
OUR MISSION

Our passion is teaching and learning. We develop professional competence, provide opportunity for personal growth, and foster interpersonal effectiveness. Students succeed because our university community engages and supports them.



Property of: _____

Address: _____

Phone #: _____

In case of emergency, please notify:

Name: _____ Phone #: _____

The information in this book was the best available at press time. Watch for additional information and changes.



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SECTION ONE

INTRODUCTION

ABOUT THIS HANDBOOK

The *Argosy University, San Francisco Bay Area Student Handbook* is designed to serve as a valuable resource to assist you in your progress and success in your academic program.

The *Argosy University, San Francisco Bay Area Student Handbook* incorporates by reference the *Argosy University 2010-2011 Academic Catalogs*. Regulations and procedures found in this document are considered to be a part of this handbook. Make sure to reference your *Academic Catalog* for the year you entered Argosy University, San Francisco Bay Area.

WELCOME FROM THE CAMPUS PRESIDENT

Welcome to Argosy University, San Francisco Bay Area. I am very pleased you have joined this vibrant academic community to further your professional education. I look forward to welcoming you personally.

This *student handbook* gives you ready access to all the vital information you will need to ensure a successful academic experience. All faculty and staff, like students, consult this handbook to refresh ourselves on policies, procedures, resources, and a myriad of details to numerous to retain. An additional important resource is the campus web page: ausfba.com. The web page contains all the information related to class schedules, registration, school calendar, etc. and is updated regularly.

Thank you for choosing Argosy University, San Francisco Bay Area. We are proud of our programs and our students. We look forward to assisting in your professional education and to your participation in our engaged community.

Best,

Lucille H. Sansing, PhD

Campus President

Argosy University, San Francisco Bay Area

RIGHT TO CHANGE REQUIREMENTS

Argosy University, San Francisco Bay Area reserves the right to change the policies contained within this student handbook from time to time. Accordingly, although notice is not required for a new policy to take effect, Argosy University, San Francisco Bay Area will make reasonable attempts to notify students promptly of any policy changes through web site or email postings, mail distributions or other methods deemed appropriate by the University administration. Students are responsible for making themselves aware of any changes.

SECTION TWO

CAMPUS INFORMATION

CAMPUS FACILITIES

LOCATION

Argosy University, San Francisco Bay Area is located at 1005 Atlantic Avenue, Alameda, CA. The campus is situated in a building that includes advanced classroom technology, wireless internet service, and comfortable spaces for study, eating, and socializing. Conveniently located near a major freeway, the campus offers easy access to the entire Bay Area. Alameda hosts a variety of restaurants and recreational areas, and is minutes from beaches and marinas. The campus is just minutes away from the beautiful bay and some of the best sailing in Northern California. The San Francisco Bay Area has numerous hospitals, schools, clinics and other social service agencies that offer excellent training opportunities for students. Local schools provide our education students with teaching opportunities and potential job opportunities. Our proximity to Silicon Valley and other business centers provide a wide variety of possible opportunities for our students in the business programs.

OFFICES

Administrative and faculty offices include all faculty, program chairs, training department administrators and assistants, campus administrators and administrative assistants, student services, admissions, and student finance personnel.

CLASSROOMS

Ten classrooms are equipped with DVD, VCR, TV and Infocus/Powerpoint technology. Two additional classrooms are equipped with internet connected podiums and capacity to link student laptops to an instructional computer. Classrooms seat between 16 and 30 students at large tables.

LIBRARY

The 600 square foot library houses the book, journal, test, and video collections. Study space is available at tables. There are two TV/DVD/VCR carts in the library for students to review assigned videos. There are 2 stand-up computers for catalog access and 2 student workstations.

COMPUTER LAB

A separate computer lab with 23 workstations is available to all students. All workstations contain Microsoft Office, several assessment scoring programs (Rorschach, CVLT & D-KEFS), Statistical Package for the Social Sciences (SPSS), the library catalog, and the Internet. All lab and library workstations are set up with APA format as the Word default setting. There is a high-capacity, high-speed, dual sided printer.

CLINICAL TRAINING AREA

The Intensive Training Facility consists of three therapy treatment rooms and two observation rooms. The facility is used by students who conduct live clinical sessions while receiving direct clinical guidance with clients who have come from the surrounding community. Each treatment room is equipped with a one way mirror, audio sound system, a tape recorder, ear pieces, a microphone, headphones, and are furnished with sofas, chairs, tables, and lamps. The observation areas are equipped with chairs, which students use to view therapy sessions in progress.

PROGRAM NOTIFICATION HALLWAY

Program-specific information such as job opportunities, events, and relevant information are posted in hallways and the student lounge.

STUDENT LOUNGE

The student lounge has vending machines, tables for eating and study, kitchen facilities and bulletin board areas.

SECURITY

The building is protected by an alarm system, which is activated each evening. We also have an on-campus security guard scheduled Monday-Friday 4:30-10:30 pm and Saturday and Sunday 3:00-7:00 pm.

TRANSPORTATION

DRIVING DIRECTIONS TO ARGOSY UNIVERSITY, SAN FRANCISCO BAY AREA

HWY 80

Traveling south on Hwy 80, as you approach the Bay Bridge/Hwy 880 split in Emeryville, stay in the lanes for I-880 South/Alameda. Take 880 South to the Broadway Exit. Turn right at the end of the Broadway exit ramp onto 5th Street. Proceed for several long blocks in the left lane until you see the signs for Alameda, Webster Street Tube (tunnel). Go through the Webster Tube heading into Alameda. Stay in the left lane of the tube and as you exit the tube, proceed on to Constitution Way. Make a left at Atlantic Avenue and go 2 ½ blocks (through one stoplight) to 1005 Atlantic.

NORTHBOUND HWY 880

Take Broadway exit in Oakland and turn right onto Broadway. Make a right at the first light (7th Street) and go 2 blocks to Webster. Make a right on Webster and follow the Alameda signs into the Webster Tube (tunnel). Stay in the left lane of the tube and as you exit the tube, proceed on to Constitution Way. Make a left at Atlantic Avenue and go 2 ½ blocks (through one stoplight) to 1005 Atlantic.

WESTBOUND HWY 24 AND 980

Take Oakland 11th/12th Street exit and go straight off the off ramp which puts you on Brush Street. Stay on Brush Street: just after you go under an overpass, turn left onto 5th Street. Stay in the left lane and follow the signs to Alameda, bearing left at the corner of 5th and Broadway into the Webster Tube. Stay in the left lane of the tube and as you exit the tube, proceed on to Constitution Way. Make a left at Atlantic Avenue and go 2 ½ blocks (through one stoplight) to 1005 Atlantic.

FROM OAKLAND

Drive south on Broadway to 5th Street and then take a hard left into the Webster Tube. College Avenue, Telegraph Avenue, and San Pablo Avenue all end at Broadway southbound in Oakland. The San Pablo route requires a ½ block jog to the left where it ends at 14th Street in Oakland. Once you reach the Webster Tube, stay in the left lane of the tube and as you exit the tube, proceed on to Constitution Way. Turn left at Atlantic Avenue and go 2 ½ blocks (through one stoplight) to 1005 Atlantic.

FROM SAN FRANCISCO

When you arrive on the East Bay side of the Bay Bridge, stay in one of the two far right lanes and follow the signs to Alameda and San Jose (I-880 South). Take 880 South to the Broadway Exit. Go right at the end of the Broadway exit ramp onto 5th Street. Proceed for several long blocks in the left lane until you see the signs for Alameda, Webster Street Tube (tunnel). Go through the Webster Tube heading into Alameda. Stay in the left lane of the tube and as you exit the tube, proceed on to Constitution Way. Turn left at Atlantic Avenue and go 2 ½ blocks (through one stoplight) to 1005 Atlantic.

DIRECTIONS TO THE SAN FRANCISCO BAY CAMPUS (IN ALAMEDA)

VIA PUBLIC TRANSIT

Go to 511.org to plan a trip using public transit or <http://www.actransit.org/>

or San Francisco Bay Area Transit Info Online: <http://www.transitinfo.org/>.

From San Francisco, you can catch the O or W (W bus is commute hours only) at the Transbay Terminal in San Francisco, or at the 12th Street City Center station in Oakland, and get off at Atlantic Avenue in Alameda (the first stoplight).

More information available on the Relocation Guide located at <https://mycampus.argosy.edu>.

CAMPUS ORGANIZATION

The campus is organized into the following administrative departments: Admissions, Student Services, Academic Program Departments, Library, and the Department of Training. Contact information is in the sections on Building Administration Contact Information and Academic Services.

BUILDING AND OFFICE HOURS

BUILDING HOURS (Hours in all departments may vary during breaks and on holidays)

Argosy University, San Francisco Bay Area building hours are:

Monday – Thursday 8:30 am – 10:00 pm

Friday 8:30 am – 6:00 pm

Saturday on 8:30 am – 6:30 pm

Sunday on 8:30 am – 6:30 pm

ADMISSION HOURS

Argosy University, San Francisco Bay Area Admission's Office hours are:

Monday – Thursday – 8:30 am – 8:00 pm

Fridays – 8:00 am – 5:00 pm

Saturdays – 9:00 am – 5:00 pm

COMPUTER LAB HOURS

Monday – Friday: 8:30 am – 9:30 pm

Saturday & Sunday: 8:30 am – 6:00 pm

LIBRARY HOURS

Monday – Thursday: 9:00 am – 6:00 pm

Friday: Closed

Saturday & Sunday: 8:30 am – 3:00 pm

**Library materials must be checked out 15 minutes before the Library closes.

Term Break Library Hours

During term breaks, Library days and hours may be shortened- call before coming to campus. Refer to the *Appendix III, Academic and Holiday Calendar*.

STUDENT SERVICES

Argosy University, San Francisco Bay Area Student Services hours are:

Monday – Thursday 8:30 am to 6:00 pm

Friday – 8:30 am – 5:00 pm

Saturdays – 8:30 am – 4:00 pm

INTERNATIONAL STUDENT SERVICES HOURS

By appointment only. Please contact Student Services.

STUDENT FINANCE hours are:

Bursar and Financial Aid

Monday – Friday – 9:00am – 5:00 pm

Saturdays – 9:00 am – 4:00 pm

ACADEMIC DEPARTMENT HOURS

See Academic Services

ADMINISTRATION CONTACT INFORMATION

CAMPUS INFORMATION

Argosy University, San Francisco Bay Area
1005 Atlantic Avenue
Alameda, CA 94501
Phone: 510.217.4700
Toll Free: 1.866.215.2777
Fax: 510.217.4800
Admissions Phone: 510.217.4723
Direct Lines **510.217+ extension**

ADMINISTRATION

Dr. Lucille Sansing, Campus President	x4727	lsansing@argosy.edu
Sophia Warith, HR Manager	x4729	swarith@argosy.edu
Michael Toliver, Business Manager	x4728	mgtoliver@argosy.edu

ADMISSIONS

John Stofan, Senior Director of Admissions	x4701	jstofan@argosy.edu
Cherise Preston, Admissions Coordinator	x4702	cpreston@argosy.edu
Tricia Scalzo, University Outreach	510.295.5791	pscalzo@argosy.edu
Anya Elder, Assistant Director of Admissions	x4872	aelder@argosy.edu
Elizabeth Magluyan, Assistant Director of Admissions	x4708	emagluyan@argosy.edu
Brijet Wilkins, Assistant Director of Admissions	x4705	bwilkins@argosy.edu
Angel Nguyen, Assistant Director of Admissions	x4828	angnguyen@argosy.edu
Joshua Rosenthal, Assistant Director of Admissions	x4730	jrosenthal@argosy.edu
Beth Prejean, Assistant Director of Admissions	x4704	eprejean@argosy.edu
Crystal Borders, Managing Associate Director, Admissions	x4707	cborders@argosy.edu
Christy Gillham	x4703	cgillham@argosy.edu
Scott Lindsey	x4706	slindsey@argosy.edu
Michael Villa	x4871	mavilla@argosy.edu

LIBRARY SERVICES

Julie Griffith, Library Director	x4798	jgriffith@argosy.edu
Patricia Ward, Librarian	x4793	pward@argosy.edu
Library Circulation Desk	x4795, x4794	

STUDENT GOVERNMENT

argosysga@hotmail.com

STUDENT SERVICES

Lewis Bundy, Director of Student Services	x4716	lbundy@argosy.edu
L. Konami Chisholm, Registrar	x4717	kochisholm@argosy.edu
Crystal Martinez, New Student Coordinator	x4718	crmartinez@argosy.edu
D’Fonda Simpson, Student Retention Coordinator	x4767	dfsimpson@argosy.edu
Talmesia “Tally” Ogans, Student Services Coordinator	x4720	togans@argosy.edu
Student Services Main	x4791	

STUDENT FINANCIAL SERVICES

Juan Maldonado, Director of Student Finance	x4736	jgmaldonado@argosy.edu
Domingo Daval Santos, Associate Director of Student Finance	x4719	dsantos@argosy.edu
Yaovared Vongnakhone, Financial Aid Advisor	x4782	yvongnakhone@argosy.edu

INTERNATIONAL STUDENT ADVISING

Talmesia “Tally” Ogans, International Student Advisor	x4720	togans@argosy.edu
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ACADEMIC AFFAIRS

Gladys Ato, Psy.D. Acting Vice President Of Academic Affairs	x4752	gato@argosy.edu
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ACADEMIC ADVISING

Each Department has its own policies of Academic Advising based on the size and format of the program. Please see below for your program's contact person.

College of Business

Office Hours: By Appointment

Dr. Andrea Crestan, Program Chair	510.217.4751	acrestan@argosy.edu
Dr. Slynovie Merchant, Faculty/Advisor, Consulting Project Coordinator	510.217.4765	smerchant@argosy.edu

College of Education

Office Hours: By Appointment

Ardella Dailey, Program Chair	510.217.4723	adailey@argosy.edu
Dr. Barbara Cole, Faculty/Advisor Education Programs	510.217.4737	bcoble@argosy.edu
Dr. Susan Artis, Program Coordinator, MAEd in Instructional Leadership/Single Subject Teacher Preparation Program/MAEd in Instructional Leader- ship/Multiple Subject Teacher Preparation Program	510.217.4712	sartis@argosy.edu
Mary Lespier, Teaching Credential Analyst	510.217.4766	mlespier@argosy.edu

College of Psychology and Behavioral Sciences

Varies by program

Clinical Psychology Programs

Office Hours: By Appointment

Polly Lytle, Program Chair	510.217.4754	plytle@argosy.edu
Ann Moorhead, Administrative Assistant, Clinical Psychology	510.217.4761	amoorhead@argosy.edu
Director of Clinical Training		
Zoe Collins, Associate Director of Clinical Training	510.217.4709	zcollins@argosy.edu

Counseling Psychology and Forensic Psychology Programs

Office Hours: Posted each Semester in the Counseling Psychology Dept. and by appointment

Heather Matarella, Program Chair, Counseling Psychology	510.217.4745	hmatarella@argosy.edu
Majal Logan-Nguyen Administrative Assistant, Counseling Psychology	510.217.4740	mlogan-nguyen@argosy.edu
Director of Counseling Psychology Training		
Erica Mones, Administrative Assistant, Counseling Psychology Training	510.217.4745	emones@argosy.edu
Russell Chapman, MA, Sport-Exercise Psychology	510.217.4827	ruchapman@argosy.edu

College of Undergraduate Studies

Office Hours: By appointment

Dr. Gladys Ato Program Chair, College of Undergraduate Studies,	510.217.4752	gato@argosy.edu
Dr. Peggy Jones Core Faculty & Advisor, College of Undergraduate Studies	510.217.4785	marjones@argosy.edu

ACADEMIC RESOURCES

Information Literacy Tutorial

Information is located on <https://mycampus.argosy.edu>.

Professional Writing Courses

Refer to the *Academic Catalog* for more information.

Tutoring Services

Coordinated by the director of Student Services and program chairs.

Turnitin

Turnitin is used by all faculty and many students to check papers submitted for classes to detect plagiarism and writing style problems. To log in to Turnitin, go to www.turnitin.com and follow the on-screen instructions to create a user profile. An instruction book is available both on the Turnitin website and in the library.

DISABILITIES

Argosy University, San Francisco Bay Area provides accommodations to qualified students with disabilities. The Disability Services office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting their success at Argosy University, San Francisco Bay Area.

Argosy University, San Francisco Bay Area is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights and privileges of college services, programs and activities in compliance with The American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Students who believe they are in need of accommodations should contact the Disability Services office. If you have a concern or complaint in this regard, please contact the Director of Student Services, telephone number 510.217.4716. Complaints will be handled in accordance with the school's Student Grievance Procedure for Internal Complaints of Discrimination and Harassment.

WEBSITES AND PUBLICATIONS

ARGOSY UNIVERSITY WEBSITES

www.argosy.edu (Argosy University Official Website)

This site allows students to view all national Argosy University Campus information, apply for admission, access to financial aid links, career services and online courses.

<http://direct.mbsbooks.com/argosy.htm> (MBS Books)

This website is where students can buy new and used textbooks.

ARGOSY UNIVERSITY PUBLICATIONS

APA Application Guideline Guidebook (Published annually)

This publication provides methods and tools to obtain an APA Internship (Students in the Doctor of Psychology (PsyD) in Clinical Psychology program).

Argosy University Academic Catalogs (Published annually in the Fall term) - online at <https://mycampus.argosy.edu> This publication includes an introduction to all Argosy University campuses and programs nationwide, including: institutional policies, students' rights and responsibilities, admission policies, financial policies and assistance, academic policies and procedures, student life, academic programs, course descriptions and listings.

Clinical Research Project Manual

(Published Annually by the PsyD in Clinical Psychology degree program)- Online at <https://mycampus.argosy.edu>

This publication contains detailed information on how to conduct a clinical research project which is a requirement of the PsyD in Clinical Psychology degree program.

Clinical Training Manual (Published annually by the Clinical Psychology program)

Available from the Clinical Training Office—this publication includes detailed information on Practicum and Internship Training which is part of the Master of Arts (MA) in Clinical Psychology and PsyD in Clinical Psychology degree programs.

Counseling Psychology Practica Placement Database and Forms (Published annually by the Counseling Psychology program)—online at <https://mycampus.argosy.edu>. This publication includes detailed information and the forms required for Practicum Training, Master of Arts (MA) in Counseling Psychology degree program.

Dissertation Handbook for Counseling Psychology (Published annually by the Counseling Psychology program - online at <https://mycampus.argosy.edu>. This publication contains detailed information and the forms required to complete a Counseling Psychology Dissertation.

Dissertation Handbook for Education (Published annually) - online at <https://mycampus.argosy.edu>

Dissertation Handbook for Business - online at <https://mycampus.argosy.edu>

Financial Aid Guide (Published annually)

Available at the Admissions Office. Includes information, forms and links for Financial Aid at the Argosy University, San Francisco Bay Area.

Registration Bulletin (Published each term)

Emailed out to students each term. This publication includes detailed information on registration and payment policies and procedures. It also gives details on Add/ Drop policies, refund policies, Return of Title IV funds and Enrollment requirements. These policies are also published online at <https://mycampus.argosy.edu>.

New Student Housing and Resource Guide (Updated annually) - online at <https://mycampus.argosy.edu>

This publication informs new students on relocation resources and referrals.

EMERGENCY PROCEDURES AND CLOSINGS

In case of a life threatening situation, dial 911

If life is in danger, please EVACUATE the building in a calm manner –DO NOT RUN. Please help those who need assistance due to physical impairment. You must exit the building on the 1st floor. There are 4 doors located on the 1st floor:

FRONT EXIT

The entrance door in the main lobby.

If the entrance door is too dangerous to go through, there are doors at the back and side of the building through which to exit.

SIDE and REAR EXITS

There are two doors in the east wing of the building; one from the library and one at the stairwell. Both exit into the parking lot on the side of the building. There is also an exit door at the rear of the building that exits onto the patio, in Room 112.

The designated gathering location in the event of an evacuation is the parking lot on the east side of the building.

REPORTING AN EMERGENCY

If a non-life threatening emergency occurs, please alert the front desk who will inform the appropriate parties for help. If the front desk is unavailable, please alert a staff/faculty member of the situation. The following is a list of phone numbers in the event of an emergency:

POLICE	Alameda Police Dept.	510.522.2423
	Police Dept. (non-emergency)	510.337.8340
FIRE DEPT.	Alameda Fire (non-emergency)	510.337.2100
ELECTRIC	Alameda Power & Telecom	510.748.3900
GAS	PG&E	800.743.5000
AIR QUALITY	Bay Area Air Quality	800.334.6367

FIRES

All students are urged to acquaint themselves with the location of the exits, fire alarm switches, and available fire extinguishers on each floor of the school. In case of fire, call the emergency operator (911) immediately. Give the operator the precise location of the fire and s/he will alert the fire department.

POLICE

To summon the police, call 911 and the operator will alert the police department.

THEFT

If a theft has taken place, please report it immediately to the Office Manager.

ACCIDENTS AND ILLNESS

When there is doubt as to the procedure in case of medical emergency, immediate medical advice should be secured by dialing 911. Anyone who is injured or becomes ill at Argosy University, San Francisco Bay Area should be directed or taken to an Emergency Room. If the injury/illness is so serious that the individual cannot be moved, 911 should be called. Instructions concerning first aid and provisions for securing a physician and an ambulance are handled most efficiently by the procedure described above.

INCIDENT REPORTS

A complete report of every incident, no matter how minor, should be made within 48 hours. The following information will be required: time and place of accident, how accident occurred, names and addresses of persons involved/injured, description of the injuries, property damage (if any) to the person(s) and/or School, and names and addresses of witnesses.

Any accident involving serious injury should be reported at any time during the day or night. These reports will be given immediate attention. In instances where there is doubt as to whether the accident is serious enough to require a report, it is better to report it immediately.

SCHOOL CLOSINGS

In the event of threatening weather, the campus may be closed by the campus president or a designee. All students will be notified. Students should keep up to date contact information with the Student Services office in case of school closings. In the event of a non-weather related closing (with the exception of severe and immediate life threatening weather conditions such as an earthquake or fire), an alert will be sent via voice message to home, cell, or other PDA device, personal and school email accounts.

ARGOSY UNIVERSITY STUDENT PORTAL

Argosy University Student Portal can be used to view your academic record, register for classes, pay your tuition, check your financial aid status and check your Argosy University Email.

- Go to www.argosy.edu.
- Click on **Student Link**.
- Click on **Enter Secure Area**. Log on to Argosy University Student Portal using your username and your password. For first time users, please click on the link for New Students to create your account. You will be prompted through a series of screens to setup your login information and security questions. Once you have completed the setup you will be redirected to login to the Student Portal with your newly created login information.
- To view your academic record, register for classes, pay your tuition, and check your financial aid status click on the link for **My Self Service**.
- While in the My Self Service area, make sure to click on the link **My Profile**, then **My Information**. Under the link for My Information you will be able to view your Argosy University Email address.

To Access your Argosy University Email account while you are in the Student Portal*:

All University correspondence will be sent to your Argosy University Email Account.

- From the main page, click on **Student Email, Click here to sign on.**
- A new webpage will open directly connecting you to your email inbox.
- Note: If your mailbox is full you will not be able to receive email.
- To forward your Argosy University email to another email account, click on **Email Forwarding Manager** on the left hand side of the inbox.

*To access your email without logging in to the Student Portal, go to <https://webmail.stu.argosy.edu>. To login you will need to enter your full email address, ex: jdoe@loc.stu.argosy.edu and the same password you created to login to the Student Portal.

ARGOSY UNIVERSITY DISTANCE LEARNING INFORMATION

Online Learning platform	Argosy University uses the eCollege platform for online and blended courses. Some face-to-face courses may also use eCollege to share information electronically.
Accessing eCollege through the Argosy University Student Portal	<ol style="list-style-type: none">1. Go to the Argosy Student Portal at http://mycampus.argosy.edu and enter your Student Portal login and password; click the Login button.2. On the portal homepage, look for the <i>My Classes</i> section on the right side of the screen. Click the course title link to access your online classroom directly or Click the red “Go to my classes” button locate your courses in the eCollege Course List. Click the blue title link to enter the course. You will have access to your courses 3-days before the first day of a session.
eCollege Technical Requirements	<ol style="list-style-type: none">1. Go to http://myeclassonline.com; click “NO” on the pop up window2. Click “Technical Requirements”; click “NO” on the pop up window
eCollege Student Orientation Course	It is highly recommended that you complete an eCollege tutorial before starting courses. To access the tutorial, click on the red “Go to my classes” button in the student portal 2 weeks before the session starts. This orientation course will remain in your account until you complete your program.
Participation	You must login and participate in their eCollege course on a weekly basis. Please see your course syllabus for additional information.
Textbooks	If your course is using an eBook, the link to your book will be available in your eCollege course. If your course is using a printed textbook, your book will be available at the MBS Direct online bookstore: http://direct.mbsbooks.com/argosy.htm
Online Classroom Support	<ul style="list-style-type: none">• Contact the Student Technical Help Desk for support using the Student Portal, online eCollege classroom, Argosy Digital Bookshelf and eBooks, or student email at 1-866-4-ARGOSY (1-866-427-4679)• Contact your instructor for questions about course requirements.• Contact your campus if you believe you are enrolled in the wrong class or section.

SECTION THREE

LIBRARY, COMPUTER LAB, AND TEXTBOOKS

REFERENCE SERVICES

- Librarians are available in person, by phone, by email, and by appointment.
- The library conducts **Library Orientations** for all programs, as well as **CRP/Dissertation and Research Workshops** arranged by faculty. The library can hold sessions for up to 23 patrons in the Computer Lab.
- In addition to our online resources, which include thousands of full-text journal articles, electronic books (e-books), and full-text dissertations, Argosy University, San Francisco Bay Area librarians have created numerous bibliographies and user guides for both programs and special topics, such as the “Forensic Resources Guide” and the “Tests & Measurements Reference Books.”

COLLECTION

- The library owns over 8,000 books, 1000 videos, 65 active journal subscriptions, 150 dissertations, and more than 600 psychological assessment kits.
- Books may be checked out for one month. Journals and videos may be used onsite. Faculty can check out materials including videos and DVDs for six weeks.
- Tests may only be checked out for authorized use.

ONLINE CATALOG

The library catalog is available on the Internet and allows you to search for materials at our location or at all Argosy University campuses. The catalog also provides links to over 37,000 electronic books (fully digitized and available online) <http://library.argosy.edu:8188>.

ONLINE BOOKS (EBRARY)

Access to a searchable collection of more than 37,000 electronic books in the subject areas of Agriculture, Auxiliary Sciences of History, Bibliography, Library Science, Information Resources, Education, Fine Arts, General Works, Geography, Anthropology, Recreation, History and History of Europe, History: America, Language and Literature, Law, Medicine, Military Science, Music and Books on Music, Naval Science, Philosophy, Psychology, Religion, Political Science, Science, Social Sciences, and Technology.

Special features include highlighting, annotating, personal bookshelves, copy/paste and print text with automatic APA citations. Anytime, anywhere access.

ONLINE BOOKS (NETLIBRARY)

Viewable online, over 1,500 full-text electronic books in the subject areas of Business, Education, and Psychology. Also available is a collection of over 3,000 titles in the public domain including Shakespeare's plays and other classics.

PsycINFO

The American Psychological Association's (APA) renowned resource for abstracts of scholarly journal articles, book chapters, books, and dissertations, is the largest resource devoted to peer-reviewed literature in behavioral science and mental health. It contains over 2.5 million citations and summaries dating as far back as the early 1800s. Journal coverage, which spans from 1887 to present, includes international material selected from more than 2,400 periodicals in more than 27 languages.

PSYCHOLOGY AND BEHAVIORAL SCIENCES COLLECTION

A comprehensive database covering information concerning topics in emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational & experimental methods. This is the world's largest full text psychology database offering full text coverage for nearly 600 journals.

PsycARTICLES

PsycARTICLES, from the American Psychological Association (APA), is a definitive source of full-text, peer-reviewed scholarly and scientific articles in psychology. The database contains more than 140,000 articles from over 60 journals published by the APA, and its imprint the Educational Publishing Foundation (EPF), and from allied organizations including the Canadian Psychology Association and Hogrefe Publishing Group.

BUSINESS SOURCE PREMIER

Provides full text for more than 2,300 journals, including full text for more than 1,100 peer-reviewed titles. This database provides full text back to 1886, and searchable cited references back to 1998. *Business Source Premier* is superior to the competition in full text coverage in all disciplines of business, including marketing, management, MIS, POM, accounting, finance and economics. This database is updated daily on EBSCOhost.

REGIONAL BUSINESS NEWS

This database provides comprehensive full text coverage for regional business publications. *Regional Business News* incorporates coverage of more than 80 regional business publications covering all metropolitan and rural areas within the United States.

PsycEXTRA

PsycEXTRA, produced by the American Psychological Association (APA), is a bibliographic and full-text companion to the scholarly *PsycINFO* database. The document types included in *PsycEXTRA* consist of technical, annual and government reports, conference papers, newsletters, magazines, newspapers, consumer brochures and more. It contains more than 150,000 records that are not indexed in any other APA database.

SocINDEX WITH FULL TEXT

The database features more than 1,986,000 records with subject headings from a 19,600+ term sociological thesaurus designed by subject experts and expert lexicographers. *SocINDEX with Full Text* contains full text for 708 journals dating back to 1908. This database also includes full text for more than 780 books and monographs, and full text for 9,333 conference papers.

ACADEMIC SEARCH COMPLETE

A comprehensive scholarly, multi-disciplinary full-text database, with more than 6,100 full-text periodicals, including more than 5,100 peer-reviewed journals. In addition to full text, this database offers indexing and abstracts for more than 10,100 journals and a total of more than 10,600 publications including monographs, reports, conference proceedings, etc. The database features PDF content going back as far as 1887, with the majority of full text titles in native (searchable) PDF format. Searchable cited references are provided for more than 1,000 journals.

LIRN (Library & Information Resource Net): Contains abstracts and full-text in all academic areas, including **Infotrac & ProQuest** databases. Additional resources include: Health Reference Center, Computer Database, General Business File ASAP, Business & Company Resource Center and Books in Print.

Digital Dissertations: Downloads of full dissertations from 1997 – present are free; for dissertations older than 1997, 24-page previews are available.

JOURNAL SOURCES

Print journals don't circulate but can be photocopied in the library – the library copier makes "book copies" (i.e., copying two journal pages at once), which is a real time-saver. Copies are \$.05 per page. Thousands of journals are available in full text through our web-based databases. Contact library for passwords.

INTERLIBRARY LOAN (ILL)

Interlibrary loan is available both within the entire Argosy University library system, and other libraries nationwide. Instructions for requesting ILL items are included in the library's database user guides.

NORTHERN CALIFORNIA CONSORTIUM OF PSYCHOLOGY LIBRARIES (NCCPL)

The library is a member of NCCPL, which provides access to a diverse range of psychology collection, via a “Direct Borrower” program. Please see the librarians for details regarding library cards.

BOOKSTORE AND MATERIALS

TEXTBOOKS AND SUPPLEMENTAL READING MATERIALS

Required course textbooks are listed with MBS Direct, although students may purchase textbooks from other sources. Select the San Francisco Bay Area Campus or Argosy Online option, then your course number. Section letters are important if more than one is listed. Phone orders (800.325.3252) are faster than Web orders; however, for Web orders, there is a 20% shipping discount for items shipped via UPS overnight or 2-day service.

Go to <http://direct.mbsbooks.com/argosy.htm>

ELECTRONIC BOOKS

Some programs will utilize an electronic book(s). Once registered for a course, a student will gain access to their electronic book three days prior to the course start and through the online platform. **Students will have the option to print the e-book one time.** Students will also have the option to purchase a hard copy of the textbook through a third party at their own expense.

COMPUTER LAB

There are 23 computers (in the computer lab and library) with Microsoft Office 2007, several assessment scoring programs, (Rorschach, CVLT, & D-KEFS), Statistical Package for the Social Sciences (SPSS), the library catalog, and the Internet. All Library and Computer Lab workstations have APA format as the default setting in Word. There is a high-capacity, high-speed, printer.



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SECTION FOUR

STUDENT SERVICES AND RESOURCES

REGISTRAR

TRANSCRIPT REQUESTS

Transcripts are available for students through Student Link or through the Student Services Office. Students requesting an official transcript must complete and sign a *Transcript Request Form* and submit to the Registrar's Office. A *Transcript Request Form* may be obtained at the registration table or online at Student Resource Site at <https://mycampus.argosy.edu>. Click on "Transcript" and you will see the form. Please allow a 2 week turnaround on transcripts.

REGISTRATION

Registration procedures are set up to provide maximum flexibility for students. Argosy University, San Francisco Bay Area offers online registration during predetermined periods of time, as well as paper registration which can be dropped off or mailed in. The *Registration Bulletin* is published prior to each semester and provides detailed information on registration policies, deadlines, payment options and refund policies. Registration policies and forms are available online at <https://mycampus.argosy.edu>. Click on "Registration" to see the policies and forms. Students can view their schedules online at the Student Portal.

REGISTRATION DEADLINES AND DATES

In order to provide flexibility of registration options, there are several registration deadlines and dates which vary depending upon the student's payment method, status and program. Specific term deadlines are included in Appendix III.

1. Payment Deadlines

- a. Financial Aid Students must have a complete and approved financial aid application prior to the registration period. If financial aid does not cover the total tuition and fees for the registration period, students must provide an additional payment method through the *Payment Arrangement Form*.
- b. Cash Pay Students (Students not on financial aid) must provide a *Payment Arrangement Form* with a valid form of payment during the pre-registration period. This form is due on the date published in the *Registration Bulletin* which is prior to registration. Students will have to provide a credit card number to register without financial aid.

2. Priority Registration

- a. Time Tickets are set for some programs to allow students with more credits to register earlier for classes. The programs that offer this option are assigned a time ticket which is published in the *Registration Bulletin*.
- b. Online Priority Registration All students who register online have priority over students who register through paper registration.
- c. Paper Priority Registration Students who register by paper during the priority registration period will be processed after online priority registration. Please see the *Registration Bulletin* for further information on drop-off or mail-in Registration.
- d. New Student Priority Registration New students may have an opportunity to register for classes prior to priority registration for classes specifically offered for first year students.

3. Late Registration

Students are assessed a \$50 late registration fee if they register during the late registration period as listed in the *Registration Bulletin*.

4. Last Day to Register

Students who do not register or are paid in full from the previous term by the last day to register as printed in the *Registration Bulletin* may be dropped from the program.

5. **Add/ Drop Registration**

Students may change their registration online during the online registration period. After online registration is over, students must complete an *Add/ Drop Form* and submit it to the Registrar. Students who make changes to their schedule after the start of the term will need the signature of their program chair to add a class. There is a \$50 fee for dropping a class after the start of the term. The *Add/ Drop form* and the *Argosy University Academic Catalog* outline the impact of adding and dropping classes on students' grades, financial aid, international status, and Veteran Administration (VA) benefits. *Add/ Drop Forms* are available online at <https://mycampus.argosy.edu> or on the registration table on campus.

6. **Course Availability/ Cancellation**

All courses are subject to change. Students will be contacted if their course is cancelled.

7. **Payment Deadlines**

Students are subject to payment deadlines as outlined in the *Registration Bulletin*, academic catalog and on the payment forms. These policies require students to be paid in full for the prior term at the point of registration and have a payment set up according to payment policies or have a complete and approved financial aid application on file which covers tuition for the term the student is registering for. Students will have a hold on their account at the point of registration or will have their registration returned if the above conditions are not met.

8. **Holds**

Students must clear all holds on their account prior to registering. Holds may be placed put on student accounts for incomplete registration, incomplete admissions or financial documentation, balances on their accounts from previous terms, incomplete financial aid, and outstanding library materials and fees. Students must contact the appropriate department to clear a hold on their account.

COURSE TRANSFERS AND WAIVERS

GRADUATE TRANSFER CREDITS

Graduate transfer credit criteria are outlined in the *Argosy University Academic Catalog*. In order to have credits evaluated for transfer to a graduate level program at Argosy University, San Francisco Bay Area, students the following steps will be followed:

1. Students must submit a *Course Transfer Form* to the Student Services department for each transfer course requested. Attached to the form should be an official transcript, a course syllabus, and additional documentation as needed. This form needs to be submitted within one year of matriculation into the program. Incomplete forms will be returned to the student.
2. The Student Services department will review the form to see if it meets the general criteria for a transfer. If these criteria are met, the form will then be submitted to the appropriate academic department for review. Course transfers will be either approved, denied or more information will be requested.
3. Approved transfer forms will be returned to the student for payment of \$50 for each approved waiver. Students should submit these forms with payment to the Student Services office.

See the current *Argosy University Academic Catalog* for additional graduate transfer credit criteria prior to submitting graduate credit transfer forms for review.

UNDERGRADUATE TRANSFER CREDITS

Undergraduate transfer credit criteria are outlined in the *Argosy University Academic Catalog*. Transfer credit evaluation is completed during the admissions process to ensure that a student has the appropriate number of transfer credits for admission to a bachelor's degree program. Upon acceptance, students will be advised of the number of transfer credits that have been identified for credit toward their degree program.

WAIVER/COURSE SUBSTITUTION

Waiver/course substitution criteria are outlined in the *Argosy University Academic Catalog*. In order to have credits evaluated for waiver to a program at Argosy University, San Francisco Bay Area, students must submit a *Course Waiver Form* for each course waiver requested. Waived courses do not reduce the number of courses required to be taken in-residence. If approved, students will need to submit a \$50 fee with the *Course Waiver Form* to the Student Services department for each approved waiver.

COURSES TAKEN AT OTHER ARGOSY UNIVERSITY CAMPUSES

With prior approval of their program chair/campus dean, matriculated students may apply courses taken at another Argosy University campus to their degree program at Argosy University, San Francisco Bay Area. Please see the *Argosy University Academic Catalog* for detailed information on this subject.

INFORMATION CHANGES

It is the student's responsibility to report all changes in name and address to the Student Services/ Student Finance office.

ADDRESS AND NAME CHANGE PROCEDURES

"Change of Address/ Change of Name Forms" are located on the wall rack on the first floor of the building. Forms are also located online at the Student Resource Site <https://mycampus.argosy.edu>. "Change of Address/ Name Change Forms" should be submitted to the Student Services office. Please allow one week for updates. Addresses and names can be viewed for accuracy on Student Link. Students can update their e-mail addresses through Student Link.

RELEASE OF INFORMATION

Students needing any type of information released to a third party including financial statements, degree verifications, enrollment verification or a billing statement must fill out a *Release of Information Form*. This is the same form as the *Transcript Request Form*. These forms are available at the registration table or online at Student Resource Site at <https://mycampus.argosy.edu>

INTERNATIONAL STUDENT INFORMATION

Our international student advisor provides non-immigrant international students with services related to immigration issues. The advisor works closely with our students to provide current and updated information, as well as any other student services support needs throughout an academic program. International students are provided with an *International Student Handbook*. The handbook includes useful academic and administrative policy information. We encourage all student to read the in depth information regarding Argosy University, San Francisco Bay Area policies both in the *International Student Handbook* as well as in the *Argosy University Academic Catalog*. We also provide various government websites to keep students abreast of changing laws that relate to your student non-immigrant status.

International students are required to maintain health insurance coverage for the duration of their studies at Argosy University, San Francisco Bay Area. Students who do not possess health insurance upon applying to the Argosy University, San Francisco Bay Area must be prepared to purchase health insurance through an approved provider upon commencement of studies.

HEALTH AND LIABILITY INSURANCE

STUDENT HEALTH INSURANCE

Argosy University, San Francisco Bay Area makes available to students a student health insurance plan through a third party provider. Contact student services for more details.

LIABILITY INSURANCE

All students on Practicum or Internship are required to pay for professional liability insurance. Liability Insurance is attached to all field training experiences that involve contact with a client population. Questions about liability insurance should be directed to the clinical training office at of their program or to obtain proof of coverage or online at <https://mycampus.argosy.edu>.

Clinical Psychology

Zoe Collins

510.217.4709

Programs in Counseling Psychology

TBA

STUDENT EVALUATIONS AND SURVEYS

Students will be given confidential mid-term course evaluation forms at the mid point of each course and end-of-term course evaluations at the completion of each course. These confidential surveys are used to track progress and provide feedback to instructors. Student feedback is essential to providing quality instruction.

GRADUATION

PETITIONING TO GRADUATE

Specific program graduation requirements are outlined in the *Argosy University Academic Catalog* as well as on the *Petition to Graduate Form*.

1. Students who are planning to graduate need to submit a *Petition to Graduate Form* with \$175.00 graduation fee (check or credit card charge) to the Student Services Office **by the first day of the last semester and session in which they register**. Student who hands in their *Petition to Graduate Form* late or incomplete will not be processed until the following semester and may not be able to participate in the graduation ceremony.
2. *Petition to Graduate Forms* are reviewed **at the end of semester** in which the student submits the forms when all grades for the session have been received.
3. It is the student's responsibility to make sure all "**Incomplete**" and "**In-Progress**" grades are changed as well as all program requirements including meeting their practicum, internship and CRP requirements by the end of the semester in which they graduate. Students are encouraged to review their academic transcripts every semester to make sure any Incomplete or In-Progress courses have been updated. Academic transcripts can be found on the student Portal.
4. Students are allowed to walk in the graduation ceremony only if they **complete all their program requirements** (including incompletes, CRP/ Dissertation requirements, DANTES/ Tests (for undergraduate programs) practicum/ internship contract requirements, and course repeats) by the end of the semester in which they petition to graduate.

DIPLOMAS

Diplomas are ordered once every semester after the end of the session in which the student complete their requirements and after all grades for the semester session have been submitted. Students who have incomplete or in progress grades at this point will not have a diploma ordered and will have to wait until the completion of the following term. Diplomas take approximately two months to be processed.

COMMENCEMENT SERVICES

Commencement services are held for students annually in the fall for students who graduated in the previous summer, spring and fall terms. Please see the Petition to Graduate form located online at <https://mycampus.argosy.edu> or at the Registrar's Office for specific dates regarding commencement. Students are allowed to walk in the graduation ceremony only if they **complete all their program requirements** (including incompletes, CRP/ Dissertation requirements, DANTES/ Tests/ practicum/ internship contract requirements, and course repeats).

STUDENT GOVERNMENT

A LETTER FROM THE STUDENT GOVERNMENT ASSOCIATION

Dear Students,

Welcome to Argosy University, San Francisco Bay Area! We are thrilled to have you join our community. The Student Government Association (SGA) plays an important role in working closely with the students to be an effective representative for the student's here on campus. It is also our role to bridge the communication between the student body and staff. We are happy to work with and support students and look forward to meeting and interacting with you at our many activities that we have planned for this upcoming year. These activities are meant to develop and maintain a sense of community among everyone on campus and they are also a lot of fun.

We are very eager to meet all of you around campus and at the upcoming events. Please check the SGA board for event dates and updates regarding the SGA. We sincerely hope your experience at Argosy University, San Francisco Bay Area is wonderful. Feel free to let the SGA know if you have any concerns or suggestions to improve your experience. If you have any questions please email argosysga@hotmail.com. We strive to abide by all university policies and will always uphold the professional reputation as an exceptional place where students come in with ambition and drive and leave as successful professionals.

May you be successful and reach your goals,

Your Student Government Association

STUDENT GOVERNMENT ASSOCIATION

**Officers*

President:

Vice Presidents:

Secretary/Treasurer:

Activities Director:

Faculty Advisor:

**Elections will be held Summer 2010 for the 2010-2011 school year. Officers will be announced at the start of Fall semester.*

CONTACT INFORMATION

Student Government has a table in the Student Lounge that has student information on it. The suggestion box is located on the SGA table in the student lounge. Other ways to contact Student Government are through the Student Government mailbox located downstairs and you may also email student government at argosysga@hotmail.com.

STUDENT ACTIVITIES

BUDDY SYSTEM

The Peer Program matches a current student with an incoming first year to be their “buddy”. This person is here to answer any questions you have regarding starting your program at the Argosy University, San Francisco Bay Area. Contact information will be provided to you at orientation.

STUDENT ACTIVITY BOARD

The Student Activity Board is located in the Student Lounge. This board is for students to connect with each other to study, find running partners, play sports, go to the movies, etc.

TENTATIVE STUDENT EVENTS

September: Welcome Back Party

October: Halloween Event

November: Winter Ball

April: Spring Fiesta Party

June: Summer Mixer

More student events will be announced at a later date.

ANNUAL EVENTS

New Student Orientation: Each start of each term, the Argosy University, San Francisco Bay Area holds a mandatory student orientation for each program of study to welcome our incoming students. It is important to attend this orientation to receive pertinent information relating to the policies and operations of the Argosy University, San Francisco Bay Area while meeting faculty, staff and fellow students.

Brown Bag Lunches: Brown Bag Lunches are meetings and lectures regularly held during lunch hour. In the past, topics have included from working with diverse populations, student/professor round table on academic standards at the Argosy University, San Francisco Bay Area, resume writing, Internship placement, interviewing, and application process for Practicum.

Student Government Elections: Nominations for student government begin in February and elections are held at the end of March. Your newly elected student government officers take office the beginning of the summer term.

Student Government Meetings: Student Government has meetings on average once a month in the student lounge. These meetings are open to all students to discuss concerns and issues.

STUDENT ORGANIZATIONS

Students are encouraged to contact the Director of Student Services if you are interested in developing or being a part of a campus student organization or committee. Current and previous organizations have included; Diversity, and Gender.

PROFESSIONAL ORGANIZATIONS

APAGS American Psychological Association for Graduate Students (APAGS) is involved in legislation affecting the field of psychology, issues concerning graduate students in the field of clinical psychology and implementing rules and regulations for graduate programs. The APAGS bulletin board is located in the upstairs hallway in front of the clinical training office... www.apa.org/apags/

APA All clinical psychology students are encouraged to become members of the American Psychological Association (APA) by filling out the application located on www.apa.org.

Other organizations include:

CAPAGS: <http://www.cpapsych.org/associations/6414/files/files/applications/mem-app.pdf>

American Association for Marriage and Family Therapy: www.aamft.org

California Association for Marriage and Family Therapy: www.camft.org

Association of Family Therapist of Northern California: www.aftnc.com Education and Business organizations are also available. Please contact the departments for further information.

STUDENT FINANCE

The Student Finance office is available to answer questions about financial aid, billing issues, payment plans and scholarships. Students can also view their accounts, financial aid history and status, and payments through their campus portal. All forms and links to financial aid applications and resources can be found at <https://mycampus.argosy.edu>. Please also review the “*Financial Policies and Assistance*” section of the *Argosy University Academic Catalog* for current financial responsibilities to ensure registration completion.

Resources Available through the Student Finance office include:

- Payment Plan Form
- Financial Aid Check List (a list of all steps needed to apply for federal financial aid)
- Financial aid lender and contact list
- Federal financial aid applications
- Loan deferment documentation
- Other resources as necessary.

SCHOLARSHIPS

Argosy University, San Francisco Bay Area is pleased to offer several scholarship awards. These awards have been developed to provide financial assistance to eligible students pursuing their education at Argosy University, San Francisco Bay Area.

Scholarships range from \$1000 to \$3000 for the academic year. Applications are accepted until the beginning of a term; however, since funds are limited, you are encouraged to apply early.



ARGOSY
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SECTION FIVE

HEALTH/SAFETY POLICIES AND PROCEDURES

CAMPUS SECURITY REPORT & CRIME STATISTICS

Argosy University, San Francisco Bay Area provides the Campus Security Report to all of its employees and students as part of the Argosy University, San Francisco Bay Area commitment to safety and security pursuant to the requirements of the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. If you should have questions about any of the information provided in this report, please contact the Campus President, Dr. Lucille Sansing, at lsansing@argosy.edu, or 510.217.4727.

DRUG-FREE WORKPLACE AND CAMPUS

The use of illegal drugs and the abuse of alcohol on the campus of Argosy University, San Francisco Bay Area or in facilities controlled by the Argosy University, San Francisco Bay Area are prohibited by University regulations and are incompatible with the Argosy University, San Francisco Bay Area goal of providing a healthy educational environment for students, faculty, staff and guests. The following information is provided in compliance with the Drug-Free Schools and Communities Act Amendments of 1989.

EFFECTS OF DRUGS AND ALCOHOL

Although individuals often use drugs and alcohol to achieve a variety of effects on mind and body that are found to be temporarily useful or pleasurable, drugs can be highly addictive and injurious. A person can pay a price in terms of his or her physical, emotional, and social health.

This price can be paid in a number of ways. The risk of contracting sexually transmitted diseases, including AIDS, is increased through unwanted or unprotected sex when one is under the influence of drugs or alcohol. Drugs can be the trigger for violent crime. Economic and legal problems usually follow directly when one tries to support a drug habit by resorting to crime. The dependence, illness, loss of job, and loss of family or friends that can result from drug or alcohol use and abuse can be tragic.

In keeping with the mission of Argosy University, San Francisco Bay Area Campus and the requirements of state and federal laws Argosy University, San Francisco Bay Area has adopted this program to ensure a drug-free campus and workplace and to prevent the use of controlled substances and the abuse of alcohol.

HEALTH RISKS ASSOCIATED WITH THE USE OF ALCOHOL

Short Term Risks

- Increased risks of accidents and injuries
- Alcohol-related traffic accidents (the leading cause of death for teens)
- Alcohol slows reaction time, decreases muscle coordination, and impairs vision
- Fatal overdose
- Unconsciousness or blackout
- Nausea
- Gastritis

Long-Term Risks

- Increased blood pressure
- Increased risk of heart attack
- Brain damage resulting in permanent psychosis
- Cancer of the mouth, esophagus or stomach
- Liver damage (cirrhosis, alcohol hepatitis, cancer)
- Ulcers and Gastritis
- Pancreatitis

- Birth defects
- In males-testicular atrophy and breast enlargement
- In females-increased risk of breast cancer
- Prolonged, excessive drinking can shorten life span by ten to twelve years.

Health Risks Associated with the Use of Drugs

Amphetamines (Speed, Uppers)

- Malnutrition
- Hallucinations
- Dependence, psychological and sometimes physical

Deliriants (Aerosols, Lighter Fluid, Paint Thinner)

- Permanent damage to lungs, brain, liver, bone marrow
- Loss of coordination, confusion, hallucinations
- Overdose causing convulsions, death

Depressants (Barbiturates, Tranquilizers, Methaqualone)

- Confusion, depression, loss of coordination
- Dependence, physical and psychological
- Coma, death (caused by overdose)
- Can be lethal when combined with alcohol

Hallucinogens (LSD, PCP, DMT, STP, Mescaline)

- Hallucinations, panic, irrational behaviors (which can lead to increased risk of accidents, injuries)
- Tolerance overdose leading to convulsions, coma, death
- Possible birth defects in children of LSD users

Intravenous Drug Use

- Places one at risk for HIV infection (the virus causing AIDS) when needles are shared

Marijuana and Hashish

- Chronic bronchitis
- Decreased vital capacity
- Increased risk of lung cancer
- In men lower levels of testosterone and increase in abnormal sperm count

Stimulants (Cocaine)

- Painful nosebleeds and nasal erosion
- Intense "downs" that result in physical and/or emotional discomfort
- Tolerance and physical dependence can develop

Narcotics (Heroin, Morphine, Codeine, Opium)

- Malnutrition
- Hepatitis
- Loss of judgment and self-control leading to increased risk of accidents, injuries
- Dependence
- Overdose leading to convulsions, coma, death

SANCTIONS

ARGOSY UNIVERSITY, SAN FRANCISCO BAY AREA SANCTIONS

Argosy University, San Francisco Bay Area in all of its actions, seeks to uphold local, state and federal laws. Insofar as permitted by these laws, the Argosy University, San Francisco Bay Area will apply sanctions that could lead to a student being fined, suspended or expelled or an employee being disciplined, suspended or dismissed for violation of the Argosy University, San Francisco Bay Area standards of conduct. Students and employees may also be referred for prosecution. Disciplinary sanctions may include the completion of an appropriate rehabilitation program, at the student's or employee's expense, if necessary.

STATE AND FEDERAL SANCTIONS

Federal penalties and sanctions for illegal possession of a controlled substance include the following:

First conviction: up to 1 year in prison, fine of \$1,000 to \$100,000, or both

Second conviction: at least 15 days and up to 2 years imprisonment, \$5,000 to \$250,000 fine, or both

After two drug convictions: at least 90 days and up to 3 years in prison, \$5,000 to \$250,000 fine, or both. Special federal sentencing provisions for possession of crack cocaine include a mandatory prison term of at least 5 years and up to 20 years, fine of up to \$250,000, or both, for a first conviction if the amount of crack exceeds 5 grams, for a second conviction if amount exceeds 3 grams, and for a third or subsequent conviction if the amount exceeds 1 gram.

Additional federal sanctions may also apply including forfeiture of vehicles used to transport controlled substances, denial of federal benefits including student loans, grants, and contracts and denial or revocation of certain federal licenses and benefits.

CONVICTIONS FOR DRUG-RELATED OFFENSES

Any student convicted of any drug-related criminal statute must notify the Director of Student Services, in writing, no later than five (5) days after such conviction regardless of where the offense occurred. This is because under federal and state laws, any student convicted of a drug-related felony offense must be denied all federal and state assistance, including Pell Grants and Cal Grants. However, a criminal conviction shall not be necessary to find that a student has violated these standards of conduct, and the Argosy University, San Francisco Bay Area need not, and ordinarily will not, defer its own actions and sanctions pending the outcome of any criminal proceeding.

DANGER SIGNALS INDICATING A DRUG OR ALCOHOL PROBLEM

Following is a listing of classic danger signals that may indicate the presence of a drug or alcohol problem:

- abrupt changes in mood or attitude
- decreased efficiency at work or at school
- frequent absences, tardiness, and/or early departures
- relationship problems with family, friends, and co-workers
- unusual outbursts of anger and hostility
- social withdrawal

ARGOSY UNIVERSITY, SAN FRANCISCO BAY AREA RESOURCES

The National Institute on Drug Abuse Hotline (1.800.662.4357) is available from 8:00 am to 2:00 am, Monday through Friday and from 11:00 am to 2:00 am on weekends.

A list of emergency and sliding-fee scale resources is available from the Counseling Psychology Department.

APPENDIX I

FACULTY BIOGRAPHIES

ADMINISTRATION

Lucille Sansing, PhD

The George Washington University

Campus President

Lucille Sansing, PhD is Campus President of Argosy University, San Francisco Bay Area. Previously, Dr. Sansing had served in the administration of Notre Dame de Namur University as Vice President of Academic Affairs before ascending to the position of Provost in 2001. Dr. Sansing brings over 25 years of experience in liberal arts education to Argosy University, San Francisco Bay Area, serving in a dual capacity as collegiate administrator and faculty member. Dr. Sansing has held numerous positions in the education field serving as both Assistant Dean and Associate Dean of Washington College as well as Dean of Whitehead College at the University of Redlands. She has complemented her administration duties at these institutions by her work as a professor of sociology. Dr. Sansing holds a doctoral degree in Sociology from The George Washington University in addition to her MA in Sociology and Anthropology from the University of Virginia. Professional affiliations include chairing the Wye Faculty Seminar of the Aspen Institute, and membership on the Commission for Effective Leadership of the American Council on Education.

COLLEGE OF BUSINESS

Peter Alexander, PhD

Touro University International

Adjunct Faculty

Dr. Alexander has over 25 years of marketing and sales management experience in a variety of industries. Since 1995, he has specialized in Internet marketing strategy and is adept at using a company's Internet presence to drive sales leads, create loyal customer relationships and build effective B2B and direct-to-consumer marketing campaigns. He has co-authored the books *Internet Marketing Tips For Busy Executives* and *Money Isn't All That Matters*, written several articles in national publications including Technology Business, InformationWeek, Marketing News, Human Resources Executive, and Sales & Marketing Excellence, and published his research dissertation Electronic Word of Mouth Communication. Previously, he earned his BS and MBA degrees in Marketing Management from the California State University system.

Dr. Alexander has been teaching university marketing courses since 1999, and is recognized for his commitment to providing his students with an outstanding learning experience. He also has a strong interest in the environment. and helps organizations reduce stress and increase productivity in the workplace through Everything Grows, a certified green interior landscaping company he has owned since 2005.

Benjamin Baab, EdD

University of San Francisco

Adjunct Faculty

Continually intrigued by the potential for applying computer technology to help achieve instructional goals, Dr. Baab's research and academic interests include learning theory and instructional design for a wide variety of disciplines, especially mathematics and statistics. His professional experience includes 15 years providing leadership and support for all facets of information technology in a higher education setting. More recently, he has managed the development of the Professor Teaches/Individual Training lines of computer-based tutorial software for Individual Software, Inc. He has also consulted on numerous research projects. Among the courses Dr. Baab teaches are Research in Education, Instructional Technology, Information Systems in Education, Technology Planning and Management, Professional Development, and Educational Statistics.

Andrea Crestan , PhD
University of Lyon 2, France
Program Chair

Dr. Crestan holds a Doctorate in Supply Chain Management from the Lumière Lyon 2 University (France). She has been working, within the framework of her faculty research and management consulting activity, on diverse supply chain projects. She has conducted professional seminars for companies and business associations. In addition to her practitioner activities, Dr. Crestan has also served as an adjunct business and management professor in France, teaching general management classes at several French Universities and Business Schools. Before being nominated to chair the Graduate Business Programs of Argosy University, SF bay area, she served as core faculty at this campus.

Dr. Crestan is the author of various articles and book chapter and has spoken at international conferences on Supply Chain Management related subjects. Her current research interests include Supply Chain Management (SCM), process modeling and reengineering (BPR) in the context of outsourcing, Project Management, and organizational development and change.

James Fogal, PhD
Walden University
Adjunct Faculty

Dr. Fogal has a background with 25 years managing supply chain and systems integration development projects. Educational degrees awarded are as follows: BS in Industrial Engineering, MS. in Industrial Technology, and PhD in Applied Management & Decision Sciences with focus in Operations Research. Current teaching portfolio includes both undergraduate and graduate courses covering the spectrum of management in regards to technology, organizational behavior, systems, supply chain and decision sciences.

Scott Griffith, EdD
University of San Francisco, Organization and Leadership
Adjunct Faculty

Dr. Griffith comes to the Argosy University, San Francisco Bay Area with a wealth of experience as Dean of the Engineering Technology Center at American River College and as a former CEO of the Northern California Center for Rehabilitation and Westworld Healthcare. He is a member of the American Society of Engineering Educators and is on the governing board of the California Engineering and Technology Alliance, among others.

Sylviove Merchant, PhD
University of Arkansas
Faculty Advisor/Consulting Project Coordinator, Graduate Business

Dr. Merchant has taught at a number of courses at the graduate and undergraduate level, supervised professional and academic research and is currently working on research related to culture, semiotics, and sustainability. A recent paper, The Influence of Cultural Values on the Acceptance of Information Technology, is being published as a book chapter. Dr. Merchant's believes that a "hands-on" teaching environment works best where applicable. To that end, her courses involve organizing student teams to work with businesses to study their business processes, identify problems/opportunities and find solutions. Dr. Merchant's professional background is in corporate America (Wells Fargo, ChevronTexaco), business consulting of established and start-up businesses as well as the Public sector. (Ministry of Domestic Trade and Consumer Affairs of Malaysia, academic involvement at various State Universities and institutions).

Lee Nordgren, PhD
University Privredna Akademija, Serbia
Adjunct Faculty

Dr. Nordgren has 25+ years leading and enhancing competitiveness for start-ups and multinationals around the globe. As an educator, she developed and taught 75+ courses; was Chair of Business Administration at an American-Lithuania university; trained and advised 100s of deans, professionals, and students on 3 continents; and directed dozens of competitiveness enhancement studies of SMEs, NGOs, and governmental organizations. As development consultant for World Bank, USAID, and others, she provided strategic educational and managerial services to over 270 SMEs and many State-Owned Enterprises in Ecuador and Europe. As director of sales and marketing heading a Yugoslavian network of 80 retail outlets, 4 warehouses, and 3 regional offices, Lee grew efficiency and retrained managers nationwide for a privatizing state firm. As a scholar of Eastern European organizations seeking keys to strategic success during economic transition, Lee held featured speaking engagements from the Smithsonian's Woodrow Wilson Center to EU conferences to Serbian national television.

COLLEGE OF EDUCATION

Susan Artis, EdD
University of San Francisco
Core Faculty, Credential Coordinator

Dr. Artis received her Doctor of Education in Organization and Leadership from the University of San Francisco. She received both her Bachelor of Arts in Liberal Studies and her Master of Arts in Education from California Polytechnic State University in San Luis Obispo. Currently, Dr. Artis serves as a bilingual/bicultural educator for the San Rafael City Schools, the San Mateo/Foster City School District, and Colegia Hispano-Norteamericano in Valencia Spain. She has also received the Golden Bell distinction award as outstanding teacher of the year in Marin County and was recently voted Professor of the Year by Argosy University, San Francisco Bay Area Education students.

Benjamin Baab, EdD
University of San Francisco
Adjunct Faculty

Continually intrigued by the potential for applying computer technology to help achieve instructional goals, Dr. Baab's research and academic interests include learning theory and instructional design for a wide variety of disciplines, especially mathematics and statistics. His professional experience includes 15 years providing leadership and support for all facets of information technology in a higher education setting. More recently, he has managed the development of the Professor Teaches/Individual Training lines of computer-based tutorial software for Individual Software, Inc. He has also consulted on numerous research projects. Among the courses Dr. Baab teaches are Research in Education, Instructional Technology, Information Systems in Education, Technology Planning and Management, Professional Development, and Educational Statistics.

Guy Bryant, JD
Boston University School of Law
Adjunct Faculty

Dr. Bryant draws from his years of experience practicing law with various California school districts as he teaches classes in educational law.

Barbara Cole, PhD
University of Oregon
Faculty, Graduate Education

Dr. Cole has taught graduate and undergraduate courses for universities in the United States, China, Pakistan and Ecuador, following a career in education and business. In addition to managing and marketing statewide assessment programs nationally as well as founding their composition Evaluation Center for a major testing company, Dr. Cole has been President of the National Credential Clearinghouse which specialized in providing credential licensing and assessment information to organizations and individuals. Her consulting work has included Human Resource Management in start-up companies, providing workshops on Leadership, Team Building, Sales Training and Change Agent Development and New Business Development.

Brenda Czech, PhD
University of Southern California
Adjunct Faculty, Education Programs

Dr. Czech teaches educational psychology and graduate research methods courses in the education department at Argosy University, San Francisco Bay Area. Dr. Czech earned her doctorate from University of Southern California in Education, Psychology, and Instructional Technology. She has had extensive experience working with technology to support K-12 and Higher Ed. Dr. Czech has worked in the field of education for over 30 years and currently works full time as an associate professor for a private university in the Bay Area. Her areas of research interest are integrating technology into classroom instruction, creating/maintaining a positive classroom environment and using reflective practice for professional self-improvement. Dr. Czech has presented research on the IRPSA Model for reflective practices with a colleague at numerous state, national, and international conferences.

Ardella Dailey, MAEd, California Administrative Services Credential
San Francisco State University
Program Chair, Education

Ardella Dailey is currently a candidate in the Joint Doctoral Program in Educational Leadership at the University of California, Berkeley. With over twenty five years of experience she has held a series of positions of increasing responsibility during her distinguished career in public education. She has had supervisory roles in the areas of curriculum and instruction, assessment, technology, special education, finance, maintenance and facilities operations, human resources, employee relations and negotiations, English language development and professional development. Her leadership roles include preschool director, elementary principal, assistant superintendent of educational services, and district superintendent.

Scott Griffith, EdD
University of San Francisco, Organization and Leadership
Adjunct Faculty

Dr. Griffith comes to the Argosy University, San Francisco Bay Area with a wealth of experience as Dean of the Engineering Technology Center at American River College and as a former CEO of the Northern California Center for Rehabilitation and Westworld Healthcare. He is a member of the American Society of Engineering Educators and is on the governing board of the California Engineering and Technology Alliance, among others.

Shelia Harrison, EdD
University of LaVerne
Adjunct Faculty

Dr. Sheila Harrison received her Bachelor of Physical Education Degree with a double major in Biology and Physical Education from the University of British Columbia, Vancouver, B.C., Canada and her Master of Science Degree in Educational Administration from California State University, Fullerton. She earned her Doctorate in Organizational Leadership through the University of La Verne. She has taught science, physical education and dance at the high school level and has been a high school principal. In addition, she has worked in the role of Assistant Superintendent of Personnel/Instruction and as an Assistant Superintendent of Educational Services in K-12 education. In addition to serving as an associate superintendent, Dr. Harrison focuses on operational, administrative and curricular events within a central valley suburban K-12 school district, thus allowing her to be up to date on current educational practices.

Keyes Kelly, EdD

University of the Pacific

Field Supervisor, MAEd in Instructional Leadership/Single Subject Teacher Preparation Program and MAEd in Instructional Leadership/Multiple Subject Teacher Preparation Program

Dr. Kelly earned his doctorate at the University of the Pacific in Stockton, California. He formerly served as program chair for the education programs at Argosy University, Washington DC. His areas of specialty include Educational Administration, Curriculum & Instruction, Social Foundations, and the training of K-12 Teachers and Site/District School Administrators. In addition, he has done extensive work in the areas of Instructional Planning (where he has published "Instructional Planning Lesson Plans Used As Authentic Assessment Instruments" and given US and European conference presentations), and Classroom Management Policies and Techniques. Dr. Kelly holds 3 degrees and 2 California State Credentials and passed the Language Development Specialist (LDS) State exam. With over 40 years in education, Dr. Kelly has taught 4th grade through the university graduate level and his administrative experience includes serving as an extra-curricular director; vice-principal; principal; and assistant superintendent. Further, he has founded 5 private schools, served as an Active Reserve Police Officer (academy trained); a scorer for the California Reading Instruction Competency Assessment (RICA) Exam, and a consultant for the Federal Department of Education. Dr. Kelly is a Teaching Performance Assessment (TPA) Trained Certified Assessor and a Board Institutional Reviewer for the California Commission on Teacher Credentialing.

Ana Lomas, EdD

University of Southern California

Adjunct Faculty

Ana Lomas stays current with research that promotes strategies to improve student learning. She has a special interest in curriculum and instructional issues that help address the achievement gap, and she promotes teaching strategies that support all students to meet standards. She believes in looking at data, gathering information from various sources, and involving stakeholders in developing long-range action plans in the best interest of student achievement. Dr. Lomas has worked for thirty years in public education as a teacher, Assistant Principal, Principal at the elementary, middle school and high school levels, Director of Professional Development and Director of Student Services in East Side Union High School District, San Jose Unified School District, Alum Rock School District and Milpitas Unified School District. Dr. Lomas's extensive experience managing student services operations with an urban school district adds to her knowledge and focus of English language literacy and learning. She has a doctoral degree in Education from the University of Southern California, a Master's degree in Mexican American Graduate Studies from San Jose State University, and a Bachelor's of Arts degree in General Humanities from Santa Clara University. She also holds a Multiple-Subject Teaching Credential, a Bilingual-Bicultural Credential in Spanish and an Administrative Services Credential.

Niel Malvetti, PhD

University of California, Berkeley

Adjunct Faculty

In addition to managing his own training, consulting and facilitation company providing services to school districts, Dr. Malvetti has served as Director of Training, Research and Development for a major California school district and Race Relations Office with the US Military. Dr. Malvetti focuses primarily on research efforts related to special education, career technical education and professional development within the Ksetting.

Jacob Ng, EdD
Oregon State University
Adjunct Faculty

Dr. Ng's experience at the national and international level in both instruction and administration is extensive. Serving on policy advisory committees, the executive cabinet and on district strategic planning committees has allowed him to work closely with college presidents, administrators and faculty and staff to develop and implement policies and strategies. His multi-language skills support the organization's efforts to increase in understanding of multi-cultural issues facing learners today. Dr. Ng teaches courses in the Doctor of Education in Community College Executive Leadership program.

Ammar Saheli, EdD
University of San Francisco
Faculty

Dr. Saheli's extensive experience as a senior administrator in California urban high schools allows him to understand and support new teachers and administrators connecting educational theory with the every day activities of management. He is the winner of the 2008 statewide Association of California School Administrator's Secondary Co-Administrator Award of the Year.

Rhea Settles, EdD
St Mary's College of California,
Moraga, Ca.

Dr. Settles has taught for both Laney College and Merritt College as well as Alliant University. She is an education consultant and has held an instructional coordinator position for the Oakland Unified School District. She has also taught at Skyline High School, Castlemont High School and Elmhurst Middle School. Dr. Settles brings with her a significant body of knowledge about computers, including Internet research, web page design and visual basic programming. She has monitored, analyzed, and made recommendations on legislative bills which affected K-12 education and early childhood education, including No Child Left Behind (NCLB), California Education Code, and the Children's With Disabilities Act (IDEA).

Donna Sonnenberg, EdD
University of LaVerne
Adjunct Faculty

Dr. Sonnenberg's experience is broad and includes guiding and supporting Social Studies and Science teachers with technology and media needs to overseeing various district projects and activities. This comes after extensive experience as both a high school and elementary school principal which allows her to be keenly aware of new teacher needs.

Nina Suzara, EdD
University of San Francisco
Adjunct Faculty

Dr. Suzara is an educator whose interest and focus of study include International Multicultural Education and Organization and Leadership. Under these two umbrellas, she teaches Bilingualism, Philosophy of Education, Gender and Diversity Issues in the Work World, Cultures of Organizations, Management Theories and Practice, and Dharmic Leadership. Having two areas of research, Education and Organization & Leadership, she believes that both fields can learn and "borrow" from each other. Dr. Suzara believes that the goal of education is to build character and that teachers are the models before the student's eyes. She earned doctoral degree in Education from the University of San Francisco, a Master of Arts degree in Education from Loyola University, Chicago, a Master of Business Administration from Ateneo University and Bachelor of Science degree in Medical Technology from the University of Santo Tomas. Dr. Suzara is a founder/owner of an educational consulting company. Her administrative experience includes Dean of Instruction, School Director, Curriculum Coordinator and Externship Coordinator. Presently Dr. Suzara is also a Health Education Instructor teaching Cognitive-Behavioral Model for management of stress and stress-related illness.

**COLLEGE OF PSYCHOLOGY AND BEHAVIORAL SCIENCES
AMERICAN SCHOOL OF PROFESSIONAL PSYCHOLOGY AT ARGOSY UNIVERSITY,
SAN FRANCISCO BAY AREA**

Renato P. Almanzor, PhD
California School of Professional Psychology
Faculty, Clinical Psychology

Dr. Almanzor's experience emerges from many years consulting and training groups committed to multicultural organization development and social justice. His clients have included universities, non-profit organizations, medical clinics, and government agencies. His services range from executive coaching and strategic planning to change management and team development. He has delivered keynote addresses, conference workshops, and panel development, and organizational change with a social justice agenda.

Dr. Almanzor received his PhD in organizational psychology from California School of Professional Psychology, M.S. in counseling from San Diego State University, and B.A. in psychology from the University of California, Davis. Prior to joining the faculty at Argosy University, San Francisco Bay Area, he taught at California State University East Bay, Alliant International University and the University of San Francisco.

Amy Bacharach, PhD
Alliant International University
Adjunct Faculty, Forensic Psychology

Originally from Philadelphia, Dr. Bacharach received her PhD in Forensic Psychology and a certificate in Organizational Development. She has taught various courses in the United States and Mexico City including industrial-organizational psychology, writing in psychology, ethics, and program evaluation, and has presented at numerous national and international conferences. Dr. Bacharach is a researcher for the Judicial Council's Administrative Office of the Courts, Center for Families, Children, and the Courts, in San Francisco where she specializes in juvenile justice. Her interests include policy work in international social justice issues such as women's and children's rights and hate-related violence as well as cross-cultural and cross-national research. Dr. Bacharach is also a professional editor, working primarily with theses, dissertations, and other manuscripts.

Virginia Bassi, PhD
California School of Professional Psychology
Faculty, Clinical Psychology

Dr. Bassi, a graduate of the California School of Professional Psychology, is a native San Franciscan. In addition to her doctorate in clinical psychology, Dr. Bassi holds a Master of Science degree in clinical psychopharmacology. When she is not teaching at Argosy University, San Francisco Bay Area, developing its internship consortium, or supervising dissertation students, she is busy with her private practice. Dr. Bassi has developed and continues to direct several day treatment programs, including a summer camp, for severely emotionally and socially disturbed children and adolescents. These programs serve as practicum and internship sites for Argosy University students. Additionally, Dr. Bassi's areas of clinical expertise include assessment, parenting issues, substance abuse issues, and behavioral medicine. She regularly consults to and works with school districts in managing difficult and complex special education cases. Dr. Bassi has a wide range of research interests.

Virginia Bennett, PhD

American School of Professional Psychology/Rosebridge Graduate School of Integrative Psychology

Associate Program Chair

Faculty, Counseling Psychology

Dr. Bennett has been a core faculty member at Argosy University, San Francisco Bay Area since 2004 and has a private practice as a clinical psychologist in Berkeley, California, where she works with adults. In the past, she directed a partial hospitalization program for the persistently mentally disabled. Dr. Bennett has an integrative approach to therapy that utilizes cognitive-behavioral, psychodynamic, and transpersonal psychology depending on the needs of her clients. She specializes in hypnotherapy, and incorporates neurolinguistic programming (NLP) and eye movement desensitization re-processing (EMDR) to accelerate symptom resolution related to mood and anxiety disorders, habits, addictions, and trauma. She also works with relationship and career issues. Transpersonal psychology has been an area of professional training and research, as well as clinical work, for several decades. In a community mental health agency setting, she has extensive experience providing training for interns and direct psychological services to individuals with severe forms of mental illness, including support services for families.

Erin Rosenblatt, Psy.D.

California School of Professional Psychology, Alliant International University

Faculty, Clinical Psychology

Dr. Rosenblatt is a licensed clinical psychologist who received her doctorate in clinical psychology from the California School of Professional Psychology in the San Francisco Bay Area. She has a private practice where she specializes in psychological assessment with children and adults. She was previously a clinical staff member at WestCoast Children's clinic where she gained experience in community based therapeutic collaborative assessment, individual and family therapy. Dr. Rosenblatt has been teaching psychological assessment at Argosy University since 2007. Her professional interests include personality assessment, therapeutic collaborative assessment, the treatment of trauma, community-based mental health, and the psychology of gender.

Russell Chapman, PhD

North Carolina State University

Faculty, Counseling Psychology

Dr. Chapman has his PhD in Counseling from North Carolina State University and his MA in Psychology, with concentrations in Humanistic and Sport Psychology, from Sonoma State University. Dr. Chapman's research interests include counselor supervision, Social Cognitive Learning Theory, Developmental Psychology, and Case Study Experimental Design Research Methodology.

Previously, Dr. Chapman served as the Director of Clinical Training for the Counseling Psychology program at Argosy University, San Francisco Bay Area. Currently, he is serving as Interim Program Chair for the Master of Arts program in Sport-Exercise Psychology.

Zoe Collins, PsyD
California School of Professional Psychology
Associate Director of Clinical Training
Faculty, Clinical Psychology

A native to the Bay Area, is a core faculty member and Associate Director of Training for the Clinical Psychology program. Dr. Collins is a licensed psychologist and has a private practice providing psychological assessment and consultation in San Francisco. She completed her doctorate from the California School of Professional Psychology in 2001. Prior to joining Argosy University, she was a faculty member for UCSF/Child and Adolescent Sexual Abuse Resource Center in the department of Psychiatry, San Francisco General Hospital Campus. At UCSF she was awarded the honor of “Champion of Diversity in 2008.” Prior to joining the CASARC team she was the Director of Child, Youth and Family Services at Westside Community Mental Health Center, Inc. in San Francisco. She is primarily interested in working with children who have experienced trauma, working with African American families in behavioral health care, as well as providing psychological testing and evaluation. Prior to joining Westside, Dr. Collins worked as a psychologist at the Sonoma Development Center working with dually diagnosed mentally and developmentally disabled children, adolescent and adults. She was the Chief Adolescent Unit Intern at McAuley Behavioral Health Services at St. Mary’s Medical Center where she provided psychological assessment and individual, group and family therapy. As a psychological trainee, she provided individual and family therapy at Tender Lion Family Program and at The New Bridge Foundation, an inpatient and outpatient treatment program for chemically dependent adults. Dr. Collins has provided a number of talks regionally and nationally on working with African American youth and families.

Donald Fallin, PsyD
California School of Professional Psychology
Adjunct Faculty, Forensic Psychology

Dr. Fallin is a licensed psychologist with a full-time private practice in Hayward, California. His graduate and post-doctoral training sites included Chinatown Child Development Center in San Francisco, Family Court Services in Hayward and Kaiser Permanente Department of Psychiatry in Santa Rosa. In addition to standard psychodynamic therapeutic interventions (individual psychotherapy, couples therapy, child play therapy), Dr. Fallin provides a wide range of court-ordered interventions for divorced and separated families. These interventions include child custody evaluations, psychological testing and assessment of parents, co-parent counseling and reunification therapy. He also provides expert witness testimony. Areas of interest include psychodynamic approaches, divorce, identity formation, art, personality disorders, and the impact of social prejudice, especially racism.

Lesleigh Franklin, PhD
California School of Professional Psychology
Faculty, Forensic Psychology

Dr. Franklin is a licensed clinical psychologist and is the Clinical Director of Residential Services at Lincoln Child Center, Oakland, CA. She has particular expertise in Forensic Psychology along with an expertise in the treatment of Trauma, Violence, Abuse, Gay, Lesbian, and Transgender issues, and Dual Diagnosis. Dr. Franklin also works in the area of adolescent self-harm and ritual abuse. Based on Dr. Franklin’s work with various healers and medicine men she has a special interest in the area of alternative forms of healing and holistic health. Dr. Franklin has over 20 years of experience in the mental health field, and has been responsible for the design and implementation of several mental health programs along with serving as the Director of the Special Education Assessment program for San Francisco Children’s Behavioral Health Services. Dr. Franklin also consults with various Native Alaskan and Native American Behavioral Health programs assisting in the design and implementation of System of Care Wrap Around Behavioral Health programs. Dr. Franklin has been on faculty at the University of Texas Medical Branch, Galveston, Texas, University of North Texas, John F. Kennedy University and Saybrook Graduate and Research Institute.

Brenda Frechette, PhD
California Institute of Integral Studies
Adjunct Faculty, Forensic Psychology

Currently Dr. Frechette supervises a Bay Area county psychiatric emergency service unit as well as serving as that county's mental health disaster response coordinator. She has worked in community mental health for over thirty years (as a therapist, paramedic, clinical supervisor, teacher, program developer, and administrator), specializing primarily in crisis intervention and addiction. Work settings have ranged from addiction treatment and research (DUI, outpatient detox, outpatient intensive, family, and residential treatment); forensic settings (assessments in corrections for court system, working as a multidisciplinary case management team and developing a mental health court model); and psychiatric assessment and treatment. Her therapy style integrates phenomenological brief therapy with cognitive behavioral and systems theory. Her current research interest is in vicarious healing and transformation (as well as traumatization.)

Susan Guzzo, PsyD
John F. Kennedy University
Faculty, Counseling Psychology

Dr. Guzzo obtained her doctorate in Clinical Psychology at John F. Kennedy University. She specializes in Neuropsychology and Assessment, having trained at San Francisco General Hospital and McAuley Adolescent Inpatient Unit at St. Mary's Medical Center in San Francisco. In private practice, she provides neuropsychological evaluation of geriatric patients and those with complex medical issues. Other professional interests include developmental disorders in children, attachment theory, and multicultural issues. Prior to her work in psychology, Dr. Guzzo obtained a Bachelor of Science in Engineering from Cornell University, and worked for many years in the technology industry.

F. Myron Hays, PhD
Pacific Graduate School of Psychology
Adjunct Faculty, Clinical Psychology

Dr. Hays holds both undergraduate and graduate degrees in the basic sciences (both biology and chemistry) with applications in human neurology, memory and learning. He is Board certified in Clinical Psychology through the American Board of Professional Psychology. He also has graduate training in education. He has longstanding special interest in the ways that genetic factors underlie behavior and influence functioning. In addition to the background and research in the basic sciences he has researched the ways people reason in high risk situations and during emotional crises. He received his doctoral degree in Clinical Psychology from the Pacific Graduate School of Psychology, with specialty training in Clinical Neuropsychology. He is a licensed psychologist in the State of California (PSY17492). He is the Central Bay Consortium Post-Doctoral Training Director at Kaiser Permanente, and director of training at the Oakland location of the Kaiser Permanente East Bay Medical Center, where he is assigned to the crisis services. His clinical and research foci are supervision and crisis management as well as the cognitive and emotional processes that precede behavioral emergencies. He completed his APA internship at Pine Rest Christian Mental Health Services in Grand Rapids and his post-doctoral training in rehabilitation and clinical psychology at the APPIC member program at Shasta County Mental Health. He also has a special interest in the psychology of religious experience and holds a graduate degree in theology (MDiv) from Golden Gate Baptist Theological Seminary in Mill Valley, California. He is a member of the American Psychological Association (APA) as well as Divisions 12 (Clinical), 22 (Rehabilitation), the National Academy of Neuropsychology (NAN) and the Society for the Scientific Study of Religion (SSSR).

Mary Herget, PhD
California Graduate School
Faculty, Clinical Psychology

Over the past twenty years, Dr. Herget has taught courses in couple, family, brief, and narrative therapy and has provided one-way mirror clinical training to student therapists in a variety of graduate schools in the Bay Area. These have included Alliant International University, The Wright Institute, California State University at Hayward, and the California Institute of Integral Studies, as well as Argosy University, San Francisco Bay Area where she is currently a full time core faculty member. Dr. Herget was also the Clinical Director of the Redwood Center (1985-1999), and pre and post doctoral level training programs providing treatment for low income clients in Alameda and Contra Costa counties. In more recent years, Dr. Herget has been conducting continuing education workshops in supervision through Alliant University. Dr. Herget maintains a private practice in San Francisco. Her research interests include quantitative studies examining process and outcome variables contributing to client satisfaction with therapy.

Eugene Hightower, PhD
The Wright Institute
Faculty, Clinical Psychology

Dr. Hightower completed his undergraduate work in Psychology and Social Relations at Harvard University, a Masters in Community Mental Health at University of California at Berkeley, and doctorate in Social-Clinical Psychology at The Wright Institute. His clinical internship was in community mental health and was completed at University California, San Francisco. He also completed a post doctoral fellowship in Psychology at University California, Berkeley. Dr. Hightower has been licensed as a psychologist since 1983. He has worked in numerous clinical settings. He has also been a faculty member in both Psychology and Ethnic Studies Departments. His primary research interests are in optimal psychological functioning and ethnopsychology.

Christy Hobza, PsyD
California School of Professional Psychology at Alliant International University, San Francisco
Adjunct Faculty, Clinical Psychology

Dr. Hobza obtained her doctorate in clinical psychology from the California School of Professional Psychology at Alliant International University, San Francisco. She is an Adjunct Professor teaching in the Doctor of Psychology in Clinical Psychology programs at Argosy University, San Francisco Bay Area. She specializes in teaching cognitive assessment and psychodynamic theory. She works as an assessment specialist at WestCoast Children's Clinic in Oakland, California specializing in neuropsychological assessments of children and adolescents as well as implementing a therapeutic collaborative assessment model with children, families, and caregivers.

Kim Huselid, MFT
John F. Kennedy University
Adjunct Faculty, MA Counseling Psychology

Ms. Huselid maintains a private practice in Oakland, California and sees children, adolescents, couples and adults. Her special interests are in working with children with learning differences as well as those with life threatening illnesses or chronic illnesses. She provides consultation and direct service to families and children undergoing treatment for life threatening illnesses at John Muir Medical Center in Walnut Creek, California where she is employed by the Felton Family Foundation and serves on their Board of Directors as well. Ms. Huselid also supervises for Circle of Care in Oakland, California an agency serving families struggling with loss and illness.

Roger Karlsson, PhD
University of California, Berkeley
Faculty, Clinical Psychology

Dr. Karlsson became a licensed psychologist in Sweden 1993 and became a member of the Swedish Psychoanalytic Society in 1998. He had a private practice as a psychoanalyst for many years before moving to the United States. He gained substantial clinical experience working in the psychodynamic tradition with patients suffering disorders and low-structured personality disorders. Later, he received a doctoral degree in Clinical Psychology at University of California, Berkeley. His research interests are psychotherapy process and outcome studies, attachment theory, and forensic psychology. His teaching is focused on psychodynamic theory and issues in forensic psychology. He has a private practice in the South Bay with a focus on forensic psychology.

Jon Klimo, PhD
Rosebridge Graduate School of Integrative Psychology
Faculty, Clinical Psychology

Jon Klimo, a graduate of Brown University and Rosebridge Graduate School of Integrative Psychology, has taught in doctoral programs for over 35 years, including 8 years at Rutgers University and chairing more than 200 dissertations in the process. He is a Transpersonal Psychologist, Parapsychologist, and authority on consciousness studies, creativity, and new paradigm science. At Argosy University, San Francisco Bay Area, he specializes in qualitative research methods, especially phenomenological research, teaching a number of the content courses, advising, and chairing clinical research projects. He has published, given conference presentations, and conducted original research in a number of new paradigm and transpersonal areas.

Clifford D. Kusaj, PsyD
Baylor University
Adjunct Faculty, Forensic Psychology

Dr. Kusaj was a pre-doctoral intern at the Federal Correctional Complex in Butner, NC and post-doctoral fellow in forensic psychology at Patton State Hospital in San Bernardino, CA. In addition to his duties as an adjunct faculty member at Argosy University, San Francisco Bay Area, Dr. Kusaj is a member of the psychology department at San Quentin State Prison and he has a private practice where he specializes in clinical and forensic assessment and consultation. Dr. Kusaj's areas of interest include criminal competencies, the insanity defense, treatment of mentally disordered offenders, and forensic-related assessment (e.g., malingering, psychopathy, violence risk assessment). He has instructed courses in personality and cognitive assessment at Baylor University and he currently teaches Forensic Program Development and Evaluation.

Richard Lichtman, PhD
Yale University
Adjunct Faculty, Clinical Psychology

Dr. Lichtman has a PhD in philosophy and a Masters degree in psychology. He has taught History and Systems of Psychology and Social Psychology at Argosy University. He has also taught a great variety of courses in his thirty five years at the Wright Institute - Existential Psychotherapy; Death and Dying; a Critical Look at Object Relations; Political Psychology; Sexuality, Love and the Body; Phenomenology; Critical Theory; Social Class and Mental Illness; Psychology and Religion; Studies in Psychoanalysis; the Psychology of Art; etc. He has a very wide range of interests having taught in philosophy, sociology, political theory, aesthetics, psychology and the humanities.

Pauline “Polly” Lytle, PhD
California School of Professional Psychology
Program Chair, Clinical Psychology

Dr. Lytle is a clinical psychologist with a private practice in Benicia, CA where she specializes in working with children, couples and families. Over the past seventeen years, Dr. Lytle has taught courses in a variety of areas at Argosy University, San Francisco Bay Area and Alliant International University, including family and couple therapy, family life cycle, supervision, child abuse and assessment reporting, CRP proposal development, professionalization groups, practicum seminars, ethics and law, women's life choices, observation and interviewing, psychopathology, and effective teaching and presenting skills. Prior to coming to Argosy University she was the project director for five years in the Head Start Project at the Alliant University Psychological Services Center. Dr. Lytle's research interests include: couples and families, alternative families, family play therapy, women's issues, burnout in the helping professions, disability and chronic illness, and organ transplantation. She particularly enjoys qualitative or quantitative research, case studies, and clinical research projects (e.g., training videos, therapeutic games or books).

Bonnie Macbride, EdD
Argosy University, San Francisco Bay Area
Faculty, Counseling Psychology

Dr. Macbride teaches Couples and Family Counseling, Research and Program Evaluation, Social and Cultural Foundations, Group Counseling, and Practicum Seminar. Dr. Macbride works experientially, drawing primarily from systemic, somatic, and multicultural perspectives. She is a Licensed Marriage Family Therapist with extensive training in Systems Centered Therapy and Emotionally Focused Therapy.

Heather Martarella, PsyD
John F. Kennedy University
Program Chair, Counseling Psychology

Dr. Martarella is the Director of Counseling Psychology Training for the Master of Arts in Counseling Psychology/Marriage & Family Therapy program at Argosy University, San Francisco Bay Area. As a licensed clinical psychologist, she operates a part-time private practice in Lafayette, California.

Dr. Martarella has worked with a wide variety of clinical issues and populations. She specializes in working with clients who engage in self-injury (cutting), suffer from anxiety, and adults managing their ADHD symptoms. Dr. Martarella is interested in research about self-injury and multicultural issues. She graduated with her MA and PsyD in Clinical Psychology with an emphasis in Multicultural Competency.

Andrea Morrison, PhD
University of California, Berkeley
Faculty, Clinical Psychology

Dr. Andrea Morrison earned her degree in Personality Development at the University of California, Berkeley. She is a licensed clinical psychologist and has a small private clinical practice. Dr. Morrison is very active in both regional and professional accreditation activities. She is currently on the Board of Directors for the California Psychology Internship Council (CAPIC). Dr. Morrison is a consulting editor for the *Journal of Professional Psychology*. She is interested in a wide range of developmental and educational issues and in psychoanalytic theory. Dr. Morrison is a past member of the American Psychological Association's Committee on Accreditation, past President of the National Council of Schools and Programs of Professional Psychology and is past-chair of the California Psychology Internship Council. In addition to serving as a faculty member in the Clinical Psychology program at Argosy University, San Francisco Bay Area, Dr. Morrison is the Associate Dean of Clinical Training for Argosy University's College of Psychology and Behavioral Science.

Naomi O’Keefe, PhD

California Institute of Integral Studies

Adjunct Faculty, Clinical Psychology and Counseling Psychology

Dr. O’Keefe obtained her doctorate in clinical psychology from the California Institute of Integral Studies in San Francisco, California. She is an Adjunct Professor teaching in the Doctor of Education in Counseling Psychology, and the Doctor of Psychology in Clinical Psychology programs at Argosy University, San Francisco Bay Area. She specializes in teaching group psychotherapy, Human Sexuality and the Treatment of Sexual Dysfunctions, and Clinical Hypnotherapy. She maintains a private practice in San Francisco with a specialty in treating issues of relationship, intimacy, and sexuality and sexual dysfunction.

Jennifer Persing, PsyD

California School of Professional Psychology

Faculty, Clinical Psychology

Dr. Persing is a licensed clinical psychologist. Dr. Persing previously was a clinical staff member at Cross Winds Counseling Center where she specialized in trauma treatment, couples therapy and spiritual integration work. Dr. Persing previously provided psychological services for St. Mary’s College, University of San Francisco and Center for Special Problems. Dr. Persing has been teaching psychology at the undergraduate and graduate level for many years. She has been the program chair of the Bachelor of Arts in Psychology degree completion program and the Director of Clinical Training in the Clinical Psychology Program. Her broad teaching and research interests include social and gender psychology, law and ethics, trauma treatment and the integration of spirituality and psychology.

Neil Ross, MA

National University of California

Faculty, Forensic Psychology

Mr. Ross worked in community mental health, private practice, teaching and research for over 40 years. He trained in community psychiatry and psychotherapy at Langley Porter Institute (UCSF), Mt Zion Hospital, and San Francisco Community Mental Health. He was advanced to candidacy in the doctoral program in Criminology at the University of California, Berkeley. His clinical, teaching and research specializations are in urban sociology and diversity, addictions, human sexuality and gender, adolescence and youth, forensic psychology and mental health (particularly perpetrators and victims of violence), life transitions, and group psychotherapy.

Jay M. Seiff-Haron, PsyD

California School of Professional Psychology

Adjunct Faculty, Clinical Psychology Program

Dr. Seiff-Haron is an Emotionally Focused (EFT) Family Therapist, specializing in interracial, interfaith and LGBT couples, as well as childhood trauma and Early Childhood Mental Health, i.e. the needs of children under 6 and their families. As the Executive Director of Cross-Cultural Communications and with Advanced Standing in the *Stanford Graduate School of Business Facilitator Network*, since 2002 Jay has worked with corporate executives and business professionals who are experiencing difficulties with cultural adjustment or communications in the workplace. A Vipassana meditator, Jay serves as adjunct faculty in Argosy University’s Clinical Psychology Doctoral Program (San Francisco Bay Area Campus), where he teaches Family & Couples Therapy, Attachment Family Therapy, Group Psychotherapy and Multicultural Approaches. Jay maintains private practices in San Francisco and Rockridge for couples, preschoolers and coparents, and is cultivating an interest in custody evaluation. Jay holds a Psy.D. in Clinical Psychology from the *California School of Professional Psychology*, an MBA from the *Stanford Graduate School of Business* and a BA from *Yale University*.

Pat Shelton, MFT, PhD
American School of Professional Psychology
Adjunct Faculty, Counseling Psychology

Dr. Shelton was an associate editor of the journal, *Family Therapy* for 11 years. She uses an integrative relational psychodynamic approach with individuals and couples in private practice in Marin County; an area of specialization is treating infidelity. Dr. Shelton is the psychodynamic consultant for the Substance Abuse Recovery program at the Family Service Agency of Marin, and is a frequent presenter on diverse clinical issues for agencies and professional groups. She is a past-president of Marin-California Association of Marriage and Family Therapists (CAMFT) and was its "Leader of the Year" in 2000. As a program administrator and recreation therapist, Dr. Shelton worked in both in-patient and out-patient settings with mentally ill, aged, and physically disabled people. Committed to increasing access to quality healthcare for uninsured children and families, she served as Chair of the Board of the Marin Community Clinic (a primary care facility) for two terms. and Consultation, as well as Professionalization Groups and Practicum Seminars.

Arinn Testa, PsyD
The Wright Institute
Adjunct Faculty, Counseling Psychology and Forensic Psychology

For several years, Dr. Testa worked as a Forensic Psychologist for the Marin County Sheriff's Department fulfilling a research grant awarded by the California Board of Corrections. Her extensive work with forensic populations with its emphasis on rapid treatment results, such as the excessive use of pharmaceuticals, inspired her exploration into the use of holistic alternatives in therapy. Consequently, Dr. Testa is a certified Doula and Holistic Health Practitioner and recently returned from volunteering with midwives in Central America. She assisted in the creation of a foundation that supports the Children's Crisis Center in Modesto, California, where she provides pro-bono consultation with families and staff on Clinical and Assessment dimensions. Other areas of specialty that Dr. Testa enjoys are Neuropsychology, Spirituality and Human Sexuality. She is currently developing a private practice in San Francisco and is particularly influenced by Jungian, Gestalt and Existential Psychotherapies.

Ron Valle, PhD
University of Pittsburgh
Faculty, Clinical Psychology

Dr. Valle has served as a psychologist for over 25 years, specializing in clients with chronic pain and stress-related disorders, and with those facing a life-threatening diagnosis and their families. A long-time practitioner and teacher of meditation, Ron developed the Integrated Therapy Program for Transforming Stress and Pain while director of an outpatient university hospital pain clinic. Professor, supervisor, counselor, minister, and author of a wide variety of professional publications, he currently serves as a core faculty at Argosy University, San Francisco Bay Area's Graduate Clinical Psychology Program, and as director of the Awakening Retreat Center in Brentwood, California. Ron is co-author of *Opening to Dying and Grieving: A Sacred Journey*, editor of *Phenomenological Inquiry: Existential and Transpersonal Dimensions*, and senior editor of *Metaphors of Consciousness*.

Martha P. Wilson, PhD

Center for Psychological Studies-Berkeley

Adjunct Faculty, Counseling Psychology and Forensic Psychology

Dr. Wilson is both a forensic sociologist and a forensic psychologist with 30 years of experience working with criminal justice populations in a variety of capacities. Dr. Wilson is the Forensic Liaison for the Contra Costa County Detention System assisting the courts with the development of treatment sentencing and appropriate placement for chronically mentally ill offenders. For four years, Dr. Wilson was the Clinical Coordinator for the Contra Costa County Conditional Release Program assisting mentally ill offenders with their recovery and integration into the community. As the founder and director of Wilson Associates, a social policy and research concern, Dr. Wilson specializes in substance abuse treatment, homelessness, mental health and longitudinal follow-up with multicultural populations. Dr. Wilson routinely consults for the Substance Abuse and Mental Health Services Administration (SAMHSA) and Center for Substance Abuse Treatment (CSAT), under the National Institutes for Health, providing technical assistance for federally funded substance abuse treatment projects throughout the country.

Nicola Wolfe, PhD

Harvard University

Adjunct Faculty, Clinical Psychology

Nicola Wolfe, PhD earned her doctorate from Harvard University in *Clinical Psychopharmacology*. She has been teaching this subject as well as *Physiological Psychology* for Argosy University since 2008. She has taught these and a wide range of courses at Harvard University, University of California-Berkeley, University of San Francisco, California School of Professional Psychology at Alliant International University and currently at University of California, Berkeley Extension. She also teaches *Neuropsychology Research, Neuroanatomy, Neurophysiology, Cross-Cultural Neuropsychology, and Chemical Dependence*. Dr. Wolfe is a licensed Psychologist in California and co-author of the CCCE® Cross Cultural Cognitive Exam. Her research is in the areas of neuroimaging in Alzheimer's disease and dementia, and prospective memory in healthy aging.

Carl O. Word, PhD

Princeton University

Faculty, Clinical Psychology

A native of San Francisco, Dr. Word is a social psychologist. At Argosy University, he teaches courses in statistics and research, CRP proposal development, social psychology and history and systems. His research interests include sexuality, substance abuse prevention and treatment, and the epidemiology of HIV/AIDS. Dr. Word has been on the faculty at several psychology graduate schools as well as the University of California Medical School in San Francisco. An editor of the *Journal of Black Psychology*, he publishes regularly in scholarly journals, such as the *New England Journal of Medicine*, *the American Journal of Alcohol and Drug Abuse*, *Sexually Transmitted Diseases*, and *the Journal of Drug Issues*.

COLLEGE OF UNDERGRADUATE STUDIES

Gladys Ato, PsyD

Baylor University

Acting Vice President of Academic Affairs

Program Chair, College of Undergraduate Studies

Dr. Ato currently serves as Acting Vice President of Academic Affairs and oversees the Undergraduate Studies programs at Argosy University, San Francisco Bay Area. She also provides part-time mental health consultation to childcare providers and directors in the Redwood City area, and supervises consultants through the Early Childhood Mental Health Project of Jewish Family & Children's Services. Dr. Ato served as guest lecturer and instructor at State University New York, Albany, and Baylor University respectively, and taught undergraduate and graduate psychology courses at Argosy University, San Francisco Bay Area for 6 years. Her clinical experience includes direct therapy services for individuals, families and groups, as well as consultation services to medical providers. Dr. Ato also has an extensive history in competitive public speaking. Areas of focus include child/adolescent therapy, group therapy, trauma issues, psychodynamic and object relations theory, multicultural issues and therapist wellness/self-care.

Domingo Daval Santos, MS
De La Salle University
Adjunct Faculty, College of Undergraduate Studies

Mr. Daval Santos earned his Bachelor of Science in Mathematics at the University of the Philippines in 1994, his Master of Science in Mathematics at De La Salle University in 1999, and is presently writing his dissertation for Doctor of Philosophy in Mathematics (Coding Theory) under the guidance of renowned mathematician Dr. Eiichi Bannai of Kyushu University in Japan. He is a Japanese government scholar under the Monbukagakusho program. He has been teaching at a university level for 13 years in both general and advance level mathematics. He is also presently holding the position of Associate Director for Student Finance at Argosy University San Francisco. He also has extensive experience in computer programming, banking and sales.

Margaret (Peggy) Jones, PsyD
Alliant University
Core Faculty, College of Undergraduate Studies

Dr. Jones received her doctorate in Organizational Psychology from Alliant University (formerly the California School of Professional Psychology) in 2002. Dr. Jones' dissertation focused on African American female adolescents and their struggles with issues of self-esteem.

She has over 10 years expertise providing consulting services to Fortune 500 and non profit agencies. She specializes in creating and implementing customized research tools, needs assessments and program evaluation for urban communities and businesses. Dr. Jones has worked with various organizations including: The Oakland Unified School District, Towers Perrin Human Resources Consulting Firm, Empower Perspectives Diversity Consulting Firm, Progress Consulting, and Youth UpRising.

Dr. Jones' counseling services focus on substance abuse, grief and loss, prostitution/sexually exploited minors, and stress management. Her commitment to educational initiatives and youth development was the foundation for her development of experiential program "My Entrepreneurial Journey" a 14 week interactive, experiential educational intervention. The curriculum is designed to promote self-efficacy and self-esteem beliefs in at-risk youth in addition to building community through mentoring relationships with existing entrepreneurs. Dr. Jones also teaches courses offered by the College of Business and the College of Education.

Rachel Levine, MA, MFA
New York University, Western Michigan University
Adjunct Faculty, College of Undergraduate Studies

Ms. Levine earned her Master of Fine Arts in Creative Writing from New York University in 1997. Since then she has been teaching writing at the college-level. She has taught all levels of composition (from basic skills to advanced) at large state universities, private four year universities and community colleges in Chicago, Kentucky, Michigan, and, since 2006, the Bay Area. Rachel is also an accomplished poet, with her most recent publication in The Los Angeles Review.

Robert Mince, MS
California State University, Hayward
Adjunct Faculty, College of Undergraduate Studies

Mr. Mince holds a Certificate in Gestalt Art Therapy from the Gestalt Institute of San Francisco and has hosted six Gestalt Art workshops in San Francisco since completing that certificate. He participated in three annual art therapy seminars with Joseph Zinker, the world's foremost living Gestalt Art Therapist. Mr. Mince is a counselor for at-risk students at Centerville Junior High School in Fremont California. In that capacity, he serves a pre-teen population struggling with issues beyond academics and school activities. Mr. Mince has been teaching at Argosy University since 2004. Additionally, he is pursuing a Doctorate of Education degree in Counseling Psychology at Argosy University, San Francisco Bay Area.

Rebekah Skoor, MA, MS, iMFT
San Francisco State University
Adjunct Faculty, College of Undergraduate Studies

Ms. Skoor earned her graduate degrees in Human Sexuality Studies and Counseling (Marriage and Family Therapy) from San Francisco State University. She currently teaches in both the graduate and undergraduate levels at three Bay Area universities. Ms. Skoor has a private counseling practice in San Francisco, specializing in issues related to sexuality and healing from trauma experiences. She also facilitates a psychotherapy process group for LGBTQ parents in the East Bay.

Lizzie Stevenson, MS, MFT
Dominican University of California
Adjunct Faculty, College of Undergraduate Studies

Ms. Stevenson is a practicing Substance Abuse Counselor, with a particular focus on and knowledge of the effect of drugs and alcohol on family systems and adolescent development. She provides counseling, case management and crisis intervention services to public high school students and through a Community Counseling Clinic. In addition, she provides a broad spectrum of mental health services to at-risk communities through individual counseling, prevention and early intervention services, and group therapy. Ms. Stevenson also has extensive experience and training in the treatment and prevention of domestic violence and the impact of such violence on families and communities, and in particular women and children. Ms. Stevenson has organized and facilitated numerous community workshops on topics including substance abuse in the family and methods of behavioral modification for children, parent and schools.

Maryam Hafezi, MA
San Francisco State University/Stanford University
Adjunct Faculty, College of Undergraduate Studies

Maryam Hafezi graduated from a joint program in Physiological and Research Psychology offered by San Francisco State University and Stanford University. Ms. Hafezi currently serves as adjunct faculty to the College of Undergraduate Studies at Argosy University, San Francisco Bay Area. Ms. Hafezi comes to Argosy University with 12 years of teaching experience that includes San Francisco State University and San Jose State University. She teaches statistics and research design, as well as general education mathematics courses.



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APPENDIX II

CAMPUS DIRECTORY

Argosy University, San Francisco Bay Area

1005 Atlantic Avenue

Alameda, CA 94501

Phone: 510.217.4700

Toll Free: 1.866.215.2777

Fax: 510.217.4800

Admissions Phone: 510.217.4723

Direct Lines **510.217+ extension**

FACULTY AND STAFF

NAME	POSITION	EXTENSION
Almanzor	Renato	Faculty, Clinical Psychology 4808
Artis	Susan	Faculty, Education 4712
Ato	Gladys	Interim Vice President of Academic Affairs/ Program Chair, Undergraduate Studies 4752
Bassi	Virginia	Faculty, Clinical Psychology 4756
Bennett	Virginia	Faculty, Counseling Psychology 4741
Borders	Crystal	Managing Associate Director, Admissions 4707
Bundy	Lewis	Director, Student Services 4716
Chapman	Russell	Faculty, Counseling Psychology 4827
Chisholm	Konami	Registrar 4717
Cole	Barbara	Faculty, Education 4737
Dailey	Ardella	Program Chair, Education 4723
Daval Santos	Domingo	Associate Director, Student Finance 4719
Franklin	Lesleigh	Faculty, Counseling Psychology 4743
Gilham	Christy	Admissions 4703
Guzzo	Susan	Faculty, Counseling Psychology 4744
Herget	Mary	Faculty, Clinical Psychology 4758
Hightower	Eugene	Faculty, Clinical Psychology 4870
Jones	Peggy	Faculty, College of Undergraduate Studies 4785
Karlsson	Roger	Faculty, Clinical Psychology 4711
Kelly	Keyes	Field Supervisor MAEd in Instructional Leadership/Single Subject Teacher Preparation Program and MAEd in Instructional Leadership/Multiple Subject Teacher Preparation Program
Klimo	Jon	Faculty, Clinical Psychology 4759
Lespier	Mary	Credential Analyst, Education 4766
Lindsey	Scott	Admissions 4706
Logan-Nguyen	Majal	Administrative Assistant, Counseling Psychology 4740
Lytle	Polly	Program Chair, Clinical Psychology 4754
MacBride	Bonnie	Faculty, Counseling Psychology 4748

NAME		POSITION	EXTENSION
Magluyan	Elizabeth	Admissions	4708
Maldonado	Juan	Director, Student Financial Services	4736
Martarella	Heather	Program Chair, Counseling Psychology	4745
Martinez	Crystal	New Student Coordinator	4718
Merchant	Sylvie	Faculty Advisor/Consulting Project Coordinator, Graduate Business	4765
Mones	Erica	Administrative Assistant, Counseling Psychology Training	4742
Moorhead	Ann	Administrative Assistant, Clinical Psychology	4761
Morrison	Andrea	Faculty, Clinical Psychology	4765
Ogans	Talmesia "Tally"	Student Services Coordinator/ International Student Advisor	4720
Prejean	Beth	Admissions	4704
Persing	Jennifer	Director, Clinical Training/Faculty, Clinical Psychology	4753
Preston	Cherise	Admissions Coordinator	4702
Roncal	Glen	IT Director	4726
Rosenthal	Josh	Admissions	4730
Rougeau	Tiwonna	Admissions Administrative Assistant	4700
Ross	Neil	Faculty, Counseling Psychology	4749
Sansing	Lucille	Campus President	4727
Scalzo	Tricia	University Outreach	4702
Simpson	Dee	Student Retention Coordinator	4767
Stofan	John	Senior Director of Admissions	4701
Tolliver	Michael	Business Manager	4728
Valle	Ron	Faculty, Clinical Psychology	4712
Villa	Michael	Admissions	4871
Vongnakhone	Yaovared	Admissions	4782
Ward	Patricia	Librarian	4799
Warith	Sophia	Human Resources Manager	4729
Wilkins	Brijet	Admissions	4705
Word	Carl	Faculty, Clinical Psychology	4764

GENERAL INFORMATION

Conference Room	4786
Computer Lab	4787
Faculty/Staff Lounge	4790
Intensive Lab	4788
Library Circulation Desk	4794 and 4795
Student Lounge	4789
Student Services--MAIN	4791

APPENDIX III

CAMPUS ACADEMIC AND HOLIDAY CALENDAR

Fall 2010 Semester September 7, 2010 – December 18, 2010

Session I September 7, 2010-October 27, 2010

Session II October 28, 2010-December 18, 2010

September 2010

- September 6, 2010 Labor Day (Campus Closed)
- September 7, 2010 Fall 2010 Semester Begins; Fall 2010 Semester Session I Begins
- September 14, 2010 Course Drop Deadline for Fall 2010 Semester Session I—7 ½ week courses
EOB as posted by Student Services/Registrar office hours
- September 17, 2010 Course Drop Deadline for Fall 2010 Semester Session I— 15 week courses
EOB as posted by Student Services/Registrar office hours

October 2010

- October 11, 2010 Grade of “W” Deadline for Fall 2010 Semester Session I—7 ½ week courses
- October 17, 2010 Commencement – Oakland Museum
- October 27, 2010 Fall 2010 Semester Session I Ends
- October 28, 2010 Fall 2010 Semester Session II Begins

November 2010

- November 5, 2010 Course Drop Deadline for Fall 2010 Semester Session II —7 ½ week courses
EOB as posted by Student Services/Registrar office hours
- November 14, 2010 Grade of “W” Deadline for Fall 2010 Semester Session I— 15 week courses
- November 25, 2010 Thanksgiving Day (Campus Closed)
- November 26, 2010 Day After Thanksgiving (Campus Closed)

December 2010

- December 1, 2010 Grade of “W” Deadline for Fall 2010 Semester Session II—7 ½ week courses
- December 18, 2010 Fall 2010 Semester Ends; Fall 2010 Semester Session II Ends
- December 24, 2010 Christmas Eve (Campus Closed)
- December 27, 2010 Christmas Holiday Observed (Campus Closed)
- December 30, 2010 New Year’s Eve Observed (Campus Closed)
- December 31, 2010 New Year’s Day Observed (Campus Closed)

Spring 2011 Semester January 10, 2011 – April 23, 2011

Session I January 10, 2011 – March 2, 2011

Session II March 3, 2011 – April 23, 2011

January 2011

- January 10, 2011 Spring 2011 Semester Begins; Spring 2011 Semester Session I Begins
- January 17, 2011 Martin Luther King, Jr. Birthday observed (Campus Closed)
- January 19, 2011 Course Drop Deadline For Spring 2011 Semester Session I—7 ½ week courses
EOB as posted by Student Services/Registrar office hours
- January 21, 2011 Course Drop Deadline For Spring 2011 Semester Session I— 15 week courses
EOB as posted by Student Services/Registrar office hours

February 2011

- February 13, 2011 Grade of “W” Deadline for Spring 2011 Semester Session I—7 ½ week courses
- February 18, 2011 President’s Day Observed (Campus Closed) Friday

March 2011

- March 2, 2011 Spring 2011 Semester Session I Ends
- March 3, 2011 Spring 2011 Semester Session II Begins
- March 11, 2011 Course Drop Deadline For Spring 2011 Semester Session II—7 ½ week courses
EOB as posted by Student Services/Registrar office hours
- March 19, 2011 Grade of “W” Deadline for Spring 2011 Semester Session I—15 week courses

April 2011

- April 6, 2011 Grade of “W” Deadline for Spring 2011 Semester Session II—7 ½ week courses
- April 22, 2010 Good Friday (Campus Closed)
- April 23, 2011 Spring 2011 Semester Ends; Spring 2011 Semester Session II Ends

Summer 2011 Semester May 9, 2011 – August 20, 2011

Session I May 9, 2011 – June 29, 2011

Session II June 30, 2011 – August 20, 2011

May 2011

- May 9, 2011 Summer 2011 Semester Begins; Summer 2011 Semester Session I Begins
- May 16, 2011 Course Drop Deadline for Summer 2011 Semester Session I—7 ½ week courses
EOB as posted by Student Services/Registrar office hours
- May 21, 2011 Course Drop Deadline for Summer 2011 Semester Session I—15 week courses
EOB as posted by Student Services/Registrar office hours
- May 30, 2011 Memorial Day (Campus Closed)

June 2011

- June 12, 2011 Grade of “W” Deadline for Summer 2011 Semester Session I—7 ½ week courses
- June 29, 2011 Summer 2011 Semester Session I Ends
- June 30, 2011 Summer 2011 Semester Session II Begins

July 2011

- July 4, 2011 Independence Day holiday (Campus Closed)
- July 7, 2011 Course Drop Deadline for Summer 2011 Semester Session II—7 ½ week courses
EOB as posted by Student Services/Registrar office hours
- July 16, 2011 Grade of “W” Deadline for Summer 2011 Semester Session I—15 week courses

August 2011

- August 3, 2011 Grade of “W” Deadline for Summer 2011 Semester Session II—7 ½ week courses
- August 20, 2011 Summer 2011 Semester Ends; Summer 2011 Semester Session II Ends



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