for licensure as a Marriage and Family Therapist. Additionally, students in the MFT/AT program are responsible to ensure that they meet all the qualifications for national registration as outlined by the Art Therapy Credential Board (ATCB).

Faculty Advisement

Students will be assigned an academic advisor by the Art Therapy department at the beginning of their first (1st) semester of enrollment. Students are required to meet with their advisors early in the first (1st) semester and twice each semester until degree completion. The faculty values and welcomes open communication with students. Students are encouraged to make appointments with other members of the core and adjunct faculty to answer questions and provide consultation. New students will meet with their faculty advisors to develop a degree completion plan. Academic plans must comply with required course sequences and with clinical placement requirements. Students will also meet with faculty advisors to plan any modifications to their schedule or academic plan.

Program Compliance

The Master of Arts in Psychology with an Emphasis in Marriage and Family Therapy/Art Therapy program meets educational requirements for licensure by the California Board of Behavioral Sciences (BBS). The program is approved by the American Art Therapy Association (AATA). Information regarding these requirements and educational standards are available through the California Board of Behavioral Sciences (BBS) website at www.bbs.ca.gov, and the AATA website at www.arttherapy.org. Information regarding Art Therapy Registration (ATR) requirements is available through the Art Therapy Credential Board (ATCB) website at www.atcb.org. Program curriculum and experience hours are subject to change without prior notice according to BBS and AATA/ATCB requirements.

Requirements for Degree Completion

The degree is posted three (3) times yearly: on the last day of December (Fall), May (Spring) and August (Summer). All of the following requirements must be met prior to degree posting:

- Completion of all 61 units of required courses with an overall GPA of 3.0 or higher
- Completion of 700 hours of supervised clinical placement concurrent with Practicum registration
- Verification of required hours in personal or family psychotherapy*
- Intent to Graduate form on file with the Registration Office one (1) semester prior to the graduation date when a student expects to meet all graduation requirements
- Payment in full of financial obligations to Phillips Graduate Institute and the Phillips Counseling Center
- Return of all Library materials
- Provision to the Library of a clean copy of the Professional Research Paper ready for binding
- Completion of an exit interview with the Financial Aid Office (financial aid recipients only)
- Students must complete and submit all required verification documentation to the Art Therapy department by the last week of classes. Later verification may cause a delay in the student's graduation date. Students may also need to complete other requirements as specified by AATA and ATCB at time of graduation.

**Psychotherapy Requirement: In order to become an effective therapist, an individual must first be willing to work on their own issues in a therapeutic relationship. This experience is in keeping with the Phillips Graduate Institute philosophy of theory, experience and application as it represents integrated learning. Therefore, all students in the MFT/AT program are required to engage in a minimum of 24 hours of psychotherapy during their tenure in the program. Therapy may be individual, couple, family, or group sessions. The therapist must be licensed as a psychologist, LMFT or LCSW. Referrals to therapists who are also art therapists are available through the department's Clinical Placement Chair. The cost of therapy is to be met by the student. Students are not required to discuss personal information from the therapeutic context as part of coursework.*

Master of Arts in Psychology with an Emphasis in Marriage and Family Therapy/Art Therapy

61 units

The Master of Arts degree in Psychology, Marriage and Family Therapy/Art Therapy curriculum meets the educational requirements as established by the Board of Behavioral Sciences for LMFT licensure as well as the educational standards of the American Art Therapy Association.

CURRICULUM

Fall entry, five (5) semesters/two (2) years. Contact the Admissions Office for information regarding 3-year plan or spring enrollment.

First Semester • 15 units

- PSY 502A Family Therapy: Systemic Approaches (3 units)
- PSY 503 Developmental Psychology (3 units)
- PSY 507 Foundations of Counseling and Psychotherapy (3 units)
- PSY 513A Case Conference/AT: Pragmatics and Human Communication (3 units)
- PSY 561 History and Literature of Art Therapy (1 unit)
- PSY 562 Studio Art Therapy Principles (2 units)

Second Semester • 16 units

- PSY 504 Diversity and Social Justice in Families, Schools and Other Systems (3 units)
- PSY 513B Case Conference/ AT/Practicum (3 units)
- PSY 520A Abnormal Psychology (2 units)
- PSY 520B Assessment and Treatment in a Developmental Context (2 units)
- PSY 539 Legal, Ethical and Professional Issues (3 units)
- PSY 541 Introduction to Research/AT-I (1 unit)
- PSY 569 Art Therapy Dynamics and Applications (2 units)

SUMMER Semester • 10-12 units (Offered Summer only)

- PSY 514 Group Dynamics (3 units)
- PSY 542 Introduction to Research/AT – II (1 unit)
- PSY 549 Psychological Testing (3 units)
- PSY 600 Fundamentals of Addiction (3 units)
- PSY 596 Field Study Practicum/AT (2 unit) *Required only if seeing clients*

Third Semester • 11 units

- PSY 528 Couple Therapy and Sex Therapy (3 units)
- PSY 543 Professional Paper Research/AT – I (1 unit)
- PSY 550 MFT's in Community Mental Health (2 units)
- PSY 551A Interpersonal Neurobiology: Introduction (2 units) *Fall*
- PSY 553A Applied Therapeutic Methodology-I/AT (1 unit)
- PSY 554A Practicum/AT – I (2 units)

Fourth Semester • 9 units

- PSY 544 Professional Paper Research/AT – II (1 unit)
- PSY 547 Psychopharmacology (3 units)
- PSY 551B Interpersonal Neurobiology: Applications (2 units) *Spring*
- PSY 553B Applied Therapeutic Methodology/AT – II (1 unit)

Course Descriptions

PSY 502A Family Therapy: Systemic Approaches (3 units)

Families are the primary unit of study in this course designed to familiarize students with systems theories. Students study the interaction of parts and the whole, and how intervention with one (1) element of a system creates change throughout the family and the larger systems with which the family interacts. Learning sequentially, students begin with a sensitive study of their own family systems before moving on to therapeutic and counseling applications with other families. The models presented are Bowen, Structural, and Strategic. The course then moves into the collaborative, strength-based approaches of Post Modern therapies. Specific counseling applications of these theories are demonstrated in the classroom to help students develop intervention strategies with families and larger systems.

PSY 503 Developmental Psychology (3 units)

This course reviews normal developmental processes over the lifespan of individuals and systems. The student encounters both theoretical models for describing developmental stages and behavioral descriptions of tasks and competencies at each stage. We explore the interaction between individual development and the stages of the family life cycle. Attention is also given to moral development, gender differences in development, the effect of early experience, and developmental processes in divorcing and blending families. For school counselors, this understanding of developmental tasks encountered by elementary and secondary pupils is a foundation for developmentally-appropriate individual counseling and program planning that takes into account cultural and eco-systemic variations in pupil development.

PSY 504 Diversity and Social Justice in Families, Schools and Other Systems (3 units)

This course is designed to facilitate the intra and interpersonal examination, awareness and valuing of human diversity and social justice across varying populations and contexts. Students will develop an understanding of individual, family and social roles in the construction of diversity and equity through an exploration of privilege and oppression across dominant and marginalized cultures. Such examination will increase sensitivity to and comprehension of the psychological impact of cultural forces. The course utilizes a systems and strength-based perspective, honoring a collaborative and community approach to school counseling and psychotherapy.

PSY 507 Foundations of Counseling and Psychotherapy (3 units)

This course presents models originally developed to work with individuals as a context for understanding marital and family therapy and school counseling. The major focus is on three (3) foundational approaches: Psychodynamic, Humanistic-Existential, and Behavioral and Cognitive-Behavioral theories. The course is comparative and integrative, and offers an introduction to rather than a comprehensive presentation of these historically important models. These models also provide the context for foundational counseling skills utilized by marriage and family therapists and school counselors.

PSY 513A Case Conference/AT: Pragmatics and Human Communication (3 units)

Students are oriented to the practice of psychotherapy, including establishing a therapeutic contract, understanding confidentiality and avoiding dual relationships. The two (2) semester course series (513A and 513B) provides students with a minimum of 100 hours of supervised psychotherapy/art therapy experience involving observation and practice in actual therapy behind a one-way mirror. Students will also participate in discussion with the therapist/instructor about the clinical work and expressive interventions. Students are prepared and evaluated for Practicum readiness. Communication skills that enhance professional effectiveness are introduced, demonstrated and practiced. The course provides an experiential and practical demonstration of the foundational concepts presented in first (1st) semester courses.

PSY 513B Case Conference/Practicum/AT (3 units)

Students continue the first semester's (PSY 513A) observational process with clients, discussing clinical processes with the therapist/instructor. A review of attachment theory is taught through clinical demonstrations. Those who have begun clinical placements learn case presentation skills, apply theoretical concepts to their clinical work and receive case consultation and art therapy supervision. Assessment and treatment concepts presented in PSY 520A and 520B are demonstrated and taught in the clinical work with the case conference client.

514 Group Dynamics AT (3 units)

The course considers the patterns, structure, diversity and dynamics within small groups while simultaneously giving students the opportunity to practice and refine professional communication skills. Humanistic approaches, open-ended groups, and brief and short-term approaches are introduced. Contemporary theories about the mind/body relationship are introduced and give support for the use of art and journaling in group therapy. Theories of acculturation are examined. Class experiences demonstrate the art therapy group conceptual framework.

Emphasis is placed on the examination of interpersonal group process as well as the content and structure of the group interactions. Because this examination evokes each student's personal experience and bias, the course assists and encourages students in an interactive exploration of personal, family, social and multicultural narratives.

PSY 520A Abnormal Psychology (3 units)

This course surveys abnormal psychology from the perspective of the medical model presented in the current edition of the Diagnostic and Statistical Manual of Mental Disorders. In the course, students are encouraged to think critically about the concepts of mental illness and psychopathology; for example, students examine the impact of the socio-cultural context on diagnosis. Students learn to identify and diagnose commonly-seen disorders as well as severe mental disorders in both children and adults. Students also begin developing more advanced skills in the process of differential diagnosis.

PSY 520B Assessment and Treatment in a Developmental Context (2 units)

This course builds on knowledge obtained in 520A in the area of child and adolescent diagnostic categories. The course continues skills training in the process of assessment and expands to include treatment planning specific to working with youth. Students learn through in-class demonstration and course assignments intervention strategies appropriate for addressing different presenting problems and developmental stages. In addition, this course explores assessment and treatment planning with children and adolescents in various settings: clinical settings, schools, and community-based facilities. The practical management of commonly-seen child and adolescent counseling issues and the legal and ethical guidelines related to working with youth are discussed. PSY 520A or its equivalent is a prerequisite for this course.

PSY 528 Couple Therapy and Sex Therapy (3 units)

This course examines theory, methodology, and pragmatics of working with intimate partnerships. The first part of the course will explore various theoretical models for an in-depth view of dynamics in couples. Issues and processes that frequently arise in couple therapy will be addressed, such as lack of intimacy, trust issues, conflicts, relationship dissolution, and domestic violence. The course will also demonstrate methods of therapeutic intervention designed to enrich couples' lives and help negotiate change.

The second part of the course will introduce students to the fundamentals of sexuality and sex therapy necessary for working as a marriage and relationship therapist. In a safe and supportive atmosphere, students will deepen awareness of their own sexualities, increase comfort with sexual language, and widen their perspectives on sexual variations. The course will discuss the developmental considerations of sexuality over the lifespan. With this foundation, the course will then help students address sexual issues in session and increase intimacy in partnerships. Guidelines will be presented to help students decide when to refer to specialized professionals. Finally, the course will help students develop an increased multicultural sensitivity to issues of sexuality.

PSY 539 Legal, Ethical and Professional Issues (3 units)

This course reviews aspects of California law relevant to Marriage and Family Therapy. We focus in-depth on confidentiality and privileged communication, scope of practice, laws defining unprofessional conduct, laws relating to minors, and the ethical standards of professional organizations. The course includes a brief presentation on Family Law—issues connected to marital dissolution, child custody and mediation of conflicts. Legal issues connected to child abuse reporting and to domestic violence are also presented. Students are asked to consider the application of legal and ethical standards within the framework of different theoretical perspectives, in different clinical settings, and through the lens of their own values and personal characteristics.

PSY 541 Introduction to Research/AT - I (1 unit)

PSY 542 Introduction to Research/AT - II (1 unit)

PSY 543 Professional Paper Research/AT - I (1 unit)

PSY 544 Professional Paper Research/AT - II (1 unit)

In this four-semester, four-unit course sequence (PSY 541-544) students learn how to be intelligent consumers of research. Students learn ethical research practices, to assess methodological limitations, analyze qualitative data, and design a questionnaire evaluating a program. Experiential exercises offer students the opportunity to explore art therapy assessments used in research. Students investigate a topic of interest culminating in the completion of an independent quantitative or qualitative in-depth art therapy research project under the supervision of a faculty member. A copy of the completed professional paper is due at the end of the second year and is catalogued in the Phillips Graduate Institute Library.

PSY 547 Psychopharmacology (3 units)

The course is designed to introduce the student to the psychopharmacological management of mental disorders. Emphasis will be placed on the role of the non-medical therapist as a member of the health care team in the assessment, referral and management of clients being treated with psychotropic medication. The course will cover the history of psychopharmacology, basic nervous system functioning and biochemical theories of mental disorders, and will familiarize students with the various classes of psychoactive medications used to treat major mental disorders. In addition, the course will address the use of psychotropic medication across the lifespan and within the context of gender, race, culture and ethnic identity. PSY 520A or equivalent is a prerequisite for this course.

PSY 549 Psychological Testing (3 units)

The course introduces students to the basics of testing and assessment so they can learn to interact with other mental health professionals in ways that facilitate treatment of clients. This course focuses on several areas: advanced clinical interviewing; basic statistical concepts necessary for understanding tests and measurements; an introduction to most major psychological tests; the important role of testing in psychotherapy; and the process of referrals for psychological testing. In addition, students will gain information on tests which fall under the scope of practice for marriage and family therapists.

PSY 550 MFT's in Community Mental Health (2 units)

This course defines the role of Marriage and Family Therapists (MFT's) in community mental health care and provides knowledge and skills to adequately fulfill the functions of that role. Special attention is given to culturally-relevant mental health assessment and treatment, recovery and wellness models, strength-based treatment planning and the reintegration of clients (consumers) in family and social systems. The course will also emphasize professional self-care and examine public service as a professional career for MFT's.

PSY 551A Interpersonal Neurobiology: Introduction (2 units)

This course provides students with pertinent information from clinical neuroscience related to the practice of art psychotherapy. Students learn about the central nervous system, neurological structures and their functions, including dimensions of emotion, the stress response, interpersonal relationships, attachment and memory.

PSY 551B Interpersonal Neurobiology: Applications (2 units)

Prerequisite: PSY 566 or instructor permission

The clinical application and integration of interpersonal neurobiology, systems theory, and art psychotherapy is underscored in this course. The neural correlates of psychopathology, psychotherapy and mindfulness practices are explored.

PSY 553A Applied Therapeutic Methodology/AT – I (1 unit)

This course focuses on the application of theoretical models to a variety of clinical situations. In a small group consultation format, students are encouraged to include systemic approaches in treatment and are guided to clarify their own theoretical and applied skills. Students work with the practicalities of structuring initial interviews, diagnosis, professional ethics, suicide, domestic violence, making effective referrals and appropriate termination. Faculty members support students' experiences in supervised clinical placements with reading and assignments relevant to the populations being served by the students. The course supports flexible, integrated, creative and well-conceptualized approaches to treatment while emphasizing personal and professional integrity. MFT/AT faculty supervise students in the clinical integration of art therapy interventions and support the development of each student's particular area of art psychotherapy interest.

PSY 553B Applied Therapeutic Methodology/AT – II (1 unit)

This course emphasizes a more advanced application of theoretical models and art therapy approaches to a variety of clinical situations. In a group consultation format, students continue to clarify their own preferred theoretical orientations and skill sets and receive art therapy supervision. Students continue their personal growth as it relates to case handling and the group process. In addition, the course covers the emerging therapist's professional roles. Students are provided knowledge of professional organizations, credentialing and licensure, public policy, advocating for the profession and client advocacy.

PSY 554A Practicum - I (2 units)

PSY 554B Practicum - II (2 units)

In this two-semester course sequence, students gain direct clinical experience with individuals, couples, families or groups at placement sites approved by the Clinical Placement Office and the department. A variety of placements are available, including the Phillips Counseling Center. Students are required to meet at least once a semester with the Practicum Chairperson. While MFT licensure in California requires that a minimum of 225 hours be earned while in a Practicum, the American Art Therapy Association (AATA) requires a minimum of 700 hours of experience for master's degree (MFT/AT) students, of which 350 are direct client hours. In compliance with the requirements of legislative and regulatory boards, students participate in both MFT clinical supervision and art therapy supervision for all hours of experience.

PSY 600 Fundamentals of Addiction (3 units)

This course offers a comprehensive overview of contemporary treatment of addictions in a highly interactive format. Topics include: theories across time and cultures, the psychology of addictions, understanding and treating the needs of special populations, intervention strategies, concepts and theories of addiction, medical aspects of addiction, and customizing treatment plans to meet specific client-centered goals.

PSY 561 History and Literature of Art History (1 unit)

This course provides an overview of the literature, history and evolution of art therapy models, ideas and assessment instruments. Students study traditional and contemporary art therapy literature and explore the benefits of various approaches within a broad range of settings and populations.

PSY 562 Studio Art Therapy Principles (2 units)

Art therapy studio experiences foster students' creative expression as the foundation for academic, clinical and personal knowledge of media and materials and as a way of exploring culture, self-growth and development. Students engage in drawing, painting and sculpture, and they investigate the emergence and making of images together with an interpretative art therapy dialogue.

PSY 569 Art Therapy Dynamics and Applications (2 units)

This course sets the stage for learning treatment planning and goal setting for children, adolescents, Individuals and families employing didactic and experiential learning. Students will learn about choosing art therapy interventions, media, and approaches specific to the therapeutic goals. The practice vignettes include diverse populations for the students to apply their learning from PSY 504 and consider diversity issues in art therapy. Children's developmental visual stages and art therapy attachment assessments are presented.

Extended Coursework/ Electives

PSY 546A Professional Paper Research Extension (1 unit)

Students who require extended research time and advisement after completing PSY 544 must be continuously enrolled in PSY 546A. This course ensures use of Phillips facilities and guidance from faculty while the professional paper is being completed. Course may be repeated for credit.

PSY 596A Field Study Practicum - I (0 - 2 units)

PSY 596B Field Study Practicum - II (0 - 2 units)

In this course, students meet regularly with supervising faculty to discuss their clinical work and to explore related issues. Faculty design specific reading relevant to the populations being served by the student. One function of this course is to maintain a student's registration in Practicum, allowing continued accrual of the required clinical hours during summer breaks or a fifth (5th) semester. Course may be repeated for credit.

ART 622A Studio Art Drawing: Elements (1 - 3 units)*

Studio Art course provides students with an intensive drawing experience and a personal learning opportunity. Experiential classroom projects cover a range of drawing principles. This drawing course contains several projects, each of which will explore formal elements of art. Formal elements include line, shape, color, form and texture. Examples from art history will be shared to illustrate these concepts. The course meets on alternate weeks for a 3-hour lecture, studio and discussion. The alternate weeks consist of out of classroom learning experiences, including attendance at various arts and learning environments along with the creation of accompanying art assignments. No prior art experience is required.

ART 623A Studio Art Painting: Elements (1 - 3 units)*

Studio Art course provides students with an intensive painting experience and a personal learning opportunity. Experiential classroom projects cover a range of painting principles. This painting course contains several projects, each of which will explore formal elements of art. Formal elements include line, shape, color, form and texture. Examples from art history will be shared to illustrate these concepts. The course meets on alternate weeks for a 3-hour lecture, studio and discussion. The alternate weeks consist of out-of-classroom learning experiences, including attendance at various arts and learning environments, along with the creation of accompanying art assignments. No prior art experience is required.

ART 624A Studio Art Sculpture: Elements (1 - 3 units)*

Studio Art course provides students with an intensive sculpture experience and a personal learning opportunity. Experiential classroom projects cover a range of sculpture principles. This sculpture course contains several projects, each of which will explore formal elements of art. Formal elements include line, shape, color, form and texture. Examples from art history will be shared to illustrate these concepts. The course meets on alternate weeks for a 3-hour lecture, studio and discussion. The alternate weeks consist of out-of-classroom learning experiences, including attendance at various arts and learning environments, along with the creation of accompanying art assignments. No prior art experience is required.

ART 622B Studio Art Drawing: Genres (1 - 3 units)*

Studio Art course provides students with an intensive drawing experience and a personal learning opportunity. Experiential classroom projects utilize drawing to explore a range of art genres. This course contains several projects, each of which will illustrate various genres of art; such as landscape, still life and portrait. Examples from art history will be shared to illustrate these concepts. The course meets on alternate weeks for a 3-hour lecture, studio and discussion. The alternate weeks consist of out-of-classroom learning experiences, including attendance at various arts and learning environments along with the creation of accompanying art assignments. No prior art experience is required.

ART 623B Studio Art Painting: Genres (1 - 3 units)*

Studio Art course provides students with an intensive painting experience and a personal learning opportunity. Experiential classroom projects utilize painting to explore a range of art genres. This course contains several projects, each of which will illustrate various genres of art; such as landscape, still life and portrait. Examples from art history will be shared to illustrate these concepts. The course meets on alternate weeks for a 3-hour lecture, studio and discussion. The alternate weeks consist of out-of-classroom learning experiences, including attendance at various arts and learning environments, along with the creation of accompanying art assignments. No prior art experience is required.

ART 624B Studio Art Sculpture: Genres (1 - 3 units)*

Studio Art course provides students with an intensive sculpture experience and a personal learning opportunity. Experiential classroom projects utilize sculpture to explore a range of art genres. This course contains several projects, each of which will illustrate various genres of art; such as landscape, still life and portrait. Examples from art history will be shared to illustrate these concepts. The course meets on alternate weeks for a 3-hour lecture, studio and discussion. The alternate weeks consist of out-of-classroom learning experiences, including attendance at various arts and learning environments, along with the creation of accompanying art assignments. No prior art experience is required.

ART 622C Studio Art Drawing: Styles (1 - 3 units)*

Studio Art course provides students with an intensive drawing experience and a personal learning opportunity. Experiential classroom projects utilize drawing to explore selected styles of art. This course contains several projects, each of which will illustrate various art styles; such as impressionism, abstract and expressionism. Examples from art history will be shared to illustrate these concepts. The course meets on alternate weeks for a 3-hour lecture, studio and discussion. The alternate weeks consist of out-of-classroom learning experiences, including attendance at various arts and learning environments, along with the creation of accompanying art assignments. No prior art experience is required.

ART 623C Studio Art Painting: Styles (1 - 3 units)*

Studio Art course provides students with an intensive painting experience and a personal learning opportunity. Experiential classroom projects utilize painting to explore selected styles of art. This course contains several projects, each of which will illustrate various art styles; such as impressionism, abstract and expressionism. Examples from art history will be shared to illustrate these concepts. The course meets on alternate weeks for a 3-hour lecture, studio and discussion. The alternate weeks consist of out-of-classroom learning experiences, including attendance at various arts and learning environments, along with the creation of accompanying art assignments. No prior art experience is required.

ART 624C Studio Art Sculpture: Styles (1 - 3 units)*

Studio Art course provides students with an intensive sculpture experience and a personal learning opportunity. Experiential classroom projects utilize sculpture to explore selected styles of art. This course contains several projects, each of which will illustrate various art styles; such as impressionism, abstract and expressionism. Examples from art history will be shared to illustrate these concepts. The course meets on alternate weeks for a 3-hour lecture, studio and discussion. The alternate weeks consist of out-of-classroom learning experiences, including attendance at various arts and learning environments, along with the creation of accompanying art assignments. No prior art experience is required.

**1 unit = 15 hours of seat time; 2 units = 30 hours, including in-class seat time and outside learning activities; 3 units = 45 hours, including in-class seat time and outside learning activities.*

Master of Arts in Psychology (MA)

Emphasis in School Counseling and a Pupil Personnel Services (PPS) Credential

Mission Statement

The School Counseling program's primary goal is to train capable, self-reliant students to become caring, effective and highly-skilled school counselors. The program prepares students to address the three (3) domains of school counseling: social/emotional, academic, and college/career. Through a systems lens, school counseling students gain the fundamental expertise in understanding how these domains are interrelated and impact the various stakeholders in a school setting.

Program Goals and Student Learning Outcomes

Program Goal 1: Counseling Skills/Intervention

Student Learning Outcomes:

- 1.1 Students use counseling skills/interventions relevant to the field of School Counseling.
- 1.2 Students engage in collaborative activities with all stakeholders.

Program Goal 2: Legal and Ethical Practice

Student Learning Outcomes:

- 2.1 Students identify and analyze legal and ethical issues in School Counseling.
- 2.2 Students use ethical frameworks in decision making in their professional role as school counselors.

Program Goal 3: Cultural Competency

Student Learning Outcome:

3. 1 Students identify and appraise the influence of their own cultural beliefs and biases in work as school counselors.

Program Goal 4: Theory

Student Learning Outcome:

- 4.1 Students summarize and synthesize knowledge of appropriate theories for the development of education plans for students' success.

Program Goal 5: Research

Student Learning Outcome:

- 5.1 Students use relevant research to enhance their practice as school counselors.

Program Goal 6: Professional Behavior

Student Learning Outcome:

- 6.1 Students demonstrate professional behavior in all interactions with counselors, peers, faculty, staff, administration and other professionals.
- 6.2 Students demonstrate self-awareness in the assessment of their own strengths and areas for growth in the practice of school counseling.

Educational Philosophy and Training Model

The Master of Arts in Psychology, Emphasis in School Counseling degree fulfills the State of California's requirements for the Pupil Personnel Services (PPS) Credential in School Counseling and is fully accredited by the California Commission on Teacher Credentialing (CCTC). The program provides a curriculum that follows all of the generic and specific standards mandated by the state. Our uniqueness is based on the knowledge of psychology and skills learned in the first (1st) year of graduate classes. Students are involved in the public school system by the second (2nd) semester and are preparing themselves for their roles as school counselors. Our appreciation for diversity, practical application and practice as well as contributing to the positive social change of the school community is reflected in all of our classes and syllabi.

Program Structure

The program is structured in five (5) semesters, with students taking a total of 53 units. If a student decides to add another emphasis to their degree, more units would be required. Students graduating from the program will have a Master of Arts in Psychology with an Emphasis in School Counseling and a Pupil Personnel Services (PPS) Credential. Many students at Phillips do decide to take the dual emphasis degree option: Master of Arts in Psychology, with an emphasis in Marriage and Family Therapy/School Counseling with a Pupil Personnel Services (PPS) Credential. This degree option is extremely desirable and offers them a dual career track upon graduating.

The primary master's-level degree at Phillips is the Master of Arts in Psychology. Three (3) programs share the foundational curriculum in this program: the Marriage and Family Therapy Program, the School Counseling Program and the Art Therapy Program. The faculty in all three (3) departments meets on a regular basis to discuss curriculum changes, how students are responding to the curriculum and how students are performing in the program. School Counseling faculty attend all faculty meetings for the Marriage and Family Therapy department, and faculty in the Marriage and Family Therapy department attend all School Counseling faculty meetings. All departments that share this foundational curriculum coordinate activities related to the delivery and development of these foundational courses. School Counseling students begin seven hundred (700) hours of Practicum and field work in the second (2nd) semester of courses.

Instructors who teach in these foundational courses are made up of Marriage and Family Therapists, School Counselors, Early Interventionists and Art Therapists. A concerted effort has been made to have multiple disciplines represented in faculty who teach these foundational courses. A number of the faculty in the Marriage and Family Therapy department have a background in education as credentialed teachers and have provided counseling services in a school setting.

School Counseling students take many psychology courses in the first (1st) and second (2nd) semester. Additionally, in the first (1st) year students participate in two (2) School Counseling courses which provide a bridge for integrating the material across disciplines and applying theory to real-life challenges faced in a school setting. School Counseling students begin seven hundred (700) hours of Practicum and field work in the second (2nd) semester of courses. Additionally, students spend an average of five (5) hours a week in other learning activities. In semesters one (1) and two (2), this learning activity is Case Conference. This coursework in psychology provides fundamental knowledge about the individual and systemic development and trains students in basic counseling skills.

Admission Requirements

- Prerequisite coursework: 12 units of social sciences successfully completed at the undergraduate level
- Completion of an earned bachelor's degree from a regionally-accredited college or university with a minimum 3.0 grade point average (GPA)*
- Demonstration of English proficiency may be required
- Completion of the Phillips Graduate Institute Admission Application Packet (See Admission Application Process)
- Admission interview with the School Counseling Department Chair or faculty

Please refer to the Student Support Services section for details on admissions policies and procedures.

Note: A Grade Point Average Exemption Petition may allow admission for applicants who do not meet the minimum GPA requirement.

Entry Options

Students may enter the School Counseling program in the fall or spring. Students seeking only the PPS or Child Welfare Attendance (CWA) credentials may enter in the fall, spring or summer. Please call the Admissions Office at (818) 386-5660 for dates and class schedules.

Field Placement Services

Phillips Graduate Institute students in the School Counseling program receive assistance with their field placement through the School Counseling department; however, the department encourages each student to take an active role in finding the school that is best suited to their training and geographic needs. Phillips Graduate Institute must approve each school site and develop an affiliation agreement with the school in order for students to complete field experience hours at that site.

Students begin the Practicum/field experience process in the second (2nd) semester to meet the state accreditation requirements. This process requires 100 hours of experience observing a school counselor in a school setting (after completion of SC 505A), and participation in a Field Placement Practicum class throughout the entire field placement experience. Upon completion of the Practicum experience, students may begin collecting the additional 600 hours of field experience. Students also enroll in course SC 505B/C where they are supervised by School Counseling faculty. Students must attend an orientation with the School Counseling Director of Field Placement for in-depth instruction about field experience requirements.

In the field experience, students must demonstrate knowledge and skill in the areas of educational assessment, personal and social counseling, academic and career counseling, program development and coordination, supervision, and legal and professional ethics. Students receive a Practicum/Field Experience Handbook in SC 505A Foundations of School Counseling class. This handbook provides specific guidelines for the field experience process. Students must have taken and passed the California Basic Education Skills Test (CBEST) by the end of the second semester. A copy of "permanent passing" of CBEST must be presented prior to application for the PPS credential. A Live Scan Service (fingerprint) form and Certificate of Clearance must be completed and cleared by the California Commission on Teacher Credentialing (CCTC) prior to any field placement in a school setting. A current tuberculosis skin test is also required within six (6) months of beginning the field placement hours. A copy of "proof of negative" tuberculosis skin test must be submitted to the Credential Analyst or proof of negative x-ray exam. Curriculum and/or field placement requirements are subject to change to meet state mandates and may occur without prior notice.

The School Counseling Internship Program is accredited by the CCTC, which means that students from Phillips Graduate Institute who are enrolled in the School Counseling/PPS program can be hired by California Public School Districts as employees while completing the required courses and intern hours. Presently, Phillips is affiliated with thirty four (34) school districts in California. Completion of SC 505A and SC 505A-L, which include 100 hours of fieldwork, must be completed prior to consideration for internship status. Candidates must apply for an Internship Credential in School Counseling before being hired by a school district. This application is done through the Credential Analyst Office at Phillips Graduate Institute. An internship handbook is also given to new interns and a supervisor from Phillips Graduate Institute is assigned to each intern. This supervisor meets with the school-site supervisor and coordinates all agreements and plans for the internship experience.

Admission Requirements for the School Counseling Internship Program

The School Counseling Internship Program at Phillips Graduate Institute has been accredited by the California Commission on Teacher Credentialing (CCTC). Our students can become interns in a Public School District and earn their degree and internship hours as employees of a school district. In order for candidates to become eligible for the School Counseling Internship Program, they must complete the following:

- CBEST- Provide proof of passing status to the School Counseling department by the end of the second (2nd) semester
- Have a Certificate of Clearance from the CCTC and/or a copy of a current Teacher Credential
- Evidence of a current passing TB Test within six (6) months
- Complete the first fourteen (14) units of the Foundational First Year courses
- Complete SC 505A Foundations of School Counseling
- Complete the first one hundred (100) hours and related evaluations. These forms must be reviewed and signed by the Field Placement Practicum Supervisor and submitted to the Director of Field Placement
- Complete the application for the CCTC Intern Credential
- Participate and attend an Intern Orientation provided by the School Counseling faculty

Faculty Advisement

Students will be assigned an academic advisor at the beginning of their first semester of enrollment. Students are encouraged to meet with their advisor early in the first semester and at least once each semester until completion of their degree and credential application. Students are encouraged to make appointments with other members of the faculty, who will answer questions and provide consultation.

Program Compliance

The Master of Arts in Psychology, Emphasis in School Counseling program meets the requirements and guidelines of the California Commission on Teacher Credentialing (CCTC). In order for Phillips Graduate Institute to recommend a student to the State of California and the CCTC for a PPS Credential in School Counseling, the student must have fulfilled the following requirements:

- Passed the California Basic Educational Skills Test (CBEST). The CBEST test must be taken by the end of the first (1st) year of the program, if the candidate hasn't already taken and passed it. A candidate cannot receive a credential if they have not passed the CBEST examination, which is required by the State of California to be a counselor in the public school system.
- Completed Certificate of Clearance from the CCTC
- Completion of all (53) units of required courses with an overall GPA of 3.0 or higher
- Completion of 100 hours of Practicum experience
- Completion of 600 hours of field experience
- Completion of course on Child Abuse (7 hours)

- Completion of an exit interview with the School Counseling department
- Participation in a candidacy review
- Development of a portfolio presented at the candidacy review and department exit interview
- Presentation of a three (3)-hour workshop on a topic specific to School Counseling (This is the professional project required for the master's degree)
- Intent to Graduate form on file with the Registration Office one (1) semester prior to the date when a student expects to meet all graduation requirements
- Payment in full of financial obligations to Phillips Graduate Institute
- Return of all Library materials
- Completion of an exit interview with the Financial Aid Office (financial aid recipients only)
- Completed field experience requirements
- Demonstrated competency in the areas of educational assessment, personal and social counseling, academic and career counseling, program development and coordination, supervision and legal and professional ethics
- Current tuberculosis test that is clear

Pupil Personnel Services (PPS) Credential requirements are subject to change due to mandates from the CCTC. Students may be required to take additional coursework or complete additional field placement hours in order to fulfill credential requirements.

Requirements for Degree Completion

The degree is posted three (3) times yearly: on the last day of December (Fall), May (Spring) and August (Summer). All of the following requirements must be met prior to degree posting:

- Completion of all 53 units of required courses with an overall GPA of 3.0 or higher
- Completion of credential requirements established by the CCTC
- Completion of 100 hours of Practicum experience
- Completion of 600 hours of field experience
- Completion of an exit interview with the School Counseling department
- Participation in a candidacy review
- Development of a portfolio presented at the candidacy review and department exit interview
- Presentation of a three (3)-hour workshop on a topic specific to school counseling. This is the professional project required for the master's degree.
- Intent to Graduate form on file with the Registration Office one (1) semester prior to the graduation date when a student expects to meet all graduation requirements
- Payment in full of financial obligations to Phillips Graduate Institute and the Phillips Counseling Center
- Return of all Library materials
- Completion of an exit interview with the Financial Aid Office (financial aid recipients only)

Master of Arts in Psychology, Emphasis in School Counseling and a Pupil Personnel Services (PPS) Credential

53 units

CURRICULUM

First Semester • 14 units

- PSY 502A Family Therapy: Systemic Approaches (3 units)
- PSY 503 Developmental Psychology (3 units)

- PSY 507 Foundations of Counseling and Psychotherapy (3 units)
 PSY 518A Introduction to Research – I (1 unit)
 PSY 519A Case Conference: Pragmatics of Human Communication (3 units)
 SC 505A Foundations of School Counseling (1 unit)

Second Semester • 10 units

- PSY 504 Diversity and Social Justice in Families, Schools and Other Systems (3 units)
 PSY 519B Case Conference/Practicum (3 units)
 PSY 520A Abnormal Psychology (2 units)
 PSY 520B Assessment and Treatment in a Developmental Context (2 units)
 SC 505A-L Supervision and Mentoring for Practicum (0 units)

Summer Semester • 10-13 units

- PSY 529 Group Dynamics (3 units)
 PSY 600 Fundamentals of Addiction (3 units)
 SC 500 Ethical/Legal Practices in School Counseling (2 units)
 SC 502 Educational and Career Planning (3 units) **
 SC 513 Classroom and Academic Intervention (2 units)

Third Semester • 11 units

- SC 501 Program Design Development and Evaluation (2 units)
 SC 504 Special Education (3 units)
 SC 505B Field Experience Supervision in School Counseling (2 units)
 SC 510 Learning Theory and Educational Psychology (2 units)
 SC 545 Professional Project (2 units)

Fourth Semester • 5-8 units

- SC 502 Educational and Career Planning (3 units) **
 SC 512 Leadership and Advocacy (2 units)
 SC 511 Consultation and Systems Change (3 units)

*** SC 502 Can be taken either during the Summer or Fourth Semesters*

Course Descriptions

PSY 502A Family Therapy: Systemic Approaches (3 units)

Families are the primary unit of study in this course designed to familiarize students with systems theories. Students study the interaction of parts and the whole, and how intervention with one element of a system creates change throughout the family and the larger systems with which the family interacts. Learning sequentially, students begin with a sensitive study of their own family systems before moving on to therapeutic and counseling applications with other families. The models presented are Bowen, Structural, and Strategic. The course then moves into the collaborative, strength-based approaches of Post Modern therapies. Specific counseling applications of these theories are demonstrated in the classroom to help students develop intervention strategies with families, schools and larger systems.

PSY 503 Developmental Psychology (3 units)

This course reviews normal developmental processes over the lifespan of individuals and systems. The student encounters both theoretical models for describing developmental stages and behavioral descriptions of tasks and competencies at each stage. We

explore the interaction between individual development and the stages of the family life cycle. Attention is also given to moral development, gender differences in development, the effect of early experience, and developmental processes in divorcing and blending families. For school counselors, this understanding of developmental tasks encountered by elementary and secondary pupils is a foundation for developmentally-appropriate individual counseling and program-planning that takes into account cultural and eco-systemic variations in pupil development.

PSY 504 Diversity and Social Justice in Families, Schools and Other Systems (3 units)

This course is designed to facilitate the intra and interpersonal examination, awareness and valuing of human diversity and social justice across varying populations and contexts. Students will develop an understanding of individual, family and social roles in the construction of diversity and equity through an exploration of privilege and oppression across dominant and marginalized cultures. Such examination will increase sensitivity to and comprehension of the psychological impact of cultural forces. The course utilizes a systems and strength-based perspective, honoring a collaborative and community approach to school counseling and psychotherapy.

PSY 507 Foundations of Counseling and Psychotherapy (3 units)

This course presents models originally developed to work with individuals as a context for understanding marital and family therapy and school counseling. The major focus is on three (3) foundational approaches: Psychodynamic, Humanistic-Existential, and Behavioral and Cognitive-Behavioral theories. The course is comparative and integrative, and offers an introduction to rather than a comprehensive presentation of these historically important models. These models also provide the context for foundational counseling skills utilized by marriage and family therapists and school counselors.

PSY 518A Introduction to Research - I (1 unit)

This course introduces students to concepts and procedures that will help them become educated consumers of research in the fields of marriage and family therapy, community mental health, and school counseling. Students will develop basic library search skills to locate recent studies that document effective practices. They will become familiar with the standards of academic writing, such as APA style, and develop their competence in critical reading of research literature.

PSY 518B Introduction to Research - II (1 unit)

This course continues the practice of critical analysis of research. It familiarizes students with qualitative and quantitative research procedures. The emphasis is on evaluating outcomes in psychotherapy and school counseling, and understanding evidence-based practice.

PSY 519A Case Conference: Pragmatics and Human Communication (3 units)

This course provides an experiential and practical demonstration of the foundational concepts presented in the first (1st) semester coursework. Students are oriented to the practice of psychotherapy/counseling, including establishing and understanding confidentiality, avoiding dual relationships and handling personal information in an ethical manner. Throughout the course, students observe actual therapy/counseling behind a one-way mirror and participate in discussions with the instructor/school counselor about what has been observed. Communication principles and skills that enhance professional effectiveness are introduced, demonstrated and practiced.

PSY 519B Case Conference/Practicum (3 units)

Students continue from first (1st) semester the observational process with clients/pupils, discussing the methods used by the instructor/school counselor. Students learn to apply theoretical concepts to their fieldwork experiences. Assessment and treatment concepts presented in PSY 520A and PSY 520B are demonstrated and applied in the clinical/counseling work with the case conference client/pupil.

PSY 520A Abnormal Psychology (2 units)

This course surveys abnormal psychology from the perspective of the medical model presented in the current edition of the Diagnostic and Statistical Manual of Mental Disorders. In the course, students are encouraged to think critically about the concepts of mental illness and psychopathology; for example, students examine the impact of the socio-cultural context on diagnosis. Students learn to identify and diagnose commonly-seen disorders as well as severe mental disorders in both children and adults. Students also begin developing more advanced skills in the process of differential diagnosis.

PSY 520B Assessment and Treatment in a Developmental Context (2 units)

This course builds on knowledge obtained in 520A in the area of child and adolescent diagnostic categories. The course continues skills training in the process of assessment and expands to include treatment planning specific to working with youth. Students learn through in-class demonstration and course assignments, intervention strategies appropriate for addressing different presenting

problems and developmental stages. In addition, this course explores assessment and treatment planning with children and adolescents in various settings, such as clinical settings, schools, and community-based facilities. The practical management of commonly-seen child and adolescent counseling issues and the legal and ethical guidelines related to working with youth are discussed. PSY 520A or its equivalent is a prerequisite for this course.

PSY 529 Group Dynamics (3 units)

Understanding group dynamics from the perspective of both participant and leader is an essential skill for professionals in the field of marriage and family therapy and school counseling. In this experiential course, students learn the theory and practice of group dynamics. The course includes both didactic instruction on the theories of Yalom and others, and a “laboratory” experience of being in a group. Students are encouraged to utilize this experience to enhance their personal and professional growth. Although not therapy, the experience can be therapeutic for those who participate fully.

PSY 600 Fundamentals of Addiction (3 units)

This course offers a comprehensive overview of contemporary treatment of addictions in a highly interactive format. Topics include: theories across time and cultures, the psychology of addictions, understanding and treating the needs of special populations, intervention strategies, concepts and theories of addiction, medical aspects of addiction, and customizing treatment plans to meet specific client-centered goals.

SC 500 Ethical/Legal Practices in School Counseling (2 units)

This is a graduate level course providing consideration of legal, ethical, cultural and related professional issues as they affect the practices of school counseling. This course is taught in accordance with the California Program Standards of Quality and Effectiveness for Pupil Personnel Services Credentials.

SC 501 Program Design, Development and Evaluation (2 units)

This course focuses on current models for delivery of counseling and psychological services in the public school setting. Program design, program delivery, needs assessment and outcome studies are covered. Students will learn about effective programs offered in the school setting to address such issues as school violence, diversity, parent involvement and collaboration, and other programs related to pupil learning and academic achievement.

SC 502 Educational and Career Planning (3 units)

This course provides an overview of career development theories, resources and techniques utilized in assisting individuals to make their educational and career choices. In addition, development, administration and scoring of career inventories are presented. Also included is goal setting, occupational information and job search strategies and other life roles and factors, including the role of multicultural/diversity issues in career development. State requirements for academic progress and high school graduation are reviewed.

SC 504 Special Education (3 units)

The course offers an overview of the study of exceptional persons, special education programs in both public and private schools, and current state and federal laws addressing individuals with disabilities. Assessment and the development of Individualized Education Plans (IEPs) are also covered in the course. Strategies for class remediation and ancillary services are also addressed. Pupils will be required to write behavior plans.

SC 505A Foundations of School Counseling (1 unit)

This course is an introduction to the field of School Counseling and builds on skills and knowledge learned in the first (1st) and second (2nd) semester courses. It introduces students to the roles school counselors play in the public schools and the ethical and legal guidelines of the profession. In addition to lecture and classroom discussions, students will be assigned to small groups for ongoing supervision and mentoring. The second (2nd) part of the course will be taught by the assigned Practicum faculty, who will facilitate student involvement with case vignettes and discussions of assessment, intervention planning, classroom accommodations, and follow-up methods with children and adolescents. Students will be encouraged to present cases and situations drawn from their Practicum experiences. A minimum of 100 hours in an approved public school setting is required. These hours must be completed within two (2) semesters.

SC 505A-L Practicum in School Counseling (0 units)

This course must be taken in conjunction with supervised field experience in a K-12 public school setting. It provides opportunities for mentoring and ongoing group supervision. Supervision group leaders will facilitate student involvement with case vignettes and discussion of assessment, diagnosis, treatment planning, classroom accommodations, and follow-up methods with children and adolescents. Students will be encouraged to present cases and situations drawn from fieldwork experience. A minimum of 100 hours in

an approved public school setting are required. These hours must be completed within two (2) semesters. This course is repeatable. Successful completion of SC 505A is a prerequisite for enrollment in SC 505B.

SC 505B Field Experience in School Counseling (2 units)

Prerequisite: SC 505A-L

This course is taken in conjunction with supervised field experience in a K-12 public school setting. It provides mentoring and ongoing group supervision. Supervision group leaders facilitate student involvement with case vignettes and discussion of assessment, diagnosis, treatment planning, classroom accommodations, and follow-up methods with children and adolescents. Students are encouraged to present cases and situations drawn from fieldwork experience. Students are expected to complete a minimum of 600 hours of field experience within two (2) semesters of beginning field experience.

SC 510 Learning Theory and Educational Psychology (2 units)

This course focuses on major theories of learning and the impact of cultural and linguistic differences on the design of learning environments and curriculum. Students learn to recognize instructional elements that support or impede pupil learning and explore the role of school counselors in developing effective instructional interventions.

SC 511 Consultation and Systems Change (3 units)

This course introduces the students to collaborative models of individual and team consultation. The course revisits system theory and system change as it relates to the role of the school counselor. The emphasis of this course is on developing individual and team consultation skills. Candidates learn to collaborate effectively with individuals and groups to identify problems, design interventions, formulate plans, and to facilitate collaborative problem-solving teams. The candidates gain understanding of strategies for consultation with parents, community, and school staff.

SC 512 Leadership and Advocacy (2 units)

This course is the capstone course in the School Counseling Program. It prepares the candidates for transition to the role of professional school counselors, pupil advocates and leaders in the school. Candidates focus on creating a positive, productive classroom environment and implementing effective academic interventions. Candidates will review the knowledge, skills, and standards of the graduate program in School Counseling as a final preparation for employment as professional counselors.

SC 513 Classroom and Academic Intervention (2 units)

This course emphasizes learning to collaborate effectively with individuals, groups and multi-disciplinary teams to identify barriers to learning, designing interventions and monitoring effectiveness. Students will focus on creating positive, productive classroom environments and implementing effective academic interventions, as well as understanding the role of the school counselor in comprehensive school change.

SC 545 Professional Research Project (2 units)

This course is designed as the final professional project for all School Counseling candidates. A three (3) hour workshop presentation is required of all master's degree candidates. The chosen topic must be pertinent to the field of school counseling and approved by the School Counseling faculty. The candidates work closely with a research advisor to complete the professional project workshop. All research must be presented and documented.

Extended Coursework

SC 505C Field Experience in School Counseling Extension (1 unit)

Students who have taken SC 505B must enroll in this class until 600 hours of field experience have been completed.

SC 546 Professional Project Extension (2 units)

Students who require extended time and/or supervision to complete their professional project must be enrolled continuously in SC 546. This course ensures use of Phillips facilities and guidance from faculty while the professional project is being completed. Course may be repeated for credit.

Master of Arts in Psychology with an Emphasis in School Counseling without Pupil Personnel Services (PPS) Credential

50 units

This degree option can be selected by students who do not wish to pursue the PPS credential. While this 50-unit degree option does not qualify for the PPS credential, it may equip students for a variety of related professions, or provide more opportunities in a student's current work setting.

The student applies for this degree only after completing at least fourteen (14) units in the first semester of the Institute's Master of Arts in School Counseling program. Coursework includes all but SC 505A-L Practicum in School Counseling and SC 505B – Field Experience in School Counseling.

School Counseling Pupil Personnel Services (PPS) Credential Only

53 units

Applicants interested in pursuing coursework to earn the Pupil Personnel Services (PPS) Credential only must have a 53-unit master's degree in a counseling-related field and must seek academic advisement prior to enrolling. Admission to the program is subject to evaluation of academic transcripts and an interview with the department chair to determine a course of study for completion of the credential.

Applicants may be able to transfer units of previously completed master's-level coursework. Transfer of credit units will be determined by the department chair. The credential program consists of 53 units. The courses are the same as those for the School Counseling degree and credential program (see curriculum above).

Child Welfare and Attendance (CWA) Credential

6 units

Child Welfare and Attendance counselors are skilled "trouble-shooters" in correcting Average Daily Attendance (ADA). Concerns and problem areas can be targeted by examining attendance policies, procedures, records and programs. Once problems are known, pertinent solutions can be suggested. Because of the many fine points of law and procedures associated with building maximum levels of school attendance, the Child Welfare and Attendance specialist is needed to make corrective efforts.

The CWA counselor usually accesses appropriate services from both public and private providers, including law enforcement and social services; provides staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws; addresses school policies and procedures that inhibit academic success; implements strategies to improve student attendance; participates in school-wide reform efforts; and promotes understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations.

The Phillips CWA program covers the professional role, laws pertaining to CWA, leadership and management, collaboration and partnerships, school culture and related systems, assessment and evaluation of barriers to student learning, field experiences and supervision. This credential requires that candidates hold one (1) of the three (3) PPS credentials. Graduates of this program will earn a supplemental Pupil Personnel Services (PPS) Credential.

Phillips Graduates - Students who have successfully completed all of the courses required for the PPS Credential at Phillips will be eligible for the CWA credential upon completion of the following additional two (2) courses and 150 additional hours of field experience:

CURRICULUM

CWA 547 Child Welfare and Attendance Seminar (4 units)

CWA 548 Supervision and Field Work for Child Welfare and Attendance (2 units)

Non-Phillips Graduates - Students who have successfully completed all of the courses required for the PPS Credential at another institution will be eligible for the CWA credential upon completion of CWA 547 and CWA 548. The remaining seven (7) units will be chosen by the department chair at the time of enrollment, when transcripts of the courses taken at another academic institution are evaluated. Students must submit a copy of their PPS credential and a current copy of a "proof of negative" tuberculosis skin test must be submitted to the Credential Analyst or proof of negative x-ray exam.

Course Descriptions

CWA 547 CHILD WELFARE AND ATTENDANCE SEMINAR (4 units)

This 4-unit seminar will focus on developing the knowledge, expertise and skills necessary to meet the Child Welfare and Attendance (CWA) state standards. The role of the child welfare and attendance advocate is to provide effective and appropriate prevention and intervention strategies to identify and remove barriers to learning. This seminar is designed to enhance the student's understanding of the issues that typically interfere with daily school attendance and disrupt the pupil's academic, psychological and social success. The student will gain a thorough understanding of compulsory education laws, how these laws affect students, and applied interventions.

CWA 548 SUPERVISION AND FIELD WORK FOR CHILD WELFARE AND ATTENDANCE (2 units)

This series will include class sessions that will be conducted bi-monthly during each field work experience until the candidate completes the one hundred and fifty hours (150) of field work. Candidates will meet together to discuss school-based field work experiences and activities and to hear special presentations regarding relevant and timely topics of interest.

Sessions will include discussions relevant to school-based practice experiences and will familiarize students with the roles and responsibilities as well as the variety of interventions and problem-solving strategies utilized by CWA specialists.

The series will also include a meeting with the director of the Phillips Graduate Institute Credential Processing Center to learn about the application and renewal procedures for the PPS Credential.

Extended Coursework

CWA 548A SUPERVISION AND FIELD WORK FOR CHILD WELFARE AND ATTENDANCE EXTENSION (0 unit)

Students who require extended time to complete their field work must be enrolled continuously in this course. Course may be repeated for credit.

Master of Arts in Psychology (MA)

Emphasis in Marriage and Family Therapy and a Pupil Personnel Services (PPS) Credential

73 -74 units

The School Counseling department provides opportunities for Marriage and Family Therapy and Marriage and Family Therapy/Art Therapy students to pursue the PPS credential. Applicants interested in pursuing coursework to earn the Pupil Personnel Services (PPS) Credential must seek academic advisement prior to enrolling. Admission to the program is subject to evaluation of the student's academic program and their interview with the department chair to determine a course of study for completion of the credential.

This program allows students to combine the Master of Arts in Psychology, Marriage and Family Therapy Emphasis and the Pupil Personnel Services credential. This combination qualifies graduates to pursue both MFT licensure in California and work in the public school system.

CURRICULUM

First Semester • 14 units (Offered Fall and Spring)

- PSY 502A Family Therapy: Systemic Approaches (3 units)
- PSY 503 Developmental Psychology (3 units)
- PSY 507 Foundations of Counseling and Psychotherapy (3 units)
- PSY 518A Introduction to Research – I (1 unit)
- PSY 519A Case Conference: Pragmatics and Human Communication (3 units)
- SC 505A Foundations of School Counseling (1 unit)

Second Semester • 13 units (Offered Spring and Summer)

- PSY 504 Diversity and Social Justice in Families, Schools and Other Systems (3 units)
- PSY 519B Case Conference/Practicum (3 units)
- PSY 520A Abnormal Psychology (2 units)
- PSY 520B Assessment and Treatment in a Developmental Context (2 units)
- PSY 539 Legal, Ethical and Professional Issues (3 units)
- SC 505A-L Supervision and Mentoring for Practicum (0 units)

SUMMER Semester • 16 units (Offered Summer only)

- PSY 529 Group Dynamics (3 units)
- PSY 549 Psychological Testing (3 units)
- PSY 600 Fundamentals of Addiction (3 units)
- PSY 596 Field Study Practicum (1 unit) *Required only if seeing clients*
- SC 500 Ethical/Legal Practices in School Counseling (2 units)
- SC 502 Educational and Career Planning (3 units)
- SC 513 Classroom and Academic Intervention (2 units)

Third Semester • 16 units (Offered Fall Only)

- PSY 528 Couple Therapy and Sex Therapy (3 units)
- PSY 550 MFT's in Community Mental Health (2 units)
- PSY 531A Applied Therapeutic Methodology – I (1 unit)
- PSY 533A Practicum – I (2 units)
- PSY 518B Introduction to Research—II (1 unit)

- SC 501 Program Design, Development and Evaluation (2 units)
- SC 504 Special Education (3 units)
- SC 510 Learning Theory (2 units)

Fourth Semester • 15 units (Offered Spring Only)

- PSY 518C Professional Project – I (1 unit)
- PSY 531B Applied Therapeutic Methodology – II (1 unit)
- PSY 533B Practicum – II (2 units)
- PSY 547 Psychopharmacology (3 units)
- SC 502 Educational and Career Planning (3 units) (optional)
- SC 511 Consultation and Systems Change (3 units)
- SC 512 Leadership and Advocacy (2 units)

Additional Coursework • 2 units

- SC 505B Supervision and Mentoring of Field Work (2 units)

Master of Arts in Psychology (MA)

Emphasis in School Psychology with Pupil Personnel Services (PPS) Credential

Persons with a qualifying MA and those already possessing a PPS credential may have certain requirements waived if interested in pursuing a PPS School Psychology authorization credential only. Previously earned credits will be evaluated on an individual basis.

Mission Statement

The Phillips Graduate Institute School Psychology Program provides future school psychologists with a solid academic foundation in both psychology and education. The program and faculty are committed to the development of each student's academic knowledge and professional skills, complemented by self-awareness, regard for others, and respect for cultural and individual differences. An emphasis in Positive Psychology, early intervention, resilience, and well-being is scattered throughout the program as a "best practice" model for both practitioners and the clients we serve.

Program Goals and Student Learning Outcomes

Program Goal 1: Students gain knowledge of legal and ethical standards related to school psychology. Students gain competency in the area of legal and ethical standards related to school psychology.

Student Learning Outcomes:

- 1.1 Students identify legal and ethical issues underlying the practice of school psychology.
- 1.2 Students use their knowledge of legal and ethical standards in the practice of school psychology.

Program Goal 2: Students summarize and synthesize theoretical models used in the profession of school psychology. Students will apply theoretical models in their practice of school psychology.

Student Learning Outcomes:

- 2.1 Students identify and synthesize theoretical models used in the profession of school psychology.
- 2.2 Students identify and apply theoretical models in their recommendations in the development and implementation of classroom behavioral interventions.

Program Goal 3: Students evaluate research related to school psychology. Students use research to inform their practice in school psychology.

Student Learning Outcomes:

- 3.1 Students critically use research and new knowledge to apply the practice of school psychology.
- 3.2 Students understand and communicate research findings to address school and individual pupil needs.

Program Goal 4: Students understand the process of assessment and intervention relevant to the field of school psychology. Students formulate appropriate intervention strategies based on assessment practices.

Student Learning Outcomes:

- 4.1 Students demonstrate comprehensive knowledge of commonly-used school-based assessment methods for identifying pupil needs, strengths and challenges.
- 4.2 Students formulate appropriate intervention strategies for pupils based on assessment findings by working cooperatively with other school personnel.

Program Goal 5: Students practice cultural competency in a professional capacity as a school psychologist. Students facilitate policies that create an environment sensitive to individuals of diverse populations and learning styles.

Student Learning Outcomes:

- 5.1 Students synthesize their knowledge of individual and family issues related to culture, ethnicity, socioeconomic status and gender differences with learning theory.

5.2 Students demonstrate sensitivity and skills needed to work with pupils, parents and educators of diverse populations.

Program Goal 6: Students have professional identities as school psychologists and are committed to continuous self-directed learning to refine professional skills.

Student Learning Outcomes:

- 6.1 Students synthesize all aspects of learning in the development and presentation of an integrated professional identity as a school psychologist.

Educational Philosophy and Training Model

The Master of Arts in Psychology, Emphasis in School Psychology degree fulfills the State of California's requirements for the Pupil Personnel Services authorizing service as a School Psychologist and is fully accredited by the California Commission on Teacher Credentialing (CCTC). This authorization by the CCTC allows the school psychologist to provide services that improve student achievement, implement strategies and programs to address adjustment problems, consult with other educators and parents on behavioral and academic difficulties, conduct psycho-educational assessments to identify special needs, provide psychological counseling for individuals, groups and families and coordinate intervention strategies to assist with individual as well as school-wide crises.

Phillips' program focuses on the development of theoretical foundations and empirical knowledge in both psychology and education, which will enable our students to develop strategies for intervention directed at behavior and adjustment difficulties and work collaboratively with other professionals and parents to effectively meet the needs of all children and youth in the school system. An emphasis in Positive Psychology, early intervention, resilience, and well-being is strangled throughout the program as a "best practice" model for both practitioners and the clients we serve.

Program Structure

Students attend class two (2) evenings a week and occasionally on Saturdays. Field placement begins in the first (1st) semester and will also require a daytime commitment one (1) day a week. Full-time students will complete the program during eight (8) semesters over a three (3) -year period. The program may begin in the fall or spring and continues into summer semesters during the first two (2) years, and fall and spring semesters during the third (3rd) year. During the third (3rd) year of the program, students will complete their hours while serving as a School Psychology intern in a public school district and attending supervision group meetings and evening classes

Admission Requirements

- Prerequisite coursework: 12 units of social sciences successfully completed at the undergraduate level
- Completion of an earned bachelor's degree from a regionally-accredited college or university with a minimum 3.0 grade point average (GPA)*
- Demonstration of English proficiency may be required
- Evidence of a passing score on the California Basic Educational Skills Test (CBEST) at the time of admission or by the end of the second semester of the program
- Completion of Phillips Graduate Institute Admission Application Packet (See Admission Application Process)
- Admission interview with School Psychology Department Chair or designee

Please refer to the Student Support Services section for details on admission policies and procedures.

**NOTE: A Grade Point Average Exemption Petition may allow admission for applicants who do not meet the minimum GPA requirement*

Entry Options

Students may enter the program in the fall or spring. Please call the Admissions Office at (818) 386-5660 for dates and class schedules.

Field Placement Services

School Psychology students receive assistance with field placement through the School Psychology department. Candidates begin Practicum placement and experience in the first (1st) semester of the program and complete 450 hours during the first two (2) years of the program. Because candidates will need to visit assigned local schools, candidates will need to adjust their work and other commitment schedules to accommodate 5–10 hours a week during public school hours to complete these assignments. At the end of the second (2nd) year of the program, candidates will apply to recruiting school districts for a 1,200-hour school psychology internship or field placement. Some of these are paid positions.

Admission Requirements for School Psychology Internship Program

The School Psychology internship occurs in the final two (2) semesters of the program, after most coursework and a total of 450 hours of practica/field work are finished. Candidates are responsible for completing all of the following to ensure successful fulfillment of all requirements for the School Psychology Credential:

- Applicants for these degree or credential programs are required to have taken and passed the California Basic Education Skills Test (CBEST) by the end of their second semester in the program. Passing the CBEST is a mandated State of California requirement in order to receive the Pupil Personnel Services (PPS) Credential. Students are strongly encouraged to take the CBEST prior to enrollment. Students who have not received a passing score on the CBEST by the end the first two semesters will not be allowed to continue accumulating field placement hours until they have done so. A Live Scan Service (fingerprint) form and Certificate of Clearance must be completed and cleared by the California Commission on Teacher Credentialing (CCTC) prior to any field placement in a school setting. A current tuberculosis skin test is also required within six months of beginning the field placement hours. A copy of a "proof of negative" tuberculosis skin test must be submitted to the Credential Analyst or proof of negative x-ray exam.
- The candidate must have completed all courses comprising the 48 semester units required during the first six (6) semesters of the program. This includes 450 practica hours. Candidates will not be allowed to enroll in SP 622, Internship, until the 450 hours are completed, documented and approved by the field work supervisor and faculty advisor. The candidate must have ratings of satisfactory or higher on evaluations from field work supervisors and a minimal overall GPA of 3.0 for all coursework included in the academic plan before beginning an internship.
- Phillips does not place candidates in internships. The school provides candidates with information about available placement sites, and it is the responsibility of the candidate to apply to the school district for internship positions during the sixth (6th) semester of the program prior to completing their 450 hours of field placement. Students cannot begin a school psychology internship until all hours of fieldwork are concluded. School districts may require that the candidate go through an interview process, at which time they will need to bring a resume and portfolio. Some districts may pay a salary or stipend, but most do not. Only if a school district agrees to hire the candidate as an intern can he or she obtain an Internship Credential from the California Commission for Teacher Credentialing (CCTC).

After a school district verifies in writing that the candidate will work as an intern, the candidate can apply for an internship credential from the California Commission on Teacher Credentialing. The Credential Analyst at Phillips will assist with this process.

- During their year of internship, candidates are required to enroll in SP 622 and SP 624 for a total of ten (10) units. The internship is a full-time placement in a public school for fifteen (15) weeks each semester requiring completion of 1,200 hours documented in weekly logs signed by the site supervisor. A written plan will be completed by the intern, which must be agreed upon by the school district, the field supervisor and Phillips. The plan incorporates the skills and competencies required by the CCTC guidelines and competencies, which are in the School Psychology Internship Manual. The School Psychology Internship Plan is available in the School Psychology Internship Manual and electronically. Forms can also be obtained in the School Psychology Office.
- Candidates completing an internship must also enroll in one (1) unit of SP 623 and SP 625, Professional Seminar, concurrently with enrollment in SP 622 and SP 624.
- After finishing the 1,200 hours and receiving satisfactory evaluations from the field supervisor, the candidate will meet with the Director of Field Placement, who will verify the completion of hours. After receiving clearance from the Registration Office, the candidate can complete a credential application to submit to the CCTC, which is done online. The Phillips Credential Analyst will assist with this process.

Faculty Advisement

Students will be assigned an academic advisor at the beginning of the first (1st) semester of enrollment. Students are encouraged to meet with their academic advisor early in the first (1st) semester and at least once each semester until completion of their degree and credential application. Students may make appointments with other members of the faculty, who will answer questions and provide consultation.

Program Compliance

The Master of Arts in Psychology, Emphasis in School Psychology program meets the requirements and guidelines of the California Commission on Teacher Credentialing (CCTC). In order for Phillips Graduate Institute to recommend a student to the State of California and the CCTC for a Pupil Personnel Services (PPS) Credential in School Psychology, the student must have fulfilled the following requirements:

- Passed the California Basic Educational Skills Test (CBEST) - PGI requires that pupils submit verification of a passing score to the School Psychology Department by the end of the second (2nd) semester of the school psychology program.
- Completed Livescan fingerprint clearance with the CCTC
- Completed all required coursework

- Completed field experience, including 450 Practica and 1,200 internship hour requirements with satisfactory ratings from field supervisors and approval of faculty advisor
- Demonstrated competency in the areas of educational assessment, individual and group counseling, academic and career counseling, program development and coordination, diversity and cultural competence, crisis intervention, and legal and professional ethics
- Earned a master's degree in School Psychology or a related discipline
- Candidates will complete a portfolio demonstrating evidence and documentation of their knowledge, skills and competency in each of the eleven (11) domains of professional practice standards established by the National Association of School Psychologists (NASP).
- Successfully passed the Comprehensive Oral Exit Exam with the School Psychology department during the final semester of the program. The exam enables the candidate to demonstrate the content, knowledge, skills and competencies required for the school psychologist credential by the California Commission on Teacher Credentialing (CCTC). The portfolios provide evidence of the knowledge and professional competencies in each of the domains, and include both documentation of formal preparation and work products.
- Credential requirements are subject to change due to mandates from the CCTC. Students may be required to take additional coursework or complete additional field placement hours in order to fulfill credential requirements.
- Phillips Graduate Institute's School Psychology Program meets requirements for students to apply for individual NASP certification. Students will learn about application procedures during the program and can also visit the NASP website (www.nasponline.org) to find additional information. In addition, graduates of the MA/PPS program are eligible to take the Licensed Educational Psychologist (LEP) examination administered by the Board of Behavioral Sciences (BBS).

Phillips Graduate Institute's School Psychology Program meets the requirements for students to apply for NASP certification as a Nationally Certified School Psychologist (NCSP). Students will learn about application procedures during the program and can also visit the NASP website (www.nasponline.org) to find additional information. Applicants for NASP certification must submit a portfolio demonstrating competency in the eleven (11) domains of professional practice (see above) and receive a passing score on the School Psychology Praxis II exam.

Academic Proficiency

Any student receiving a grade of C- or below in a course must retake the course, demonstrating sufficient mastery of the course content. Retaking a course may delay program completion and graduation. The students must meet with their academic advisor to discuss the impact of repeating a course on program completion. The original grade received in the course as well as the grade received upon retaking the course are averaged into the student's cumulative grade point average.

Requirements for Degree Completion

The degree is posted three (3) times yearly: on the last day of December (Fall), May (Spring) and August (Summer). All of the following requirements must be met prior to degree posting:

- Completion of all 64 units of required courses with an overall GPA of 3.0 or higher
- Completion of credential requirements established by the CCTC
- Completion of 450 Practicum hours and 1,200 hours of supervised field experience
- Completion of a comprehensive exit examination with the School Psychology faculty
- Completion of a portfolio documenting evidence of knowledge and professional competency in the eleven (11) NASP domains of professional practice, including documentation of formal preparation and work samples.
- Intent to Graduate form on file with the Registration Office one (1) semester prior to the graduation date when a student expects to meet all graduation requirements
- Payment in full of financial obligations to Phillips Graduate Institute and the Phillips Counseling Center
- Return of all Library materials
- Completion of an exit interview with the Financial Aid Office (financial aid recipients only)

Master of Arts in Psychology with an Emphasis in School Psychology and a Pupil Personnel Services (PPS) Credential

64 units

This program provides the foundation for a career in school psychology in the public school system. School psychologists provide various services, including consultation to teachers, parents and school systems; psychoeducational assessments and diagnosis of specific learning and behavior disabilities; classroom and behavior management; interfacing with community agencies; parent education; program development and evaluation; prevention and early intervention related to school failure; prevention and intervention in the area of child mental health; and educational research. An emphasis in Positive Psychology, early intervention, resilience, and well-being is strangled throughout the program as a "best practice" model for both practitioners and the clients we serve.

The following curriculum will prepare students to meet these various professional activities:

CURRICULUM

First Semester • 7 units

- SP 600A Foundations of Positive School Psychology I: Issues in Professional Practice, Laws and Ethics (3 units)
- SP 601 Developmental Psychology (2 units)
- SP 604A School Psychology Practicum - I (1 unit)
- SP 613 Diversity and Multicultural Issues in School Psychology (1 unit)

Second Semester • 8 units

- SP 600B Foundations of Positive School Psychology II: Issues in Assessment, Intervention, and Consultation (3 units)
- SP 602 Learning and Educational Psychology (2 units)
- SP 604B School Psychology Practicum - II (1 unit)
- SP 606 The Exceptional Child (2 units)

Third Semester • 7 units

- SP 603 Research Design and Statistics (3 units)
- SP 604C School Psychology Practicum - III (1 unit)
- SP 605 Counseling Skills (3 units)

Fourth Semester • 11 units

- SP 604D School Psychology Practicum - IV (1 unit)
- SP 610 Psychological Assessment Intelligence Testing (3 units)
- SP 608 Issues in Special Education (3 units)
- SP 611 Psychological Assessment Lab (1 unit)
- SP 614 Group Counseling Skills (3 units)

Fifth Semester • 8 units

- SP 604E School Psychology Practicum - V (1 unit)
- SP 612 Child and Adolescent Psychopathology (3 units)
- SP 616 Psycho-Educational Assessment: Personality, Aptitude, Achievement (3 units)
- SP 617 Psychological Assessment Lab (1 unit)

Sixth Semester • 6 units

- SP 604F School Psychology Practicum - VI (1 unit)
- SP 607 Program Design, Development and Evaluation (2 units)
- SP 620 Consultation and Systems Change (3 units)

Seventh Semester • 8 units

SP 618	Behavioral Management Strategies (2 units)
SP 622	Internship in School Psychology - I (5 units)
SP 623	Professional Seminar - I (1 unit)

Eighth Semester • 9 units

SP 624	Internship in School Psychology - II (5 units)
SP 625	Professional Seminar - II (1 unit)
SP 626	Psychopharmacology (3 units)

Course Descriptions

SP 600A Foundations of Positive School Psychology I: Issues in Professional Practice, Laws and Ethics (3 units)

This course has as its purpose the comprehensive study of school psychological services and the public schools from a positive psychological and educational perspective. There will be an emphasis on theories of prevention, child development and learning, models of data-based decision making, and psychological and educational approaches to intervention. The candidates will have an orientation to schooling and the practice of school psychology. They will focus on understanding professional roles, ethics and legal issues, curriculum and standards, school environments, needs of students from diverse backgrounds, and working with parents and community.

SP 600B Foundations of Positive School Psychology II: Issues in Assessment, Intervention, and Consultation (3 units)

This course continues the comprehensive study of positive school psychological and educational perspectives with focus on the school psychologist's role in assessment, intervention and consultation and will include emphasis on multicultural issues in these areas as well as the school psychologist's role in crisis intervention, individual and group counseling. It is a prerequisite to SP 610/611, Psychological Assessment: Intelligence Testing and SP 616/617, Psychoeducational Assessment: Personality, Aptitude and Achievement.

SP 601 Developmental Psychology (2 units)

The emphasis in this course is on the cognitive, emotional, biological, behavioral and psychosocial development from birth through adolescence. Theoretical and applied aspects of development will be addressed through a multicultural lens along with a discussion of contemporary issues and trends, including ways in which applications developed from positive psychology may contribute to enhance outcomes throughout the development process.

SP 602 Learning Theory and Educational Psychology (2 units)

This course will focus on major theories of learning and the impact of cultural and linguistic differences on the design of learning environments and curriculum. Candidates will learn to recognize instructional elements that support or impede pupil learning and the role of the school psychologist in developing effective instructional interventions. (Same as SC 510.)

SP 603 Research Design and Statistics (3 units)

This course will review quantitative and qualitative research methods used to address relevant issues faced by the school community. Includes a discussion of principles and methods of designing research and prepares candidates to analyze research literature in a critical manner.

SP 604 A	School Psychology Practicum (1 unit)
SP 604 B	School Psychology Practicum (1 unit)
SP 604 C	School Psychology Practicum (1 unit)
SP 604 D	School Psychology Practicum (1 unit)
SP 604 E	School Psychology Practicum (1 unit)
SP 604 F	School Psychology Practicum (1 unit)

These courses guide practical training and field work experiences and include weekly reaction papers. The primary emphasis is to learn the function and role of the school psychologist. Candidates will develop an understanding and knowledge of legal and ethical issues, psycho-educational assessment, observational methods, school procedures and policies, referral process for special education, developmental/grade level ages and stages, organization and record keeping. This will require school experiences in grades K–12. Practicum will provide the candidates with the opportunity to gain knowledge and skills most appropriately learned in the field, and to apply skills and concepts learned in related courses, including computer literacy, email, and how to use the internet. Candidates will gain information on curriculum expectations within the public schools, grades kindergarten through high school. They will also gather information on state-mandated assessment tests.

SP 605 Counseling Skills (3 units)

This course provides a conceptual and practical demonstration of the foundational concepts of counseling skills. Candidates are taught communication principles and skills that enhance children's and adolescents' emotional and social adjustment. Different approaches to individual counseling are introduced, observed and practiced, including an emphasis on models developed within positive psychology.

SP 606 The Exceptional Child (2 units)

This course examines the characteristics of children and adolescents with cognitive, learning, communication, emotional, perceptual, sensory and physical disabilities. Impact over the developmental period on personal adjustment and school achievement is highlighted. Candidates learn the contrasting legal, educational and psychological definitions of disabilities. Candidates are expected to report on observations of exceptional students in at least three (3) different special education classes.

SP 607 Program Design, Development and Evaluation (2 units)

This course focuses on current models for the delivery of counseling and psychological services in the public school setting. Program design, program delivery, needs assessment and outcome studies are covered. Candidates will learn about effective programs offered in the school setting to address such issues as school violence, diversity, parent involvement and collaboration, family consultations and other programs related to pupil learning and academic achievement. (Same as SC 501.)

SP 608 Issues in Special Education (3 units)

This course offers an overview of special education programs in public and private schools and current state and federal laws. Material is presented in a didactic and observational format. Assessment and Individualized Educational Plan (IEP) development as well as strategies for classroom remediation and ancillary services are covered. California Education Code and federal regulations related to special education students are discussed. (Same as SC 504.)

SP 610 Psychological Assessment: Intelligence Testing (3 units)

This course provides an overview of child and adolescent assessment techniques, including history taking and clinical interviewing. The theory, administration, scoring, interpretation of the major individual tests of intelligence, along with screening instruments used with children ages preschool through adolescent are covered. Conducting multi-culturally-sensitive assessments will also be addressed, and the use of interventions and recommendations using a positive psychological model will be introduced.

SP 611 Psychological Assessment Lab - I (1 unit)

This course will provide supervised practice in the administration, scoring and interpretation of assessment instruments discussed in the Psychological Assessment course. This course must be taken concurrently with SP 610.

SP 612 Child and Adolescent Psychopathology (3 units)

Candidates will be provided a review of mental health disorders commonly experienced by children and adolescents, with a particular emphasis on disorders relating to learning difficulties and conduct. Common interventions and contributions of familial and cultural treatment will also be addressed and how contributions from positive psychology and positive behavioral interventions may promote student and family mental health.

SP 613 Diversity and Multicultural Issues in School Psychology (1 unit)

The goal of this course is to foster the development of professional competencies for school psychologists relevant to working responsibly with diverse groups of students. The class is meant to provide a forum for increasing awareness and developing interactive skills as these relate to the spectrum of human diversity, including race, culture, socioeconomic class, gender, sexual orientation, age, spiritual beliefs or religion, and abilities. Dimensions of relative power, privilege, and oppression will be the running thread throughout this course.

SP 614 Group Counseling Skills (3 units)

In this course, candidates will understand the process and stages of group counseling development. They will transfer counseling skills learned in individual counseling to working with members in a group setting. The techniques and exercises utilized in conducting group counseling sessions will be studied, with an emphasis on the uses of strategies developed within positive psychological models. The factors involved in initiating a counseling group and a counseling group program as well as understanding several types of groups and methods commonly used in public school settings will be taught and practiced. The culturally-sensitive issues that could affect groups will also be explored.

SP 616 Psycho-educational Assessment (Personality/Aptitude/Achievement) (3 units)

Candidates learn and administer an array of diagnostic instruments currently used in schools to assess perceptual, motor, emotional and academic functioning of school-aged children. Training in construction of appropriate test batteries for presenting cases and critique of the validity and utility of tests used in special education decisions is emphasized. Candidates are required to demonstrate

appropriate administration, scoring, interpretation, and integration of tests in submission of psycho-educational reports and learn to integrate remediation strategies and interventions from a wide variety of theoretical models, including those from positive psychology.

SP 617 Psychological Assessment Lab – II (1 unit)

Candidates will experience supervised practice in the administration, scoring and interpretation of assessment instruments discussed in the Psycho-educational Assessment course. This course must be taken concurrently with SP 616.

SP 618 Behavioral Management Strategies (2 units)

This course presents the practical principles of cognitive behavior modification with children and adolescents in schools. Candidates learn to complete behavior observations and construct behavior plans. Techniques to increase target behaviors, such as reinforcement strategies, antecedent control, shaping and modeling are taught and practiced. School-relevant applications include social skills training, self-management and promoting generalized and special interventions for problem behaviors. Candidates will be expected to report on applications of school behavior consultation and lead a social skills group in this class. A focus on positive psychology and positive behavioral interventions will be emphasized.

SP 620 Consultation and Systems Change (3 units)

The candidates will understand the various models of consultation with a primary focus upon school/educational consultation. They will gain an understanding of consultation within an historical perspective. The candidates will learn the implications of various components of the consultative process, including organizational structures, modes and levels of communication, problem-solving strategies, group dynamics and behavior. This course provides the candidate with the opportunity to develop, practice and refine their skills as a consultant through observation, discussion, role-play, clinical coaching and consultation. This course will relate positive psychology, systems theory and systems change to the role of the school psychologist in creating change in schools and communities. Candidates will learn to collaborate effectively with various stakeholders in the school system, i.e., parents, teachers, and other school personnel, to create supportive learning environments for students. (Same as SC 511)

SP 622 Full-time Internship in School Psychology - I (5 units)

Prerequisite: Completion of 450 Practicum hours (SP 604A-F)

Course requirements include full-time placement in a supervised public school for 15 weeks. This will meet the requirement of 600 hours. Candidates will have the opportunity to demonstrate the full range of skills acquired during formal training and to acquire additional knowledge and skills most appropriately gained through supervision by a credentialed school psychologist. The candidates will be provided a full range of activities that will include (a) developing and implementing prevention as well as intervention programs for individuals and groups of pupils; (b) consultation with school staff and parents; (c) counseling individuals and groups; (d) crisis intervention with pupils and parents; (e) screening and assessment; (f) coordination of resources and programs; (g) opportunities for interdisciplinary team membership; (h) opportunities to assess the effectiveness of instructional and behavioral interventions for individuals and groups of pupils; (i) opportunities to work with pupils from diverse socioeconomic, ethnic and cultural backgrounds; and (j) opportunities for professional development through professional conferences and in-service training.

SP 623 Professional Seminar - I (1 unit)

Candidates will hold discussions with the Phillips instructor and group about experiences during the internship. This course must be taken concurrently with SP 622. Candidates will continue to prepare a professional portfolio demonstrating their knowledge and skills in the National School Psychologist Certification System adopted by the National Association of School Psychologists (NCSP). The portfolio demonstrates competency in the eleven domains of professional practice established by NASP and includes documentation of formal preparation and work samples providing evidence of professional competency Internship in school psychology. This course must be taken concurrently with SP 624.

SP 624 Full-time Internship in School Psychology - II (5 units)

Course requirements include full-time placement in a supervised public school for fifteen (15) weeks. Candidates will have the opportunity to demonstrate the full range of skills acquired during formal training and to acquire additional knowledge and skills most appropriately gained through supervision by a credentialed school psychologist. The candidates will be provided a full range of activities that will include (a) developing and implementing prevention as well as intervention programs for individuals and groups of pupils; (b) consultation with school staff and parents; (c) counseling individuals and groups; (d) crisis intervention with pupils and parents; (e) screening and assessment; (f) coordination of resources and programs; (g) opportunities for interdisciplinary team membership; (h) opportunities to assess the effectiveness of instructional and behavioral interventions for individuals and groups of pupils; (i) opportunities to work with pupils from diverse socioeconomic, ethnic and cultural backgrounds; and (j) opportunities for professional development (professional conferences and in-service training).

SP 625 Professional Seminar – II (1 unit)

Candidates will hold discussions with interns and faculty about experiences during the internship. Candidates will complete a professional portfolio using the forms and template required for the National Association of School Psychologists (NASPonline.org)

credential established by the National School Psychologist Certification System adopted by the National Association of School Psychologists (NASPonline.org). The portfolio demonstrates competency in the eleven (11) domains of professional practice established by NASPonline.org and includes documentation of formal preparation and work samples providing evidence of professional competency Internship in school psychology. This course must be taken concurrently with SP 624.

SP 626 Psychopharmacology (3 units)

This course offers basic information about commonly prescribed medications for children and adolescents. The emphasis will be on the role of the school psychologist as a nonmedical member of the team in the referral and management of children and adolescents being treated with psychotropic medications and their impact on school achievement and behavior. Legal and ethical implications as well as culture and gender issues will also be addressed. (PSY 547 may be substituted.)

SP 628A Half-Time Internship School Psychology (2.5 units)

SP 628B Half-Time Internship School Psychology (2.5 units)

SP 628C Half-Time Internship School Psychology (2.5 units)

SP 628D Half-Time Internship School Psychology (2.5 units)

Prerequisite: Completion of 450 Practicum hours (SP 604A-F)

Course requirements include half-time placement in a supervised public school for 15 weeks each term. This will meet the requirement of 600 hours per school year over a two-year period. A total of 1,200 hours are required for the PPS Credential in school psychology. Candidates will have the opportunity to demonstrate the full range of skills acquired during formal training and to acquire additional knowledge and skills most appropriately gained through supervision by a credentialed school psychologist. The candidates will be provided a full range of activities that will include (a) developing and implementing prevention as well as intervention programs for individuals and groups of pupils; (b) consultation with school staff and parents; (c) counseling individuals and groups; (d) crisis intervention with pupils and parents; (e) screening and assessment; (f) coordination of resources and programs; (g) opportunities for interdisciplinary team membership; (h) opportunities to assess the effectiveness of instructional and behavioral interventions for individuals and groups of pupils; (i) opportunities to work with pupils from diverse socioeconomic, ethnic and cultural backgrounds; and (j) opportunities for professional development through professional conferences and in-service training.

SP 628E Half-Time Internship School Psychology Extension (0-2 units)

SP 699 Independent Study (1-3 units)

In this course students conduct supervised individual research. Approval by the department chair is required prior to enrollment. A course of study is contracted with, and evaluated by, a faculty advisor.

Extended Course Work

SP 604G School Psychology Practicum Extension (1-3 units)

Students who have completed SP 604F but have not completed 450 hours of Practicum must enroll in this course until all Practicum hours have been completed. The course may be repeated.

SP 622A Internship in School Psychology - I Extension (0-2 units)

Mandatory for students whose internship extends across terms. Course is repeatable.

SP 624A Internship in School Psychology - II Extension (0-2 units)

Mandatory for students whose internship extends across terms. Course is repeatable.

School Psychology Pupil Personnel Services (PPS) Credential Only

64 units

Applicants interested in pursuing coursework to earn the Pupil Personnel Services Credential with a School Psychology Authorization only must have a master's degree in a qualifying field and must seek academic advisement prior to enrolling. Admission to the program is subject to evaluation of academic transcripts and an interview with the department chair to determine a course of study for completion of the credential.

Applicants may be able to transfer units of previously completed master's level coursework. Transfer of credit units will be determined by the department chair. The credential program consists of 64 units. The courses are the same as those for the school psychology degree and credential program.

Doctor of Psychology (PsyD)

Emphasis in Clinical Psychology

The 2013-2014 academic year is the last year of the Clinical Psychology program. Our remaining students are completing their doctoral projects and their final clinical rotation. These students are expected to graduate in May 2014.

Mission Statement

Phillips Graduate Institute's competency-based Clinical Psychology Program is informed by a systems perspective that incorporates the cultural, social, legal/ethical, and historical contexts of professional psychology. Knowledge and application of diversity issues are central to the students' evolution as competent practitioners. The faculty demonstrates a commitment to student learning by emphasizing the integration of theoretical and empirical literature, clinical expertise, and clients' cultural and individual differences. Students' educational experiences are enhanced by the Core Concentration: Diversity and Forensic Issues in Clinical Psychology. This intensifies the focus of training and professional development.

Program Goals and Student Learning Outcomes

The program's mission statement is exemplified by two (2) overarching goals that anchor all academic and training activities:

- The first (1st) program goal is that students should demonstrate the awareness, knowledge and skills required to become ethical and competent practitioners with diverse clients in community-clinical settings.
- The second (2nd) program goal is that students should be proficient critical thinkers and consumers of research as they apply the professional literature to the variety of potential clients and systems that represent professional practice.

Program Goal 1: Community-Clinical Practice. Students should demonstrate the awareness, knowledge and skills required to become ethical and competent practitioners with diverse clients in community-clinical settings.

Student Learning Outcomes:

1. Knowledge: Students understand the conceptual, theoretical and empirical foundations of assessment, diagnosis and interventions with diverse persons and systems.
 - 1.1 Students explain major concepts, theories, methods and research findings related to clinical psychology (assessment, diagnosis and intervention)
 - 1.2 Students evaluate the relevance of concepts, theories and research findings for specific situations
 - 1.3 Students understand the basic concepts, theories and empirical findings relevant to the process of clinical supervision
2. Application: Students apply appropriate methods for assessment, diagnosis, interventions and clinical supervision
 - 2.1 Students select appropriate assessment tools and methods to evaluate diverse persons and systems
 - 2.2 Students employ the professional literature and standard procedures to reach accurate diagnostic conclusions
 - 2.3 Students select interventions that address the presenting problems of diverse clients
 - 2.4 Students apply theoretically-based and/or empirically-based methods to clinical supervision
3. Ethical-Legal: Students should demonstrate the knowledge and skills relevant to the ethical practice of clinical psychology in accordance with APA's Ethical Principles of Psychologists and Code of Conduct as well as California's legal guidelines.
 - 3.1 Students identify relevant ethical standards and principles as well as legal statutes to make decisions related to professional activities.
 - 3.2 Students communicate effectively in oral and written formats with diverse persons involved in their professional interactions (e.g., faculty, peers, staff, clinical supervisors, clients and organizations).
 - 3.3 Students identify personal world views, values and biases in order to make required ethical decisions when engaged in professional activities.

Program Goal 2: Research. Students should be proficient critical thinkers and consumers of research as they apply the professional literature to diverse clients and systems that represent professional practice.

Student Learning Outcomes:

1. Knowledge: Students should demonstrate knowledge of the research process.
 - 1.1 Students comprehend the research process, including formulation of hypotheses, research design, procedures,

statistical analysis and interpretation of results

2. Application: Students demonstrate the ability to use research and statistical methods to specific research questions and professional activities
 - 2.1 Students propose, design and evaluate research studies, with attention to issues of diversity.
3. Ethical-Legal: Students should demonstrate the knowledge and skills necessary to apply ethical and legal guidelines that are relevant to their research activities based on APA's Ethical Principles of Psychologists and Code of Conduct as well as California's legal guidelines.
 - 3.1 Students apply ethical and legal guidelines to research activities.

Educational Philosophy and Training Model

The Clinical Psychology Doctoral Program (CPDP) conceptualizes the practice of clinical psychology as a profession requiring an integrated set of competencies that are informed by the principles of scientific psychology. The program is committed to producing ethical professional psychologists with a lifelong interest in learning and working in diverse communities. Toward this end, there is an emphasis on integrating academics and experiential learning in a confluent manner, accompanied by the application and development of skills in structured clinical training environments. Therefore, this program is designed to synthesize theory, research and supervised clinical experience. The curriculum reflects a multifaceted approach to learning that provides a foundation for sequential, increasingly complex clinical training, while preparing students for progressively higher levels of professional functioning. The combined emphases on systems and issues of diversity distinguish the program and ensure that graduates are well prepared to work at multiple levels in an increasingly complex society.

The Practitioner Scholar model serves as the foundation of the doctoral program. Accordingly, the main purpose is to provide an educational and professional training program that fosters the development of clinical skills that are informed by scholarly inquiry. This perspective emphasizes critical thinking, integration of the professional literature with professional activities, rigorous clinical conceptualization, and other skills related to evidence-based practices. Such an approach rests on the psychologist's ability to be a scholarly consumer of research, to apply the scientific literature across a range of clinical activities, and to evaluate clinical applications and outcomes.

Program Structure

The program consists of 96 units of coursework, which includes a doctoral project, plus the full-time, pre-doctoral internship. The program is designed to be completed in five (5) years. All coursework must be completed in residence. During the first (1st) year, all students are required to attend the Clinical Psychology Doctoral Program on a full-time basis. Students in the first two (2) years of the program attend classes on Monday and Tuesday. Students in the third (3rd) and fourth (4th) years of the program attend classes on Thursday and Friday.

After completing a year of full-time study in residence, a student with extenuating circumstances may petition to take classes on a part-time basis. Petitions for part-time study must be developed by the student in collaboration with their academic advisor and approved by the department chair. Approved modifications will be indicated on the student's Academic Plan and forwarded to the Registration Office.

The curriculum consists of core courses (usually completed in the first three (3) to five (5) semesters), followed by more advanced coursework, including those required for the concentration. The required internship experience may be completed on a full-time basis in the final year of the program (two (2) semesters), or the internship may be distributed over the final two (2) years (four (4) semesters), simultaneous with coursework.

Students entering the program with an earned master's degree in psychology may petition to have up to 24 of the 96 units of coursework transferred to meet degree completion requirements. Students who wish to pursue this option must do so during the admissions process, after they have accepted the admissions offer to enter the program. The following courses are not eligible for transfer requests: Psychopathology, Clinical Interviewing I-II, Professional Seminar I-II, Legal & Ethical Bases of Psychology, Diversity Laboratory I-II, Case Consultation courses, and P800 series courses.

Students entering the program without a master's degree complete a non-terminal Master of Arts degree that does not lead to licensure. A master's degree is offered upon successful completion of the course load required in the first two (2) years, at least one (1) full rotation of Practicum, and passing Comprehensive Examinations. This typically occurs at the end of the second (2nd) year of the program.

Phillips' innovative Clinical Psychology Doctoral Program offers students a challenging intellectual environment, providing exposure to appropriate professional role models and developing characteristics that are critical to professional functioning in an increasingly complex world. This is facilitated by the program's integrated focus on academics, supervised clinical experience, experiential learning, and personal development. Faculty members possess extensive clinical, research and teaching experience and are skilled in guiding students' attainment of clinical expertise. The program provides the academic preparation necessary for graduates to sit for required licensing examinations in the State of California.

Concentration: Diversity and Forensic Issues in Clinical Psychology

To augment the foundational courses and training in clinical psychology, the program offers a concentration that integrates diversity and forensic dimensions of knowledge and practice in clinical psychology. This involves more advanced training in multicultural and diversity-related competencies and their applications in legal contexts. Students are thereby prepared to function professionally in an increasingly pluralistic society and are well equipped to interface with legal systems. Focused education and training in the core concentration provide a knowledge base and skill set that is not common in most doctoral-level professional psychology programs and give graduates a competitive edge as they pursue employment or build a professional practice. While the CPDP program is not accepting an entering class in the fall, the students who are presently enrolled are being given a modified combination of diversity and forensic courses in their 4th and 5th years.

All students take two (2) gateway courses, twelve (12) academic units that tie clinical psychology with the Forensic and Multicultural/Diversity areas. In addition to the Gender Roles and Legal Research courses, the core concentration requires classes in specialized assessment and clinical interventions, consultation, juvenile justice, depositions and court testimony. Furthermore, the doctoral project must reflect an original contribution to clinical psychology and areas of study relevant to the core concentration. Finally, students are strongly encouraged to complete at least one (1) clinical training rotation (Practicum or internship) at a site that provides supervised clinical experience related to forensic and/or multicultural diversity issues in accordance with the core concentration.

Admission Requirements

The 2013-2014 academic year is the last year of the Clinical Psychology program. Our remaining students are completing their doctoral projects and their final clinical rotation. These students are expected to graduate in May 2014.

Clinical Training Office

Doctoral students receive assistance with the procurement of clinical training placements (both Practicum- and internship-level training) through the Clinical Training Office (CTO). The CTO provides students with information regarding various approved clinical training opportunities available to them. In addition, the CTO determines student readiness for application to Practicum and internship-level programs. Each student must obtain CTO approval of the sites to which they intend to apply prior to submitting applications. Once students are placed in approved training rotations, the CTO provides a liaison and quality assurance function to ensure that students' training needs are being met.

PRACTICUM-LEVEL TRAINING

Doctoral students must acquire clinical experience, known as Practicum-level training, prior to their pre-doctoral internship. This Practicum requirement is met by completing a minimum of two (2) separate and approved Practicum rotations. The duration of a complete Practicum rotation is 9 to 12 months, depending on the training site. Trainees are involved in training at the Practicum site for 12 to 15 hours per week. Students who successfully complete both Practicum rotations accrue approximately 1,200 hours of supervised clinical experience before advancing to the internship. For those seeking more competitive full-time internships, completion of a third (3rd) Practicum rotation is strongly recommended in order to increase their chances of being admitted to these internships.

INTERNSHIP-LEVEL TRAINING

Doctoral students are required to complete a minimum of 1,500 hours of supervised professional experience at the pre-doctoral internship level. This experience may be completed as a one (1) year, full-time internship (during the fifth (5th) year of the academic program) or two (2) half-time internships (distributed over the fourth (4th) and fifth (5th) years of the program). Internship training programs must meet one (1) of the following criteria: accreditation by the American Psychological Association (APA); be a member or meet membership criteria for the Association of Pre- and Post-Doctoral Internship Centers (APPIC); or be a member or meet membership criteria for the California Psychology Internship Council (CAPIC).

Faculty Advisement

Students are assigned an academic advisor at the beginning of their first (1st) semester of enrollment and are required to meet with the advisor at least twice per semester. It is the responsibility of the student to contact their advisor. The faculty welcomes open communication with students. Therefore, students are encouraged to make appointments with other members of the faculty to answer any questions they may have and seek consultation. Phillips faculty maintain an open door policy.

Doctoral Project

The PsyD doctoral project consists of original, scholarly work that represents an applied contribution to the field of professional clinical psychology. The doctoral project is conducted independently by the student under the supervision of a faculty member/mentor. Students are expected to integrate sequential educational and training experiences (e.g., Integrated Research & Statistics I and II, Legal Research, and Program Evaluation) with their studies in the core concentration (Diversity and Forensic Issues in Clinical Psychology). The focal point of a doctoral project may be program development, program evaluation, creation of an innovative clinical intervention model, development of a theoretical model, grant or research proposal, creation of a clinical training manual/program, etc. The goals of the PsyD project are to: 1) increase knowledge of a specific topic or area; 2) expand the application of knowledge; and 3)

disseminate knowledge about a problem area or more effective service delivery methods to professionals and paraprofessionals in mental health and related fields.

Students should select a doctoral project topic and request a project mentor in the spring semester of the third (3rd) year. During the same semester, they are enrolled in the PsyD Project Preparation course. Students subsequently enroll in the PsyD Project I & II courses in the fall and spring semesters of the fourth (4th) year. During that time, they collaborate with the project mentor and a Community Consultant in order to assure timely progress on the doctoral project. All projects are to be completed at the end of the three-semester course sequence (i.e., upon completion of the fourth (4th) year of the program). If a student does not complete the doctoral project course assignments by that semester's end, the student must re-enroll in PSY 800A or PSY 800B, depending on the status of the doctoral project. Students are expected to finalize the doctoral project by the beginning of fall semester of the fifth (5th) year. If a student does not complete the doctoral project within this time frame, they must enroll in one (1) unit of Doctoral Project Extension PSY 800E while the project is being completed. In order to be eligible for graduation, a student must obtain approval of the final draft of the doctoral project from the project mentor and Community Consultant and submit the doctoral project to the Library for binding.

Global Assessment and Review

Faculty conduct an annual individualized global assessment and review of every doctoral student at the end of each academic year. This is intended to provide a comprehensive overview of each student's respective progress in the program. Students receive written feedback from the review, which they are instructed to discuss with their academic advisors. The areas evaluated are aligned with the student learning outcomes and include professional behavior and attributes, written skills, oral skills, socialization into the field of professional clinical psychology, and mastery of core competencies.

Comprehensive Examinations (Comps)

All students are required to pass written and oral components of the Comprehensive Examinations that are linked to core competencies and specific student learning outcomes. This occurs at the end of the second (2nd) year in the program. In order to be eligible for the Comprehensive Examinations, the student must be making satisfactory academic progress.

Clinical Competency Examination (CCE)

Doctoral students will be required to sit for the Clinical Competency Exam in the fall semester of the fourth (4th) year of the program. This exam is an opportunity for students to demonstrate their ability to integrate academic knowledge with clinical skills (e.g., assessment, diagnosis, interventions) at a more advanced level of competence.

Program Compliance

Phillips Graduate Institute's Doctor of Psychology in Clinical Psychology Program meets the academic requirements for licensure as a psychologist in the State of California. Students are encouraged to contact the Board of Psychology (BOP) for complete information regarding licensing requirements (www.psychboard.ca.gov). Most licensing requirements for the State of California are offered on-site through the Continuing Education Office and Extension.

Requirements for Degree Completion

The degree is posted three (3) times yearly: on the last day of December (Fall), May (Spring) and August (Summer). All of the following requirements must be met prior to degree posting:

- Completion of 96 units of core courses with an overall GPA of 3.0 or higher
- Successful completion of two (2) full Practicum training programs (minimum of 1,200 hours)
- Child Abuse, Spousal Abuse, Chemical Dependency and Aging/Long-Term Care course hours as required for licensure as a psychologist in the State of California
- Successful completion of eight (8) units of pre-doctoral internship (minimum 1,500 hours)
- Verification of required hours in personal psychotherapy*
- Successful completion of Comprehensive Examinations
- Successful completion of Clinical Competency Examination (CCE)
- Successful completion of doctoral project, poster session and related requirements
- Intent to Graduate form on file with the Registration Office one (1) semester prior to the date that the student expects to meet all graduation requirements
- Payment in full of all financial obligations to Phillips Graduate Institute and the Phillips Counseling Center
- Return of all Library materials
- Provision to the Library of a copy of the doctoral project, ready for binding, by the deadline specified each year
- Completion of an exit interview with the Financial Aid Office (financial aid recipients only)

**Psychotherapy Requirement: In order to become a competent clinical psychologist, an individual must be willing to engage in collaborative work on personal issues in a therapeutic relationship. This experience is in keeping with Phillips Graduate Institute's philosophy of theory, experience and application as it represents integrated learning. Therefore, all students are required to engage in 45 hours of psychotherapy during their tenure in the Clinical Psychology Doctoral Program. The 45 hours should be completed with one therapist within one (1) calendar year, and a letter of completion*

should be forwarded from the therapist to the department chair by the beginning of the third (3rd) year in the program. Therapists must be licensed psychologists who are at least three (3) years post-licensure and in good standing with the Board of Psychology. In compliance with APA's ethics code, students must select therapists that are external to the Phillips community. Students are not expected to discuss information from the personal therapeutic experience as part of their coursework or clinical training. The cost of therapy is to be met by the student.

Doctor of Psychology in Clinical Psychology

96 units

This program allows students to earn a Doctorate in Clinical Psychology and qualifies graduates to pursue licensure as a psychologist in California.

CURRICULUM

Year One

Fall Semester • 12 units

PSY 677	Psychopathology (3 units)
PSY 680A	Clinical Interviewing - I (2 units)
PSY 683A	Professional Seminar - I (1 unit)
PSY 690	Legal and Ethical Bases of Psychology (2 units)
PSY 714A	Diversity Laboratory - I (2 units)
PSY 695	Lifespan Development (2 units)

Spring Semester • 12 units

PSY 675	Personality Theory (3 units)
PSY 680B	Clinical Interviewing - II (2 units)
PSY 683B	Professional Seminar - II (1 unit)
PSY 661	Systems Theory (2 units)
PSY 694	History and Systems (2 units)
PSY 714B	Diversity Laboratory - II (2 units)

Year Two

Fall Semester • 13.5 units

PSY 685	Case Consultation I (2 units)
PSY 703A	Psychological Assessment - I (3 units)
PSY 704A	Assessment Laboratory (0.5 unit)
PSY 705	Integrated Statistics and Research Methods - I (2 units)
PSY 705L	Integrated Statistics and Research Methods Lab (0 units)
PSY 742	Psychodynamic Interventions (3 units)
PSY 692	Biological Psychology (3 units)

Spring Semester • 11.5 units

PSY 686	Case Consultation - II (2 units)
PSY 703B	Psychological Assessment - II (3 units)
PSY 704B	Assessment Laboratory (0.5 unit)
PSY 741	Cognitive Behavioral Interventions (3 units)
PSY 746	Family and Couples Interventions (3 units)

Year Three

Fall Semester • 13 units

PSY 687	Case Consultation - III (2 units)
PSY 716	Integrated Statistics and Research Methods - II (2 units)
PSY 824	Gender Roles (2 units)
PSY 679	Measurement Theory and Test Construction (2 units)
PSY 691	Cognitive Affective Bases of Behavior (3 units)
PSY 743	Child and Adolescent Interventions (2 units)

Spring Semester • 13 units

PSY 688	Case Consultation (2 units)
PSY 717	Program Evaluation (2 units)
PSY 800P	PsyD Project Preparation (2 units)
PSY 824	Gender Roles (2 units)
PSY 693	Social Bases of Behavior (3 units)
PSY 681	Group Therapy (2 units)

Year Four

Fall Semester • 12 units

PSY 660	Human Sexuality (2 units)
PSY 800A	PsyD Project - I (3 units)
PSY 880	Clinical Supervision (2 units)
PSY 835	Diversity and Forensic Issues in Assessment (3 units)
PSY 822	Multicultural Affirmative Treatment of Gays, Lesbians and Bisexuals (2 units)

Spring Semester • 9 units

PSY 718	Psychopharmacology (2 units)
PSY 800B	PsyD Project - II (2 units)
PSY 826	Consultation in Diverse Settings (2 units)
PSY 845	Depositions and Court Testimony (1 unit)
PSY 846	Juvenile Justice and Forensic Psychology (2 units)

Year Five

Fall Semester • 4 units

PSY 900A	Full-Time Internship (4 units)
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Spring Semester • 4 units

PSY 900B	Full-Time Internship (4 units)
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Course Descriptions

PSY 660 Human Sexuality (2 units)

This course addresses the physiological, psychological and sociocultural aspects of sexual development, sexual behavior and functioning, and sexual identity. Current diagnostic procedures and therapeutic approaches to the treatment of sexual disorders are reviewed and critically discussed.

PSY 661 Systems Theory (2 units)

This course provides an overview of systems theories and models in relation to families, groups, organizations and social institutions. Didactic, experiential and integrative approaches are used to illustrate key constructs and systemic dynamics. Students are required to understand and evaluate multiple levels of dynamics that operate in a given situation. Application of theory to clinical and community-clinical interventions is emphasized.

PSY 675 Personality Theory (3 units)

This course explores the major theoretical models and research on personality and behavior change. Although contemporary theories are discussed, these approaches are surveyed from an historical perspective, including theories and concepts drawn from psychodynamic, behavioral, cognitive and humanistic-existential models.

PSY 677 Psychopathology (3 units)

This course provides an overview of individual psychopathology within the context of the individual difference, family, biological, cultural and environmental factors. Students develop diagnostic skills through examination and application of the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV-TR). The course requires integrated consideration of the literature that sheds light on the theoretical and etiological underpinnings of various disorders.

PSY 679 Measurement Theory and Test Construction (2 units)

This course addresses the theory and methods involved in measuring psychological processes. Measurement theory is applied to the construction of reliable and valid psychological tests and survey instruments. There is an integrated focus on ethnicity, culture, gender, and other diversity-related factors that must be considered for valid test construction and interpretation of results.

PSY 680A Clinical Interviewing - I (2 units)

This course introduces students to principles of communication and listening skills, to be addressed through the instructor's didactic presentations and classroom exercises. Students are oriented to the practice of clinical interviewing as it relates to developing a positive working relationship with future clients. An emphasis is placed on establishing boundaries, genuineness, rapport building, reflection, empathic responding, and understanding countertransference. Ethical principles and standards of professional behavior are a point of reference throughout the course.

PSY 680B Clinical Interviewing - II (2 units)

This course expands on the development of clinical interviewing skills by focusing on the integration of communication and listening skills. Students are oriented to the practice of psychotherapy within the context of ethics and professional standards (e.g., suicide assessment, mental status examination, and intake report writing, etc.) as well as the theoretical underpinnings of skill selection. Didactic presentations, demonstration of skills by the instructor, classroom exercises, and continuous feedback to students are the primary teaching modalities.

PSY 681 Group Therapy (2 units)

This course provides an in-depth understanding of the nature, scope, issues and processes involved in group interactions. Students engage in skills training through experiential exercises that integrate group theory with actual experience and develop beginning level skills in group facilitation.

PSY 683A Professional Seminar - I (1 unit)

This seminar considers the history, context and profession of psychology and serves to socialize the student into the profession. There is a focus on the roles and responsibilities of psychologists and how they are differentiated from other mental health professionals. Students craft a curriculum vitae (CV) and professional development plan by the end of the semester.

PSY 683B Professional Seminar - II (1 unit)

This seminar builds on the knowledge of professional roles and responsibilities that were addressed in Professional Seminar-I. The focus of this course includes professional writing in various contexts using APA format. The instructor will provide students with feedback on written assignments. Students will review and modify or expand upon their CV's and professional development plans.

PSY 685 Case Consultation/Practicum - I (2 units)

PSY 686 Case Consultation/Practicum - II (2 units)

PSY 687 Case Consultation/Practicum - III (2 units)

PSY 688 Case Consultation/Practicum - IV (2 units)

In order to be enrolled in these classes, students must be concurrently engaged in approved Practicum-level training. Students who opt to complete a psycho-diagnostic testing Practicum (clerkship) must enroll in a clerkship case consultation class, even if the student is completing a clerkship as a third (3rd) Practicum experience. Students receive consultation from the instructor and feedback from fellow students while discussing clinical, legal, ethical and professional issues pertaining to clients seen at Practicum placements. In addition, students are helped to develop skills for integrating various aspects of clinical work, including knowledge of diversity, rapport building, assessment and diagnosis, case conceptualization, goal setting, and interventions.

PSY 690 Legal and Ethical Bases of Psychology (2 units)

This first (1st) semester course prepares students for Practicum and internship work in the field by reviewing aspects of California and related laws, ethical principles, and professional practice issues relevant to the practice of psychology and psychotherapy. Discussion includes topics such as confidentiality and privilege, duty to warn, mandated reporting, a review of the American Psychological Association's (APA) ethical code of conduct, and policies established by the California Board of Psychology.

PSY 691 Cognitive Affective Bases of Behavior (3 units)

Basic principles and theories of cognitive and affective processes are examined, including the impact of cognition and affect on the individual and social systems, an overview of the brain, physiological mechanisms of emotion and emotional regulation. Attention, memory, learning, and motivation also will be addressed.

PSY 692 Biological Psychology (3 units)

This course covers anatomy and physiology, brain and neurological functioning, developmental disabilities, organically-based dysfunction, and chemical and hormonal regulation. The relevance of these biological processes is highlighted in relation to their impact on psychological functions.

PSY 693 Social Bases of Behavior (3 units)

This course offers a comprehensive study of the traditional approaches to understanding the social aspects of human behavior. Topics include attitudes and attitude change, socialization, attribution theory, social influence theory, interpersonal attraction and small group interaction. There is an emphasis on addressing these processes from a holistic perspective that incorporates clinical issues.

PSY 694 History and Systems (2 units)

The historical and philosophical precursors to modern psychology are considered in this graduate-level survey course. There is an emphasis on the development of major psychological schools of thought and theoretical models. These are examined within the context of the evolution of Western thought, cultural customs and social institutions.

PSY 695 Lifespan Development (2 units)

This course surveys the theories and research regarding lifespan development, learning, and personality formation, including the impact of social phenomena on human development. Developmental issues are addressed from the context of culture and other diversity-related variables. Clinical implications also are considered.

PSY 703A Psychological Assessment - I: Intelligence Testing (3 units)

Prerequisites: PSY 675, PSY 677

This course focuses on the administration, scoring, interpretation and reporting of the most commonly used measures of intelligence (e.g., WAIS-III). Students will engage in psychological testing and report writing as essential elements of the course to prepare them for such work in clinical settings. Issues related to the impact of race, gender, culture and other aspects of diversity on intelligence testing are discussed.

PSY 703B Psychological Assessment - II: Measures of Personality (3 units)

Prerequisite: PSY 703A

This course focuses on objective (e.g., MMPI, Millon Inventory) and projective (e.g., Rorschach, projective drawings) assessment of personality. Students engage in psychological testing and report writing as essential elements of this course to prepare them for such work in clinical settings. Issues related to the impact of race, gender, culture and other aspects of diversity on personality assessment are discussed.

PSY 704A Assessment Lab (0.5 unit)

PSY 704B Assessment Lab (0.5 unit)

Prerequisite: Concurrent enrollment in PSY 703A-B

This one-hour assessment laboratory gives students the opportunity to practice administering, scoring, interpreting and synthesizing material covered in class with the support of a teaching assistant. The laboratory is taken in conjunction with the two (2) semesters of psychological assessment (PSY 703A & B).

PSY 705 Integrated Statistics and Research Methods - I (2 units)

This course offers an overview of statistics and statistical procedures needed by intelligent consumers to critically evaluate research. Topics covered include descriptive statistics, correlation and inferential statistics, sampling theory and applications determining statistical reliability. Students are required to practice statistical applications using Statistical Package for the Social Sciences (SPSS) software. The individual statistics presented are integrated with appropriate research questions and design.

PSY 705L Integrated Statistics and Research Methods Lab (0 units)

This one-hour laboratory allows students to practice and apply statistical knowledge and skills with the support of a teaching assistant (TA).

PSY 714A Diversity Laboratory - I (2 units)

This is the first (1st) part of a two-semester course sequence which provides an interactive laboratory experience in which to examine attitudes, behaviors and beliefs about race, culture, gender, sexual orientation, socio-economic class, physical abilities, religion, aging and other aspects of human differences. The main purpose of the course is to promote enhanced awareness of self in relation to those who are perceived as similar to and different from oneself. There is a focus on the development of effective communication skills in this process.

PSY 714B Diversity Laboratory - II (2 units)

Prerequisite: PSY 714A

This course expands upon the experiential opportunities provided in Diversity Laboratory - I, with an emphasis on issues of oppression and privilege. Students' knowledge base is augmented by theory and research related to clinical work with persons from diverse backgrounds.

PSY 716 Integrated Statistics and Research Methods - II (2 units)

Prerequisite: PSY 705

This course focuses on conceptual and methodological issues and techniques that have been shown to have specific usefulness in psychological research. Topics include hypothesis development, use of human participants in research, reliability and validity of measures, observational methods, as well as survey, quasi-experimental, and experimental designs. The Practitioner Scholar model provides a context for emphasizing applied research methodologies with direct implications for professional practice.

PSY 717 Program Evaluation (2 units)

Prerequisites: PSY 705 and PSY 716

This course explores the research methods related to program evaluation, including qualitative and quantitative research designs. This is fundamental to students' preparation for the doctoral project and the development of skills required to evaluate community-clinical and other programs.

PSY 718 Psychopharmacology (2 units)

This course reviews the neurobiology and mechanisms of action for commonly prescribed psychotropic medications. Issues related to compliance as well as the effects and side-effects of medications are highlighted. The course considers gender, culture, age and related factors as they relate to medication use. The roles of the psychologist as a consultant and collaborator are emphasized.

PSY 741 Cognitive Behavior Interventions (3 units)

Prerequisite: PSY 691 and PSY 692

This course reviews the theory and application of cognitive behavioral therapy and assists students in developing therapeutic skills utilizing cognitive behavioral techniques. Empirically-supported treatments for a variety of presenting concerns are also reviewed. Interventions designed to impact mood states, thoughts and behaviors are highlighted, rehearsed and practiced.

PSY 742 Psychodynamic Interventions (3 units)

This course provides an historical overview of psychodynamic theory with an emphasis on contemporary approaches to psychodynamic psychotherapy. This includes a review of brief psychodynamic interventions and longer-term treatment of persons with a variety of disorders. The assignments are applied in nature, including but not limited to case conceptualization and treatment planning.

PSY 743 Child and Adolescent Interventions (2 units)

Prerequisite: PSY 695

This course is designed to provide an overview of contemporary approaches to treating children and adolescents. Clinical interventions are considered within the context of developmental, familial, societal and cultural factors. Assignments involve direct clinical application of course material.

PSY 746 Family and Couples Interventions (3 units)

This course focuses on treatment models and techniques that apply to family constellations and intimate partnerships. Systems theories and other approaches are examined in relation to their application across a range of clinical scenarios. Case examples and

relevant treatment options are discussed within the context of culture and other diversity-related factors (e.g., sexual orientation, spiritual beliefs, socioeconomic status, age, etc.). As such, a variety of family constellations and intimate partnerships are illustrated requiring critical analysis and application of appropriate interventions to treatment planning.

PSY 795 Directed Studies (1-3 units)

Independent coursework is provided under the supervision of selected faculty on topics related to Clinical Psychology. Directed studies may be completed for one (1) to three (3) units based on recommendation by the faculty.

PSY 800A PsyD Project - I (3 units Fall)

PSY 800B PsyD Project - II (2 units Spring)

Prerequisites: Passing of Comprehensive Exams and PSY 679, PSY 705, PSY 705L, PSY 716, PSY 717, PSY 800P and PSY 842

This two-semester course sequence assists each student with the development and completion of a literature review and proposal (fall semester) that becomes the basis of the independent doctoral project, including the final product (spring semester). Acceptable projects include methodologies that reflect one of the following products: program development, program evaluation, case studies, empirical research projects, scientifically-based manuals on special topics, and the development of original theoretical or treatment models.

PSY 800P PsyD Project Preparation (2 units)

Prerequisites: PSY 679, PSY 705, PSY 705L, PSY 716 and concurrent enrollment in PSY 717 and PSY 842

This course represents the culmination of the research sequence and is the prerequisite for PSY 800A and PSY 800B. The class is conducted as a graduate seminar, with the focus on engaged discussion of material from didactic presentations. The introductory chapter of the doctoral project is developed, based on analysis and synthesis of the theoretical and research literature, providing a rationale to support the proposed project. This course will lay the foundation for the remaining chapters of the doctoral project.

PSY 816 Independent Study (1-2 units)

In this course students conduct supervised individual research. Approval by the department chair and advisor is required prior to enrollment.

PSY 880 Clinical Supervision (2 units)

Prerequisites: PSY 685, PSY 686, PSY 687 and PSY 688

This course provides a general introduction to the theoretical and empirical literature on clinical supervision and consultation. Furthermore, the course incorporates a continuous examination of sociocultural factors and systems that affect the supervisory triad. A didactic approach will be augmented by application of knowledge vis-à-vis role-playing, experiential exercises and feedback.

Pre-doctoral Internship Options

There are two (2) options for meeting this requirement: (a) successful completion of PSY 900A-B during the fifth (5th) year of the program, or (b) successful completion of PSY 901A-D during the fourth (4th) and fifth (5th) years of the program.

PSY 900A Full-Time Internship (4 units)

PSY 900B Full-Time Internship (4 units)

Students are required to complete an internship as part of their academic program. The full-time option consists of an internship that is a full-time, 40-hour per week clinical training experience during the fifth (5th) year of the program. Students complete a minimum of 1,500 hours of supervised clinical experience during this 12-month period. Internships must meet one (1) of the following criteria: be accredited by the American Psychological Association (APA); be a member of the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC); or meet membership criteria for the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC).

PSY 901A Half-Time Internship (2 units)

PSY 901B Half-Time Internship (2 units)

PSY 901C Half-Time Internship (2 units)

PSY 901D Half-Time Internship (2 units)

Students are required to complete an internship as part of their academic program. The half-time option consists of an internship that requires twenty (20) hours per week of supervised clinical experience. This is distributed over the fourth (4th) and fifth (5th) years of the academic program concurrent with coursework. A minimum of 750 hours of supervised clinical training must be completed each year. Internships must meet one (1) of the following criteria: be accredited by the American Psychological Association (APA); be a member of the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC); or

meet membership criteria for the Association of Pre- and Post-Doctoral Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC).

Courses in Core Concentration: Diversity and Forensic Issues in Clinical Psychology

PSY 824 Gender Roles (2 units)

This course provides students with an orientation to sex roles and gender, focusing on relevant theory and research as the basis for the responsible practice of professional psychology. An emphasis is placed on facilitating students' understanding of personal sex-role attitudes and behaviors. Course content reflects contemporary views of sex roles and gender, leaning toward well-rounded, inclusive hypothetical reasoning while simultaneously highlighting the limitations of dichotomous frameworks. Students are encouraged to think authentically and critically, integrating diverse perspectives, personal experiences, and knowledge in relation to clinical practice issues.

PSY 842 Legal Research (2 units)

Prerequisite: PSY 690

This course introduces students to some of the practical tools relevant to medical-legal research, writing and analysis, as well as developing a beginning comfort level with accessing legal materials. Interpreting case law, understanding the implications of statutory and court rulings, and considering policy implications are also discussed.

PSY 835 Diversity and Forensic Issues in Assessment (3 units)

Prerequisites: PSY 703A-B and PSY 704A-B

This course examines the specific assessment issues encountered in forensic settings and multicultural contexts. The primary focus is on typical questions posed to psychologists conducting psychological evaluations of diverse persons in a variety of forensic situations. There is an emphasis on the need to present psychological data in a format that is meaningful to institutional settings, such as the court system and other agencies. Critical analysis and appropriate application of traditional assessment methods are emphasized, in combination with assessment tools that are designed for persons from specific demographic groups. The literature on multicultural assessment informs the interpretation of data in relation to diversity factors that are pertinent to a given case. Examples of forensic issues covered include: competence evaluations, mental status at the time of an offense, and compensation evaluation.

PSY 822 Multicultural Affirmative Therapy with GLB Persons (2 units)

This course provides students with an overview of prominent mental health issues and clinical considerations relevant to working with lesbian, gay male, and bisexual clients from diverse cultural backgrounds. These are explored within the context of diverse world views, lifestyles and life experiences. Analysis of social, economic, cultural, racial and political factors is integrated with the psychological literature to inform multifaceted case conceptualization and affirmative intervention strategies. Didactic and interactive, experiential approaches are used to provide information about specific content areas and to facilitate students' evolving self-awareness, knowledge and skills.

PSY 826 Consultation in Diverse Settings (2 units)

This course orients students to the fundamental competencies necessary for functioning as a consultant in various types of settings. Generic principles of effective consultation are emphasized in organizations with diverse staff and clients. Students explore specific consultation activities, ethical practices, and common challenges encountered in the role of consultant. Distinctions are made between consultation and direct service provision. The literature on consultation and diversity issues guides classroom activities and assignments.

PSY 845 Depositions and Court Testimony (1 unit)

Prerequisites: PSY 690 and PSY 842

This course covers subpoenas, depositions and court testimony, as well as the types of court documents and pleadings a psychologist would need to understand in order to feel comfortable in participating in the legal system. Differences between testifying as a treating psychologist versus an expert witness are addressed.

PSY 846 Juvenile Justice Forensic Psychology (2 units)

This course considers the unique status of juvenile offenders in the legal system and the needs of these offenders. Theories of delinquency are explored along with evaluation, treatment and consultation issues. A developmental approach is taken and compared with a DSM approach to children with differing developmental trajectories. The issues and implications of trying juvenile offenders as adults are addressed.

Electives

PSY 657 APA Writing (1 unit)

This course is designed to provide a hands-on teaching experience for those students needing assistance with APA format, style and structure.

Extended Coursework

PSY 696 Case Consultation Extension (1 unit)

The course provides additional training to students for whom one of the following may apply: (a) students completing a third (3rd), optional year of Practicum or clerkship, or (b) student has been required by the Clinical Psychology Doctoral Program to complete a third (3rd) Practicum. This course may be repeated for credit.

PSY 800E Doctoral Project Completion Extension (1 unit)

Prerequisite: PSY 800B (with a letter grade of B or better)

This course is designed for students who do not complete the doctoral project during the Doctoral Project Sequence (PSY 800P, PSY 800A and PSY 800B). This is individually tailored to ensure the prompt completion of the student's doctoral project by providing faculty support and mentorship. The course may be repeated for up to two (2) units of credit. If the doctoral project is not completed in that time frame, the student must re-enroll in PSY 800A or PSY 800B until the doctoral project is completed.

PSY 900E Full-Time Internship Extension (0 units)

Mandatory for students whose internship extends across terms.

PSY 901E Part-Time Internship Extension (0 units)

Mandatory for students whose internship extends across terms.

Doctor of Psychology (PsyD)

Emphasis in Organizational Management and Consulting

Mission Statement

To develop effective and ethical organizational consultants and leaders by providing meaningful classroom, field and independent learning experiences and tools with a commitment to lifelong learning.

Program Goals and Student Learning Outcomes (SLO)

Program Goal 1: Understanding theories, concepts and research findings related to organizational management and consulting.

Student Learning Outcomes

- 1.1 Explain major concepts and theories in organizational management and consulting.
- 1.2 Evaluate the relevance of organizational theories and concepts to specific situation.
- 1.3 Analyze published research related to organizational management and consulting.
- 1.4 Propose, design and conduct research related to consulting in diverse organizations.

Program Goal 2: Use of appropriate methods for assessment, intervention and evaluation in organizational management and consulting.

Student Learning Outcomes:

- 2.1 Employ assessment tools in diverse organizations.
- 2.2 Develop, implement, and evaluate interventions in diverse organizations.

Program Goal 3: Application of ethical and legal practices in business and in Organizational Management and Consulting

Student Learning Outcomes:

- 3.1 Explain ethical and legal business principles that pertain to consulting in diverse organizations.
- 3.2 Practice ethical and legal organizational management and consulting consistent with established standards.

Program Goal 4: Communication with organizations.

Student Learning Outcomes:

- 4.1 Communicate effectively with diverse organization stakeholders in written and oral formats.

Educational Philosophy and Training Model

Phillips Graduate Institute's Organizational Management and Consulting Program (OMC) is designed to develop or enhance the personal and professional skills of consultants, managers and leaders. Organizations large and small, for-profit and non-profit, are increasingly engaging people with behavioral science education and training to address a wide range of human systems-related issues in the workplace. The application of psychology to business is a booming and expanding field, and the focus of Phillips' program is to educate and train leaders and consultants to meet the challenges of organizations in the 21st century. Building on three decades of research and experience in human relations, the OMC Program integrates research in human behavior with contemporary business practice. Like other Phillips programs, we emphasize a three-dimensional approach to learning. Students participate in an interdisciplinary curriculum that combines academic instruction, hands-on application, and personal and professional development.

The Organizational Management and Consulting Program is designed around four (4) distinct competency areas, or "domains." Through these domains, students gain knowledge, skills and an appreciation for diverse values and attitudes: Domain A, Self Assessment and Development, consists of personal values and ethics, self-assessment and management, professional development and life-long learning, applied professional ethics, and individual and professional accountability; Domain B, Knowledge-Based Fundamentals, includes organizational behavior-science and applications, business pragmatics (corporate, nonprofit structure/processes/products), and legal issues and organizational responsibility; Domain C, Mediating/Process Competencies, consists of communication, critical thinking, systems thinking and strategic thinking; and Domain D, Operational Competencies, includes multilevel organizational appraisal and assessment, multilevel organizational intervention, multilevel program evaluation, and collaborative/team-oriented behavior.

Founded on Phillips Graduate Institute's core values of appreciation for diversity, integrity, the challenge to grow and develop, collaborative involvement, and contribution to positive social change, the OMC Program applies a systemic philosophy to organizational and social change. Our program focuses on training students to become consultants and members of organizations where people continually expand their capacity to create desired results, and where new and expansive patterns of thinking are nurtured. Our graduates are knowledgeable in concepts and theories of diversity, strategic change, global business, communication, action research, entrepreneurship, and leadership. They are able to assess, analyze, develop, and implement creative solutions and to be agents of change for individuals and organizations.

Program Structure

Students enroll in twelve (12) units (three (3) courses) each semester for eight (8) semesters, or, if approved by the program chair, students may enroll in eight (8) units (two (2) courses) each semester for twelve (12) semesters. Classes are held on Saturdays from 8:00 a.m. to 5:00 p.m., with occasional Wednesday evening classes from 6:00 p.m. to 9:00 p.m. Classes are in session year-round. There are three (3) semesters per year: fall, spring and summer.

Admission Requirements

- Prerequisite coursework: 12 units of social sciences successfully completed at the undergraduate or graduate level
- Completion of an earned bachelor's degree from a regionally-accredited college or university with a minimum 3.0 grade point average (GPA)*
- Demonstration of writing proficiency
- Completion of Phillips Graduate Institute Admission Application Packet (See Admission Application Process)
- Admission interview with Organizational Management and Consulting Department Chair or their designee

To demonstrate writing proficiency, a writing sample is required during the interview process. Based on the results of the written sample, the applicant may be required to successfully complete a writing skills course at their own expense during the summer before admission.

Please refer to the Student Support Services section for details on admission policies and procedures.

**Note: A Grade Point Average Exemption Petition may allow admission for applicants who do not meet the minimum GPA requirement*

Entry Options

Students enter the program in the fall or spring semester.

Please call the Admissions Office at (818) 386-5660 for dates and class schedules.

Field Studies

There are two (2) opportunities for students to apply the coursework to consulting experience: Practicum in Consultation and Field-Based Consultancy. Through the Practicum in Consultation courses, students have the opportunity to observe and participate in projects conducted by consultants or by OMC faculty members in their own consulting practices. Through the Field-Based Consulting courses, students receive expanded learning opportunities by working directly with organizational clients. Additionally, program courses provide students with the tools needed to build a successful consulting practice, including Organizational Assessment and Career Development.

Students can secure their Field Studies site in one (1) of three (3) ways: (a) identify a site on their own; (b) request/receive assistance from program faculty; or (c) an organization approaches the Organizational Management and Consulting program faculty to request help with organizational issues.

Faculty Advisement

Students will be assigned an academic advisor at the beginning of their first (1st) semester of enrollment. Students are required to meet with their advisor early in each semester until completion of their degree. The faculty value and welcome open communication with students.

Requirements for Degree Completion

The degree is posted three (3) times yearly: on the last day of December (Fall), May (Spring) and August (Summer). All of the following requirements must be met prior to degree posting:

- Completion of all 96 units of core courses with an overall GPA of 3.0 or higher
- Successful completion and defense of portfolio or dissertation project to project committee
- Provision to the Phillips Library of a copy of the portfolio or dissertation project ready for binding

- Intent to Graduate form on file with the Registration Office one (1) semester prior to the date when a student expects to meet all graduation requirements
- Payment in full of all financial obligations to Phillips Graduate Institute
- Return of all Library materials
- Completion of an exit interview with the Financial Aid Office (financial aid recipients only)

Doctor of Psychology in Organizational Management and Consulting

96 units

The curriculum provides students with the required coursework for the Doctor of Psychology degree and prepares them for careers in organizational management and consulting. At the completion of the program, students will demonstrate competencies in the four (4) domains through the preparation of a professional portfolio or a dissertation project.

CURRICULUM

First Semester • 12 units

- OC 806 Organizational Theory (4 units)
- OC 807 Survey of Psychological Theories (4 units)
- OC 809 The Practice and Profession of Consulting (4 units)

Second Semester • 12 units

- OC 805 Communication in Organizations (4 units)
- OC 818 Research Methods (4 units)
- OC 830 Case Consultation (4 units)

Third Semester • 12 units

- OC 739 Applied Research Methods (4 units)
- OC 845 Foundations of Business: Structures and Processes (4 units)
- OC 848 Practicum and Case Consultation (4 units)

Fourth Semester • 12 units

- OC 812 Legal and Ethical Decision Making in Organizations (4 units)
- OC 815 Behavior in Organizations (4 units)
- OC 904 Strategic Planning & Case Consultation (4 units)

Fifth Semester • 12 units

- OC 824 Diversity in Organizations & Case Consultation (4 units)
- OC 916 Organizational Leadership & Case Consultation (4 units)
- OC 924 Personnel and Human Resources Management (4 units)

Sixth Semester • 12 units

- OC 920 Executive Coaching & Case Consultation (4 units)
- OC 928 Field-Based Consultancy A (4 units)
- OC 940 Field-Based Consultancy B (4 units)

Seventh Semester • 12 units

- OC 842 Training and Development in Organizations (4 units)
- OC 908 Leading and Managing Organizational Change (4 units)
- OC 936 Portfolio/Dissertation Project A (4 units)

Eighth Semester • 12 units

- OC 833 Organizational Teamwork and Conflict Management (4 units)
- OC 932 Cultural Intelligence: Consultation Skills for Global Business (4 units)

OC 937 Portfolio/Dissertation Project B (4 units)

Course Descriptions

OC 739 Applied Research and Organizational Assessments (4 units)

The course emphasizes the use of research for the purposes of organizational diagnosis, assessment, program and intervention evaluation, and other organizational development issues. Students design and conduct an organizational research project that includes data collection, analysis and preparation and presentation of a final report.

OC 805 Communication in Organizations (4 units)

This course covers two (2) areas of communication in the Organization: Interpersonal Communication and Internal Organizational Communication. Communication models, the process they define, and observation skills will be reviewed and practiced. Interpersonal Communication Module includes listening, perception, nonverbal communication, criticism and feedback; communicating with people possessing different styles of communication, different cultural backgrounds, different genders, etc. Dyad and group communication, conflict resolution, and power in communication exchanges will be discussed. Organizational Communication Module includes the purpose of internal organizational communication, communication functions and flow, power and hidden agendas, establishing a communication system within an organization and communication assessments. Organizational publications (paper- and web-based) will be detailed. Team meetings and large events will be briefly surveyed.

OC 806 Organizational Theory (4 units)

Major theories of organizational structure and leadership are explored. The course covers organizational structures and functions, organizational designs, culture, and environmental influences, and their relevance in a highly technological, unpredictable work environment. A systems approach to organizational design and administration is emphasized. Students gain an insight into organizational change (incremental, transitional, transformative and strategic) and the application to systems change work. The course offers the fundamentals of various organizational interventions.

OC 807 Survey of Psychological Theories (4 units)

Organizational consultants continually apply the principles of human behavior to individuals and groups. This course provides students with a foundation of the history of the field and practice of psychology. Students will learn about the systems of psychology that have been used to explain and predict individual and group behavior, including learning, cognitive development and personality.

OC 809 The Practice and Professions of Consulting (4 units)

This process-oriented course for internal and external consultants explores the history of consulting and organizational development and various views of the consulting process. Topics covered include marketing, contract negotiating and fee setting as strategies for building a successful consulting practice. Emphasis is placed on acquiring a working knowledge of the various phases of consulting, including establishing and maintaining professional relationships, defining the consultant's role, setting goals and objectives, identifying and collecting information, writing reports and presenting feedback.

OC 812 Legal and Ethical Decision-Making in Organizations (4 units)

This course provides students with an introduction to the legal, ethical and social issues facing managers in a variety of organizational settings. Business law, as well as theories of ethics and social responsibility, are discussed and then applied to real-life settings involving employees, consumers, government and society. Students explore important topics including whistle blowing, discrimination, advertising and product safety.

OC 815 Behavior in Organizations (4 units)

This course provides exploration of behavior in organizations at three (3) levels: the individual, the group and the organizational system. Beginning with the individual level, this course reviews the psychological foundations of individual behavior in organizational settings. The analysis continues to the group level, where students discuss how diversity and individual differences, motivation, power relationships, and other factors affect the behavior of groups of employees. Finally, students apply their understanding of individual and group behavior to organizational culture. Emphasis is placed on how an organization's structure, technological processes, work design, performance appraisal and reward systems and culture affect both the attitudes and behavior of employees.

OC 818 Research Methods (4 units)

Students are presented with the foundations and applications of qualitative and quantitative research design. Course content covers developing research questions, determining appropriate sampling methods, conducting a critical review of published scholarly research, data collection and analysis and interpretation of results. Students develop a research proposal in one area of professional practice. Upon completion of the course, students will have a working knowledge of the foundations of rigorous research and will be able to discern the fundamental elements and quality of research articles.

OC 824 Diversity in Organizations (4 units)

Students explore definitions of diversity, the structure and dynamics of diversity in organizations, and their organizational behavior implications. The course uses multiple levels of analysis to explore theory, research and strategies for managing and leveraging differences and creating inclusion in today's multicultural society.

OC 830 Case Consultation (4 units)

Students receive and/or participate in consultations from and with the instructor, and feedback from and to fellow students while discussing consultation, legal, ethical and professional issues pertaining to clients seen at Practicum placements. In addition, students are helped to develop skills for integrating various aspects of consulting work, including knowledge of diversity, rapport building, assessment and diagnosis, case conceptualization, goal setting, and interventions.

OC 833 Organizational Teamwork and Conflict Management (4 units)

This course details processes used to establish and sustain a team-based organization. The elements of team dynamics are examined, including content versus process, communication patterns, participation and team relationships, influence bases and leadership, team development, conflict and conflict resolution, team communication functions and decision-making. Students study and practice observation, facilitation for meeting effectiveness, team training and leadership skills. Team Assessments are analyzed and practiced.

OC 842 Training and Development in Organizations (4 units)

This course examines training in the workplace through the presentation and application of theories of adult learning. Training techniques are presented and students practice presentation and training. Course topics include the process for assessing training needs, training delivery methods (such as online, web-based, classroom, on the job, etc.), developing materials, preparing the organization to receive training, delivery of the class, and short and long-term evaluation. Also covered are types of training (required by law, certifications, continuing education, employee development, leadership development, etc.).

OC 845 Foundations of Business: Structures and Processes (4 units)

This course provides students with an overview of business basics including accounting, finance and marketing for both large and small organizations. Focus is placed on the study of entrepreneurship as students employ common business language and tools in the development of a business plan suitable for actual use for an existing or prospective business. Students develop skills in writing and assessing the effectiveness of a detailed business plan, gathering and analyzing relevant data; identifying sources for developing a business plan; developing a marketing and financial management plan; and assessing how background, personality and business experience relate to entrepreneurial success.

OC 848 Practicum in Consultation (4 units)

The Practicum courses provide opportunities for students to develop and apply knowledge and skills learned in the classroom, such as those related to ethics, professional accountability, communications and organizational assessment, while working under the guidance of an assigned faculty advisor or on-site consultant. The department and the consultant approve a detailed scope of work before the student begins the Practicum. Examples of Practica include assessments of organizational culture, structure, or communications, and developing proposals and business plans. In their final report the student summarizes the work conducted and self-reflects on the experience.

OC 899 Independent Study (1-4 units)

In this course students conduct supervised individual research. Approval is needed by the department chair.

OC 904 Strategic Planning and Case Consultation (4 units)

The course presents a theoretical basis for the application of strategic planning and technology in for-profit and nonprofit organizations. Through readings and case studies, students build an understanding of the process, tools and techniques appropriate to strategic planning. By participating in the preparation and presentation of a strategic plan, students develop skills in assessing internal and external organizational environments; exploring organizational opportunities and threats; developing vision and mission statements; and conducting gap analyses.

Students receive and/or participate in consultations from and with the instructor and feedback from and to fellow students while discussing consultation, legal, ethical and professional issues pertaining to strategic planning clients seen as a part of the course group project.

OC 908 Leading and Managing Organizational Change (4 units)

The course provides several theoretical perspectives on organizational change and explores how to use strategic objectives to drive change. Focus is placed on creating learning organizations and how leadership, sponsorship, organizational culture and change

agents affect the change process. The interaction between leadership, strategic planning and effective decision-making are analyzed. Students assess key success factors for planning, implementing and sustaining organizational change.

OC 916 Organizational Leadership (4 units)

Issues of leadership style, gender, diversity and the evolution of research, practice and trends in leadership are addressed as they pertain to the demands of today's business leaders. A survey of leadership theory and research, characteristics of leaders, and psychological and social correlates of leadership is conducted. Special emphasis will be placed on issues of contemporary leadership in times of organizational and societal turmoil and on personal and organizational factors that impact leadership effectiveness.

OC 920 Executive Coaching and Case Consultation (4 units)

The Executive Coaching course provides students with a solid foundation in the stages and processes used in executive coaching. Students are trained in the use of behavioral science-practitioner models that are applied in executive, business and personal coaching practices. Emphasis is placed on the coaching conversation and on the stages of coaching, including client education, data collection, planning, behavioral change, measurement, evaluation and maintenance. Students develop skills in listening and questioning, assessing executive strengths and needs, using instrumentation and giving feedback.

Students receive and/or participate in consultations from and with the instructor, and feedback from and to fellow students, while discussing consultation, legal, ethical and professional issues pertaining to executive coaching clients seen as a part of the course group project.

OC 924 Human Resources Management (4 units)

Students explore various aspects of human resources (HR) management including diversity, components of HR systems, selection systems, compensation policies, employee safety, legal issues in HR, and conflict resolution. The course explores the role human resources plays in organizations and emphasizes workforce planning and linking human resources strategy to business outcomes.

OC 928 Field-Based Consultancy and Case Consultation - A (4 units)

This course is the culminating field studies experience and requires independent work by the students. The two-semester course involves direct experience with an approved client organization. Students will be directly responsible for independent projects or specified portions of larger organizational client projects. The department and the consultant approve a detailed scope of work before the student begins the Consultancy. Examples of field-based consultancy activities include gathering, analyzing and reporting 360° feedback, strategic planning, investigation and application of legal and ethical issues, assessing or implementing policies and procedures related to selection for hiring and promotion, conflict resolution, teamwork and leadership development. In their final report the student summarizes the work conducted and self-reflects on the experience.

Students receive and/or participate in consultations from and with the instructor and feedback from and to fellow students while discussing consultation, legal, ethical and professional issues pertaining to strategic planning clients seen as a part of the student's field-based consultancy.

OC 932 Cultural Intelligence: Consultation Skills for Global Business (4 units)

Students develop knowledge and skills in implementing the consulting process in international and multinational businesses. The course explores methods and techniques for contracting, diagnosing and intervention across cultures. Coaching, alternative approaches to team development and inter-group interventions are addressed. In addition, students learn to design, facilitate and implement systems and business change in a global business environment.

OC 936 Portfolio/Dissertation Project - A (4 units)

OC 937 Portfolio/Dissertation Project - B (4 units)

Students are required to complete either a Portfolio Project or a dissertation project. The PsyD Portfolio Project is a professional work conducted independently by the student and under the supervision of a faculty member and a Portfolio Consultant. The purpose of the portfolio is to demonstrate the student's doctoral level ability to work as an organizational leader or consultant. In order to demonstrate their ability, the student will conduct an analysis and synthesis of critical issues encountered by business managers or consultants that were examined during their course of study at Phillips. The PsyD Portfolio Project must have relevance for the field of Organizational Management and Consulting.

The objectives of writing the Portfolio Project are to: 1) articulate the student's gain in knowledge; 2) demonstrate the application of knowledge to a management consulting example; 3) enhance professional management or consultation skills; 4) demonstrate the connection between academic and professional competence; and 5) present a body of work that establishes the student's ability to work as a leader or consultant to organizations at the doctoral level. The student will use critical thinking to independently research and synthesize scholarly work. Portfolio content will be grounded in scholarly theories and studies.

The PsyD Dissertation Project is a scholarly work conducted independently by the student and under the supervision of a faculty member and a Dissertation Project Consultant. The dissertation project demonstrates the student's ability to design and conduct research by using the research literature and scientific method to gain knowledge and/or solve applied problems in management and

consulting. The issues students study will be similar to those encountered by business managers or consultants. The PsyD dissertation must have relevance for the field of Organizational Management and Consulting.

The objectives of writing the dissertation project are to: 1) increase knowledge; 2) apply research skills; 3) enhance critical thinking and analytic skills; 4) demonstrate the connection between academic and professional competence; and 5) examine a business issue and create or recommend solutions. In addition, the student will be able to demonstrate the ability to conduct independent scholarly research. Dissertation projects require demonstration of an in-depth understanding of an issue faced by an organization or aspect of business theory or practice. All dissertation projects will include a comprehensive literature review.

OC 940 Field-Based Consultancy - B (4 units)

This course is a continuation of OC 928. This course is graded as Credit/No Credit.

Extended Coursework

OC 950 Portfolio/Dissertation Project Extension (2 unit)

This course is a continuation of OC 937. This course is graded as Credit/No Credit.

Continuing Education/Extension Division

The department of Continuing Education and Extension at Phillips Graduate Institute offers classes, workshops, special events and certificate programs for pre and post licensed mental health practitioners, educators and the business community. Classes are conducted at the graduate level and certificates are awarded at the completion of all offerings. The department is an approved provider of continuing education for the Board of Behavioral Sciences for MFT's and LCSW's (Provider# PCE 677).

In an effort to be responsive to the changing needs, schedules, and topics of interest to our community, many workshops and classes are offered in the evening and on weekends.

All workshops are conducted on campus unless otherwise stated.

Registration

To register for a course or workshop, download and fill out the registration form that can be found on the Phillips website under Continuing Education. Please submit the registration form to the Continuing Education Office by fax (818) 386-5694, or mail to Phillips Graduate Institute, Continuing Education Office, 19900 Plummer Street, Chatsworth, CA 91311. You will receive a confirmation by mail or email. Please be aware of the registration deadlines as noted on the registration forms.

Refund Policy

Refund requests must be received in writing at least ten (10) working days prior to the scheduled start date of all courses. There is a non-refundable processing fee of \$35. Enrollees who fail to provide ten (10) working days notice will be assessed the full amount of the registration fee. There are no partial refunds for registrants who do not complete a portion of any offering.

Computer Use in Workshops

The use of laptop or notebook/tablets computers is no longer permitted in Continuing Education workshops. We have received numerous complaints from workshop participants about the interference that their use has caused. This has been an ongoing issue with past workshops amongst the student community, so to help resolve this problem, it has been decided to prohibit student use of computers in any workshop. We want to provide the professional courtesy to our presenters and to all students taking these workshops to be able to receive the material covered in a less disruptive environment.

COURSE OFFERINGS

ART THERAPY PRE-REQUISITE COURSES (Extension)

PSY 620X Fundamentals of Abnormal Psychology (1 unit)

Course introduces the student to mental health disorders. Coursework supports objective and subjective appreciation of mental health disorders through different modes of learning experience and prepares participants for a graduate course of studies of abnormal psychology and art therapy. Course is presented in a format of self-directed study. Two (2) assignments are required, and students must mail the assignments to the instructor. Syllabi and instructor contact information will be available upon registration.

PSY 621X Fundamentals of Child Development (1 unit)

Course introduces the student to fundamental aspects of child development, classic developmental theories, the effects of early experience on later development and attachment. The course allows for a personal appreciation of child development through different modes of learning and prepares participants for a graduate course of study of human growth and development and art therapy. Course is presented in a format of self directed study. Two (2) assignments are required, and students must mail the assignments to the instructor. Syllabi and instructor contact information will be available upon registration.

STUDIO ART (THREE SEMESTER SERIES)

ART 622AX Studio Art Drawing: Elements (3 units)

Studio Art course provides students with an intensive drawing experience and a personal learning opportunity. Experiential classroom projects cover a range of drawing principles. This drawing course contains several projects, each of which will explore formal elements of art. Formal elements include line, shape, color, form and texture. Examples from art history will be shared to illustrate these concepts. The course meets on alternate weeks for a three (3) hour lecture, studio and discussion. The alternate weeks consist of out-of-classroom learning experiences, including attendance at various arts and learning environments, along with the creation of accompanying art assignments. No prior art experience is required.

ART 623AX Studio Art Painting: Elements (3 units)

Studio Art course provides students with an intensive painting experience and a personal learning opportunity. Experiential classroom projects cover a range of painting principles. This painting course contains several projects, each of which will explore formal elements of art. Formal elements include line, shape, color, form and texture. Examples from art history will be shared to illustrate these concepts. The course meets on alternate weeks for a three (3) hour lecture, studio and discussion. The alternate weeks consist of out-of-classroom learning experiences, including attendance at various arts and learning environments, along with the creation of accompanying art assignments. No prior art experience is required.

ART 624AX Studio Art Sculpture: Elements (3 units)

Studio Art course provides students with an intensive sculpture experience and a personal learning opportunity. Experiential classroom projects cover a range of sculpture principles. This sculpture course contains several projects, each of which will explore formal elements of art. Formal elements include line, shape, color, form and texture. Examples from art history will be shared to illustrate these concepts. The course meets on alternate weeks for a three (3) hour lecture, studio and discussion. The alternate weeks consist of out-of-classroom learning experiences, including attendance at various arts and learning environments, along with the creation of accompanying art assignments. No prior art experience is required.

ART 622BX Studio Art Drawing: Genres (3 units)

Studio Art course provides students with an intensive drawing experience and a personal learning opportunity. Experiential classroom projects utilize drawing to explore a range of art genres. This course contains several projects, each of which will illustrate various genres of art; such as landscape, still life and portrait. Examples from art history will be shared to illustrate these concepts. The course meets on alternate weeks for a three (3) hour lecture, studio and discussion. The alternate weeks consist of out-of-classroom learning experiences, including attendance at various arts and learning environments, along with the creation of accompanying art assignments. No prior art experience is required.

ART 623BX Studio Art Painting: Genres (3 units)

Studio Art course provides students with an intensive painting experience and a personal learning opportunity. Experiential classroom projects utilize painting to explore a range of art genres. This course contains several projects, each of which will illustrate various genres of art; such as landscape, still life and portrait. Examples from art history will be shared to illustrate these concepts. The course meets on alternate weeks for a three (3) hour lecture, studio and discussion. The alternate weeks consist of out-of-classroom learning experiences, including attendance at various arts and learning environments, along with the creation of accompanying art assignments. No prior art experience is required.

ART 624BX Studio Art Sculpture: Genres (3 units)

Studio Art course provides students with an intensive sculpture experience and a personal learning opportunity. Experiential classroom projects utilize sculpture to explore a range of art genres. This course contains several projects, each of which will illustrate various genres of art; such as landscape, still life and portrait. Examples from art history will be shared to illustrate these concepts. The course meets on alternate weeks for a three (3) hour lecture, studio and discussion. The alternate weeks consist of out-of-classroom learning experiences, including attendance at various arts and learning environments, along with the creation of accompanying art assignments. No prior art experience is required.

ART622CX Studio Art Drawing: Styles (3 units)

Studio Art course provides students with an intensive drawing experience and a personal learning opportunity. Experiential classroom projects utilize drawing to explore selected styles of art. This course contains several projects, each of which will illustrate various art styles; such as impressionism, abstract and expressionism. Examples from art history will be shared to illustrate these concepts. The course meets on alternate weeks for a three (3) hour lecture, studio and discussion. The alternate weeks consist of out-of-classroom learning experiences, including attendance at various arts and learning environments, along with the creation of accompanying art assignments. No prior art experience is required.

ART 623CX Studio Art Painting: Styles (3 units)

Studio Art course provides students with an intensive painting experience and a personal learning opportunity. Experiential classroom projects utilize painting to explore selected styles of art. This course contains several projects, each of which will illustrate various art styles; such as impressionism, abstract and expressionism. Examples from art history will be shared to illustrate these concepts. The course meets on alternate weeks for a three (3) hour lecture, studio and discussion. The alternate weeks consist of out-of-classroom learning experiences, including attendance at various arts and learning environments, along with the creation of accompanying art assignments. No prior art experience is required.

ART 624CX Studio Art Sculpture: Styles (3 units)

Studio Art course provides students with an intensive sculpture experience and a personal learning opportunity. Experiential classroom projects utilize sculpture to explore selected styles of art. This course contains several projects, each of which will illustrate various art styles; such as impressionism, abstract and expressionism. Examples from art history will be shared to illustrate these concepts. The course meets on alternate weeks for a three (3) hour lecture, studio and discussion. The alternate weeks consist of out-of-classroom learning experiences, including attendance at various arts and learning environments, along with the creation of accompanying art assignments. No prior art experience is required.

BBS REQUIRED COURSES*

PSY 642X Child Abuse Assessment (7 hours)

CO-OCCURRING DISORDERS PROGRAM

PSY 601 Physiology and Pharmacology of Alcohol and Substance Abuse (3 units)

This course examines the acute and chronic effects of alcohol and other psychoactive drugs on the brain, body and behavior. Drug interactions, tolerance, cross tolerance, synergism and antagonism are explored. Pharmacological and physiological treatment and recovery strategies are presented.

PSY 602 Addiction Recovery Case Management: From Assessment to Paperwork (3 units)

This course prepares counselors to work in a treatment or recovery facility. Client assessment using "whole person" domains, prioritizing treatment needs, identifying and utilizing social services, community and medical referrals, recovery planning, complementary therapies, discharge planning and aftercare are presented. Agency requirements including organizing case files, charting, report writing for court, probation, social workers and employers, and legal and ethical considerations (releases, etc.) are also covered.

PSY 603 Counseling the Chemically Dependent and Their Families (3 units)

Individual, family and group counseling from an addiction recovery perspective are explored. The value of didactic training and process group in providing education, connectedness and an environment where all affected parties may receive feedback from others struggling with similar issues is underscored. The effectiveness of various treatment modalities such as Rational Emotive Therapy, Alcoholic Family Systems, and Cognitive Behavior Therapy are explored. The roles and responsibilities of counselors and clients and the value of structure including ground rules, client expectations, and goals of the group are examined, as well as theories of family co-dependency, triangulated communication and similar dynamics of addiction. This is an interactive class that includes many role-playing exercises.

PSY 604 Law and Ethics in Addiction Recovery Treatment (3 units)

This course focuses on federal and state legal and regulatory restrictions, professional competency and client welfare. Legal and ethical "red flags," including crisis intervention and screening techniques, are included. Utilizing community services and integrating 12-Step programs into a treatment plan are discussed.

PSY 605 Personal and Professional Growth and Advanced Issues in Addiction Recovery (3 units)

This course examines signs and symptoms of burnout; projection and transference issues; the value of supervision, professional affiliation and continuing education; as well as the special needs of recovering counselors. Stress management, proper nutrition, achievement of a balanced life, assessment and achievement of personal goals, and establishment of a support system are discussed. Issues of trauma such as rape, incest and domestic violence and resulting dissociative disorders are also addressed.

POST MODERN THERAPIES PROGRAM

PSY 650A Postmodern Therapy Approaches - I (3 units)

PSY 650B Postmodern Therapy Approaches - II (3 units)

PSY 650C Postmodern Therapy Approaches - III (3 units)

In these courses, students learn to apply postmodern concepts to individual and family therapy. Each course will focus on exploring the philosophy, ideas, practices and applications of Postmodern Therapies through experiential exercises, readings, reflecting teamwork and videotapes. Philosophies of Foucault, Gergen and Wittgenstein will be presented, and three (3) of the collaborative approaches will be explored in depth: Solution-Focused Therapy, Narrative Therapy, and Collaborative Language Systems. Through live demonstration, role-play, reflecting teamwork, videos, experiential exercises and lecture, students learn how to maintain specialized ways of listening and questioning that create a context for client change and transformation and the dissolution of problems. Utilization of these approaches with individuals, families, groups, businesses and communities are illustrated. Time is also devoted to working

with specific populations and issues, including but not limited to the following: women and women's issues, the GLBT community and gender, sexuality and the body, mindfulness and positive psychology, relationship violence and working with survivors and perpetrators, and illness and grief.

One of these courses will be presented each semester, and they do not need to be taken in sequence. However, a prerequisite for beginning this concentration is completion of PSY 502A, Family Therapy: Systemic Approaches, or the equivalent as determined by the instructor.

Counseling Center

The Phillips Graduate Institute Counseling Center has been an integral part of the education experience of our students since the school was founded. In addition to offering counseling services to the community, the Center offers training programs which give pre-master's students and post master's graduates a chance to work in a variety of settings while gathering their hours of experience towards licensure.

Counseling Center Training Opportunities for Students and Post Degree MFT Interns

Clinical training is offered to master's-level students and post-degree clinical MFT interns, allowing for continuity between the academic and clinical training programs. Counseling Center programs are supervised by Phillips core and adjunct faculty members and other carefully selected clinicians.

The Counseling Center offers a variety of training programs for students gathering experience for Marriage and Family licensure in both traineeships and internships. These programs offer experience in counseling individuals, families, couples and groups for a wide diversity of client populations including children, adolescents, parents, adults and seniors. Programs provide both training and supervision. Program offerings change with the needs of our students, interns and the community. Current Counseling Center training for MFT's includes: Co-Occurring Disorders, Family Therapy in a Clinical Setting; School-Based Child Therapy; Early Childhood Therapy; Postmodern Therapy in a Clinical Setting and Latino Family Therapy. Those who wish to obtain clinical training at the Counseling Center may apply to one of the many programs offered.

TRAINING PROGRAMS IN THE COUNSELING CENTER

FAMILY THERAPY

The Family Therapy Program is a specialized training program for beginning therapists. Trainees in this program see a varied clientele for individual, couple and family therapy. Although the program emphasizes a family systems perspective in clinical practice, students receive extensive training in psychosocial assessment, DSM diagnoses, and the clinical application of Bowen and other supportive interventions, systems and theories. Trainees in this program will work as co-therapists when seeing clients. Clients are seen at our Counseling Center, adolescent residential treatment centers, and in other settings as arranged. Sessions are videotaped to maximize training, supervision and client care. Students receive group and peer supervision and one (1) hour of training each week.

LATINO FAMILY THERAPY

The Latino Family Therapy Program is an integral part of the Spanish-speaking services provided by the Counseling Center to the predominantly Latino communities in the San Fernando Valley. Trainees need to speak Spanish, since the therapy and supervision are conducted in Spanish. Trainees are able to raise their proficiency in Spanish and learn clinical use of the language. Clients of the program receive service through a collaborative approach that includes co-therapy care, direct observation and feedback by the supervisor, and the use of reflecting teams. Clients are seen at our Counseling Center, adolescent residential treatment centers and in other settings as arranged. The emphasis of the program is in the clinical application of family systems theories with Latino families and the cultural aspects of family dynamics and personal behavior.

SCHOOL-BASED CHILD THERAPY

The School-Based Child Therapy Program has been an ongoing program at the Phillips Counseling Center for over 35 years and provides school-based counseling services to local schools. The program specializes in child therapy from different theoretical perspectives, such as Behavioral, Cognitive Behavioral, Post Modern, and Humanistic/Existential, within a systemic perspective of the child's school and family. This program focuses on a collaboration of ideas, lessons and activities which help clinicians work with children and adolescents, both individually and in groups, through issues that include divorce, grief and loss, anger management, bullying and self-esteem. One component of this program is the Social Skills/Violence Prevention Program, through which clinicians provide social skills training to groups of children as well as individual counseling to children and their families. Throughout the year, clinicians will be trained in assessment, DSM diagnosis, treatment planning, session note writing, and legal and ethical issues.

EARLY CHILDHOOD THERAPY IN A PRESCHOOL SETTING

The Early Childhood Therapy Program in a Preschool Setting is a course providing specialized training in working with young children and their families. Using a system-based approach, students are trained in basic assessment and interventions for families with children from infancy to five (5) years of age. The training introduces the therapist to child therapy (play therapy) in the preschool setting. Special attention to attachment and early child development milestones, cultural awareness, family strengths and parenting skills are emphasized. The therapist may also provide individual and couple therapy for the parents as well as facilitating parenting groups. Families with infants under the age of three (3) receive services in a home-based program, while older children and their families receive services at preschools in the San Fernando Valley. Services are offered in both Spanish and English.

POSTMODERN THERAPY IN A CLINICAL SETTING

The Postmodern Therapy in a Clinical Setting Program is a specialized training in applying collaborative, client-informed therapies in clinical and community settings. The postmodern therapy approach invites us to see people as resource-laden with possibility, rather than pathology. Trainees will learn how to maintain specialized ways of listening and questioning that generate client change and transformation. Supervision will focus on the practical applications of Solution-Focused and Narrative therapies. Throughout the year, trainees will learn how to effectively communicate with peers from different theoretical orientations when discussing assessments, DSM

diagnosis, treatment planning, documentation and legal and ethical issues. Trainees will work with clients individually, as co-therapists with other trainees and interns, and as reflecting team members. Clients are seen at our Counseling Center, adolescent residential treatment centers and in other appropriate settings. A prerequisite for this traineeship is the nine (9) unit 650A , B and C sequence, taken either for academic credit or through Continuing Education.

CO-OCCURRING DISORDERS: Chemical Dependency and Addiction in Clients with Mental Health Diagnoses

Trainees are given the opportunity to gain skills in the assessment, diagnosis and treatment of alcoholism, chemical dependency and other addictions, with special emphasis on the treatment needs of those with one or more addictions and co-occurring mental health disorders. Training focuses on building assessment and treatment skills through structured case presentation in a supervision group, where trainees are encouraged to work collaboratively with other trainees in designing treatment and relapse prevention plans. Trainees have an opportunity to work with substance abusers, their partners and families. Trainees are encouraged to work in treatment dyads with other trainees and interns in the program to help build skills.

Estimates are that three (3) out of ten (10) persons diagnosed with a mental health disorder also have a substance abuse disorder sometime in their lives, and about 64% of drug abusers in treatment also meet the criteria for a mental health diagnosis. Mental health practitioners can no longer afford to dismiss the needs of such a large treatment population without severely limiting their skills set. Students will learn to treat mental health and addiction issues concurrently to provide competent and appropriate client care. Clients are seen at our Counseling Center, residential treatment centers, outpatient facilities, schools, and in other settings as arranged by the Counseling Center.

A pre-requisite for this program is PSY 600, Fundamentals of Addiction, or equivalent by permission of the program director. Trainees must also enroll in the corresponding Co-Occurring Disorders elective courses (PSY 601, 602, 603, 604, 605.) These courses are designed to provide a comprehensive substance abuse education. These courses may be taken either for academic credit or through Continuing Education. Because Phillips is a regionally-accredited institution and coursework is at the graduate level, these courses meet or exceed the educational requirements for most chemical dependency certification programs (such as CAADAC).

Counseling Center Services

For more than 40 years, the Counseling Center has helped more than 50,000 families reach a higher level of functioning while training beginning and advanced clinicians to work with individuals, couples, families, children, adolescents and seniors. Group therapy is offered around a variety of topics, including: Parent Education and Support, Anger Management for Adults and Teens, Eating Disorders, Women's Issues, Domestic Violence Prevention, and Grief and Loss. Specialized training for working with children, juvenile offenders, the elderly, those coping with substance abuse and the Spanish-speaking community are offered at the Counseling Center, local schools, probation facilities and elderly residential settings. Fees are based on the client's ability to pay.

Center for Applied Learning

The Center for Applied Learning (CAL) is responsible for the oversight, integration and support of our students' professional development and applied learning opportunities. It includes Phillips' Counseling Center (<http://pgi.edu/page.php?id=109>), Academic Resource Center, Continuing Education Department (<http://pgi.edu/page.php?id=110>), Consulting Center and professional development program. Each department works closely with the academic programs to ensure that students' learning is advanced through hands-on support and experiential activities.

ACADEMIC RESOURCE CENTER

Phillips Graduate Institute further supports student success by providing currently enrolled students from all academic programs with access to the Academic Resource Center (ARC). ARC works closely with faculty, academic advisors, and administration to identify student needs and provide targeted learning assistance to matriculating students. Services provided to students include support with writing skills (both general and APA-style), assignment comprehension, time management skills, organizational skills and group study strategies. The Academic Resource Center also implements various workshops throughout the year designed to enhance student learning. The Academic Resource Center offers students guidance in accessing various campus resources and can provide suggestions for becoming more involved with the Phillips community.

ARC Policies and Procedures

ARC services are directly related to enhancing students' academic success while completing their graduate work at Phillips. To permit a collaborative and effective learning environment, ARC services, along with all other academic counseling services, are not confidential. Rather, an open dialogue is maintained with faculty, student advisors and administration in order to best support students. In addition, ARC is not a personal counseling center and cannot provide guidance on personal matters.

ARC has an open-door policy. Time permitting, ARC can accommodate unscheduled drop-in visits from students. However, students can best utilize ARC services by scheduling an appointment with the Coordinator of the Academic Resource Center to ensure that time is specifically reserved to discuss their project. ARC offers flexible appointment times during the week to accommodate a variety of student schedules, including some weekend (Saturday) and evening appointments. To ensure availability of ARC services, appointments should be scheduled well in advance of project deadlines. Most ARC appointments take place face-to-face, but support via email and phone is also available for suitable projects. For all projects, ARC may request that students bring class syllabi, textbooks and previous class assignments to their ARC meeting. For assistance with writing, ARC may ask students to email a draft of their written product the day before their meeting is scheduled so that ARC can prepare for the appointment. The Academic Resource Center is located in Room 139.

Coordinator: Clare Sobel, MA
 Phone: 818-386-5603
 Email: csobel@pgi.edu

Services available Monday- Friday by appointment; drop-in visits welcome, time permitting.
 Services available Saturday by appointment only.

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