2019-2020 Catalog Addendum
updated 06/01/2020

Adler University

CHICAGO CAMPUS
17 North Dearborn Street
Chicago, IL 60602
Phone: 312.662.4000
Email: admissions@adler.edu

VANCOUVER CAMPUS
520 Seymour Street
Vancouver, BC V6B 3J5
Phone: 236.521.2500
Email: vanadmissions@adler.edu

ONLINE CAMPUS
17 North Dearborn Street
Chicago, IL 60602
Phone: 312.662.4000
Email: onlineadmissions@adler.edu

adler.edu
CHICAGO CAMPUS

Program Teach Out

- Master of Arts in Counseling: Specialization in Clinical Mental Health Counseling

Programs of Study

- Master of Arts on Counseling: Specialization in Rehabilitation Counseling – updated 10/09/2019
- Doctor of Psychology in Clinical Psychology – updated 10/09/2019
- Master of Arts in Couple and Family Therapy – updated 01/09/2020
- Doctor of Philosophy in Couple and Family Therapy – updated 01/09/2020

ONLINE CAMPUS

Programs of Study

- Master of Arts in Psychology
- Doctor of Philosophy in Industrial and Organizational Psychology – updated 10/09/2019
- Master of Public Administration – updated 01/01/2020
- Master of Arts in Organizational Leadership – updated 01/02/2020
- Doctor of Philosophy in Organizational Leadership

VANCOUVER CAMPUS

Programs of Study

- Master of Arts in Industrial and Organizational Psychology (MAIOP) – updated 09/18/2019
- Master of Industrial and Organizational Psychology (MIOP) – updated 09/18/2019
PURPOSE OF ADDENDUM: PROGRAM TEACH-OUT

CHICAGO CAMPUS

Master of Arts in Counseling: Specialization in Clinical Mental Health Counseling

The Master of Arts in Counseling: Specialization in Clinical Mental Health Counseling (CMHC) degree program is a teach-out receiving institution for students who were enrolled in the Master of Arts in Clinical Mental Health Counseling degree program at Argosy University in AY 2018-2019. Students participating in Adler University’s teach-out program are enrolled as per Adler’s Policy on Teach-Out and Transfer Agreements for Students from Closed or Closing Institutions.

Students in this program follow the academic policies and standards published in the 2018-2019 Academic Calendar. Curriculum requirements have been altered as a part of the teach-out plan and are listed in this addendum.

The teach-out plan aims to provide for the equitable treatment of students previously enrolled at Argosy University by ensuring that they are able to complete the educational program in which they were enrolled immediately prior to their enrollment at Adler within a reasonable time frame and within reasonably similar program cost. To support the needs of the affected students, relevant Adler University institutional and program policies were developed or modified. Adler University created a transfer policy specifically to address the needs of the teach-out/transfer of the affected Argosy students.

The transfer limits in this policy modified the transfer limits policy otherwise utilized for students entering Adler’s CMHC program. This policy was created for students entering Adler University under teach-out/transfer plans. Under the Teach-Out Policy, Adler aims to accept the maximum number of successfully completed courses for affected students. Adler University’s transfer policy allows a maximum of 12 qualifying credits transferred into the master’s program. This limit was modified for the Argosy plan to allow the affected students to receive credit for their prior completed course work and remain on track to program completion under the same requirements expected when they entered their graduate degree.
Authorizations
The Teach-Out plan was developed and implemented reflecting guidelines outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Adler’s CMHC program developed a transfer template outlining transfer details and ongoing compliance with the Standards of Accreditation.

The Higher Learning Commission (HLC) has endorsed Adler as eligible to serve as a teach-out partner and recognizes Adler as an approved teach-out receiving institution for affected Argosy students.

Disclosures:
In this plan, Adler University offered teach-out/transfer students the opportunity to complete the Master of Arts in Counseling: Specialization in Clinical Mental Health Counseling degree program, consistent with the total program credits of the affected program, and the affected Argosy program requirement was 60 total credits. The determination of total credits required for graduation for incoming Argosy students was implemented through careful review of each student transcript and course work. Argosy to Adler University Teach-Out/Transfer course transfer and equivalencies chart is provided below.

Admissions Requirements/Process:
Under Adler’s Teach-Out/Transfer Policy, students entering under the teach-out option matriculated via a modified set of admissions requirements consistent with the overarching intent of a teach-out. The modified admissions requirements and process were communicated to prospective teach-out students via individual email and through the University’s application portal. The admissions requirements for affected teach-out students include the following:

- The application fee was waived.
- Prospective teach-out students were required to interview with program faculty.

Program information, requirements, policies and procedures were available to all applicants. Teach-Out/Transfer students offered admission and accepting this offer of admission, completed an online orientation module and attended an in-person orientation.
Argosy University and Adler University

Master of Arts in Clinical Mental Health Counseling and Master of Arts in Counseling: Specialization in Clinical Mental Health Counseling

Course Transfer Guides

<table>
<thead>
<tr>
<th>Argosy Courses</th>
<th>Credits</th>
<th>Adler Courses</th>
<th>Credits</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core course requirements:</td>
<td>45</td>
<td>Core Curriculum</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>PC6000* – Counseling Theory</td>
<td>3</td>
<td>COUN 533* – Counseling Theories</td>
<td>3</td>
<td>Transferrable with a grade of B or better</td>
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<tr>
<td>PC6025* – Human Growth and Development</td>
<td>3</td>
<td>COUN 622 – Human Growth and Development</td>
<td>3</td>
<td>Transferrable with a grade of B or better</td>
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<tr>
<td>PC6104* – Counseling Skills I</td>
<td>3</td>
<td>COUN 534* – Counseling Skills</td>
<td>3</td>
<td>Transferrable with a grade of B or better</td>
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<tr>
<td>PC6105 – Counseling Skills II</td>
<td>3</td>
<td>CMHC 617* - Treatment Planning and Intervention</td>
<td>3</td>
<td>Transferrable with a grade of B or better</td>
</tr>
<tr>
<td>PC6106* – Foundations of Mental Health Counseling</td>
<td>3</td>
<td>CMHC 538* - Professional Functions of Clinical Mental Health Counselors</td>
<td>3</td>
<td>Transferrable with a grade of B or better</td>
</tr>
<tr>
<td>PC6300* – Professional and Ethical Issues</td>
<td>3</td>
<td>COUN 532* - Professional, Legal, and Ethical Issues in Counseling</td>
<td>3</td>
<td>Transferrable with a grade of B or better</td>
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<tr>
<td>PC6505 – Group Counseling</td>
<td>3</td>
<td>COUN 540* - Group Counseling</td>
<td>3</td>
<td>Transferrable with a grade of B or better</td>
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<tr>
<td>PC6515 – Multicultural Diversity and Advocacy</td>
<td>3</td>
<td>COUN 536* - Counseling Multicultural Communities</td>
<td>3</td>
<td>Transferrable with a grade of B or better</td>
</tr>
<tr>
<td>PC6521 – Research and Program Evaluation</td>
<td>3</td>
<td>COUN 625 – Research and Program Evaluation</td>
<td>3</td>
<td>Transferrable with a grade of B or better</td>
</tr>
<tr>
<td>PC6525 – Appraisal and Assessment</td>
<td>3</td>
<td>COUN 626 – Appraisal and Assessment</td>
<td>3</td>
<td>Transferrable with a grade of B or better</td>
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<tr>
<td>PC6600 – Career and Lifestyle Development</td>
<td>3</td>
<td>COUN 629 – Career Development Theories and Interventions</td>
<td>3</td>
<td>Transferrable with a grade of B or better</td>
</tr>
<tr>
<td>PC6700 – Couples and Family Counseling</td>
<td>3</td>
<td>COUN 618 – Couple and Family Counseling</td>
<td>3</td>
<td>Transferrable with a grade of B or better</td>
</tr>
<tr>
<td>PC6712 – Diagnosis and Treatment of Behavioral and Emotional Disorders</td>
<td>3</td>
<td>COUN 535* - Diagnosis of Maladaptive Behavior</td>
<td>3</td>
<td>Transferrable with a grade of B or better</td>
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<tr>
<td>PC6803 – Trauma Impact and Counseling</td>
<td>3</td>
<td>CMHC 615 – Crisis Intervention and Trauma Counseling</td>
<td>3</td>
<td>Transferrable with a grade of B or better</td>
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<tr>
<td>PC6900 – Substance Abuse Counseling</td>
<td>3</td>
<td>COUN 630 – Addictions Counseling</td>
<td>3</td>
<td>Transferrable with a grade of B or better</td>
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</tbody>
</table>

*Part of the Initial Five Courses Requirement

*Practicum Prerequisites

(Argosy - The first five courses of the MA in Clinical Mental Health Counseling degree program
must be completed satisfactorily before a student may take additional courses in the program.)

<table>
<thead>
<tr>
<th>Electives. Students must choose two of the following:</th>
<th>6</th>
<th>Electives. Students must choose two of the following:</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC6030 – Psychopathology and Assessment</td>
<td>3</td>
<td>CMHC 722 – Counseling Older Adults and Families</td>
<td>3</td>
</tr>
<tr>
<td>PC6200 – Human Sexuality</td>
<td>3</td>
<td>CMHC 640 – Counseling and Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PC6440 – Child and Adolescent Counseling</td>
<td>3</td>
<td>CMHC 620 – Child and Adolescent Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PC6814 – Forensic Counseling</td>
<td>3</td>
<td>CMHC 688 – Mind, Body, and Meditative Practices in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PC6816 – Psychopharmacology for Counselors</td>
<td>3</td>
<td>CMHC 721 – Technology Applications in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PC6818 – Integrating Spirituality in Counseling</td>
<td>3</td>
<td>OR the thesis series:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>COUN 550 – Preparation for Applied Thesis</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>COUN 551 – M.A. Thesis I</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>COUN 552 – M.A. Thesis II</td>
<td>1</td>
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</table>

**Practicum and Internship Requirements:** (During 2nd yr. of study)

<table>
<thead>
<tr>
<th>Practicum and Internship Requirements: (During 2nd yr. of study)</th>
<th>9</th>
<th>Field training and Seminars:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC6410 – Counseling Practicum</td>
<td>3</td>
<td>CMHC 693 – CMHC Practicum and Seminar 2</td>
</tr>
<tr>
<td>PC6416 – Counseling Internship I</td>
<td>3</td>
<td>CMHC 694 – Internship and Seminar I 2</td>
</tr>
<tr>
<td>PC6417 – Counseling Internship II</td>
<td>3</td>
<td>CMHC 698 – CMHC Internship and Seminar II 2</td>
</tr>
<tr>
<td>SJP 513 – Social Justice Practicum I</td>
<td>0</td>
<td>Argosy students will be required to complete an online orientation to Adler University’s mission in substitution of a formal Social Justice Practicum and program specific Adlerian coursework.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SJP 514 – Social Justice Practicum II 0</td>
</tr>
</tbody>
</table>

**Other requirements:**

| Clinical Application Evaluation (CAE)                          |   | Not required by Adler. |

**Practicum and Internship Requirements:** (During 2nd yr. of study)
<table>
<thead>
<tr>
<th>Counselor Preparation Comprehensive Examination (CPCE)</th>
<th>CMHC 995 - CMHC Comprehensive Exam</th>
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<tr>
<td><strong>Total credit hours required:</strong></td>
<td><strong>Total credit hours required:</strong></td>
<td><strong>60</strong></td>
</tr>
<tr>
<td>60</td>
<td>60</td>
<td>Fulfill degree requirement by Argosy.</td>
</tr>
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</table>
Master of Arts in Counseling: Specialization in Rehabilitation Counseling

Purpose of Addendum: Inclusion of CMHC-615 in Degree Requirements

Degree Requirements

Core Courses

* MACR-500 Foundations of Rehabilitation Counseling 3 cr.
MACR-502 Medical and Psychosocial Aspects of Disability 3 cr.
COUN-518 Adlerian Theory and Counseling 3 cr.
* COUN-532 Professional, Legal, and Ethical Issues in Counseling 3 cr.
* COUN-533 Counseling Theories 3 cr.
* COUN-534 Counseling Skills 3 cr.
* COUN-535 Diagnosis of Maladaptive Behavior 3 cr.
* COUN-536 Counseling Multicultural Communities 3 cr.
* COUN-540 Group Counseling 3 cr.
CMHC-615 Crisis Intervention and Trauma Counseling 3 cr.
COUN-618 Couple and Family Counseling 3 cr.
COUN-622 Human Growth and Development 3 cr.
COUN-625 Research and Program Evaluation 3 cr.
COUN-626 Appraisal and Assessment 3 cr.
COUN-630 Addictions Counseling 3 cr.
MACR-642 Career Development, Vocational Rehabilitation, and Job Placement 3 cr.
MACR-644 Treatment Planning, Intervention, and Advocacy 3 cr.
MACR-995 Comprehensive Examination 0 cr.

Field Training and Seminars

* SJP-513 Social Justice Practicum I 1 cr.
* SJP-514 Social Justice Practicum II 1 cr.
MACR-557 MACR Practicum and Seminar 2 cr.
MACR-657 MACR Internship and Seminar I 2 cr.
MACR-658 MACR Internship and Seminar II 2 cr.

*Courses denoted with an asterisk are counseling practicum prerequisites, which students need to complete prior to their counseling practicum. Students are required to attain a grade of B or higher in these courses. Students will need to retake the courses with a B- or lower grade prior to, or concurrently with their practicum, and attain the required grade.

Electives (3 Credit Hours)

Students are required to take an elective of a three-credit-hour class. Students can take a course from the Department Elective Menu upon their Faculty Advisor’s approval. Canadian students will need to take the thesis series below as the elective if they plan to pursue doctoral studies in Canada.

The thesis series as the elective:

COUN-550 Preparation for Applied Thesis 1 cr.
COUN-551 M.A. Thesis I 1 cr.
COUN-552 M.A. Thesis II 1 cr.

Total Credit Hours Required: 62

Note: Students must choose the thesis option before the end of the fall semester of their first-year term. Students will need to work with their Faculty Advisor during their first-year spring term with the expectation that the series will be started in the summer of the first year of the program. Should students not be able to complete the thesis by COUN-552, they will be required to take the M.A. thesis continuation courses until the thesis is completed.
Doctor of Psychology in Clinical Psychology

Purpose of Addendum: Update credit hours for Doctoral Dissertation V and Doctoral Dissertation VI.

Degree Requirements

The following courses, exams, practica, seminars, dissertation, and internship are required for this degree.

Courses

* PSY-600 Clinical Interviewing and Basic Skills (with Lab) 4 cr.
* PSY-623 Life Span Development 3 cr.
* PSY-642 Diversity and Individual Differences 3 cr.
* PSY-645 Ethics and Professional Development in Clinical Psychology 3 cr.
* PSY-648 Psychopathology I 3 cr.
* PSY-649 Psychopathology II 3 cr.
PSY-659 Community Psychology 3 cr.
* PSY-661 Integrative Assessment: Cognitive, Intellectual, and Academic Functioning (with Lab) 4 cr.
* PSY-662 Integrative Assessment: Personality I (with Lab) 4 cr.
* PSY-663 Integrative Assessment: Personality II (with Lab) 4 cr.
PSY-709 Diagnosis and Treatment of Addictive Disorders 3 cr.
PSY-710 Adlerian Therapy I: Introduction to Assessment and Case Conceptualization 3 cr.
PSY-711 Adlerian Therapy II: Psychodynamics of Psychopathology and Interventions 3 cr.
PSY-724 Biological Bases of Behavior 3 cr.
PSY-737 Statistics 3 cr.
PSY-738 Research Methods in Clinical Psychology I 3 cr.
PSY-739 Research Methods in Clinical Psychology II 3 cr.
PSY-832 Cognitive and Affective Bases of Behavior 3 cr.
PSY-833 Social Psychology 3 cr.
PSY-834 History and Systems 3 cr.
PSY-835 Social Determinants of Mental Health 3 cr.
PSY-910 Supervision and Management in Clinical Psychology 4 cr.
PSY-*** Basic Intervention Electives (two) 6 cr.
PSY-*** Advanced Intervention Elective 3 cr.
PSY-*** Basic or Advanced Intervention Elective 3 cr.
PSY-*** General Electives (five) 15 cr.

Qualifying Exams

PSY-704 Psy.D. Qualifying Examination I 0 cr.
PSY-790 Psy.D. Clinical Qualifying Examination – Assessment Competency 0 cr.
PSY-890 Psy.D. Clinical Qualifying Examination – Intervention Competency 0 cr.
### Practica

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>* SJP-513</td>
<td>Social Justice Practicum I</td>
<td>1 cr.</td>
</tr>
<tr>
<td>* SJP-514</td>
<td>Social Justice Practicum II</td>
<td>1 cr.</td>
</tr>
<tr>
<td>PSY-760</td>
<td>Doctoral Practicum I</td>
<td>1 cr.</td>
</tr>
<tr>
<td>PSY-761</td>
<td>Doctoral Practicum II</td>
<td>1 cr.</td>
</tr>
<tr>
<td>PSY-762</td>
<td>Doctoral Practicum III</td>
<td>1 cr.</td>
</tr>
<tr>
<td>PSY-860</td>
<td>Doctoral Practicum IV</td>
<td>1 cr.</td>
</tr>
<tr>
<td>PSY-861</td>
<td>Doctoral Practicum V</td>
<td>1 cr.</td>
</tr>
<tr>
<td>PSY-862</td>
<td>Doctoral Practicum VI</td>
<td>1 cr.</td>
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<tr>
<td>PSY-960</td>
<td>Advanced Practicum I</td>
<td>1 cr.</td>
</tr>
<tr>
<td>PSY-961</td>
<td>Advanced Practicum II</td>
<td>1 cr.</td>
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### Seminars

<table>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>* PSY-667</td>
<td>Professional Development and Socially Responsible Practice Seminar I</td>
<td>1 cr.</td>
</tr>
<tr>
<td>* PSY-668</td>
<td>Professional Development and Socially Responsible Practice Seminar II</td>
<td>1 cr.</td>
</tr>
<tr>
<td>* PSY-669</td>
<td>Professional Development and Socially Responsible Practice Seminar II</td>
<td>1 cr.</td>
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</tbody>
</table>

### Diversity Seminar

These seminars are now concurrent with the practicums above (total of 1 credit only for both the seminar and practicum)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY-750</td>
<td>Doctoral Practicum Seminar I</td>
<td></td>
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<tr>
<td>PSY-751</td>
<td>Doctoral Practicum Seminar II</td>
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<tr>
<td>PSY-752</td>
<td>Doctoral Practicum Seminar III</td>
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<tr>
<td>PSY-850</td>
<td>Doctoral Practicum Seminar IV</td>
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<tr>
<td>PSY-851</td>
<td>Doctoral Practicum Seminar V</td>
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<tr>
<td>PSY-852</td>
<td>Doctoral Practicum Seminar VI</td>
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<tr>
<td>PSY-950</td>
<td>Advanced Practicum Seminar I</td>
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<tr>
<td>PSY-951</td>
<td>Advanced Practicum Seminar II</td>
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### Dissertation

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY-**</td>
<td>Doctoral Dissertation I</td>
<td>.5 cr.</td>
</tr>
<tr>
<td>PSY-**</td>
<td>Doctoral Dissertation II</td>
<td>.5 cr.</td>
</tr>
<tr>
<td>PSY-**</td>
<td>Doctoral Dissertation III</td>
<td>.5 cr.</td>
</tr>
<tr>
<td>PSY-**</td>
<td>Doctoral Dissertation IV</td>
<td>.5 cr.</td>
</tr>
<tr>
<td>PSY-**</td>
<td>Doctoral Dissertation V</td>
<td>.5 cr.</td>
</tr>
<tr>
<td>PSY-**</td>
<td>Doctoral Dissertation VI</td>
<td>.5 cr.</td>
</tr>
<tr>
<td>PSY-998</td>
<td>Doctoral Dissertation Oral Defense</td>
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### Internship

<table>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY-920</td>
<td>Doctoral Internship Full-Time I</td>
<td>0 cr.</td>
</tr>
<tr>
<td>PSY-921</td>
<td>Doctoral Internship Full-Time II</td>
<td>0 cr.</td>
</tr>
<tr>
<td>PSY-922</td>
<td>Doctoral Internship Full-Time III</td>
<td>0 cr.</td>
</tr>
<tr>
<td>or PSY-923</td>
<td>Doctoral Internship Half-Time I</td>
<td>0 cr.</td>
</tr>
<tr>
<td>PSY-924</td>
<td>Doctoral Internship Half-Time II</td>
<td>0 cr.</td>
</tr>
<tr>
<td>PSY-925</td>
<td>Doctoral Internship Half-Time III</td>
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</tr>
<tr>
<td>PSY-926</td>
<td>Doctoral Internship Half-Time IV</td>
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<td>PSY-927</td>
<td>Doctoral Internship Half-Time V</td>
<td>0 cr.</td>
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<tr>
<td>PSY-928</td>
<td>Doctoral Internship Half-Time VI</td>
<td>0 cr.</td>
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</table>

**Total Credit Hours Required: 114**
Purpose of Addendum:

- Addition of addendum for the Master of Arts in Couple and Family Therapy and the Doctor of Philosophy in Couple and Family Therapy programs.

- Change in course title and course descriptions.

Campus: Chicago

Effective: January 9, 2020

The Couple and Family Therapy Department added the following three specials, i.e. elective, courses to the department for students in the COAMFTE-accredited programs, Master of Arts in Couple and Family Therapy and the Doctor of Philosophy in Couple and Family Therapy, to select to meet their elective requirements.

CFTD-823: Building a Psychoeducation Program (1 credit)
Psychoeducation is an evidence-based practice (EBP) that can give information and support to families with a member with a diagnosis of mental and/or physical illness, and they also provide opportunities to build your clinical practice and reach clients who may be reluctant to attend therapy. This seminar will walk you through the steps of developing a psychoeducational program on the topic of your choice – developing the content, choosing the delivery mode, and integrating methods for evaluation.

CFTD-833: Perinatal Mental Health (1 credit)
Perinatal mood disorders and the special issues that present during the perinatal period are prevalent. This course will examine the unique challenges and special considerations when working with couples and families during this period in the family life cycle. Students will be provided an introduction to special topics inherent in working with perinatal clients including, but not limited to, perinatal mood disorders, infertility and perinatal loss, self-of-therapist when working with perinatal clients, and assessment and intervention strategies for individuals, couples, and families.

CFTD-843: Exploring Stereotypes of Women of Color (1 credit)
This course is designed to help students critically examine and explore stereotypes specific to women of color. This course will focus on the intersectionality of race, gender, class, and geographical variables that create racialized gender stereotypes for women of color. Through class readings, educational videos, and media, students will discuss and reflect on these stereotypes impact perceptions, thoughts, beliefs, behaviors, and interactions.

Course Title Changes:

1. The title and course description for MCFT-533: Fundamental of Adlerian Psychology and Parent Education: Theory and Interventions has been changed to:

   MCFT-533: Adlerian Theory and Practice in CFT (3 credits)

   This course provides the couple and family therapy student with understanding of the core concepts of Adler’s Individual Psychology and the Adlerian views of relational dynamics. Building on this foundation, the course creates an opportunity to develop Adlerian-based approaches in working with couples and families.
2. The title of MCFT-653: Sexuality with Couples and Families has been changed to:

   MCFT-653: The Clinical Practice of Sex Therapy (2 credits)
Program Overview

The Master of Arts in Psychology (MAAP) is a nonclinical degree program designed to prepare socially responsible professionals and leaders to devise practical solutions to complex problems within a multitude of public and private sector employment settings. The program incorporates Adler’s social justice mission, emphasizing inclusiveness and culturally competent practices that prepare passionate agents of change to meet the ever-evolving needs of dynamic workplace settings and thriving diverse communities. Students will master core competencies in socially responsible practice, applied research, business and community applications, and varied skills for leadership, program management, and global communication.

Experienced faculty members will guide students through a rigorous curriculum that focuses on building academic knowledge and developing professional skills. Students will apply real-world problem-solving and develop solutions that apply the principles of applied psychology and demonstrate a commitment to social justice within a wide variety of environments. Students will also complete a thesis or capstone project that will reflect the culmination of their learning and training experiences within the program and will serve to advance their preparation to contribute to the field.

Graduates of this program will use the knowledge they have gained to implement effective solutions, resolve practical problems, improve the experience of individuals and groups, and participate in their field of interest within a diverse global community. Program graduates will be poised to practice and lead within diverse fields and occupations such as business and industry, government and nongovernmental organizations, nonprofit systems,
public and behavioral healthcare systems, human resource management, sports psychology, addictions, family and domestic violence, veterans affairs, public safety and emergency management systems, and nonclinical youth and older adult services.

Program Objectives
Upon completion of this degree program, graduates will be able to:

1. Analyze principles and theories that impact individuals, systems, and groups within diverse global communities.
2. Evaluate ethical standards in a variety of environments and social systems as they relate to practical problem-solving within the practice of applied psychology.
3. Devise evidence-based qualitative and quantitative research strategies that are responsive to diverse system needs within the field of applied psychology.
4. Advance cultural competence by evaluating dynamic problems of human experience and proposing socially responsible solutions.
5. Provide critical analysis of local and global systems within the professional practice of applied psychology.

Degree Requirements

Core Courses (22 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC-500</td>
<td>History and Systems for Applied Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSYC-501</td>
<td>Ethics and Socially Responsible Practice for Applied Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>INDS-502</td>
<td>Statistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>INDS-503</td>
<td>Research Methods</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSYC-505</td>
<td>Diversity &amp; Individual Differences</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSYC-506</td>
<td>Adlerian Psychology: Community Applications</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSYC-509</td>
<td>Cognitive, Affective, and Biological Bases of Behavior</td>
<td>3 cr.</td>
</tr>
<tr>
<td>INDS-531</td>
<td>Adlerian Theory in Socially Responsible Practice</td>
<td>1 cr.</td>
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</table>
### Social Justice Practicum (2 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SJP-515</td>
<td>Social Justice Practicum I</td>
<td>0.5 cr.</td>
</tr>
<tr>
<td>SJP-516</td>
<td>Social Justice Practicum II</td>
<td>0.5 cr.</td>
</tr>
<tr>
<td>SJP-517</td>
<td>Social Justice Practicum III</td>
<td>0.5 cr.</td>
</tr>
<tr>
<td>SJP-518</td>
<td>Social Justice Practicum IV</td>
<td>0.5 cr.</td>
</tr>
</tbody>
</table>

### Elective Courses (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GSS-520</td>
<td>Theories of Gender and Sexuality</td>
<td>3 cr.</td>
</tr>
<tr>
<td>GSS-521</td>
<td>Social and Cultural Evolution of Gender and Sexuality</td>
<td>3 cr.</td>
</tr>
<tr>
<td>GSS-522</td>
<td>Social Justice, Gender, Sexuality, and the Law</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MAMP-503</td>
<td>The Psychology of Conflict and Operations Other Than War</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EML-502</td>
<td>Supporting Functional Needs Populations in Disasters</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EML-505</td>
<td>Leading in Times of Crisis</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSYC-504</td>
<td>Life Span Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSYC-513</td>
<td>Multicultural Youth Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRIM-501</td>
<td>Juvenile Justice</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HWP-514</td>
<td>Positive Psychology for Health and Wellness</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HWP-515</td>
<td>Mindfulness-Based Approaches to Health &amp; Wellness</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HWP-516</td>
<td>Biological Bases for Health and Wellness</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MAMP-500</td>
<td>Survey of Military Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MAMP-501</td>
<td>Operational Psychology for the Military</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MAMP-502</td>
<td>Mental Health Law and the Uniform Code of Military Justice</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MAMP-503</td>
<td>The Psychology of Conflict and Operations Other Than War</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
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<td>-------------</td>
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</tr>
<tr>
<td>MAMP-504</td>
<td>Ethics, Morality, and Social Justice in the Military</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MAMP-505</td>
<td>War, Trauma, Grief, Death, and Loss</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MAMP-506</td>
<td>Psychological Resilience and Positive Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MAMP-508</td>
<td>Culture and Diversity in the Military</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MIO-502</td>
<td>Organizational Theory</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MIO-504</td>
<td>Organizational Development and Change</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MIO-509</td>
<td>Group Dynamics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MIO-512</td>
<td>Talent Selection and Recruitment</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MIO-517</td>
<td>Talent Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MAMP-513</td>
<td>Continuum of Care for the Military, Veterans, and Their Families</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MIO-524</td>
<td>Training Theory</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MIO-520</td>
<td>Workplace Measurement and Performance Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MIO-523</td>
<td>Consulting and Coaching</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MIO-521</td>
<td>Employee Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MIO-525</td>
<td>E-Learning</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MIO-522</td>
<td>Data Science</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MIO-526</td>
<td>Data Analytics for Programming</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**Thesis or Capstone Courses (3 credits)**

- PSYC-511 MA Capstone | 3 cr.

 **or**

- PSYC-512 MA Thesis | 1–3 cr.

*(may be repeated multiple times for credit; 3 credit hours of thesis are required)*

**Total Credit Hours Required: 36**

**MASTER OF ARTS IN PSYCHOLOGY CONCENTRATIONS**

**Concentration in Child and Adolescent Development**

This concentration will focus on youth development and how to optimize networks and resources, particularly within traditionally underserved populations. Students will be exposed to models of psychosocial development from key theoretical perspectives and apply these models
to diverse social contexts. Students will gain an understanding of unique challenges presented throughout the life span and the impact of social, emotional, and educational support. This concentration will focus on the importance of fostering social interest and community connections among children and adolescents.

Concentration Objectives

1. Analyze the effective implementation of advocacy initiatives for healthy youth development.
2. Apply theoretical models to evaluate successful developmental milestone acquisition.

Concentration Course Requirements *

Students completing the Concentration in Child and Adolescent Development must complete the following three courses for their elective coursework requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC-504</td>
<td>Life Span Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSYC-513</td>
<td>Multicultural Youth Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CRIM-501</td>
<td>Juvenile Justice</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

* Thesis/Capstone topic must be consistent with concentration.

Concentration in Crisis Management

The goal of the Crisis Management Concentration is to educate students on how to respond to and manage the impact of natural, accidental, or premeditated disasters and a disaster’s effect on communities. Further, there is a special focus on those communities that are at risk and/or marginalized during times of crisis. Students will prepare to serve as effective first responders and recovery specialists who can advocate for healthy and resilient communities in the immediate aftermath of an acute or chronic crisis. Attention is given to the critical period following a crisis where underlying vulnerabilities for psychological distress and other poor health outcomes may be exacerbated. Coursework prepares students to identify and foster psychological resiliency and promote healthy and resilient communities. Students will develop leadership skills that promote positive growth and development using natural strengths and resources inherently present in communities by way of engaging community leaders and traditionally marginalized and at-risk members of the community using primary, secondary, and tertiary prevention approaches.

Concentration Objectives

1. Apply skills to increase awareness of community crisis management and recovery.
2. Evaluate the effectiveness of current practices in governmental and nongovernmental organizations and their responses to communities in crisis.
Concentration Course Requirements *
Students completing the Concentration in Crisis Management must complete the following three courses for their elective coursework requirements.

- MAMP-503 The Psychology of Conflict and Operations Other Than War 3 cr.
- EML-502 Supporting Functional Needs Populations in Disasters 3 cr.
- EML-505 Leading in Times of Crisis 3 cr.

* Thesis/Capstone topic must be consistent with concentration.

Concentration in Gender and Sexuality Studies
The Concentration in Gender and Sexuality Studies highlights the significant influence and impact of gender and sexuality within culture and society. This concentration explores how systemic and structural power and inequality impact individuals and groups based on gender and sexuality. This concentration will look closely at issues specific to gender and sexual minorities. Further, it will consider theories of gender, sexuality, and intersectionality. In addition, students will study the influence of media, law, and policy on gender and sexuality and the evolution of these intertwined elements.

Concentration Objectives
1. Analyze experiences, perspectives, and events through the lens of gender and sexuality theories.
2. Articulate the impact of cultural and societal influences on gender and sexual minorities.

Concentration Course Requirements *
Students completing the Concentration in Gender and Sexuality Studies must complete the following three (3) courses for their Elective Coursework requirements.

- GSS-520 Theories of Gender and Sexuality 3 cr.
- GSS-521 Social and Cultural Evolution of Gender and Sexuality 3 cr.
- GSS-522 Social Justice, Gender, Sexuality, and the Law 3 cr.

* Thesis/Capstone topic must be consistent with concentration.

Concentration in Health and Wellness
Students will learn how to maximize the potential resources within diverse individuals and complex social groups. A focus will be placed on analyzing social systems and structures necessary to strengthen community well-being and enhance individual integrity. Further, health promotion and health communities will be situated within the biopsychosocial model of human growth and development to explore the extent to which contextual factors may influence healthy and sustainable lifestyle change. Illness management and recovery will be conceptualized from
an evidence-based perspective while specifically attending to positive psychology theory and effective practice.

Concentration Objectives

1. Advocate for health promotion and increased awareness of the impact of social and cultural values on individual health and wellness.
2. Evaluate responses to challenges associated with interpersonal and group dynamics as they relate to health communities and the field of health psychology.

Concentration Course Requirements *

Students completing the Emphasis in Health and Wellness must complete the following three courses for their elective coursework requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWP-514</td>
<td>Positive Psychology for Health and Wellness</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HWP-515</td>
<td>Mindfulness-Based Approaches to Health &amp; Wellness</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HWP-516</td>
<td>Biological Bases for Health and Wellness</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

* Thesis/Capstone topic must be consistent with concentration.

Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of Social Justice Practicum I, II, III, & IV.
3. Successful completion of Capstone or Thesis.
4. A cumulative grade point average of 3.0 or higher.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Psychology.

Social Justice Practicum

The Social Justice Practicum (SJP) is a non-clinical and non-discipline specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity.

The SJP unites our academic institution and larger communities, which is an anchor of
student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules and 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of “Pass” for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived, and life credit is not admissible to meet this requirement.
Doctor of Philosophy In Industrial and Organizational Psychology
Purpose of Addendum: Inclusion of credit hours for Social Justice Practicum in degree requirements.

Degree Requirements
This program requires students to complete 75 post-master’s credits, including a minimum of 12 credits toward dissertation, plus 2 credits of Social Justice Practicum (SJP). Coursework is in the key areas of industrial and organizational psychology, along with two advanced research courses. All 700-level courses, with the exception of IOP-798 and IOP-799 are need to be successfully completed prior to taking IOP-800: Doctoral Qualifying Exam. IOP-800 must be successfully completed for students to proceed into Doctoral Candidacy and begin work on their dissertation.

REQUIRED POST-MASTER’S COURSEWORK
IOP-700 History and Systems of Psychology in Industrial and Organizational Psychology 3 cr.
IOP-701 Ethical, Legal, and Professional Issues 3 cr.
IOP-702 Advanced Organizational Theory 3 cr.
IOP-703 Advanced Organizational Development and Change 3 cr.
IOP-704 Advanced Statistics in IO Psychology 3 cr.
IOP-705 Job and Task Analysis 3 cr.
IOP-706 Advanced Consulting Skills 3 cr.
IOP-707 Attitude Theory, Measurement, and Change 3 cr.
IOP-708 Advanced Research Methods and Design I Qualitative Methods 3 cr.
IOP-709 Advanced Research Methods and Design II Quantitative Methods 3 cr.
IOP-710 Advanced Human Factors 3 cr.
IOP-711 Assessment of Individual Differences 3 cr.
IOP-712 Advanced Talent Management and Motivation 3 cr.
IOP-713 Leadership and Management 3 cr.
IOP-714 Advanced Performance Management and Feedback 3 cr.
IOP-715 Advanced Recruitment, Selection, and Placement 3 cr.
IOP-716 Advanced Group Dynamics 3 cr.
IOP-717 Advanced Training and Development Training 3 cr.
IOP-800 Doctoral Qualifying Examination Seminar 3 cr.
IOP-798 Socially Responsible Practice Seminar I 3 cr.
IOP-799 Socially Responsible Practice Seminar II 3 cr.
IOP-801 Dissertation 1-3 cr.

*REQUIRED SOCIAL JUSTICE PRACTICUM (SJP) COURSEWORK
SJP-515 Social Justice Practicum 1 0.5 cr.
SJP-516 Social Justice Practicum 2 0.5 cr.
SJP-517 Social Justice Practicum 3 0.5 cr.
SJP-518 Social Justice Practicum 4 0.5 cr.

Minimum Total Credit Hours Required: 80

Students who completed the Social Justice Practicum (SJP), Community Service Practicum (CSP), or Community Engagement Project (CEP) as part of a previous Adler University degree program may transfer those credits in.
Purpose of Addendum: Change in Degree Requirements - PAC-500 replaces PPA-500

MASTER OF PUBLIC ADMINISTRATION

Effective January 1, 2020

Program Overview

The Master of Public Administration is a professional degree that prepares students for management careers in public and nonprofit organizations. It is an ideal course of study for students who are committed to being social change leaders within public and nonprofit organizations. The Public Administration program at Adler University collaborates with Adler University’s Institute on Public Safety and Social Justice and Center of Civic Learning and Community Action. Master of Public Administration graduates are prepared with the theoretical foundation and requisite management and leadership skills needed to challenge and change today’s societal issues. The program offers the best features of online graduate education in public administration and service, coupled with Adler University’s emphasis on graduates being socially responsible professionals.

The Master of Public Administration program provides students with the core knowledge and skills necessary for policy implementation, organizational leadership, management, and development that are necessary for work in the public arena including national, state, and local governments; research centers; consulting firms; community action groups and direct-service providers at various levels of government and services in the United States and around the world. The core objectives of the Public Administration program are to prepare students for organizational development, evaluation, and management of organizations distinguished by strong, ethical leadership and efficient and effective systems of delivery. Core curriculum topics include public finance, ethics and leadership, economic analysis and policy development, historical and theoretical foundations of the administrative state, organizational theory in public administration, and research and evaluation methods.

Students will elect a concentration in Crisis Management, Military and Veteran Services, or Sustainable Communities. In order to become effective public administration professionals, students advance their abilities in leadership and advocacy. They become participants in, and contributors to, the process of developing public programs and organizations, including the analysis, synthesis, critical thinking, and problem-solving that encourages the growth of a fair and just society. Students learn the critical skills of communicating and collaborating with diverse groups within a rapidly changing society and to articulate and contribute new perspectives into discussions and solutions to social, economic, and environmental problems.

The goal of the Crisis Management concentration is to educate students on how to respond to and manage the impact of natural, accidental, or premeditated disasters and a disaster’s effect on communities. Further, there is a special focus on those communities that are at-risk and/or marginalized during times of crises. Students will prepare to serve as effective first responders and recovery specialists who can advocate for healthy and resilient communities in the immediate aftermath of an acute or chronic crisis. Particular attention is given to the critical period following a crisis.
where underlying vulnerabilities for psychological distress and other poor health outcomes may be exacerbated. Coursework prepares students to identify and foster psychological resiliency and promote healthy and resilient communities. Students will develop leadership skills that promote positive growth and development using natural strengths and resources inherently present in communities by way of engaging community leaders and traditionally marginalized and at-risk members of the community using primary, secondary, and tertiary prevention approaches.

The **Military and Veteran Services** concentration will educate students to be socially responsible through the engagement of both the military and veteran’s communities. This concentration focuses on how the military interacts with larger social, organizational, cultural, and technological systems and draws on all subdisciplines of administration to understand the variables that affect the military and governmental/nongovernmental veteran’s sectors. Further, this concentration includes the contributions of clinical, experimental, social, industrial/organizational, and engineering psychology.

The **Sustainable Communities** concentration provides students with opportunities to develop competencies in administration, leadership, and advocacy skills used in sustainable economic development, environmental development, and building a healthier culture and society at the local, state, national, and international levels of governance. The concentration is an academically challenging program that prepares graduates for organizational leadership roles in all levels of government and particular areas of community health and sustainable development, environment, research, and program planning and evaluation.

**Program Objectives**
At the completion of this program, the student will be able to:

1. Apply public administration, management models, and organization theory.
2. Lead, manage, and provide services within a diverse workplace and to a diverse citizenry.
3. Perform program evaluations and forecasting.
4. Apply concepts of social equity to public affairs, administration, and policy.
5. Work within the institutional, structural, and political contexts of policy implementation.
6. Prepare a budget reflecting policy and organizational priorities.
7. Understand the relationship between policy formation and public services.
8. Manage public-private partnerships.
9. Communicate effectively in both oral and written form tailored to the diverse audiences addressed in the position as a public servant.

**Degree Requirements**

**Core Courses (25 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAC-500</td>
<td>Foundations of Public Administration</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PPA-501</td>
<td>Political Economy and Economic Analysis in Public Policy Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PPA-502</td>
<td>Ethics in Public Service</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PAC-503</td>
<td>Organizational Theory and Public Personnel Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PAC-504</td>
<td>Public Finance</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>
PPA-505 Research Methods 3 cr.
PPA-506 Research Applications 3 cr.
PAC-507 Public Management and Leadership 3 cr.
PPA-521 Capstone Project Experience in Public Policy/Administration I 0.5 cr.
PPA-522 Capstone Project Experience in Public Policy/Administration II 0.5 cr.

Social Justice Practicum (2 credits)
SJP-515 Social Justice Practicum I 0.5 cr.
SJP-516 Social Justice Practicum II 0.5 cr.
SJP-517 Social Justice Practicum III 0.5 cr.
SJP-518 Social Justice Practicum IV 0.5 cr.

Concentration Coursework (9 credits)
EML-502 Supporting Functional Needs Populations in Disasters 3 cr.
EML-505 Leading in Times of Crisis 3 cr.
MAMP-503 The Psychology of Conflict and Operations Other Than War 3 cr.
MAMP-504 Ethics, Morality, and Social Justice in the Military 3 cr.
MAMP-508 Culture and Diversity in the Military 3 cr.
MAMP-513 Continuum of Care for the Military, Veterans, and Their Families 3 cr.
SCOM-512 Elements of Sustainability and Livable Communities 3 cr.
SCOM-513 Tools for Sustainable Development 3 cr.
SCOM-514 Strategic Planning for Sustainability 3 cr.

Total Credit Hours Required: 36

MASTER OF PUBLIC ADMINISTRATION CONCENTRATIONS

Concentration in Crisis Management
The goal of the Crisis Management concentration is to educate students on how to respond to and manage the impact of natural, accidental, or premeditated disasters and a disaster's effect on communities. Further, there is a special focus on those communities that are at-risk and/or marginalized during times of crises. Students will prepare to serve as effective first responders and recovery specialists who can advocate for healthy and resilient communities in the immediate aftermath of an acute or chronic crisis. Particular attention is given to the critical period following a crisis where underlying vulnerabilities for psychological distress and other poor health outcomes may be exacerbated. Coursework prepares students to identify and foster psychological resiliency and promote healthy and resilient communities. Students will develop leadership skills that promote positive growth and development using natural strengths and resources inherently present in communities by way of engaging community leaders and traditionally marginalized and at-risk members of the community using primary, secondary, and tertiary prevention approaches.
Concentration Objectives

1. Apply skills to increase awareness of community crisis management and recovery.
2. Evaluate the effectiveness of current practices in governmental and nongovernmental organizations and their responses to communities in crisis.

Concentration Course Requirements
Students completing the concentration in Crisis Management must complete the following three courses for their concentration coursework requirements.
EML-502 Supporting Functional Needs Populations in Disasters 3 cr.
EML-505 Leading in Times of Crisis 3 cr.
MAMP-503 The Psychology of Conflict and Operations Other Than War 3 cr.

Concentration in Military and Veteran Services

The Military and Veteran Services concentration will educate students on how to be socially responsible through the engagement of both the military and veteran’s communities. This concentration focuses on how the military interacts with larger social, organizational, cultural, and technological systems and draws on all sub-disciplines of administration to understand the variables that affect the military and governmental/non-governmental veteran’s sectors. Further, this concentration includes the contributions of clinical, experimental, social, industrial/organizational, and engineering psychology.

Concentration Objectives
1. Evaluate organizational and structural functions of the military and veterans services administration.
2. Develop leadership and innovation skills that are principle focused and advance social responsibility.

Concentration Course Requirements
Students completing the concentration in Military and Veteran Services must complete the following three courses for their concentration coursework requirements.
MAMP-504 Ethics, Morality, and Social Justice in the Military 3 cr.
MAMP-508 Culture and Diversity in the Military 3 cr.
MAMP-513 Continuum of Care for the Military, Veterans, and Their Families 3 cr.

Concentration in Sustainable Communities

The Sustainable Communities concentration provides students with opportunities to develop competencies in administration, leadership and advocacy skills used in sustainable economic development, environmental development and building a healthier culture and society at the local, state, national and international levels of governance. The concentration is an academically challenging program that prepares graduates for organizational leadership roles in all levels of government and particular areas of community health and sustainable development, environment, research, and program planning and evaluation.

Concentration Objectives
1. Apply practical tools such as survey design, environmental impact assessments, community-based research, and service projects in designing healthy, sustainable communities.
2. Explain program and project management, community leadership, social and environmental advocacy, and employment in both government and nonprofit agencies.

**Concentration Course Requirements**

Students completing the concentration in Sustainable Communities must complete the following three courses for their concentration coursework requirements.

- **SCOM-512 Elements of Sustainability and Livable Communities** 3 cr.
- **SCOM-513 Tools for Sustainable Development** 3 cr.
- **SCOM-514 Strategic Planning for Sustainability** 3 cr.

**Graduation Requirements**

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of Social Justice Practicum I, II, III, & IV.
3. A cumulative grade point average of 3.0 or higher.
4. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Public Administration.

**Social Justice Practicum**

The Social Justice Practicum (SJP) is a non-clinical and non-discipline specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change; and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity.

The SJP unites our academic institution and larger communities, which is an anchor of student learning at Adler University. This experiential learning process includes attending monthly workshops to explore civics, intersectionality, and community organizing and completing a practicum at community-based organizations to work on projects that will strengthen the social justice missions of our community partner members.

All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include: 1) completion of a minimum of 200 hours at an approved SJP site, 2) completion of online modules, 3) a formal SJP presentation at the Social Justice Symposium, and 4) students must receive a grade of “Pass” for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived, and life credit is not admissible to meet this requirement.
Course Descriptions

PAC-500                      Foundations of Public Administration                      3 Credits
This course focuses on the pursuit of public purposes; it is an introduction to public administration, public service, and public policy. Students will learn the constitutional, democratic, and cultural tenets that frame ideas of acceptable government action; intergovernmental and intersectoral relations in public service delivery; managerial, political, and economic aspects of governance; links between law, policy, and management; and the intellectual heritage of the field. This course emphasizes the application of social justice and ethics through the consideration of the social, political, legal, economic, and ecological factors in the formation and reform of policy and public service. Through experiential activities, research, and engaging discussion this course stresses problem-solving, critical thinking skills, and application of the course material to real-world situations.
Purpose of Addendum: Change in Degree Requirements - Addition of MIO-504 and MIO-520 as elective options. Removal of MAMP-504 as an elective option.

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

Effective January 2, 2020

Degree Requirements

Core Courses (22 credits)
OL-500 Leadership & Management Philosophies 3 cr.
OL-501 Organizational Culture & Design 3 cr.
OL-502 Leading High Impact Teams 3 cr.
OL-503 Innovation Process 3 cr.
OL-504 Leadership Assessment & Feedback Coaching 3 cr.
OL-505 Entrepreneurship 3 cr.
INDS-503 Research Methods 3 cr.
INDS-531 Adlerian Theory in Socially Responsible Practice 1 cr.

Social Justice Practicum (2 credits)
SJP-515 Social Justice Practicum I 0.5 cr.
SJP-516 Social Justice Practicum II 0.5 cr.
SJP-517 Social Justice Practicum III 0.5 cr.
SJP-518 Social Justice Practicum IV 0.5 cr.

Elective Coursework (9 credits)
MIO-504 Organizational Development and Change 3 cr.
MIO-520 Workplace Measurement and Performance Management 3 cr.
MIO-524 Training Theory 3 cr.
INDS-502 Statistics 3 cr.
OL-508 Systems Thinking 3 cr.

Thesis or Capstone Courses (3 credits)
OL-506 Thesis 3 cr.

or
OL-507 Capstone 3 cr.
(may be repeated multiple times for credit; 3 credit hours of thesis are required)

Total Credit Hours Required: 36
Purpose of Addendum: Addition of new program

DOCTOR OF PHILOSOPHY IN ORGANIZATIONAL LEADERSHIP

Program Overview
The Ph.D. in Organizational Leadership will allow graduates to influence and invigorate organizations around the world as scholars, practitioners, and/or entrepreneurs. Students will have the ability to impact: organizational and system transformation; innovation across commercial, public, and social contexts; solution-building for complex social challenges; and socially conscious organizational leadership. Students will develop a strong foundation in the theory and application of various contemporary leadership models, including both vertical and horizontal approaches to leadership. This program provides students with multiple opportunities to acquire leadership qualities and knowledge of specific practices. Further, students will enhance their ability to critically analyze research and data for the strategic and ethical implementation of organizational or societal initiatives.

The Doctoral program will focus on providing students with innovative, organizational leadership practices that can be applied across a wide range of professional settings. Scholar-practitioners will conduct high quality research on organizational leadership and innovation, and disseminate it to scholarly and other audiences. Doctoral candidates will be prepared to teach others in academic and industry specific settings. Doctoral candidates will engage in service and outreach that enhances scholarship and its public impact. They will also be expected to conduct research with teleological objectives and social purpose. The program will prepare candidates to excel as thought leaders in a variety of institutional settings, including universities, industry and government, the nonprofit sector, and think tanks.

Program Objectives
Upon completion of this degree program, graduates will be able to:
1. Apply existing and develop new contemporary leadership models and/or theories to support organizational effectiveness in a global environment.
2. Implement practical, data-driven research that informs leadership decisions and contributes to the existing body of knowledge.
3. Synthesize new knowledge to inform decision making at operational and strategic levels of an organization.
4. Engage in Knowledge Translation and Exchange using advanced communication skills and awareness of cultural differences in global and domestic business interactions.
5. Analyze problems from a diverse perspective, including critical theory, to evaluate contemporary leadership practices. [SRP]
6. Assess the ethical and strategic performance of business entities, taking into account cross-functional environments as they affect ethical decision making in domestic and global organizations.

Minimum Admission Requirements
1. A master’s degree, by the date of matriculation, in Organizational Leadership or a related discipline.
   a. Applicants who did not graduate from Adler University’s Master of Arts in Organizational Leadership or an equivalent program will be required to complete the equivalency requirements in addition to the doctoral curriculum. (See Program Requisites below)
2. A cumulative Grade Point Average (GPA) of 3.0 or better (on a 4.0 scale) in their master’s degree.
   a. Successful applicants typically have a grade point average of 3.25 or higher on a 4.0 scale for graduate-level coursework.
3. Two letters of recommendation from an individual who can speak to the applicant’s likelihood of success in a doctoral program
4. A writing sample (e.g. a publication, report or an essay or paper previously submitted as an assignment).
5. An admissions interview.
   *Applicants who are graduates, in good standing, from Adler University’s Master of Arts in Organizational Leadership may have one letter of recommendation, the writing sample, and/or interview waived.

Program Requisites
Applicants who did not graduate from Adler University’s Master of Arts in Organizational Leadership or an equivalent program will be assessed to determine whether they have adequate coursework in the following master’s-level course areas, with a letter grade of B or better, and whether they need to complete additional master’s-level courses prior to beginning the doctoral program.

Course Areas and Equivalent Courses at Adler
SJP-515 Social Justice Practicum I .5 credits
SJP-516 Social Justice Practicum II .5 credits
SJP-517 Social Justice Practicum III .5 credits
SJP-518 Social Justice Practicum IV .5 credits
INDS-502 Statistics 3 credits
INDS-503 Research Methods 3 credits
OL-500 Leadership & Management Philosophies 3 credits
OL-501 Organizational Culture & Design 3 credits

Provisional Admission Status
Applicants admitted on a provisional basis must submit all outstanding collateral, as defined in their acceptance letter, prior to the end of their first course to achieve full admission status and continue in the program. Applicants not meeting this standard may be dismissed from the University.

Degree Requirements
The program will consist of 90 post-baccalaureate credit hours, which includes requisite, core, elective, thesis/capstone, and practicum requirements.

Requisite coursework (may come from MA degree): 14 credits
SJP-515 Social Justice Practicum I (0.5 credits)*
SJP-516 Social Justice Practicum II (0.5 credits)*
SJP-517 Social Justice Practicum III (0.5 credits)*
SJP-518 Social Justice Practicum IV (0.5 credits)*
INDS-502 Statistics (3 credits)
INDS-503 Research Methods (3 credits)
OL-500 Leadership & Management Philosophies (3 credits)
OL-501 Organizational Culture & Design (3 credits)

**Core coursework 34 credits**
OL-700 Contemporary Perspectives in Org Leadership Theory (3 credits)
OL-701 Followership (3 credits)
IOP-716 Advanced Group Dynamics (3 credits)
OL-702 Organizational Culture and Climate (3 credits)
OL-703 Advanced Leadership Communication Strategies (3 credits)
IOP-701 Ethical, Legal, and Professional Issues (3 credits)
OL-704 Diversity and Inclusion (3 credits)
OL-705 Leading Innovation (3 credits)
IOP-708 Advanced Research Methods & Design: Qualitative Methods (3 credits)
IOP-709 Advanced Research Methods: Quantitative Methods (3 credits)
OL-706 Analyzing & Interpreting Research (3 credits)
OL-711 Socially Responsible Practice Seminar (1 credit)

**Comprehensive Exam 3 credits**
OL-707 Comprehensive Exams (3 credits)

**Dissertation 12 credits**
OL-708 Doctoral Dissertation (12 credits)

**Electives 27 credits**
IOP-714 Advanced Performance Management & Feedback (3 credits)
IOP-706 Advanced Consulting Skills (3 credits)
PPC-507 Business & Government Policy (3 credits)
MPA-610 Advocacy Strategy & Tactics for Social Change (3 credits)
OL-709 Human Resources Management (3 credits)
OL-710 Building Agility and Resilience (3 credits)
OL-504 Leadership Assessment & Feedback Coaching (3 credits)
OL-508 Systems Thinking (3 credits)
OL-502 Leading High Impact Teams (3 credits)
OL-503 Innovation Process (3 credits)
OL-505 Entrepreneurship (3 credits)

**Master’s or previous graduate credit that does not directly align with requisite or core coursework may count toward elective credit**

90 Credits

**Doctoral Qualifying Exams**
Doctoral qualifying exams are a key feature of the Ph.D. program and allow students to demonstrate understanding and application of the program material before formally embarking on their dissertation process. Students are eligible to apply to take comprehensive exams after all program coursework has been completed. Doctoral qualifying exams will take place during a predetermined course, and students will need to indicate their desire to take doctoral qualifying exams by signing up via the formal Doctoral Qualifying Exam Application Process. This process not only designates the exact time interactive components of the exam will take place, but will act as a review of the student’s current course standing and course completion status to ensure the student is eligible to take doctoral qualifying exams at that time.

The content of doctoral qualifying exams is made up of both written responses and a “live” presentation/discussion format.

**Written component:** Students will receive three prompts and be required to respond, in writing, to two of the three prompts during the course. Written components will include literature reviews and should incorporate research aligned to the student’s dissertation topic. Prompts will be given to students three weeks before responses are due. Replies to the prompts will be due by a specific date and time, and failure to submit responses by the deadline will render the student’s submission ineligible. Late deliverables are not accepted for doctoral qualifying exam submissions. Further information on the detail needed for the written component will be given after the student receives approval to participate in the doctoral qualifying exams.

**Presentation component:** After submission of the written component, students will have one week to prepare for and deliver a “live” online meeting to present ideas and recommendations related to one of the written prompts. The live meeting will be interactive, and students will be expected to field questions related to their ideas and recommendations. Further information on the detail needed for the presentation component will be given after the student receives approval to participate in the doctoral qualifying exams.

**Dissertation**

The dissertation is the capstone of the Ph.D. program and showcases a student’s research skills, critical thinking, and command of theories and data related to a topic of his or her choosing. Prior to working on the dissertation, students must complete all required coursework and pass the doctoral qualifying exams. In order to register for dissertation credit hours, students must be in compliance with the Satisfactory Academic Progress (SAP) policy.
Upon successfully passing the competency exams, students will be assigned to a Dissertation Chair. The Dissertation Chair will select committee members who have experience and expertise related to the dissertation topic. These additional committee members, as well as the chair, serve as the formal dissertation committee for the student.

Ushering the dissertation process along is a student-owned process. Students should meet with their Dissertation Chair to discuss possible dissertation topics and plans for completing the dissertation. Dissertation Chairs can provide perspective on research needed, as well as possible measurement strategies. Students should be meeting with the Dissertation Chair on an agreed-upon schedule. Students should also work with the appointed committee members to understand their expectations on key milestones, drafts to be submitted, and so on.

Students should incorporate feedback given by the Dissertation Chair and committee on all iterations of the dissertation deliverables. Students will continue to work on the dissertation to refine it and incorporate feedback, until such a point when a decision will be collaboratively made by the student and the Dissertation Chair that a dissertation defense may be scheduled. A date for presenting the final dissertation will be selected by the Dissertation Chair and the student. In the dissertation defense, students will present their materials to the committee and demonstrate their ability to discuss research, hypotheses, data, and findings on their selected topic and respond to questions posed by the committee. Dissertation defenses are open to the academic community, and individuals outside of the dissertation committee may be in attendance. Typically, revisions to the dissertation will need to be addressed after the defense. After a student has presented his or her findings during the defense, the committee will make one of the following decisions:

• Student does not pass
• Student passes with major revisions needed; core analyses and/or theories need to be reworked, the literature review needs to be enhanced, and so on
• Student passes with minor revisions needed; edits needed are likely cosmetic and could include creating a better reading flow in the document or clarifying points or findings for greater impact
• Student passes with no revisions needed; the committee determines no revisions are needed

Optional Professional Portfolio

For the benefit of capitalizing on career opportunities and aspirations, Adler University offers an optional professional portfolio submission. Students are strongly encouraged to build and submit a professional portfolio at the conclusion of the program because professional portfolios and/or examples of student work may be requested during the hiring process. Students will
receive constructive feedback on ways to enhance the portfolio for greatest impact. A template will be provided specifying what should be addressed in the portfolio, including course activities, comprehensive exam responses, and dissertation outputs.

**Graduation Requirements**

1. Satisfactory completion of all required credit hours, including all required courses
2. Satisfactory completion of Social Justice Practicum I, II, III, & IV
3. Satisfactory completion of the Doctoral Qualifying Examination
4. Satisfactory completion of a doctoral dissertation proposal, dissertation, oral defense, and submission of the final document
5. A cumulative grade point average of 3.0 or higher
6. Submission of completed Graduation Application and full payment of all outstanding tuition and fees
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Doctor of Philosophy in Organizational Leadership

**Social Justice Practicum**

The Social Justice Practicum (SJP) is a non-clinical and non-discipline specific experiential practicum. Students gain the knowledge, skills, and perspectives to utilize collective power and social justice strategies to build a more equitable society.

The SJP is designed to help students learn how to work alongside different communities as agents of social change and serves as the catalyst for students to realize and understand their own strengths and responsibility to contribute to social equity.

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All students must complete the SJP before advancing onto any clinical or discipline specific training, respective of the program in which they are enrolled. SJP requirements include:

1) completion of a minimum of 200 hours at an approved SJP site;  
2) completion of online modules; and
3) a formal SJP presentation at the Social Justice Symposium; and
4) students must receive a grade of “Pass” for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived, and life credit is not admissible to meet this requirement.
Course Descriptions

MPA-610 Advocacy Strategy & Tactics for Social Change 3 credits
This course explores theories of change and impactful social movements as a means of preparing students to lead change processes. It examines the activities, contexts, challenges and ethics of community-based social change as they relate to organizations and institutional systems, work/task groups and individuals and the role of the community leaders in these processes. The course focuses on strategies and tactics to impact policy level change and how they may be used to create social equity in today’s political and social systems. Students will be encouraged to examine how advocacy groups, delivery systems and community organizations can work with all orders of government to address issues of social change. The course will also explore ways in which the involvement of community members can lead to the construction of socially just policies and services that impact on marginalized individuals and groups.

OL-500 Leadership & Management Philosophies 3 credits
This course explores fundamental leadership and management concepts at the individual, team, and organizational levels. This course will give students the opportunity to explore leadership and followership dynamics, as well as the role it plays in enhancing leadership capabilities and experiences. In addition, there is an emphasis on self-awareness and on understanding the importance of accountability and responsibility on individual, team, and organizational levels. The course presents a comprehensive, integrative, and practical focus related to leadership theory and management philosophies. Further, the course provides students with the opportunity to apply pertinent theories learned through literature and to enhance personal skill development through self-assessment exercises. Students will develop competitive knowledge, skills, and abilities for operating in today’s global organizations.

OL-501 Organizational Culture & Design 3 credits
This course explores organizational culture at the interface of theory and practice to bring clarity, context, relevance, and understanding to the topic. Future leaders will be prepared to use their knowledge as a powerful tool in creating a sustainable high performance organization. This course will also explore the interface of organization design and organizational identity, which will prepare graduates to design systems and processes that influence and respond to culture. Essential challenges to leadership will be explored, such as organizational culture alignment, in an increasingly dynamic climate.

OL-502 Leading High Impact Teams 3 credits
In this course, students will learn how to lead high-performing teams that are collaborative, consistently learning, and able to achieve bottom line results. Specifically, students will learn best practices for composing a team and
aligning individual and team goals. This course explores how to establish roles, build structures, and manage decision-making so that teams excel. This course will also help students manage conflict and build trust, elements which have a profound impact on team performance. After completing this course, students will have a set of tools and practices that will enable them to effectively set up, run, evaluate, and continuously improve teams within organizations.

**OL-503 Innovation Process**  3 credits
Understanding how innovation occurs within and outside of individual organizations is essential for entrepreneurs, policymakers, and researchers. Innovation in the creation and implementation of a new product, process, or service occurs within complex systems; and system characteristics can help or hinder innovation. This course will emphasize the non-linear and complex nature of innovation, preparing students for the uncertainty that accompanies innovation and change initiatives. Theoretical frameworks will be presented from the literature and diverse examples will be presented to illustrate the ways in which organizations may navigate economic and regulatory environments, the impact of socio-economic context, and how policy can improve innovation systems.

**OL-504 Leadership Assessment & Feedback Coaching**  3 credits
This course introduces students to the principles of individual assessment and their role in leadership development. Frameworks for conceptualizing the assessment process and specific strategies for assessing individual personality, cognitive ability, and workplace relevant behaviors (such as leadership skills, managerial styles, teamwork and other interpersonal skills, etc) will be considered. This course emphasizes strategies for the development of an ethical, individually-focused assessment process. Students gain experience in choosing appropriate, valid, and reliable instruments, incorporating non-test assessment strategies (such as interviewing and behavioral analysis) and interpreting and integrating assessment data. Included are considerations for providing feedback coaching and informative assessment reports for coaching clients at each level of the organization.

**OL-505 Entrepreneurship**  3 credits
This course introduces students to entrepreneurship and the development of the entrepreneurial mindset. Students will learn about the entrepreneurial process, skills required, and the necessary resilience to meet their business goals. This course is designed to help students evaluate the business skills and commitment necessary to successfully operate an entrepreneurial venture. Included is a consideration of challenges and rewards of
entrepreneurship. Students will also be introduced to socially responsible entrepreneurship and intrapreneurship that will bolster leadership capabilities for founding new organizations and improving existing organizations.

**OL-506 Thesis**  
1-3 credits  
Course may be taken multiple times for credit.  
The M.A. Thesis is a student-directed study conducted in consultation with an assigned Chair and Reader in an area of organizational leadership with relevance to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and standards outlined by the American Psychological Association. This course provides support and structure for the thesis process.

**OL-507 Capstone**  
1-3 credits  
The Capstone course provides students with a unique opportunity to complete a project that will reflect their learning and training experiences throughout the program. This project will require students to communicate with a “client” organization during which they will develop the ability to determine and communicate socially responsible recommendations based on their learnings in organizational leadership. Students will identify, with their client, a current or emerging business, policy, or organizational challenge, and complete an applied research project that demonstrates their mastery of culturally competent engagement as a socially responsible practitioner.

**OL-508 Systems Thinking**  
3 credits  
Complex challenges and issues involve the interplay of a multitude of stakeholders, organizations, and institutions. Students will be introduced to systems design, theory, and methods to identify and design systemic interventions for social, policy, and business change. This course will prepare students to identify leverage points for intervention; evaluate the cascade effect of decisions and policies throughout a system; and effectively communicate to stakeholders how different elements of a complex challenge interconnect. This course will encourage students to identify and analyze broad questions and consider unintended consequences. While not a data visualization course, students will be encouraged to think visually and map systemic interactions to enhance their analytical abilities.

**OL-700 Contemporary Perspectives in Org Theory**  
3 credits  
This course presents a comprehensive, integrative, and practical perspective on contemporary leadership theories that have emerged over the past several decades. Additionally, the course explores how individuals can build their leadership capabilities while acting with authenticity, integrity, and creativity. The course presents an Adlerian perspective on leadership styles and explores Adlerian approaches to democratic
leadership. Included is a special consideration of designing one’s personal philosophy of leadership. Further, this course firmly distinguishes leadership from management. There is an emphasis on how skills and abilities in leadership and management can be developed and applied by individuals in order to make a difference in organizations, communities, and/or societies. Ultimately, the course is intended to help students become more effective leaders in contexts where they currently serve or in contexts to which they aspire.

OL-701 Followership 3 credits
The purpose of this course is to move away from leader-centered theory to more integrated theory that includes the leader’s relationship with and influence on followers. In doing so, this course will take into account not only those who exercise power, authority, and influence; but also those on whom power, authority, and influence are being exercised. Students will learn about different theories and definitions of followership, various ways followers can be categorized, and how followers often become subtle but influential leaders. Students will explore Adlerian view of organizational dynamics and Adlerian approaches to democratic organizational leadership. This course will help students to understand that the ability to take direction, get behind a plan and be a team player is as important as leadership to the success of an organization. To that end, the best leaders are also effective followers.

OL-702 Organizational Culture and Climate 3 credits
This course examines how organizational culture and climate can be bolstered and transformed. Through comprehensive assessment and understanding of an organization’s current strengths and weaknesses, leaders can use culture to help attract and retain loyal and committed employees. This, in turn, can strengthen relationships with customers and other partners. This course will analyze the relationship between culture and strategy, seeking alignment between the two. The different kinds of cultures seen in high performing and low performing organizations will be explored in an effort to understand how cultural content affects organizational climate, behavior and business results. By the end of this course, students will gain an appreciation for how culture is learned and internalized based on ceremonies, myths, rituals, and symbols.

OL-703 Advanced Leadership Communication Strategies 3 credits
This course presents effective communication as an integral component of leadership strategy. A leader’s competence in this area will aid in developing a foundation for designing effective messages, both written and oral, from concept to delivery. This course will allow students to develop a communication model that appropriately leverages the power of diverse audience perspectives while crafting persuasive messaging that will serve as a catalyst for change and innovation. The course incorporates Adlerian leadership principles, including the Adlerian Law of Movement as applied to organizations. In addition, students will be introduced to interactive oral and interpersonal communication skills critical to leaders, including strategies for presenting to a resistant audience, running effective and productive meetings, active listening, and contributing to group decision-making.

OL-704 Diversity and Inclusion 3 credits
This course will introduce and advance students’ exposure to issues of accessibility,
and the full range of human diversity including ability, language, culture, gender and age. The course will engage these different issues, addressing how different viewpoints can impact the interpretation and utility of knowledge. Additionally, this course will focus on how the application of different leadership principles and theories would not be applicable or would have to be changed in order to better engage with stakeholders. Furthermore, knowledge and theories from non-Western and/or critical viewpoints will be explored to challenge assumptions within the traditional organizational leadership and innovation scholarship.

**OL-705 Leading Innovation**  
3 credits  
This course will explore how innovation involves developing a consensus in multi-stakeholder groups, managing organizational change or leading the development of an innovative product or service. Innovation requires leadership that has vision, the ability to inspire and empower others, and courageously make strategic decisions. This course also addresses the consequences of various leadership styles that can thwart the innovation process. In addition, students will be encouraged to embrace failure not only as a potential barrier, but as an opportunity to leverage learning for future organizational success.

**DOL-706 Analyzing & Interpreting Research**  
3 credits  
The course will allow students to understand the process through which data becomes information, information becomes knowledge, and how knowledge can be exchanged and transferred among different stakeholders. Students will observe how different theoretical lenses, ethical and cultural values, and personal backgrounds can shape the interpretation of data and information. Effective sharing of knowledge will depend on understanding an organization’s needs, as well as leadership objectives and concerns. The course will cover cognitive aspects of knowledge creation, the importance of narrative in the interpretation and communication of knowledge, and the importance of different ways of knowledge transfer for different audiences.

**OL-707 Comprehensive Exams**  
3 credits  
The purpose of the exams is to assess student’s mastery of Organizational Leadership content delivered throughout the program, and to gauge student’s readiness for future doctoral work. Evidence of this mastery is required for students to proceed with the dissertation phases of the program. The content of doctoral qualifying exams are made up of both written responses and “live” presentation/discussion format.

- **Written component:** Students will receive three (3) prompts and be required to respond, in writing, to 2 of the 3 prompts. Written components will include components of literature review and should incorporate research aligned to the student’s dissertation topic. Prompts will be given to students 3 weeks before responses are due. Replies to the prompts will be due by a specific date and time and failure to submit by the deadline will render the student’s submission ineligible. Late deliverables are not accepted for doctoral qualifying exam submissions. Further information on the detail needed for the written component will be given after the student receives approval to participate in the doctoral qualifying exams.
• Presentation component: After submission of the written component, students will have 1 week to prepare for and deliver a live online meeting to present ideas and recommendations related to one of the written prompts. The live meeting will be interactive and students will be expected to field questions related to their ideas and recommendations. Further information on the detail needed for the presentation component will be given after the student receives approval to participate in the doctoral qualifying exams.

OL-708  Doctoral Dissertation  1-3 credits
Course may be taken multiple times for credit. This course provides support and structure to the preparation and completion of the dissertation prospectus. Students will take this course to conduct research on a topic area or idea for the dissertation. This course will consist of the student reviewing the dissertation handbook and meeting with the faculty member serving as the dissertation chair on an agreed upon schedule. The deliverables for this course include: a finalized prospectus including the problem being studied, a bibliography of sources to examine the work that has been done to study the problem in the literature, and an outline for an approach for further research as a first set of milestones; it will also include the final dissertation report/manuscript, and an oral defense of the dissertation in front of an examination committee.

OL-709  Human Resources Management  3 credits
This course examines everyday issues facing organizations such as attracting, selecting, and maintaining a productive workforce in today’s competitive operating environment. Further, other nuances such as training and development, compensation, and employee performance evaluation will be discussed. Students will learn how to make the most effective use of their human capital through the use of human resource management strategy, organizational staffing, total rewards, employee and labor relations, and risk management. Students will also examine the responsibilities of organizational leadership for incorporating human resource issues in strategic planning and initiatives. The operational and administrative roles of human resource management will be emphasized, demonstrating that HR management is an important, complex, and strategic organizational activity that transcends accepting employment applications and keeping records.

OL-710  Building Agility and Resilience  3 credits
This course will examine the impact of resilient leadership on organizational sustainability. In particular, resilience will be explored on the individual, team and organizational level. Students will learn how to ensure their own health and productivity, as well as increase their accountability and adaptability. Students will also learn how to assist their team(s) with developing these skills and competencies. Doing so, will allow leaders to foster a culture of mindfulness, resilience, and adaptability within their organization. Topics covered will include fundamentals of resilience, the mindset and behaviour of a resilient leader, strategies for building and maintaining resilient teams and organizations, and identifying risks that may impact an organization and its
agility/ability to change.

**OL-711  Socially Responsible Practice Seminar  1 credit**
This course will address current topics in the field of organizational leadership emphasizing socially responsible practice. Specific content to be covered will vary based on what is relevant at the time and will be specified prior to the semester in which the seminar is offered. Students are encouraged to use the material provided in DOL-711 to inform ideas and direction for the dissertation. During this course, students will also be prompted to begin working on the optional professional portfolio, with guidance provided for content and projects to include in the submission.

**PAC-507  Public Management and Leadership  3 Credits**
This course introduces the knowledge and skills related to strategic management and leadership in government and public services, including the articulation and aligning of organizational goals in accordance with the mission; negotiating the complexities between service delivery and resource constraints; managing organizational changes; establishing measurements for outcomes; creating efficiency within production; and maintaining high staff motivation. Important strategic actions considered include developing an organizational mission and vision; developing means of accountability and legitimacy; the use of e-government technology in developing and managing challenges in the delivery of services and information electronically to constituents; understanding and employing new tool for government including privatization and contracting; restructuring an organization; shaping organizational culture; and developing human capital.
2019-2020 Catalog Addendum

Purpose of Addendum: Policy Modifications & Degree Requirement Changes

VANCOUVER CAMPUS

MASTER OF ARTS IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (MAIOP)

Program Overview
The Master of Arts in Industrial and Organizational Psychology degree program prepares graduates to work in a variety of areas related to organizational development and leadership for business, industry, and the public sector. The degree offers curricula that include an integration of theory, research, applied skills, and community service within disciplines of organizational psychology and organizational development/leadership practice as well as counselling theory and practice. Knowledge and skills developed in the programs will enable graduates to provide consultation to and leadership in organizational settings on the level of the individual, the work group, and organizational systems and structures.

This degree requires students to complete two practica: a 200-hour Social Justice Practicum and a 300-hour Organizational Psychology Practicum completed in an organizational setting.

The program also requires students to complete the MAIOP Master’s Thesis to ensure students have the requisite understanding of research and critical analysis process and are fully prepared to undertake further academic pursuits.

Designed for the professional learner, the program is offered in a flexible weekday, weekday evening, and weekend format. This allows students to maintain their involvement with their work while completing the program.

Graduates are not eligible for registration as a clinical counsellor.

Admission Requirements
To be considered for admission, an applicant must meet the following criteria:

• A baccalaureate degree or equivalent from an accredited institution.
• A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate or graduate coursework.
• The equivalent of six semester credit hours in baccalaureate level psychology with a grade of C or better. These courses must include introductory psychology and research methods.

Approved applicants will be evaluated through a writing sample and an interview as the final step in the application process. Students must complete all coursework required for the program at Adler University, Vancouver Campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the University’s official Transfer Credit Policy. For full details about our admissions requirements, visit adler.edu.
Degree Requirements
The following courses are required for this degree. It is strongly recommended that students take courses following the curriculum sequence described below to insure timely progress in meeting program requirements.

Successful completion of the following courses is required for this degree:

- MAIOP-215 Leadership Development 3 cr.
- MAIOP-220 Consulting Skills 1 cr.
- MAIOP-222 Social Justice Practicum I 1 cr.
- MAIOP-225 Social Justice Practicum II 1 cr.
- MAIOP-515 Communication Theory and Practice 3 cr.
- MAIOP-520 Intro to IO Psychology 1 cr.
- MAIOP-523 Psychometrics Lab 1 cr.
- MAIOP-525 Statistical Methods at Work 3 cr.
- MAIOP-535 Ethics and Socially Responsible Practice 1 cr.
- MAIOP-546 Research Methods in Organizational Psychology 3 cr.
- MAIOP-547 Group Theory and Team Dynamics 3 cr.
- MAIOP-551 MAIOP Thesis I 1 cr.
- MAIOP-552 MAIOP Thesis II 1 cr.
- MAIOP-553 MAIOP Thesis III 1 cr.
- MAIOP-550 MAIOP Thesis Preparation 1 cr.
- MAIOP-571 Organizational Systems and Structure 1 cr.
- MAIOP-576 Strategic Human Resource Management 3 cr.
- MAIOP-578 Personnel Selection and Assessment 3 cr.
- MAIOP-580 Organizational Change and Development 3 cr.
- MAIOP-585 Leadership and Coaching 3 cr.
- MAIOP-586 Organizational Psychology Practicum 1 cr.
- MAIOP-588 Organizational Psychology Practicum Seminar 1 cr.
- MAIOP-590 Career Development and Executive Succession 1 cr.
- MAIOP-591 Human Resource Development 1 cr.
- MAIOP-641 Social Psychology and Well-Being 3 cr.

Total Credit Hours Required: 45

MASTER OF ARTS IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (MAIOP)
Curriculum Sequence

YEAR ONE

Fall Term

- MAIOP-520 Intro to IO Psychology 1cr
- MAIOP-641 Social Psychology and Well-Being 3cr
- MAIOP-546 Research Methods in Organizational Psychology 3cr
- MAIOP-535 Ethics and Socially Responsible Practice 1cr
- MAIOP-222 Social Justice Practicum I 1cr

Term Credits = 9

Spring Term

- MAIOP-215 Leadership Development 3cr
- MAIOP-585 Leadership and Coaching 3cr
- MAIOP-571 Organizational Systems and Structure 1cr
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<tr>
<td>MAIOP-523</td>
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<tr>
<td>MAIOP-225</td>
<td>Social Justice Practicum II</td>
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### Summer Term

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<tr>
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<td>MAIOP-580</td>
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<td>MAIOP-578</td>
<td>Personnel Selection and Assessment</td>
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<td>MAIOP-220</td>
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### YEAR TWO

#### Fall Term

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<td>MAIOP-525</td>
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<td>(3cr)</td>
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#### Spring Term

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<td>MAIOP 552</td>
<td>MAIOP Thesis II</td>
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<td>MAIOP-547</td>
<td>Group Theory and Team Practice</td>
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<td>MAIOP-591</td>
<td>Human Resource Development</td>
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#### Summer Term

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<tr>
<td>MAIOP-586</td>
<td>Organizational Psychology Practicum</td>
<td>(1cr)</td>
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<tr>
<td>MAIOP-588</td>
<td>Organizational Psychology Practicum Seminar</td>
<td>(1cr)</td>
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**TOTAL CREDIT HOURS: 45**
MASTER OF INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (MIOP)

Program Overview
The Master of Industrial and Organizational Psychology degree program prepares graduates to work in a variety of areas related to organizational development and leadership for business, industry, and the public sector. The degree offers curricula that include an integration of theory, research, applied skills, and community service within disciplines of organizational psychology and organizational development/leadership practice as well as counselling theory and practice. Knowledge and skills developed in the program will enable graduates to provide consultation to and leadership in organizational settings on the level of the individual, the work group, and organizational systems and structures.

This degree requires students to complete two practica: a 200-hour Social Justice Practicum and a 300-hour Organizational Psychology Practicum completed in an organizational setting.

The program also requires students to complete the MIOP Comprehensive Project to ensure students have the requisite understanding of research and critical analysis process and are fully prepared to undertake further academic pursuits.

Designed for the professional learner, the programs are offered in a flexible weekday, weekday evening, and weekend format. This allows students to maintain their involvement with their work while completing the program.

Graduates are not eligible for registration as a clinical counsellor.

Admission Requirements
To be considered for admission, an applicant must meet the following criteria:

- A baccalaureate degree or equivalent from an accredited institution.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate or graduate coursework.
- The equivalent of six semester credit hours in baccalaureate level psychology with a grade of C or better. These courses must include introductory psychology and research methods.

Approved applicants will be evaluated through a writing sample and an interview as the final step in the application process. Students must complete all coursework required for the program at Adler University, Vancouver Campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the University’s official Transfer Credit Policy. For full details about our admissions requirements, visit adler.edu.

Degree Requirements
The following courses are required for this degree. It is strongly recommended that students take courses following the curriculum sequence described below to insure timely progress in meeting program requirements.

Successful completion of the following courses is required for this degree:

- MAIOP-215 Leadership Development 3 cr.
- MAIOP-220 Consulting Skills 1 cr.
- MAIOP-222 Social Justice Practicum I 1 cr.
- MAIOP-225 Social Justice Practicum II 1 cr.
- MAIOP-515 Communication Theory and Practice 3 cr.
- MAIOP-520 Intro to IO Psychology 1 cr.
MASTER OF ARTS IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (MAIOP)
Curriculum Sequence

YEAR ONE

Fall Term
MAIOP-520 Intro to IO Psychology (1cr)
MAIOP-641 Social Psychology and Well-Being (3cr)
MAIOP-546 Research Methods in Organizational Psychology (3cr)
MAIOP-535 Ethics and Socially Responsible Practice (1cr)
MAIOP-222 Social Justice Practicum I (1cr)

Term Credits = 9

Spring Term
MAIOP-215 Leadership Development (3cr)
MAIOP-585 Leadership and Coaching (3cr)
MAIOP-571 Organizational Systems and Structure (1cr)
MAIOP-523 Psychometrics Lab (1cr)
MAIOP-225 Social Justice Practicum II (1cr)

Term Credits = 9

Summer Term
MIOP-550 MIOP Project Preparation (1cr)
MAIOP-580 Organizational Change and Development (3cr)
MAIOP-578 Personnel Selection and Assessment (3cr)
MAIOP-220 Consulting Skills (1cr)
MAIOP-590 Career Development and Executive Succession (1cr)

Term Credits = 9

Total Credit Hours Required: 45
YEAR TWO

Fall Term
MIOP 553  MIOP Project  (3cr)
MAIOP-515  Communication Theory and Practice  (3cr)
MAIOP-525  Statistical Methods at Work  (3cr)

Term Credits = 9

Spring Term
MAIOP-576  Strategic Human Resource Management  (3cr)
MAIOP-547  Group Theory and Team Practice  (3cr)
MAIOP-591  Human Resource Development  (1cr)

Term Credits = 7

Summer Term
MAIOP-586  Organizational Psychology Practicum  (1cr)
MAIOP-588  Organizational Psychology Practicum Seminar  (1cr)

Term Credits = 2

TOTAL CREDIT HOURS: 45
MAIOP-215  Leadership Development  3 Credits  
(Vancouver Campus)  
This course addresses the principles of identifying and developing individual leader potential and organizational leadership capacity. Students will learn the contemporary state of leadership theory and practice, as well as the methodologies that coaches/counselors/consultants use to advise and assist leaders in their professional development. The basic intention of the course is to help the student understand leader behaviour both in themselves and others, to develop a personal leadership philosophy, and to develop skills in evidence-based methodologies to assist individuals in their personal and professional development.

MAIOP-220  Consulting Skills  1 Credit  
(Vancouver Campus)  
This course is designed to help the student develop the “core” organizational consulting skills. These include relationship skills with internal and external consulting clients, contracting, managing and delivering responses to requests for proposals (RFP’s), designing and delivering a training intervention, and the role and expectations of a consultant. It will provide detailed and comprehensive approaches, surveys, and materials necessary for undertaking and completing organizational consulting projects successfully. Conceptual understanding, reflection on learning and practical advice is offered.

MAIOP-222  Social Justice Practicum I  1 Credit  
(Vancouver Campus)  
Students will acquire knowledge about community-based problems and the range of programs and services designed to address these problems; public health approaches, policy development, and implementation; and professional networking.

Throughout the process, students are contributing to others in the community on behalf of the degree that is being earned and also the profession to which the degree leads. Students represent the reputation of Adler University through the Social Justice Practicum. They are opening doors for psychology where there may have been a historical void, and making it more accessible and less stigmatizing for others to ask for help.

Upon graduating, students’ experiences will allow them to demonstrate knowledge, skills, and attitudes that reflect socially responsible practices. As professionals, students’ skill sets will reflect an awareness of the realities that confront our global society and the needs of the individuals in it.

MAIOP-225  Social Justice Practicum II  1 Credit  
(Vancouver Campus)  
Students will acquire knowledge about community-based problems and the range of programs and services designed to address these problems; public health approaches, policy development, and implementation; and professional networking.

Throughout the process, students are contributing to others in the community on behalf of the degree that is being earned and also the profession to which the degree leads. Students represent the reputation of Adler University through the Social Justice Practicum. They are opening doors for
psychology where there may have been a historical void, and making it more accessible and less stigmatizing for others to ask for help.

Upon graduating, students’ experiences will allow them to demonstrate knowledge, skills, and attitudes that reflect socially responsible practices. As professionals, students’ skill sets will reflect an awareness of the realities that confront our global society and the needs of the individuals in it.

**MAIOP-515 Communication Theory and Practice** 3 Credits  
*(Vancouver Campus)*

Being an effective consultant requires various skills including accurate self-awareness and effective interpersonal communication skills. This course is designed to assist you to become a ‘conscious’ practitioner in your professional role by employing reflective practice to increase your awareness of your communication style and skills, as well as set goals for development in this area. Further, this course offers opportunities to view how you present yourself in interpersonal and group interactions. The goal here is to enhance the likelihood of your success in all types of interactions and relationships both with individuals and in working to mobilize group performance.

This course will introduce basic theoretical concepts and skills designed to improve your communication competence and provide an opportunity to apply and practice these concepts and skills effectively in all aspects of interpersonal interactions. This course is specifically focused on communication skills that are necessary in carrying out the role of an organizational psychology consulting practitioner. Skills related to group communication will focus on how to use Liberating Structures and other creative strategies to transform a group’s capacity for creative and collaborative action towards a desired future.

Interpersonal conflict management tests our ability to practice communication skills to build mutual understanding and work towards collaborative agreements. Theory and practice of collaborative process and skills will be focused on to build competence in addressing interpersonal conflicts both personally and professionally.

Ultimately the goal of this course is to raise the student’s awareness of basic tools for effective communication in all aspects of the consultant/client relationship as well as in engaging active participation in a group setting.

**MAIOP 520 Introduction to IO Psychology** 1 Credit  
*(Vancouver Campus)*

This course will introduce the core domains of the Industrial Organizational (IO) Psychology. Students will be introduced to the field of IO psychology and its core principles and practices. This course will cover a wide variety of topics in order to expose students to the main organizational issues influenced by IO psychology. Furthermore, the students will gain an understanding of the various ways IO psychology contributes to organizations. In addition, students will be introduced to the core concepts of Adlerian Psychology and how they relate to the discipline of IO psychology. Through the use of case studies, students will explore Adlerian practices and core concepts in the field of IO psychology.

**MAIOP-523 Psychometrics Lab** 1 Credit  
*(Vancouver Campus)*

With the increasing demand in evaluating the outcomes of organizational development initiatives, practitioners need to focus on the collection of valid and reliable data to inform policy decisions and to demonstrate to the funding authorities the effectiveness of their interventions. Additionally, organizations are expanding their definition of performance and are seeking customized and
sophisticated instruments to measure the performance these outcomes with integrity. In this course you will learn applied psychometric theory and techniques required to develop and validate measures of psychological constructs that are suitable for decision making in organizations. Particular emphasis will be placed on generating measurement items and rating scales and investigating the reliability and validity of psychological data using factor analytic procedures. The psychometric issues covered will be pertinent to the present day organizational psychologist as both informed consultant and active researcher.

**MAIOP-525 Statistical Methods at Work** 3 Credits (Vancouver Campus)
This course is designed to provide students with knowledge and skills relevant to application of statistical analyses that are essential to supplement organizational effectiveness. Students will learn to translate organizational questions into research questions, determine appropriate statistical tools, and make decisions and solve problems in organizations based on quantitative data. Statistical techniques most commonly used in organizational settings will be covered, including distributions, correlations, probability, regression analyses, and group differences methodologies. Students will be provided with organizational data sets that they will use to gain competencies in framing and answering organizational questions, analyzing and interpreting quantitative data, and creatively presenting results to a variety of stakeholders, including a panel of practitioners. Finally, this course will prepare students for their thesis work by introducing a number of advanced statistical methods, such as meta-analysis and structural equation modeling.

**MAIOP-535 Ethics and Socially Responsible Practice** 1 Credit (Vancouver Campus)
This course introduces students to the relevance and importance of ethics and social responsibility in business. The objectives are to increase students’ awareness and understanding of ethical issues in business and the field of Organizational Psychology, and to provide useful conceptual tools to guide analysis and decisions. The ultimate intent of the course is to leave students better equipped to identify, think critically about, and resolve ethical issues that are encountered in their professional life at the individual, organizational, and societal levels. Some of the conceptual tools and frameworks to be discussed throughout the course include; Moral Theory, Reasoning, and Development, Ethical Decision-Making, and Corporate Social Responsibility Theory. The course will apply these conceptual tools and frameworks and the ways they impact various stakeholder groups including: shareholders; employees; consumers; suppliers, the natural environment, communities, and governments. The course concludes with a discussion of how companies can establish ethical corporate cultures.

**MAIOP-546 Research Methods in Organizational Psychology** 3 Credits (Vancouver Campus)
This course discusses the assumptions and methods of a range of research designs used in organizational psychology research. A critical assessment is provided of the strengths and weaknesses of different research methods and their application to the study of individual, group, and organizational behaviour. Students are expected to generate a statement of a research problem of interest and then propose how this problem could be investigated through two different methodologies—one qualitative and one quantitative. Preparation of a research question and exploring options to answer this through research is intended to assist students in their eventual completion of the Master’s Thesis Project.
This course focuses on in group/team structures and processes in organizations. This course provides students with the knowledge, understanding, and skills to effectively facilitate groups and teams in need of support and development. The course will teach the methodologies that internal and external consultants use to assist teams and organizations. The emphasis is on change, conflict, problem solving, team leadership, and ethical practice. This course draws from theory and research in organizational psychology, social psychology, sociology, and organizational behaviour, as well as the history, theory, methods, and applications of group theory and practice in organizational structures will be examined. The development of competency in group facilitation methods is taught through didactic presentation, role-playing, and participation in group-designed course structure.

Prerequisites: MAIOP-546, MAIOP-550. The MAIOP Thesis is a student-directed study conducted in consultation with an approved faculty member of a topic relevant to the theory and practice of organizational psychology. The research project is an important capstone task (a culmination or highest point) for students’ demonstration of the integration of science and practice and the critical thinking skills required to complete a scholarly paper of publishable quality in accordance with Adler University guidelines and Canadian Psychological Association and American Psychological Association standards.

Prerequisites: MAIOP-546, MAIOP-550. The MAIOP Thesis is a student-directed study conducted in consultation with an approved faculty member of a topic relevant to the theory and practice of organizational psychology. The research project is an important capstone task (a culmination or highest point) for students’ demonstration of the integration of science and practice and the critical thinking skills required to complete a scholarly paper of publishable quality in accordance with Adler University guidelines and Canadian Psychological Association and American Psychological Association standards.

Prerequisites: MAIOP-546, MAIOP-550. The MAIOP Thesis is a student-directed study conducted in consultation with an approved faculty member of a topic relevant to the theory and practice of organizational psychology. The research project is an important capstone task (a culmination or highest point) for students’ demonstration of the integration of science and practice and the critical thinking skills required to complete a scholarly paper of publishable quality in accordance with Adler University guidelines and Canadian Psychological Association and American Psychological Association standards.

Prerequisites: MAIOP-546, MIOP-550. The MIOP Comprehensive Specialty Project serves as a culminating master’s project that requires students to draw on content across the courses, while exploring thoroughly a specialty area within organizational psychology in relation to professional practice. The purpose of this project is to assess students’ ability to integrate and analyze organizational psychology knowledge, theory, and practice and analyze the implications of this knowledge and theory for their consulting and professional practice.
MAIOP-550 MAIOP Thesis Preparation 1 Credit
(Vancouver Campus)
Prerequisite: MAIOP-546. This seminar will provide students with an opportunity to meet in a small group format with peers and their thesis advisor as part of the thesis advising process. With guidance from their Advisor and peers, students will review and discuss their thesis topics and research methodologies with the goal of developing, refining and completing their thesis concept paper by the end of the course. Students will also learn about the ethical responsibilities related to conducting psychological research.

MIOP-550 MIOP Project Preparation 1 Credit
(Vancouver Campus)
Prerequisite: MAIOP-546. This seminar will provide students with an opportunity to meet in a small group format with peers and their instructor to organize and develop the focus for the Comprehensive Specialty Project. With guidance from their instructor and peers, students will review and discuss their project topics and methodologies with the goal of developing, refining, and completing their project concept paper by the end of the course.

MAIOP-571 Organizational Systems and Structure 1 Credit
(Vancouver Campus)
This course will provide an overview of organizational design theory relevant to the IO practitioner. The basic concepts of structure and dynamics of organizations as open systems will be introduced, along with other important organizational factors such as life cycle and culture. The focus will be given on interrelationship between the external environment, technology, structure, and organizational culture and change management. Students will also learn the practical applications of organization design and organization development concepts and the implications for the effective management of organizations.

MAIOP-576 Strategic Human Resource Management 3 Credits
(Vancouver Campus)
This course provides students with an introduction to human resource management and the role of psychological theory and methodology in promoting strategic utilization and development of human resources in organizations. Current developments in the behavioural sciences as they apply to the business organization are stressed. Applied psychology in the workplace is explored through the study of best practices in the areas of job analysis, performance development, recruitment, selection, and training.

MAIOP-578 Personnel Selection and Assessment 3 Credits
(Vancouver Campus)
This course focuses on how to conduct practical and professional psychological assessments for the purpose of personnel selection and development in organizational settings. Students will learn applied psychometric theory and how to evaluate, select, administer, score, interpret, and integrate the findings from the most commonly used psychological assessment techniques in the field of organizational psychology. Students will also examine legal and ethical context of personnel selection in Canada. The primary emphasis of the course is placed on behavioural interviewing, personality inventories, cognitive ability tests, vocational interest inventories, work samples, and simulations. These techniques will be taught in the context of assisting organizations in selecting and developing leaders.
MAIOP-580   Organizational Change and Development  
(Vancouver Campus)
This course provides an analysis of structures, culture, and leadership of organizations and how they differ. The majority of the course addresses the theories, activities, challenges, and ethics of change management initiatives affecting work units, task groups, and individuals and the role of the consultant in these processes. The course will familiarize students with organizational and group assessment techniques to use before, during, and after consultations designed to effect change. Additionally, students will learn how to evaluate various organizational interventions and choose appropriate interventions based on theory and scholarly literature.

MAIOP-585   Leadership and Coaching  
(Vancouver Campus)
This course is designed to provide students with an understanding of the principles and practices in coaching in organizations and to examine the contemporary state of the field in the context of current theory and practice. It addresses the organizational issue of developing the capacity of leaders to engage in coaching conversations, identifying and developing leadership potential, and the establishment of coaching as an appropriate response to such development. The course will focus on evidence-based coaching and teach the methodologies that coaches/consultants use to advise and assist leaders, managers, and employees in their professional development.

MAIOP-586   Organizational Psychology Practicum  
(Vancouver Campus)
The Professional Practicum is an opportunity for students to develop professional competence in a work context. Working in an organizational setting enables students to develop the ability to bring their academic training to bear on practical problems in diverse situations and to develop a critical appreciation of the roles and functions of organizational psychology practitioners in organizations and the community. Students also gain insight into the constraints that apply in work environments and the relationships that exist between theory and practice.

MAIOP-588   Organizational Psychology Practicum Seminar  
(Vancouver Campus)
Using a peer consultation model, this seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of organizational psychology and related business concepts. The focus is on the development of knowledge, skills, and values needed to provide competent and ethical counselling, consultation, and business practices.

MAIOP-590   Career Development and Executive Succession  
(Vancouver Campus)
The course will prepare students to work within a workforce planning framework to assess and advise on internal candidates’ career aspirations and options. Students will also learn the principles of identifying and developing leadership competencies. Students will learn to develop and implement a succession plan for a senior executive team through the use of competency analysis, evaluation of potential, assessment of current skills, and the use of assessment techniques including the development of assessment centers.
MAIOP-591 Human Resource Development (HRD) 1 Credit
(Vancouver Campus)
This course will introduce students to core concepts and theories of adult learning and development. In addition, students will be introduced to the principles and practice of training and development. More specifically, the focus will be on theories, methodologies, and best practices for designing and implementing effective training programs in organizations. In addition to theory and research, students will be able to develop practical skills through assignments focused on curriculum design, presentation skills development, and application of adult learning and development tools.

MAIOP-641 Social Psychology and Well-Being 3 Credits
(Vancouver Campus)
This course focuses on the social psychology concepts and processes to understand the interaction between self, people, and organizations. It addresses, the interplay between social psychological processes and organizational systems, and how these processes shape individual and organizational well-being. Students will be provided an overview of social theories, concepts and models and research that apply to our understanding of individual well-being in organizations, as well as an application of social and positive psychological theory and research to enhance performance and well-being. Students will learn the role of work in creating positive emotional experiences, engagement, meaning, and high-quality connections. The class deals with models of job-related well-being and empirical findings from occupational health and positive organizational scholarship; it explores the issues associated with the measurement of emotional experience and their causes and antecedents, and demonstrates the analytical procedures and techniques for testing various models of well-being and strain.