RYOKAN COLLEGE WEBSITE

CAMPUS CRUISER/RYOKAN COLLEGE ONLINE LEARNING MANAGEMENT SYSTEM (WHERE CLASSES ARE CONDUCTED, LIBRARY ACCESSED & SYLLABI/SCHEDULES ARE DOWNLOADED)
Ryokan College is a private, non-profit, coeducational institution of higher learning offering the degrees of Bachelor of Arts, Master of Arts, and Doctor of Psychology. The Ryokan College graduate programs in the Department of Psychology (Psychology, Counseling Psychology and Clinical Psychology) have been APPROVED by the Bureau for Private Postsecondary Education of the State of California. The APPROVAL was granted pursuant to Section 94900 of the California Education Code. Ryokan College’s approval to operate in the State of California is based on provisions of the California Private Postsecondary Education Act (CPPEA) of 2009, which is effective January 1, 2010. Ryokan College under section 94802 (a) of CPPEA, will by operation of law, be approved until 3/7/2017. The Act is administered by the Bureau for Private Postsecondary Education, under the Department of Consumer Affairs. The Bureau can be reached at: P.O. Box 980818, Sacramento, CA 95798-0818, 888.370.7589, 916.431.6959. Graduates of the Counseling Psychology program are academically qualified for California State licensure as Marriage and Family Therapists, and graduates of the Clinical Psychology program are academically qualified for California State licensure as Psychologists. Ryokan College admits students of any race, color, national and ethnic origin to all the rights, privileges and activities accorded to or made available to students at the College. It does not discriminate on the basis of sex, race, color, national or ethnic origin in administration of its educational policies, admissions policies, or any other College administered program. Ryokan College has never filed for bankruptcy petition, operated as a debtor in possession or had a petition of bankruptcy filed against it under Federal law that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq. CEC 94909 (a)(12). A catalog is available at www.ryokan.edu or is sent to the prospective student upon initial request of information about the school and is automatically sent to each prospective student with enrollment agreements.

“Notice to Prospective Degree Program Students”

This institution is provisionally approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer this degree program, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.
- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by (date two years from date of provisional approval), and full accreditation by (date five years from date of provisional approval).

If this institution stops pursuing accreditation, it must:

- Stop all enrollment in its degree programs, and
- Provide a teach-out to finish the educational program or provide a refund.
- An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

Ryokan College application for national accreditation has been accepted and is currently being reviewed for readiness assessment. National accreditation is recognized by the United States Department of Education and fulfills the above stated requirements. Estimates for accreditation have been given for 12-18 months from November, 2015.
NOTE TO ALL PROSPECTIVE STUDENTS

(A) “Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to:

Mailing Address:
Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818
Physical Address (as of November 20, 2010):
Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento California, 95833
Phone: (916) 431-6959
Toll Free: (888) 370-7589
Main Fax: (916) 263-1897
Licensing Fax: (916) 263-1894
Enforcement/STRF/Closed Schools Fax: (916) 263-1896
Web site: www.bppe.ca.gov
Annual Fee E-mail: bppe.annualfee@dca.ca.gov
Annual Report E-Mail: bppe_annualreport@dca.ca.gov
Enforcement E-mail: bppe.enforcement@dca.ca.gov
General E-mail: bppe@dca.ca.gov
Licensing E-mail: bppe.licensing@dca.ca.gov
Student Tuition Recovery Fund/Closed Schools E-mail: bppe.strfclosedschool@dca.ca.gov

(B) “As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.”

(C) “A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888 370-7589 or by completing a complaint form, which can be obtained on the bureau’s Internet Web site www.bppve.ca.gov ” – 94909(a)(3)

Prospective students should be aware that as graduates of an unaccredited school of psychology you may face restrictions that could include difficulty in obtaining licensing in a state outside of California and difficulty in obtaining a teaching job or appointment at an accredited college or university. It may also be difficult to work as a psychologist for some federal government or other public agencies, or to be appointed to the medical staff of a hospital. Some major managed care organizations, insurance companies, or preferred provider organizations may not reimburse individuals whose degrees are from unaccredited schools. Graduates of unaccredited schools may also face limitations in their abilities to be listed in the “National Register of Health Service Providers” or to hold memberships in other organizations of psychologists. A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions including but not limited to the State of California.”

If you wish to talk to alumni and current students about careers or studies, please contact us at admin@ryokan.edu or (866) 796-5261.
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CHAIRMAN'S MESSAGE

On behalf of the Board of Directors, I welcome you to Ryokan College, whether as a student, a parent or family member, or as a visitor.

I have the distinction of being awarded the very first doctoral degree from Ryokan College and, subsequently becoming the first Ryokan College graduate to become licensed as a psychologist in California.

Since that time, I maintain a private practice, am an Assistant Clinical Professor at Department of Psychiatry and Behavioral Sciences, David Geffen School of Medicine, UCLA, and have been involved in clinical research in areas of medical psychology, behavioral psychopharmacology, addictive disorders, psychosis, and anxiety and mood disorders as well as being a Member of the Board of Directors of the Foundation of Los Angeles County Psychological Association, since 2010.

With over 2,000 graduates, many of whom are leaders in the fields of psychology, healthcare administration, holistic health, nutrition, and management, Ryokan College is well established as a leading institution of higher learning. I’ve always felt that our success, especially in the area of healthcare licensing (Marriage Family Therapy and Clinical Psychology), has been particularly due to the uncharacteristic excellence of our teaching staff, drawn from the best clinical practitioners from a community that itself is blessed to already have the best and, even more importantly, the unquestioned commitment and readiness of our students. For over three decades Ryokan has been consistently one of the top choices for adult learners who come prepared to learn and who are eager to take their place in their respective professional communities.

Here, in my official message as Chair of the Ryokan College Board of Directors, I bring words of praise for what has already been achieved and encouragement for what we are about to undertake, as Ryokan College continues to grow and evolve as an educational institution.

In this next year Ryokan College promises to take on new and bold challenges. We are in the midst of a self-study. We are developing new classes and programs to meet emerging needs of our students, new and old, bringing the best of our educational skills and technologies to an ever needy and growing audience.

We face the future with open arms and welcoming smiles.

Allan J. Comeau, Ph.D.
Chairman, Board of Directors
THE NAME “RYOKAN”

The two questions most frequently asked of the Ryokan College staff are: How is the name pronounced? and What does it mean? (and not necessarily in that order). Our answer is fairly consistent. The name, pronounced -- Rhee - o - khan --, originated with an 18th century Zen poet and Buddhist monk who lived in Japan. He is internationally known for his poetry, calligraphy and the spirit in which he lived his life. In fact, there are several memorials to Ryokan, the poet-monk, including an art museum near Izumozaki, Japan. According to two different translators of his works, the word Ryokan can mean either good/large heartedness or gentle tolerance. In either case, those quite comparable interpretations describe both the personality and character of Bruce N. Ryokan Ross, after whom the College was named. Bruce was given the name Ryokan when he adopted the ways of Zen just a few years before his untimely death from leukemia, at age 23, in 1978. Ryokan College does not espouse any religious or singular psychological approach.

MISSION

The mission of Ryokan College is to provide online educational programs within a supportive, small-group setting in order to prepare adult learners for professional careers in human behavior, counseling psychology, and clinical psychology. Interactive, collaborative learning is emphasized whereby students and instructors meet online to share perspectives, foster knowledge and expand individual professional skill sets. In addition to being qualified as educators, Ryokan faculty members are also practicing clinicians who impart their real-world experiences in their respective fields to better prepare the students for the actualities of their professional pursuits. The ultimate plan of Ryokan College is to spread psychology, the basis of human consciousness, to the world.

GOALS

1. Students will attain the knowledge and skills relevant to the profession of mental health/behavioral health service.
2. Students will develop effective verbal and written communication skills that will reflect their comprehension and knowledge of the domain of psychology and mental health service.
3. Students will develop critical thinking skills demonstrated by the ability to engage in research, and effective utilization of information technology. This includes the ability to critically analyze qualitative and quantitative data.
4. Students will gain a core comprehension of professional ethics and applicable laws that reflect the capacity to use this knowledge in assessment decision-making and interventions.
5. Students will develop and apply an understanding of diversity including particular sensitivity to the variety of perspectives held by individuals and groups.
6. Students will enhance personal development through experiential learning, group collaboration and practiced interpersonal skills.
7. Students will utilize analytic and critical thinking skills in the comprehension of facts, ideas and be able to communicate effectively with others.
8. Students will be committed to increasing scientific and professional knowledge of behavior and people’s understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society.
OBJECTIVES

Ryokan College fulfills its mission and goals by:

- Providing an unparalleled educational distance learning experience Comprised of live online classes. Via this medium, students benefit from live mentoring, direct feedback and interactive communication with peers in each course.
- Facilitating a safe, open forum for Socratic dialogue, and immediate, substantive interactions between faculty and students.
- Creating a collaborative learning environment that supports original thought while embracing the culture, social and professional development of the Student.
- Expanding the depth and breadth of knowledge in Human Behavior and Psychology.
- Providing a consistent opportunity for the Student’s personal growth.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

During the course of study at Ryokan College, each Student will:

- Utilize the didactic and experiential materials provided by the College to further the Students professional and personal development.
- Use qualitative and quantitative information resources in an accurate and appropriate manner.
- Achieve writing proficiency for career purposes in client, peer or professional communications, including publishing pursuits.
- Clearly demonstrate the ability to communicate rational, well-organized thoughts, ideas and opinions.
- Apply a scientific system of inquiry which will be used to develop logical and cogent discussions.
- Impart thorough understanding of ethical conduct and legal requirements.
- Demonstrate the ability to effectively analyze the complexities of human behavior via didactic, experiential and creative approaches.
- Appreciate the cultural diversity in humans.

ONLINE EDUCATION - SYNCHRONOUS & ASYNCHRONOUS LEARNING

Since 2000, all Ryokan students need Internet access for a successful and well-rounded educational experience. Internet access is an inherent part of the online program for students enrolled from all parts of the world so they can benefit from Ryokan's outreach programs, such as library, chat rooms, study centers, Alumni Blogs and informational bulletin boards—all accessible only through the Internet.

This structure of the online program provides a deep, full learning experience for students who often describe their education at Ryokan College as a highlight in their lives not only because of the superior education but also due to the friendships and depth of interactions developed with classmates and mentors. It is not unusual for alumni to meet regularly after graduation to maintain friendships made during the program or to reach out to former instructors for mentoring.
The primary contributing factors to these bonds are small, intimate classes and moving students through the programs in a group (cohort). Ryokan College has instituted this complete experience of small class size moving through the program in a cohort so as to replicate the nearest thing to an on campus class. Online education requires active participation and interaction. With the audio/visual component of the online classes, instructors use instant surveys, video and Power Point presentations and didactic lectures to cover course content.

The archive component allows recording of participants in real time including any video, text chat or Power Point Presentations. Whatever is archived can be viewed at a later date. This allows classmates and instructors to later review assignments for discussion during Live Chats or to post comments on the Discussion Board.

Synchronous classes mean a student meets classmates and instructors online at a specific day and time of the week in a virtual classroom. Ryokan’s online education is NOT a correspondence program where the student receives downloads of information in a sterile model of academic learning. At Ryokan College, the online programs require active participation. Faculty members are selected both for their expertise as practicing clinicians who enjoy teaching AND for their proficiency in working within the computer environment of the Internet. The online program replicates the on campus experience through cohort learning, interactive education (where students regularly discourse with classmates and instructors) and collaborative learning (where student/instructor interactions replace lectures).

Learning via the Internet at Ryokan College is collaborative (Socratic method of learning) and interactive experience (student participation) in synchronous platforms (assigned group meetings in virtual classroom with audio/video software) and asynchronous (weekly Message Boards participation to which the student posts contributions after the assignment have been given).

FACILITIES AND EQUIPMENT
Ryokan College’s Offices are located in the City of Los Angeles, CA, occupying approximately 2,400 square feet of a modern business building situated in a professional office setting. The facilities consist of 8 private offices, main computer terminal to a web of computers, lounge area, reception area and file rooms (with rated fire proof cabinets) protected by an alarm system.

All instruction at Ryokan College is provided online supported by a Learning Management System in a computer network, 24/7 software assistance, and Monday to Thursday (10 am to 6 pm) individual computer instruction,

Instructors and all student must have Internet access to the online Learning Management System for courses, schedules, syllabi and evaluations. Please refer to Faculty and Student Computer Guides for complete access instructions. These are automatically sent upon enrollment. If the prospective student has previous experience working with a computer prior to taking online courses at Ryokan, it is beneficial but not critical.
COMPUTER REQUIREMENTS

**Browsers.** We have found certain “browsers” such as AOL do not interface easily with the educational platform’s programming and broadcasted email because of spam barriers, pop-up blockers, etc. You may need to change carriers.

**Software.** Anti-virus and pop-blockers need to be disabled during class. It’s an easy operation by clicking on the anti-virus icon located at the right hand bottom of your screen or clicking on your browser’s option, “always allow pop-ups from this site.”

**Hardware.** Ryokan’s Online learning management system can support many types of personal computers. Whether you have a desk or laptop, Apple or PC, your system will work. The software systems we use (Campus Cruiser and Blackboard Collaborate) are nationally available and compatible to all computers. Headset with microphone—Logitech headset with a USB port—is preferred though other headsets do function properly.

**Camera.** A requirement.

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**NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION.**

The transferability of credits you earn at Ryokan College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in any and all of the programs at Ryokan College is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, diploma or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your course work at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Ryokan College to determine if your credits or degree, diploma or certificate will transfer. 94909(a)(15)
WHICH PROGRAM IS RIGHT FOR YOU?

The most frequently asked question of a prospective students is, “What do you see yourself doing in 3-5 years?” The answer helps a student select the right program.

BACHELOR OF ARTS IN HUMAN BEHAVIOR
Many students have some college units but never graduated. This program is for those who want to earn a Bachelor of Arts degree or need an undergraduate degree for admittance into a Psychology Graduate Program. The focus lies in Human Behavior, which is an appropriate degree for those who wish to study human consciousness or seek entrance to graduate programs in psychology.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY
This two year program satisfies the educational requirements for a Marriage Family Therapy license in California. There are 3 criteria for licensure:
- an educational degree that meets the California Board of Behavioral Sciences requirements,
- 3,000 hours of internship under supervision,
- two state exams (Written MFT Exam and Written Clinical Vignette exam).

MASTER OF ARTS IN PSYCHOLOGY
This one year program satisfies the Board of Psychology requirement for entrance into the Doctor of Psychology in Clinical Psychology (Psy.D.) program that leads to licensure in California. Most graduates opt to continue studies in the Doctor of Arts in Clinical Psychology (Psy.D.) program at Ryokan College.

DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY (PSY.D.)
This program meets the California Board of Psychology educational requirements for licensing in California. In contrast to the Marriage Family Therapy or Professional Clinical Counseling license, the psychology license offer a broader scope of study and practice, including the more severely affected or dual diagnosis clients. There are 3 criteria for licensure:
- an educational degree that meets the California Board of Psychology requirements,
- 3,000 hours of internship under supervision,
- two state exams (CSPE and EPPP).

DOCTOR OF PSYCHOLOGY IN MARRIAGE FAMILY THERAPY (PSY.D./M.F.T.)
This program offers the licensed Marriage Family Therapist, Social Worker, Educational Psychologist or Professional Counselor the opportunity to expand their knowledge, increase the value of their services and earn the prestige of a doctoral degree. With an emphasis on Marriage Family Therapy, this program explores a higher level of skills and knowledge than found on a Master’s level. Course work qualifies for CEUs with the Board of Behavioral Sciences.

Ryokan College offers an education to a special niche of students who want:
1. An affordable tuition.
2. A class schedule for the working adult.
3. An education taught by practicing clinicians.
4. A program that has definite beginning and end dates.
5. A supportive environment instead of a competitive one.
6. A private practice or a clinical career in California (though we do have alumni working in other parts of the country and the world under special circumstances).
# School and Student Profiles

## Graduation Rates from 1980 to 2015

<table>
<thead>
<tr>
<th>Degree</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>94%</td>
</tr>
<tr>
<td>Master of Arts in Counseling Psychology</td>
<td>94%</td>
</tr>
<tr>
<td>Doctor of Psychology in Clinical Psychology (includes Combo MA program)</td>
<td>86%</td>
</tr>
<tr>
<td>Doctor of Psychology in Marriage Family Therapy</td>
<td>56%</td>
</tr>
</tbody>
</table>

## Average Completion Rate of Students

<table>
<thead>
<tr>
<th>Degree</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>94%</td>
</tr>
<tr>
<td>Master of Arts in Counseling Psychology</td>
<td>94%</td>
</tr>
<tr>
<td>Doctor of Psychology in Clinical Psychology (includes Combo MA program)</td>
<td>86%</td>
</tr>
<tr>
<td>Doctor of Psychology in Marriage Family Therapy</td>
<td>56%</td>
</tr>
</tbody>
</table>

## Gender Active Students

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>65%</td>
</tr>
<tr>
<td>Male</td>
<td>35%</td>
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</tbody>
</table>

## Age of Active Students

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-21</td>
<td>1%</td>
</tr>
<tr>
<td>25-29</td>
<td>9%</td>
</tr>
<tr>
<td>30-34</td>
<td>14%</td>
</tr>
<tr>
<td>35-39</td>
<td>15%</td>
</tr>
<tr>
<td>40-44</td>
<td>16%</td>
</tr>
<tr>
<td>45-49</td>
<td>19%</td>
</tr>
<tr>
<td>50-59</td>
<td>15%</td>
</tr>
<tr>
<td>60-64</td>
<td>4%</td>
</tr>
<tr>
<td>65 and over</td>
<td>3%</td>
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</tbody>
</table>

43 Years Old is the Average Age of a Ryokan Student

## Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>9%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>6%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>3%</td>
</tr>
<tr>
<td>White</td>
<td>76%</td>
</tr>
</tbody>
</table>

## Enrollment of Programs by Active Students

<table>
<thead>
<tr>
<th>Program</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>10%</td>
</tr>
<tr>
<td>Master of Arts in Counseling Psychology</td>
<td>8%</td>
</tr>
<tr>
<td>Master of Arts in Psychology</td>
<td>5%</td>
</tr>
<tr>
<td>Doctor of Psychology in Clinical Psychology (includes Combo MA program)</td>
<td>48%</td>
</tr>
<tr>
<td>Doctor of Psychology in Marriage Family Therapy</td>
<td>27%</td>
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<tr>
<td>Rank</td>
<td>License Count</td>
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<tr>
<td>1</td>
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<td>25</td>
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<td>31</td>
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<td>32</td>
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<td>34</td>
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<td>55</td>
<td>11</td>
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<tr>
<td>56</td>
<td>11</td>
</tr>
<tr>
<td>57</td>
<td>10</td>
</tr>
<tr>
<td>58</td>
<td>10</td>
</tr>
</tbody>
</table>
# Performance Fact Sheet

**Completion Rates (includes data for the two calendar years prior to reporting)**

**Bachelor of Arts in Human Behavior – 48 Quarter Credits**

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Number of Students Who Began Program</th>
<th>Students Available for Graduation</th>
<th>Graduates</th>
<th>Completion Rate$^4$</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2014</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

$^1$“Number of Students Who Began Program” is the number of students who began the program who are scheduled to complete the program within the reporting calendar year.

$^2$“Students available for graduation” is the number of students who began program minus the number of “Students unavailable for graduation,” which means those students who have died, been incarcerated, or called to active military duty.

$^3$“Graduates” is the number of students who completed the program within 100% of the published program length.

$^4$“Completion Rate” is the number of Graduates divided by the Number of Students Available for Graduation.

**Completion Rates (includes data for the two calendar years prior to reporting)**

**Master of Arts in Counseling Psychology – 90 Quarter Credits**

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Number of Students Who Began Program</th>
<th>Students Available for Graduation</th>
<th>Graduates</th>
<th>Completion Rate$^4$</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2014</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>25%</td>
</tr>
</tbody>
</table>

$^1$“Number of Students Who Began Program” is the number of students who began the program who are scheduled to complete the program within the reporting calendar year.

$^2$“Students available for graduation” is the number of students who began program minus the number of “Students unavailable for graduation,” which means those students who have died, been incarcerated, or called to active military duty.

$^3$“Graduates” is the number of students who completed the program within 100% of the published program length.

$^4$“Completion Rate” is the number of Graduates divided by the Number of Students Available for Graduation.
PERFORMANCE FACT SHEET

Completion Rates (includes data for the two calendar years prior to reporting)

Doctor of Psychology in Clinical Psychology – 87 Quarter Credits

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Number of Students Who Began Program</th>
<th>Students Available for Graduation</th>
<th>Graduates</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>67%</td>
</tr>
<tr>
<td>2014</td>
<td>31</td>
<td>31</td>
<td>10</td>
<td>33%</td>
</tr>
</tbody>
</table>

1"Number of Students Who Began Program" is the number of students who began the program who are scheduled to complete the program within the reporting calendar year.

2"Students available for graduation" is the number of students who began program minus the number of "Students unavailable for graduation," which means those students who have died, been incarcerated, or called to active military duty.

3"Graduates" is the number of students who completed the program within 100% of the published program length.

4"Completion Rate" is the number of Graduates divided by the Number of Students Available for Graduation.

Completion Rates (includes data for the two calendar years prior to reporting)

Doctor of Psychology in Marriage Family Therapy – 48 Quarter Credits

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Number of Students Who Began Program</th>
<th>Students Available for Graduation</th>
<th>Graduates</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>2014</td>
<td>21</td>
<td>21</td>
<td>5</td>
<td>24%</td>
</tr>
</tbody>
</table>

1"Number of Students Who Began Program" is the number of students who began the program who are scheduled to complete the program within the reporting calendar year.

2"Students available for graduation" is the number of students who began program minus the number of "Students unavailable for graduation," which means those students who have died, been incarcerated, or called to active military duty.

3"Graduates" is the number of students who completed the program within 100% of the published program length.

4"Completion Rate" is the number of Graduates divided by the Number of Students Available for Graduation.
PERFORMANCE FACT SHEET

Placement Rates *(includes data for the two calendar years prior to reporting)*

Bachelor of Arts in Human Behavior – 48 Quarter Credits

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Number of Students Who Began Program¹</th>
<th>Number of Graduates²</th>
<th>Graduates Available for Employment³</th>
<th>Graduates Employed in the Field⁴</th>
<th>Placement Rate Employed in the Field⁵</th>
<th>Graduates Employed in the Field an average of less than 32 hours per week</th>
<th>Graduates Employed in the Field at least 32 hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

¹"Number of Students Who Began Program" means the number of students who began the program who are scheduled to complete the program within the reporting calendar year.

²"Number of Graduates" is the number of students who have completed the program within 100% of the published program length.

³"Graduates available for employment" means the number of graduates minus the number of graduates unavailable for employment. “Graduates unavailable for employment” means the graduates who, after graduation, die, become incarcerated, are called to active military duty, are international students that leave the United States or do not have a visa allowing employment in the United States, or are continuing their education in an accredited or bureau-approved postsecondary institution.

⁴"Graduates employed in the field" means graduates who are gainfully employed in a single position for which the institution represents the program prepares its graduates within six months after a student completes the applicable educational program. For occupations requiring passage of a licensing examination prior to employment, “graduates as employed in the field” means in a single position for which the institution represents its program prepares its graduates within six months of the announcement of the first licensure examination results.

⁵"Placement Rate" is calculated by dividing the number of graduates gainfully employed in the field by the number of graduates available for employment.
## PERFORMANCE FACT SHEET

Placement Rates *(includes data for the two calendar years prior to reporting)*

Master of Arts in Counseling Psychology – 90 Quarter Credits

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Number of Students Who Began Program¹</th>
<th>Number of Graduates²</th>
<th>Graduates Available for Employment³</th>
<th>Graduates Employed in the Field⁴</th>
<th>Placement Rate Employed in the Field⁵</th>
<th>Graduates Employed in the Field an average of less than 32 hours per week</th>
<th>Graduates Employed in the Field at least 32 hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

¹“Number of Students Who Began Program” means the number of students who began the program who are scheduled to complete the program within the reporting calendar year.

²“Number of Graduates” is the number of students who have completed the program within 100% of the published program length.

³“Graduates available for employment” means the number of graduates minus the number of graduates unavailable for employment. “Graduates unavailable for employment” means the graduates who, after graduation, die, become incarcerated, are called to active military duty, are international students that leave the United States or do not have a visa allowing employment in the United States, or are continuing their education in an accredited or bureau-approved postsecondary institution.

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⁵“Placement Rate is calculated by dividing the number of graduates gainfully employed in the field by the number of graduates available for employment.”
# PERFORMANCE FACT SHEET

## Doctor of Psychology in Clinical Psychology – 87 Quarter Credits

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Number of Students Who Began Program&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Number of Graduates&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Graduates Available for Employment&lt;sup&gt;3&lt;/sup&gt;</th>
<th>Graduates Employed in the Field&lt;sup&gt;4&lt;/sup&gt;</th>
<th>Placement Rate Employed in the Field&lt;sup&gt;5&lt;/sup&gt;</th>
<th>Graduates Employed in the Field an average of less than 32 hours per week</th>
<th>Graduates Employed in the Field at least 32 hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>31</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>100%</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

<sup>1</sup>“Number of Students Who Began Program” means the number of students who began the program who are scheduled to complete the program within the reporting calendar year.

<sup>2</sup>“Number of Graduates” is the number of students who have completed the program within 100% of the published program length.

<sup>3</sup>“Graduates available for employment” means the number of graduates minus the number of graduates unavailable for employment. “Graduates unavailable for employment” means the graduates who, after graduation, die, become incarcerated, are called to active military duty, are international students that leave the United States or do not have a visa allowing employment in the United States, or are continuing their education in an accredited or bureau-approved postsecondary institution.

<sup>4</sup>“Graduates employed in the field” means graduates who are gainfully employed in a single position for which the institution represents the program prepares its graduates within six months after a student completes the applicable educational program. For occupations requiring passage of a licensing examination prior to employment, “graduates as employed in the field” means in a single position for which the institution represents its program prepares its graduates within six months of the announcement of the first licensure examination results.

<sup>5</sup>Placement Rate is calculated by dividing the number of graduates gainfully employed in the field by the number of graduates available for employment.
# PERFORMANCE FACT SHEET

Doctor of Psychology in Marriage Family Therapy – 48 Quarter Credits

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Number of Students Who Began Program&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Number of Graduates&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Graduates Available for Employment&lt;sup&gt;3&lt;/sup&gt;</th>
<th>Graduates Employed in the Field&lt;sup&gt;4&lt;/sup&gt;</th>
<th>Placement Rate Employed in the Field&lt;sup&gt;5&lt;/sup&gt;</th>
<th>Graduates Employed in the Field an average of less than 32 hours per week</th>
<th>Graduates Employed in the Field at least 32 hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>21</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>100%</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<sup>1</sup>“Number of Students Who Began Program” means the number of students who began the program who are scheduled to complete the program within the reporting calendar year.

<sup>2</sup>“Number of Graduates” is the number of students who have completed the program within 100% of the published program length.

<sup>3</sup>“Graduates available for employment” means the number of graduates minus the number of graduates unavailable for employment. “Graduates unavailable for employment” means the graduates who, after graduation, die, become incarcerated, are called to active military duty, are international students that leave the United States or do not have a visa allowing employment in the United States, or are continuing their education in an accredited or bureau-approved postsecondary institution.

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<sup>5</sup>“Placement Rate is calculated by dividing the number of graduates gainfully employed in the field by the number of graduates available for employment.”
PERFORMANCE FACT SHEET

Based on students completing the program within 150% of the published program length in the report year.

Master of Arts in Counseling Psychology – 90 Quarter Credits

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th># Taking Exam(^1)</th>
<th># Who Passed First Exam(^2)</th>
<th># Who Failed First Exam</th>
<th>Passage Rates(^3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

\(^1\)Number of Students Taking Exam is the number of students who completed the program within 150% of the published program length and who took the exam in the reported calendar year for the first time.

\(^2\)Number Who Passed First Exam Taken is the number of students who took and passed the licensing exam in the reported calendar year on the first attempt.

\(^3\)Passage Rate is calculated by dividing the number of graduates who pass the exam the first time that they take it by the number of graduates who took the licensing exam for the first time after completion of the program.

License Examination Passage Rates (continually administered tests)

Based on students completing the program within 150% of the published program length in the report year.

Doctor of Psychology in Clinical Psychology – 87 Quarter Credits

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th># Taking Exam(^1)</th>
<th># Who Passed First Exam(^2)</th>
<th># Who Failed First Exam</th>
<th>Passage Rates(^3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>2014</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>100%</td>
</tr>
</tbody>
</table>

\(^1\)Number of Students Taking Exam is the number of students who completed the program within 150% of the published program length and who took the exam in the reported calendar year for the first time.

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Based on students completing the program within 150% of the published program length in the report year.

Doctor of Psychology in Marriage Family Therapy – 48 Quarter Credits

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th># Taking Exam(^1)</th>
<th># Who Passed First Exam(^2)</th>
<th># Who Failed First Exam</th>
<th>Passage Rates(^3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>2014</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

\(^1\)Number of Students Taking Exam is the number of students who completed the program within 150% of the published program length and who took the exam in the reported calendar year for the first time.

\(^2\)Number Who Passed First Exam Taken is the number of students who took and passed the licensing exam in the reported calendar year on the first attempt.

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## Performance Fact Sheet

### Salary and Wage Information

#### Bachelor of Arts in Human Behavior – 48 Quarter Credits

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Graduates Available for Employment¹</th>
<th>Graduates Employed in Field²</th>
<th>Annual Salary and Wages Reported by Graduates Employed in the Field³</th>
<th>Students not Reporting Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2014</td>
<td>2</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

#### Master of Arts in Counseling Psychology – 90 Quarter Credits

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Graduates Available for Employment¹</th>
<th>Graduates Employed in Field²</th>
<th>Annual Salary and Wages Reported by Graduates Employed in the Field³</th>
<th>Students not Reporting Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>0</td>
<td>0</td>
<td>$36,000</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>1</td>
<td>1</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

¹"Graduates available for employment" means the number of graduates minus the number of graduates unavailable for employment. Graduates unavailable for employment means graduates who, after graduation, die, become incarcerated, are called to active military duty, are international students that leave the United States or do not have a visa allowing employment in the United States, or are continuing their education in an accredited or bureau-approved postsecondary institution.

²"Graduates employed in the field" means graduates who are gainfully employed in a single position for which the institution represents the program prepares its graduates within six months after a student completes the applicable educational program. For occupations requiring passage of a licensing examination prior to employment, “graduates as employed in the

### License Examination Passage Rates (continually administered tests)

Based on students completing the program within 150% of the published program length in the report year.

#### Doctor of Psychology in Marriage Family Therapy – 48 Quarter Credits

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th># Taking Exam¹</th>
<th># Who Passed First Exam²</th>
<th># Who Failed First Exam</th>
<th>Passage Rates³</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>2014</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

¹Number of Students Taking Exam is the number of students who completed the program within 150% of the published program length and who took the exam in the reported calendar year for the first time.

²Number Who Passed First Exam Taken is the number of students who took and passed the licensing exam in the reported calendar year on the first attempt.

³Passage Rate is calculated by dividing the number of graduates who pass the exam the first time that they take it by the number of graduates who took the licensing exam for the first time after completion of the program.
# PERFORMANCE FACT SHEET

## Salary and Wage Information

**Doctor of Psychology in Clinical Psychology – 87 Quarter Credits**

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Graduates Available for Employment(^1)</th>
<th>Graduates Employed in Field(^2)</th>
<th>Annual Salary and Wages Reported by Graduates Employed in the Field(^3)</th>
<th>Students not Reporting Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>$35,000 to $40,000</td>
<td>$45,001 to $50,000</td>
</tr>
<tr>
<td>2013</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>10</td>
<td>10</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

\(^1\)"Graduates available for employment" means the number of graduates minus the number of graduates unavailable for employment. Graduates unavailable for employment means graduates who, after graduation, die, become incarcerated, are called to active military duty, are international students that leave the United States or do not have a visa allowing employment in the United States, or are continuing their education in an accredited or bureau-approved postsecondary institution.

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\(^3\)Salary is as reported by the student. Not all graduates reported salary.
DEPARTMENT OF HUMAN BEHAVIOR

DEPARTMENT CHAIR: STEVE ARTHUR, Ed.D.

STEVE ARTHUR brings a varied and interesting background to the position of Department Chairman. Graduating from College with a double major in Biology and Studio Arts, Dr. Arthur changed directions and pursued a business career. Becoming interested in the field of Human Behavior in Business Organizations, Dr. Arthur actively engaged in Humanistic Studies that led to his becoming a Founding Member of a stress management institute before joining the Ryokan College community as administrator, educator and published author.

GOAL OF DEPARTMENT OF HUMAN BEHAVIOR—BACHELOR OF ARTS

The goal of the human behavior Bachelor of Arts degree program is to execute an exceptional person-centered education that provides far-reaching exposure to human consciousness.

HUMAN BEHAVIOR PROGRAM Student Learning Outcomes

Upon program completion, Human Behavior majors will be able to:

1. Be familiar with the major theories, developments, and discoveries within the discipline. Specific Knowledge - The ability to develop and understand to describe the primary theoretical perspectives of psychology and human behavior including cognitive, developmental, social, personality, and biological psychology, as well as related history and empirical evidence.

2. Implement critical thinking skills in order to make informed conclusions about psychological concepts and research. Critical Thinking – Evaluate human behavior and research conclusions through critical analysis, problem solving, and skeptical inquiry that employ the concepts of reliability, reason, and validity.

3. Apply the major research methods and understand research relevant to the discipline. Research - Evaluate the quality of research methods by demonstrating knowledge of research design, data and interpretation, as well as being able to communicate or interpret quantitative and qualitative data using graphs, statistics, tables, and APA-style.

4. Practice ethical standards. Ethics – Apply ethical consideration and academic integrity to professional contexts and the social world at large, including both in-class hypothetical and real-world in-vivo circumstances of psychological contexts.

5. Construct an attitude of understanding about the world around them. Diversity and Culture – Identify the continuum of diversity, and promoting social justice amongst socioeconomic, class, race, ethnicity, religious, gender, sexual orientation and age factors.

6. Demonstrate the application of psychology within his/her own life and the world around them. Personal and Professional Development – Identify insight into one’s individual value system for personal and professional milieus that will lead to growth.
UNDERGRADUATE (BACHELOR OF ARTS) PROGRAM

Student Learning Outcomes (continued)

7. Develop appropriate oral and written communications. Communication – Demonstrate the ability to complete integrated oral and written communications about the field of psychology that utilize appropriate grammatical conventions, formatting, and visual aids.

8. Use technology to inform their understanding of the field of Human Behavior. Information Technology – Demonstrate knowledge of technology as a resource for information, leading to analysis, the development of documents and presentations, and communication.

FACULTY

The academic staff in the Human Behavior Department consists of men and women with a variety of talents and accomplishments: scientists, scholars, artists, and creative thinkers, established and proven leaders in their fields. They are professionals who practice daily the skill or art they bring to the classroom, and delight in sharing their knowledge and skills in the flexible environment of humanistic education.

The College seeks individuals who commit to their chosen activities or professions and augment their perspectives by interacting with students. The individualization of students' needs and the flexibility of the College curriculum necessitate variations in the faculty roster.

ADMISSION REQUIREMENTS

For admission to Baccalaureate study, it is preferable that prospective students have completed either 90 quarter units (60 semester units) of college courses in general studies, an Associate of Arts degree and/or equivalency through work-related courses. Students lacking the 90 units will be expected to fulfill the general studies requirement while in residence. The College considers the following as general studies:

The 90 required quarter units (60 semester units) include at least 15 courses from four divisions: Behavioral Science, Humanities, Physical Science, and Social Science. Students must complete at least two courses from each of these four divisions.

It may be possible to complete limited credit deficiencies as part of the advanced study while enrolled at Ryokan College. It is not inconceivable that in an exceptional situation, an individual may be allowed to use Life Experience or other non-college equivalencies to compensate for some basic educational deficiencies.

The College accepts for credit non-college learning, within the domain of Human Behavior/Psychology, accomplished through work-related experience, participation in organized/structured training at a recognized institute or program, workshops, lecture series and corporate in-service training programs. Such credit is validated by submission of certificates of completion and/or a student-prepared log and summary of prior learning. A 5-year limit is the usual standard for acceptance of non-college learning.
Evaluation of past accomplishments and competencies, as they relate to the degree goal, is done on an individual basis. Experiential learning is evaluated prior to or shortly after admission, but credit is not earned/awarded until the student has completed the degree program. A maximum of 45 quarter units may be awarded.

SENIOR PAPER

The Senior Paper is a capstone project that assesses the knowledge that the student should have attained by the mid-point or end of the baccalaureate program. This paper provides an additional measurement of comprehension and familiarity with human behavior concepts. The Senior Paper is an in-depth study of a focused topic. Its purpose is to provide students with the opportunity to engage in independent, meaningful research and to write a paper that communicates ideas in a logical, coherent, and original manner, also demonstrating mastery of writing skills. The paper allows for the examination of real life issues, using a format that researches facts, applies reasoning, and draws (and supports) a conclusion.

During the program, undergraduate students are required to submit a Senior Paper or Senior Project, for which they receive 10 units. This paper should consist of a minimum of 15 to 20 pages (12 Point font, double spaced) and adhere to general academic standards. The document may be either the student's original research or an autobiographical treatise or any subject chosen as long as it reflects scholastic achievement at the college level of education.

For specific writing guidelines, please consult the Senior Paper Handbook—available at the College upon request.

TRANSCRIPTS

Students enrolling into the Bachelor of Arts program must provide official transcripts from all colleges attended and the high school from which you graduated or GED certificate.

Students with learning from schools outside the United States must have their education evaluated by a credentialing service that is a member of the North American Credentialing Evaluation Services (NACES). A list is available upon request to Ryokan College.

ENGLISH SECOND LANGUAGE (ESL)

All ESL applicants must provide proof of a TOEFL score 550 or higher.

GRADUATION REQUIREMENTS BACHELOR OF ARTS DEGREE

A total of 180 credit units is required to graduate with a minimum of 36 units and one academic year in residence. Undergraduates earn 3 units of credit for each class completed at Ryokan. Credits are also granted for current work-related learning, learning outreach, seminars, and workshops, all of which must first receive administrative approval. In addition, students may earn credit for prior learning if properly documented and submitted. During the last quarter of residence, undergraduate students are required to submit a Senior Paper or Senior Project, for which they receive 10 units.
REQUIREMENTS FOR BACHELOR OF ARTS DEGREE

1. 180 quarter units of achievement
2. Minimum 46 units achieved at Ryokan College
3. Completion of a Senior Paper or Senior Project

UNDERGRADUATE INSTRUCTION

Instruction takes place in a small group environment. While instruction varies with the nature of the subject matter, it usually involves reading, writing, class discussion, and where applicable, papers and/or projects. There are no examinations and no letter grades. Course evaluation are Pass/Fail. At the end of each quarter, the faculty member submits an evaluation for each student in his/her class. The student also submits a self-evaluation of performance for each class. In addition, undergraduates are required to meet with an advisor regarding academic progress during their term of enrollment.

The Department of Human Behavior operates on the quarter system, Fall, Winter, Spring and Summer quarters. Classes each meet twice a week and are 2½ hour sessions. The courses change from quarter to quarter to meet student needs and include classes in the Behavioral Sciences, Humanities, Physical Sciences, and Social Sciences:

TRANSFER CREDIT AND EXPERIENTIAL LEARNING (Bachelor of Arts Program only)

Credit for prior academic study is determined upon presentation of official transcripts. Full value is granted for transfer credit. The Registrar, Dean of Students and Academic Chair decide or consult as to quality and appropriate credit. The cost for this consideration is part of the Application Fee. Provisions for appeal to the Registrar, Dean of Students and Academic Chair can be submitted in writing clearly outlining units or hours of study, comparable course descriptions, syllabus if available and reasons for appeal. The State of California allows a maximum of 25 quarter units for the 1st two years of college and 45 quarter units over all to be awarded for Experiential Learning accomplished in a classroom environment. In order for the College to assess informal, experiential learning, students are required to identify skills and knowledge acquired, the circumstances under which the learning took place, qualifications of the instructors/supervisors/mentors and the number of hours spent so that we may determine credit and quality.

1. Credit will be awarded only for documented (i.e., transcript, certificate, documentation) learning, and not for experience.
2. Assessment should be based on standards and criteria for the level of acceptable learning that are made public.
3. Assessment will be treated as an integral part of learning, not separate from it, and will be based on an understanding of learning processes.
4. The determination of credit awards and competence levels will be made by appropriate subject matter and academic or credentialing experts.
5. Credit or other credentialing will be appropriate to the context in which it is awarded and accepted.
6. To receive credit, transcripts must be received directly from the learning provider/educational institution and they must clearly describe the courses/learning involved.

Types of Experiential Learning: On-the-job training; Military training; Volunteer work; Conventions and conferences; Continuing education courses; Teaching a course/class; Hobbies and recreational activities; Community/religious service; Personal travel; Seminars and workshops; Training programs or in-service courses; Independent research; Awards, publications, or memberships.
COURSE DESCRIPTIONS

BA-158 BEHAVIORAL SCIENCE DOMAIN OF PSYCHOLOGY I: PSYCHOLOGY & PERSONALITY THEORY 3 units
This course will introduce students to the field of psychology and the major early theorists such as Freud, Jung, Erikson, and Rogers. An emphasis will be placed on the "evolution of psychology" as well as familiarizing each student with the most prominent points in personality theory and human development.

BA 148-6 HUMANITIES SHORT STORY DEVELOPMENT: CREATIVE EXPRESSION AND CRITICAL VOICE 3 units
Developing a creative story arc is the focus of this course. Students will be introduced to an array of short story models and the key writing considerations in short story writing. Students will work to develop short stories that creatively address an assigned theme. The stories developed will be shared in the group setting and a collective approach to the creative process will also be employed. While a variety of authors will be analyzed, particular attention will be paid to the work of important social critics like Charles Dickens, Jonathan Swift and Kurt Vonnegut, Jr.

BA 124-1 CRITICAL THINKING: LOGIC AND REASON 3 units
This course is designed to be the foundational course of your college education. That's a bold statement, but it comes close to truth. This is the course where you learn the rules for arguments; you will learn to critique and assess them. Everything you learn in college will be implicitly or explicitly based on an argument. Hence, a course that teaches you the rules of arguments counts as a foundational course. Every American should take a course like this. Again, that's a bold statement. However, as American citizens you are asked to vote about issues and candidates that will affect much of your lives and livelihoods. If you cannot reason properly, then your choices will be poor. First step, acquire the tools of reasoning to think for yourself. Acquiring the tools is what this course is about.

BA 166-3 HUMANITIES MORAL PSYCHOLOGY IN THE DRAMATIC FILM 3 units
This course analyzes several dramatic films in class with the application of the theories of moral psychology of Jean Piaget, Lawrence Kohlberg, and John Rawls. Through class analyses and discussions, students will learn to apply these structural-developmental and social contract theories.

BA 159-1 BEHAVIORAL SCIENCE DOMAIN OF PSYCHOLOGY II: ABNORMAL PSYCHOLOGY 3 units
This course provides an introduction to Abnormal Psychology. Course goals and objectives include the following: 1) to provide students with an integrated overview of the field of Abnormal Psychology and major psychological problems and disorders; 2) to familiarize students with the multiple causes of psychopathology as viewed from a number of different theoretical perspectives; 3) to illustrate an integrative view of research in the area of abnormal behavior; 4) and, to discuss intervention and prevention strategies for psychological disorders.
BA 100-10 HUMANITIES DEVELOPING PERSONAL NARRATIVES BASED IN SYMBOLS AND MYTH 3 units
In this course students will learn to analyze the various symbols and accompanying mythology omnipresent in man’s history and create personal narratives using these symbols. Symbols play a prominent role in the life of man, as identified by the psychologist Carl Jung. Through the work of Jung, Sigmund Freud, Joseph Campbell and others, student will learn about the various interpretations of symbols. Students will then engage in an introspective writing process wherein they will examine significant personal life events in light of the symbols and myths and create narratives that identify emergent connections and revelations.

BA 100-1 SOCIAL SCIENCE HUMAN RIGHTS AND CHILDREN 3 units
This course addresses human rights of children from the perspective of moral philosophy and law. A case study approach is used wherein landmark Supreme Court cases are examined and analyzed in terms of their influence on children’s rights. In studying both assenting and dissenting views this course will explore aspects of how Justices approach and resolve issues. The study of how rights are established will help to define the rights of children. Specific attention will be focused on contemporary issues of threat to children including: grinding poverty, crime and absent parents, abuse and neglect at home, substance abuse, teen pregnancy, inadequate child care, lack of health care, poor schools and dangers in the environment. Solutions to these problems will also be addressed. Among these solutions, including the social and controversial aspects of these solutions, are raising the minimum wage and universal health care, will be discussed.

BA 115-4 HUMANITIES PHILOSOPHY OF AESTHETICS 3 units
The course will develop along several axes simultaneously. We will pay attention to several arts, namely painting and sculpture (about four weeks’ worth); music (also four weeks); and a mixture of theater and dance, photography and film, and fiction and poetry during the remaining weeks. We will view, read, or listen to particular works (including student works), and we will discuss issues in philosophical aesthetics and the philosophy of the arts raised by the works or the media they represent. We will also read and discuss essays by several philosophers and critics about the arts.

BA 115-5 SOCIAL SCIENCE MORALITY & SOCIETY 3 units
The goals of this course are for students to develop skills at forming their own moral views. Therefore, students will be introduced to important current debates and historically influential views in ethics. Classes will include lectures, in which discussion is encouraged, small discussion groups, and structured debates. **Note that in the section on sexuality we will be discussing pornography, and the class may be viewing some forms of pornography and that explicit and graphic material cannot be avoided in a higher education course on morality. However, this will not be the bulk of the material and it will not be gratuitous. The detailed weekly course description is a guideline for the class. However, this class is intended to be organic and to a great extent the content of each class session will be dictated by interest of the class and dialogue. Please do not view the outline as fixed and rigid, rather as a preview of topics that the class will wind its way through. I will aim to be flexible with our time together and allow for robust conversation to determine much of what we cover in class. That is part of the beauty of philosophy; we can be the masters of our own destiny!"
BA 126-5 HUMANITIES FINDING GAPS IN THE KNOWLEDGE BASE: THE ART OF CREATING MEANINGFUL SCHOLARLY WRITING PRODUCTS 3 units
Students will be exposed to the process of finding critical subjects for scholarly writing. Often students struggle to create important new writing products because they lack development in the process of critically analyzing a topic area and finding original and significant perspectives from which to approach scholarly writing projects. Students will examine subjects of interest and gain practice in identifying niche areas to cover. Studies will cumulate by creating a paper that demonstrates the ability to identify a compelling research question and a supporting review of the related literature.

BA 160-3 BEHAVIORAL SCIENCE  DOMAIN OF PSYCHOLOGY III: COUNSELING 3 units
This course will introduce students to the principles and methods of psychotherapy process from different treatment modalities and orientations, including Psychoanalysis, Cognitive, Behavior, Existential, Multimodal, and other approaches. Additionally to reviewing the main concepts and interventions of various orientations, the focus will be on practical application of these theories to the process of clinical treatment and understanding factors related to change in affect, cognition and behavior. Among other topics that will be covered in this course are included issues of Transference and Countertransference, establishment of the Therapeutic Relationship and identification of Goals, Diversity and Resistance, Evaluation and Termination.

BA 100-5 HUMANITIES MARK TWAIN: WIT, SPEECHES AND WRITINGS 3 units
This course studies Mark Twain as a social critic and educator. Among topics to be studied in the context of Rawlsian psychology are Twain's critiques of creationism, superstition, religious prosecution and religious intolerance. Students will study some of his best quotes and will experiment with generating humor of their own and learning to write in one of his styles. Some of his best speeches will be read and studied. We will watch the Ken Burns Biography of Mark Twain and Twain and Me.

BA 115-5 HUMANITIES EXPLORATION OF THE SOCRATIC METHOD. 3 units
This is a foundational and essential philosophy course for any psychologist, teacher, employee or, well actually anybody who converses with other people. (Therefore, it contains applicable and useful material to all but the most reclusive hermit!) "Exploration of the Socratic method- Out of the question into the conversation: from inception to modern times." Students will travel back to the origins of Greek thought and western philosophy, tracing the Socratic Method from its beginnings and explore its effect upon modern academic and professional practice. The course will probe the power of questions in conversation and learn to utilize ancient wisdom in everyday life. The course will challenge students to think on their feet and arm them with the proper tools to face a variety of dialogues and life situations.

BA 101-7 ACCURACY, BREVITY, CLARITY – THE ABCS OF WRITING 3 units
The elements of clear, concise written communication, especially with regard to academic writing. Particular attention to grammar, punctuation, formatting, and other common pitfalls. Weekly short written assignments, on autobiographical themes and single-word prompts.
BA 170-1 BEHAVIORAL SCIENCES DOMAIN OF PSYCHOLOGY IV: DEVELOPMENTAL PSYCHOLOGY 3 units
This course introduces students to physical, social, and emotional development in a linear fashion, starting with birth and the development of attachment and progressing through adolescence. We will explore different factors influencing development, with the focus on the impact of nature versus nurture. Furthermore, the emotional and moral development will be explored in connection with cognitive functioning. Sex differences and gender-role development will be addressed from an historical/cultural perspective.

BA 121-4 HUMANITIES ETHICAL AND SPIRITUAL DEVELOPMENT OF COMPASSION 3 units
This course will engage in the structural-developmental research study of compassion in ethical decision-making. Theories of moral, ethical, and spiritual virtues will be presented. Expected research relationships between moral and ethical judgment questionnaires and research methods will be discussed as will general relationships between levels of moral development and levels of spiritual development. The social contract, structural-developmental conception of compassion presumes capacity for several levels of compassion within individuals and across different individuals.

BA 171-1 BEHAVIORAL SCIENCE DOMAIN OF PSYCHOLOGY V: FAMILY PSYCHOLOGY 3 units
Students will explore the many facets of the family and family patterns from a psychological perspective. Topics will include the family life cycle and development, family styles, and the impact of family on individual personality development. The major theories of family therapy will be introduced and studied. Students will develop an increased understanding of their own family-of-origin and its impact on their personal development.

BA 103-6 HUMANITIES ENGAGING IN A THERAPEUTIC DIALOG WITH HISTORY: SELF-ANALYSIS THROUGH WRITING 3 units
“Nothing is new under the sun.” This certainly applies to human behavior. As a strategy to engage in increased self-development and awareness building, students will utilize themes from the course text, The 48 Laws of Power, along with other historical material as prompts for reflective writing about their own lives and behavior. During class sessions students will engage in discussions that encourage them to share their thoughts, feelings and observations about the exemplars found in the text in the most spontaneous manner in hopes that divergent thinking and conceptualizations ensue. They will then be required to transfer this group process into their individual thinking process and to the writing process itself. The writings that result will be shared with the group and used as a catalyst for further introspection and writing.

BA 115-6 HUMANITIES PHILOSOPHY THROUGH FILM 3 units
Philosophy is everywhere: company mission statements, college classrooms, music, religion and, of course, film. This course will utilize the movie camera lens to explore significant philosophy and philosophers that have made their ways from the annals of history into the silver screen.
BA 163-2 HUMANITIES EASTERN THOUGHT AND RELIGION  3 units

In this course, we will explore the early and classic philosophical and religious traditions of India, China, and Japan. In particular, we will investigate some of the primary interpretations of Dharma, Karma, and Atman in Indian thought and Dao (Tao) in Chinese thought. While we read excerpts from the Upanishads and Vedas, we'll examine the meanings of truth, wisdom, liberation, yogic discipline, spiritual devotion, and liberation, awakening, and enlightenment in Hindu thought in India. Then we will look at the concepts of wisdom, virtue, self-cultivation, ritual propriety, nature, and wandering free and at ease in Confucian and Daoist thought in China, briefly look into the wisdom of the Tao Te Ching. Some of the issues that we will examine are the roles of emptiness, language, and nature in Buddhism and Daoism, arguments for and against moral, natural, and other conceptions of human life in China, and the significance of virtuous action, ritual, and duty in Hinduism and Confucianism. We will consider why these philosophies and religions remain vibrant and relevant in many parts of the world, as well as ways they appear the Spiritual community in America today.

BA 104-5 BEHAVIORAL SCIENCE RACISM & SEXISM  3 units

Demographics and communication are drastically shifting away from old school and good-old-boys ways, but the effects of 200 years of majority control have left an imprint on society. This course will explore the ways in which entertainment, communications, news, and marketing have perpetuated racism, culturalism, and sexism, and what it means to be part of the new media age both today and in the future. Classes will be conversational in nature – taking a look at the ways in which mind works around stereotyping, personal experiences and reactions involving stereotyping, and brainstorming.

BA 174-2 BEHAVIORAL SCIENCE  DOMAIN OF PSYCHOLOGY VI: BRAIN AND COGNITION  3 units

This course is an introduction to the biology of human behavior, often of abnormal human behavior, with an emphasis on the brain. We will consider brain pathology and the resulting symptoms and disease, as well as the workings of the normal mind. In addition, this course will offer a brief overview of the cortical areas and other neuroanatomical structures, the role of the Clinical Neurologist, and the interplay between research and clinical practice in the area of neuropsychology. Finally, students will examine the assessment methods utilized by clinicians, all of which will be studied through clinical cases.

BA 126-4 HUMANITIES POETRY AS HEALING MEDIUM FOR THE INDIVIDUAL AND SOCIETY  3 units

Poetry has been used throughout the ages to look in to the soul of individuals and the society. Poets speak to the consciousness of a people and offer them a mirror to their faults, as well as promise. Mastering the art of creating poetry can enable an individual to aid in the healing of others, whether the individuals or groups, as well as facilitate the healing of the self. In this course, students will explore poetry both in terms of structure and meaning making. Students will also become familiar with the works of many writers who have impacted our society with their rhythmic art.
There is no underestimating the importance of 'story' in the learning process. Many cultures still teach predominantly through the medium of story and modern society is regaining its appreciation of the great value that story has in education and life. Some of the greatest teachers, thinkers, and philosophers have conveyed deep philosophical truths in this method. Fables, parables, and metaphors used in stories are a powerful tool to impart wisdom and understanding to anyone willing to listen. In this course we will unpack great stories and explore great storytellers from ancient and modern times in order to glean and learn what lessons they have to share. 'Story' is emerging again as a potent instrument for the adult learner as she or he embarks on the journey of learning in fresh and illuminating ways.

The Senior Paper is a capstone project that assesses the knowledge that the student should have attained by the mid-point or end of the baccalaureate program. This paper provides an additional measurement of comprehension and familiarity with human behavior concepts. The Senior Paper is an in depth study of a focused topic. Its purpose is to provide students with the opportunity to engage in independent, meaningful research and to write a paper that communicates ideas in a logical, coherent, and original manner, also demonstrating mastery of writing skills. The paper allows for the examination of real life issues, using a format that researches facts, applies reasoning, and draws (and supports) a conclusion.
Department of Psychology Graduate Studies

Chairman and Faculty
Masters Program in Psychology
Masters Program in Counseling Psychology (MFT License)
Doctor of Psychology in Clinical Psychology
Doctor of Psychology in Marriage Family Therapy
PROGRAM LEARNING OUTCOMES OF THE GRADUATE PROGRAMS

DEPARTMENT OF PSYCHOLOGY—MASTER OF ARTS AND DOCTOR OF PSYCHOLOGY PROGRAMS

Specifically, the instructional program has been designed to utilize the modular method which concentrates on one area of psychology at a time to facilitate students acquiring the in-depth knowledge and skills necessary to become an effective clinician. To translate these broader philosophical goals into effective practitioner skills requires the use of sequential courses that initially focus on foundational skills, with subsequent courses building on these previously learned skills and knowledge. Real-time programs have been designed to help students ready themselves for internship experiences where direct enhancement of their clinical skills will be possible.

The graduate programs are designed with the student learning outcomes to:

1. Develop a professional identity and ethical code of conduct in the student.
2. Facilitate the development of well-trained professionals who demonstrate in their ethical behavior and competency in the delivery of services and sensitivity to a culturally diverse population. Further, this professional identity also entails development of the skills necessary to effectively work in interdisciplinary treatment settings.
3. Acquire and demonstrate a solid knowledge base of psychological theory and clinical application.
4. Provide an understanding of the nature of human behavior, methods of scholarly inquiry and the roles and responsibilities of the professional psychotherapist.
5. Build a comprehensive theoretical foundation for clinical experience while integrating didactic and experiential modalities of learning.
6. Develop and demonstrate a knowledge and understanding of ethical behavior as it applies to the delivery of mental health services to a broad and diverse population.
7. Develop an increased level of personal awareness, sensitivity and enhanced capacity to not only understand oneself but also fully appreciate their impact on others via respect for the dignity, diversity and welfare of others.
8. Provide students with focused training in the direct and indirect assessment, intervention and treatment of individuals, couples, children, groups and populations with special needs—competence in practice.
9. Gain a conceptual understanding and knowledge of application of theory and research applicable to the assessment and provision of psychological services.
10. Become competent in the utilization of direct and indirect interventions, use of community resources and interdisciplinary treatment approaches.
11. Develop competency in working as a member of an interdisciplinary team in the treatment of psychological disorders.
12. Develop the capacity to effectively utilize professional supervision to aid them in further enhancement of their clinical skills set.
13. Integrate research, practice, professional conduct and identity.
14. Demonstrate integrated knowledge of the developmental and psychological foundations of individuals and be able to translate these effectively into a cohesive treatment intervention.
PROGRAM LEARNING OUTCOMES OF THE GRADUATE PROGRAMS (CONTINUED)

15. Become familiar with and gain the ability to access, evaluate and utilize relevant evidence-based practice in the specific areas of assessment and clinical intervention.

16. Integrate prevailing ethical codes into their developing professional identify.

DEPARTMENT OF PSYCHOLOGY

PROGRAM DIRECTOR, ROBERT SMITH, PSY.D.

Robert Smith, Psy.D. Elected to the Board of Directors 2/22/2011. Director of the Master of Arts Program, retired from Private practice, Police Officer for 34 years (10 with Los Angeles Sheriff Department and 24 with Beverly Hills Police Department), present faculty, dissertation advisor, Duties: Faculty issues, Professional Ethics Consultant and Curriculum Committee.

Dr. Smith has extensive experience in the public sector (specifically in areas of public safety and the relationship with the field of psychology and the practice of Psychotherapy). For example, while acting in the role of Liaison between the City of Beverly Hills and the Maple Counseling Center, Dr. Smith had an integral role in writing the manual the Maple Center (counseling center and intern/trainee site) uses for their Critical Incident Response Team (which addresses the needs of victims, survivors, and witnesses of emergency situations, such as fatal vehicle collisions, fires etc). He holds (3) graduate degrees, with a Doctorate in Psychology, a Masters in Marital and Family Therapy, and a Masters in Public Administration.

Dr Smith brings a unique perspective in the field of psychology to the Board and does so with an extensive 'practical' as well as an academic background. He has taught at the graduate level for over 15 years (8 at Ryokan and 7 at California Lutheran University). His experience as an instructor at Ryokan and outside institutions has been instrumental in keeping the Board focused on the key issues faced by students, and the College. His input regarding the California Board of Psychology (BOP) and Board of Behavioral Science (BBS) continues to be highly valued to the Board in its recommendations and direction.

ADMISSION REQUIREMENTS

Applicants must have a Bachelor of Art's degree in Humanities, Social Science or Behavioral Science from an approved or accredited school. Equivalent degrees may be considered.

A pre-admissions interview is required for all applicants. This interview involves a discussion of the applicant's eligibility and an in-depth explanation of the M.A. Psychology program.

After the interview, applicants submit a formal application, along with the application fee, and a written autobiography detailing academic and experiential learning background, career goals, and expectations for achieving those goals. The Admissions Committee reviews the data and determines the applicant's admission status. Acceptance can be conditional, provisional, or unconditional.
M.A. IN PSYCHOLOGY

MASTER OF ARTS IN PSYCHOLOGY

PSYCHOLOGY PROGRAM OBJECTIVES

The Master of Arts in Psychology is designed to prepare students for entrance into Ryokan's two-year Clinical Psychology doctoral program.

The curriculum enables the student to achieve an M.A. degree by completing classes of focused instruction. Each class meets two evenings a week (schedules available upon request). The small group classes are conducive to student/teacher interaction and enhance the learning process.

This concentrated M.A. program in psychology does not qualify graduates for licensure as Marriage and Family Therapists. However, it does satisfy the prerequisites for doctoral study and qualify graduates for entrance into Ryokan's Clinical Psychology program (Psy.D.). Graduates of the doctoral program meet academic requirements for State of California licensure as a Psychologist.

This 48 unit program together with one year of study in the College's Psy.D. program equals 72 quarter units, thereby qualifying a student to count hours toward psychology licensing in the second year of the doctoral program.

All programs at Ryokan College are non-competitive, and no grades are issued.

GOALS

The primary objective is to provide each student with a thorough psychological foundation for doctoral study.

Upon satisfactory completion of the core curriculum, the student is eligible for entry into the College's doctoral program in Clinical Psychology.

STUDENT LEARNING OUTCOMES

1. Students will achieve a foundation in Psychology

2. Student will be able to synthesize complex materials; assimilate, organize, develop, and present a psychological idea with basic scientific support; and to utilize standard English effectively in APA format.

3. Students will demonstrate proficiency and integration of knowledge.
M.A. IN PSYCHOLOGY

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE

The M.A. degree in psychology is designed to prepare students for doctoral level study in the field of clinical psychology.

Degrees are conferred after:

◊ Satisfactory completion of a 54 quarter units curriculum.
◊ Financial obligations have been met.

COURSE DESCRIPTIONS

PSYD/MAP401 HISTORY AND SYSTEMS OF PSYCHOLOGY 4 units
An historical exploration of psychology including philosophy, religion, science, and contemporary issues. An overview of structuralism, functionalism, associationalism, and gestalt psychology. The concept of Zeitgeist as related to the life, work and times of Darwin, Freud, William James and others.

PSYD/MAP403 HUMAN DEVELOPMENT I 4 units
A study of human growth and development from a life cycle approach. Emphasizes the biological, physiological, and psychological development of individuals and families from conception through adolescence.

PSYD/MAP404 HUMAN DEVELOPMENT II 4 units
A continuation of Human Development I focusing on the growth, development, and socialization of young adults and the aged, including issues of death and dying. An emphasis on changes in perception, cognition, personality, and moral development.

PSYD/MAP405 ABNORMAL PSYCHOLOGY 4 units
An overview of abnormal behavior from diverse theoretical schools, and an introduction to the Diagnostic and Statistical Manual of Mental Disorders. Issues of symptomology and treatment approaches. An examination of historical and conceptional perspectives of psychopathology and how these perspectives interface with therapeutic strategies.

PSYD/MAP402 COGNITIVE BEHAVIORAL THERAPY 4 units
The purpose of this course is to introduce students to the cognitive-behavioral approach to psychotherapy, while developing an understanding of the strategies that assist clients in changing their dysfunctional responses to distorted core beliefs towards people, circumstances, and conditions. It is to “challenge” a client’s distorted thinking within a structured and organized therapeutic process. The course will study cognitive therapy and its principles and applications. It will focus on treatment strategies and techniques for cognitive “restructuring” and the development of self awareness. Additionally, the material will be applied to a variety of psychological disorders, of both adults and children.
PSYD/MAP406 COUPLES COUNSELING 4 units
This course examines contemporary concepts in the field of couples and marriage therapy. Class will focus on empirical theories and interventions with couples, including an overview of ethical and professional responsibilities of the therapist. By the completion of this course, students will have examined several theoretical selected models of intervention with couples and will be able to conceptualize and demonstrate a range of therapeutic interventions related to situations in relationship counseling and become knowledgeable with regard to ethical and legal concerns that may emerge. Class members will also be able to evaluate the role of gender and power struggles as they surface in relationships, common relationship impasses, and examine counseling techniques that are relevant for couples with racial/ethnic or cultural diversity.

PSYD/MAP407 HEALTH PSYCHOLOGY 4 units
A study of the interaction between behavior, health, and illness with an emphasis on the social, psychological and biological components of well being.

PSYD/MAP412 ETHNICITY 4 units
Cross cultural mores and values. A presentation of the concerns of social psychology, cross cultural communication and developmental lifestyles affecting racial/ethnic identification and the effects of cultural differences on therapeutic intervention in counseling.

PSYD/MAP408 THEORIES OF PERSONALITY I 4 units
Major theoretical approaches to personality are examined from an historical perspective. Emphasis is placed on clinical expressions of these approaches and the operation of their theoretical assumptions in professional practice.

PSYD/MAP409 THEORIES OF PERSONALITY II 4 units
Major contemporary approaches to personality are examined with an emphasis on their psychotherapeutic application to dysfunctional human behavior.

PSYD/MAP410 FAMILY THERAPY 4 units
A survey of the seminal theories and psychotherapeutic strategies for changing individuals, couples, families, and children from family systems paradigms. Covers structural to behavioral orientations.

PSYD/MAP411 PROCESS OF PSYCHOTHERAPY 4 units
An experiential clinical case seminar introducing the principles and methods of applying psychotherapeutic techniques of professional practice. Emphasizes the understanding and solutions to emotional and behavioral problems.
This course will offer an experiential examination of psychological diagnostic criteria and classifications, and provide students with a participative foundation in affirmative psychotherapeutic techniques. Using the DSM 5 and treatment modalities selected by the instructor, the course will examine the relationship between diagnostics and treatment planning, by using multiple diagnostic categories and modalities of psychotherapy. In this first (of two) courses, the instructor will facilitate student involvement, by employing various case vignettes, message board questions, and videos to demonstrate the clinical process via the following DSM 5 Criteria and Codes: Schizophrenia Spectrum and other Psychotic Disorders, Bipolar and Related Disorders, Depressive Disorders, and Anxiety Disorders.

In this second of two courses, students will continue the experiential examination of DSM 5 Criteria and Codes, with emphasis placed on how the correct diagnosis relates to the selection of an appropriate treatment modality that adheres to professional standards of care. This course will continue instructor selection of treatment modalities and facilitation of student involvement via case vignettes, message board questions, and videos. For this second course, students will examine the psychotherapeutic process via the following DSM 5 Criteria and Codes: Obsessive-Compulsive and Related Disorders, Trauma- and Stressor Related Disorders, Substance-Related and Addictive Disorders, and Personality Disorders.

ELECTIVES

ACADEMIC WRITING 1 unit
Course teaches format, grammar, sentence structure, composition skills, outline design, and reference citations commensurate with graduate work.

MEDIA RESOURCES AND RESEARCH .5 unit
Course introduces students to a variety of resources necessary for critical research, including Internet libraries, scholarly resources, and online and/or campus academic support systems.

MARKETING AND ADVANCING YOUR CAREER 1 unit
Resumes (CVs), interviews, advertising, marketing, outreach, niche specialty and career building—this course is invaluable.
MASTER OF ARTS IN COUNSELING PSYCHOLOGY

PROGRAM DIRECTOR: ROBERT SMITH, PH.D.

Robert Smith, Psy.D., retired from Private practice, Police Officer for 34 years (10 with Los Angeles Police Department and 24 with Beverly Hills Police Department), is a dissertation advisor and sometime adjunct faculty after having been an instructor since 2004. Dr. Smith was elected to the Ryokan Board of Directors in 2011 with the following duties: Faculty issues, Professional Ethics Consultant and Curriculum Committee. Dr. Smith has extensive experience in the public sector (specifically in areas of public safety and the relationship with the field of psychology and the practice of Psychotherapy). For example, while acting in the role of Liaison between the City of Beverly Hills and the Maple Counseling Center, Dr. Smith had an integral role in writing the manual the Maple Center (counseling center and intern/trainee site) uses for their Critical Incident Response Team (which addresses the needs of victims, survivors, and witnesses of emergency situations, such as fatal vehicle collisions, fires etc.). He holds (3) graduate degrees, with a Doctorate in Psychology, a Masters in Marital and Family Therapy, and a Masters in Public Administration. Dr Smith brings a unique perspective in the field of psychology to the Board and does so with an extensive 'practical' as well as an academic background. He has taught at the graduate level for over 15 years (8 at Ryokan and 7 at California Lutheran University). His experience as an instructor at Ryokan and outside institutions has been instrumental in keeping the Board focused on the key issues faced by students, and the College. His input regarding the California Board of Psychology (BOP) and Board of Behavioral Science (BBS) continues to be highly valued to the Board in its recommendations and direction.

GOAL

The Master's program in Counseling Psychology was developed to educate students for careers in Marriage Family Therapy. The program's primary goal is to provide a variety of learning experiences designed to develop counseling skills.

STUDENT LEARNING OUTCOMES

1. Master of Arts in Counseling Psychology graduates are able to appraise and integrate psychological information and its sources critically; to delineate in professional language the nature and extent of the psychological information; and to apply advanced psychological information effectively, ethically, and legally.

2. Graduates are also able to integrate a multicultural awareness of human diversity as it pertains to clinical situations of assessment and treatment with individuals.

This program integrates the following principles throughout the curriculum: Mental health recovery-oriented care and methods of service delivery; Understanding of various cultures, the social and psychological implications of socioeconomic position and an understanding of how poverty and social stress impact an individual’s mental and recovery; Development of the student’s personal qualities that are intimately related to effective practice including integrity, sensitivity, flexibility, insight, compassion, and personal presence; Opportunities for students to meet with various consumers and family members of consumers of mental health services to enhance understanding of their experiences of mental illness, treatment and recovery.
Diverse theoretical and practical points of view are presented in the program. The curriculum presents a variety of perspectives including a humanistic-existential, a systems theory, psychoanalytical (self-psychology -- object relations), psychodynamic, cognitive behavioral and transpersonal orientation. Post modern theories, including narrative therapy, are also examined. The underlying foundation is humanistic psychology, a positive, growth-oriented concept of the person. There are two opportunities for admission each calendar year: January and July. Clinical Techniques which is divided into six (6) segments of two months each, with one segment focusing on Clinical Process, exposes students to a variety of training supervisors and a diversity of theoretical and applied perspectives.

The College requires 250 hours of Supervised Fieldwork that meet the State's requirement for fieldwork. In compliance with the Board of Behavioral Science, the student can begin fieldwork upon completion of 18 quarter units.

This program, like other programs at Ryokan College, is noncompetitive and no grades are issued. Extensive reading is required and papers are submitted to demonstrate knowledge acquired in each module.

ADMISSION REQUIREMENTS

Admission requirements and procedures have been designed to maximize the probability that students selected for the program have the potential to satisfactorily complete it. A Bachelor of Arts degree in psychology or a related field is required for entrance. Academic experiences and personal readiness to enter a helping profession are also evaluated. In addition, students are required to complete, apart from the curriculum, an extended period of personal or group therapy concurrent with residency in the program, or validate completion of a minimum of 52 hours of personal therapy within the three years prior to enrollment.

A pre-admissions interview is required for all applicants. This interview involves a discussion of the applicant's eligibility, as well as an in-depth explanation of the Counseling Psychology program and State licensing requirements. After the interview, applicants may submit their application, along with the fee, and a written autobiography detailing academic and experiential background, career goals and expectations for attaining those goals. The Admissions Committee determines the applicant's admission status. Acceptance can be conditional, provisional or unconditional.

This program includes a theoretical/didactic classroom mode, as well as an experiential component in the supervised clinical techniques. The program is designed to fulfill the requirements of the California State Board of Behavioral Science as specified in law (AB 3657 effective January 1, 1987).

The core curriculum along with Clinical Techniques and fieldwork experience (totaling 90 quarter units) satisfies the State requirement for the Master's degree and eligibility for California M.F.T. licensing, as specified in current California law (AB 3657, Section 4980.37).
The California State Board of Behavioral Science mandates three basic requirements for licensure as a Marriage and Family Therapist (MFT):
1. an academic requirement (Master's degree)
2. an internship requirement (3,000 hours of supervised experience)
3. passage of State examinations.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE

The M.A. degree in Counseling Psychology is designed to educate students for a career in counseling. This program prepares them to work as counselors and therapists in professional settings.

Degrees are conferred after all program requirements and financial obligations have been met. Requirements for graduation are:

1. Completion of 52 hours of personal therapy.
   In order to graduate with a Master in Counseling Psychology, students must submit a letter from the therapist written on therapist's letterhead with therapist’s signature and license number attesting to successful completion of 52 hours of therapy. This letter may simply state. “____ (write your name here) received ______ hours of psychotherapy during the period _____ (month & year)____ to ____ (month & year)____.” The requirements for the therapy are:
   - Therapy must have taken place within 3 years prior to coming into the Ryo-kan program or during the program.
   - Therapy must be provided by one of the following:
     - a Licensed Psychologist
     - a Licensed Marriage, Family Therapist
     - a Licensed Clinical Social Worker
     - a Board Certified Psychiatrist
     - a Registered Psych Assistant
     - a Registered MFT Intern
     - All of these listed will carry Registration or License numbers given by the State.
   - The type of counseling can be individual, group or conjoint.
   - Your therapist does not need to explain, expound or comment on your treatment’s success or content.

2. Completion of 90 quarter units of graduate study:
   23 courses 66 units
   12 months of Clinical Techniques 12 units
   Applied Field Practicum (minimum 250 hrs.) 12 units
COURSE DESCRIPTIONS

CP501 DOMAIN OF PSYCHOLOGY  2 units
History and systems. The evolution of the "psychological thought process" as it emerged out of philosophy into scientific formulae with an overview of structuralism, functionalism, associationism and major psychological approaches. The concept of zeitgeist as related to the life, work and times of Darwin, Freud and William James.

CP515 SOCIAL BASIS FOR BEHAVIOR  3 units
Course provides an in-depth review of research and theory about individual social behavior as well as the basis for group social behavior within the social context of socio-economic status and other contextual issues affecting social position Course includes historical perspectives, perception and attitude change, self definition, social cognition, group dynamics and the role of environment in the development/expression of emotions with the impact of personal and social insecurity, social stress in high and lower income families, high/low educational levels, inadequate housing, and malnutrition.

CP579 RECOVERY MODEL & COMMUNITY MENTAL HEALTH  4 units
Course presents a holistic approach to the treatment serving individuals with severe and persistent mental illness for 10-20 years. Recovery Model is a step beyond the medical model and is currently gaining adherents in mental health including full support by the Department of Mental Health and Board of Behavioral Sciences in the State of California. Attention will be given to outreach and engagement, peer-bridging, concrete qualities of life goal, relationship building and an integrated treatment model that utilizes resources in the personal, familial, community, vocational and social world of the individual. Access to and effective utilization of local community resources, including government programs, social support groups and other mental health entities will be explored with strength-based counseling, consumer centered, community involvement and particular emphasis on course management with documentation.

CP502 ETHNICITY AND FAMILY COUNSELING  2 units
Cross cultural mores and values. A presentation of the concerns of social psychology, cross cultural communication and developmental lifestyles affecting racial/ethnic identification and the effects of cultural differences on therapeutic intervention in counseling including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability, and their incorporation into the psychotherapeutic process. Also discussed, resilience, including the personal and community qualities, that enable persons to cope with adversity, trauma, tragedy, threats, or other stresses.

CP503 GROUP PROCESS  3 units
An examination of group practice with individuals, families, adolescents and children, in a wide range of populations and problems for which group work has become a therapy of choice. The class will begin to answer the question of how one can become a safe, secure, and successful group practitioner both as participant and leader in mental health groups that the student will encounter during traineeship with an emphasis on interpersonal dynamics, strategic with techniques of Yalom, Gestalt and others of group psychotherapeutic techniques. This course is didactic and experiential.
CP511 HUMAN DEVELOPMENT 4 units
A study of human growth and development from conception to old age. Psychodynamic theories involved in human biological, social and psychological development. An emphasis on changes in perception, cognition, personality and moral development. A three-part, three-module course.

CP516 AIDS, GRIEF, AGING AND LONG TERM CARE 2 units
The study of the psychological problems in AIDS issues, infirmities, aging, long term care, the grief issues of all parties and bereavement.

CP521 THEORIES OF MARRIAGE AND FAMILY THERAPY 4 units
A study of the theories and techniques of family therapy, involving the psychosocial, historical and structural factors that define the "family." Exploring conjoint and family therapy from a variety of systemic approaches. Presentation of procedures and techniques currently used in family therapy. Theories of all major psychotherapeutic orientations.

CP531 APPLIED PSYCHOTHERAPEUTIC TECHNIQUES 4 units
An exploration of counseling theories, methods and techniques. A review of basic issues common to all therapeutic techniques for facilitating change and growth in marriage, family and child counseling. A clinical case seminar. Course conducted in two modules.

CP541 PSYCHOPATHOLOGY 4 units
An overview of abnormal behavior as viewed by different theoretical schools. Issues of symptomatology and treatment approaches at individual, familial and systematic levels. Mental disorders from psychoanalytical, behavioral and physiological points of view. Use of the DSM IV framework for diagnosis, treatment and prognosis. Treatment plans and clinical case presentations. Course conducted in two modules.

CP550 PSYCHOPHARMACOLOGY 3 units
A study of psychotropics and their impact upon psychological disorders, the categories of psychotropics and their utilization in treatment. An introduction to clinical psychopharmacology and the ethical and legal considerations.

CP552 SURVEY OF PSYCHOLOGICAL TESTING 4 units
The nature and use of psychological testing instruments. Psychometrics. A survey of the most widely used tests, objective and projective measures and effective utilization of meta-analysis in research and development/implementation of effective treatment protocols. Meta analysis leads to a shift of emphasis from single studies to multiple studies and emphasizes the practical importance of the effect size instead of the statistical significance of individual studies. Diagnosis, assessment, prognosis, and treatment of mental disorders, including severe mental disorders, psychological testing, psychopharmacology, and promising mental health practices that are evaluated in peer reviewed literature.
CP555 COUNSELING PROCESS FOR M.F.T. 2 units
The psychology of counseling. Analysis of major theories and techniques and their relation to practice, research and training. Self-knowledge, self-awareness, self-psychology. Cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons. Multicultural development and cross-cultural interaction, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability, and incorporation into the psychotherapeutic process.

CP517 HUMAN SEXUALITY & GENDER ROLES 3 units
The paradigms of modern sex and marital therapy will be explored along with a Model of Human Sexual Response with Physiological and Psychological Dimensions, including sexual function/dysfunction and sexual potential in actualization of eroticism and intimacy with its concepts and models. A clinical model of intimacy will be explored with its clinical process, concepts, and treatment issues ranging in the Individual Dimensions of Intimacy and Sexuality. The role of sexuality in human growth and relationships.

CP561 PROFESSIONAL ETHICS AND LAW 3 units
Legal and ethical issues related to the professional practice of counseling psychology. Requirements for accountability and the legal/ethical demands on the professional involved in a therapist/client relationship, including reporting requirements, confidentiality and boundary issues in the Recovery Model, the treatment of minors, current legal patterns and trends, personal limits, role expectations, HIPPA requirements, sharing of personal information, exploitation, and power positions. Clinical work concerns overriding staff personal limits in terms of interactions with client.

CP518 TRAUMA, DOMESTIC VIOLENCE & CHILD ABUSE 4 units
Affects of trauma, major disasters and individuals with assessment, treatment, prevention, reporting including myths and facts in the dynamics of the issues with its effects on the victim, family and society with intervention, treatment modalities, issues and goals.

CP566 TREATMENT OF CHILDREN 4 units
Counseling techniques with children. Theoretical foundations and applications of the major individual and group treatment techniques in current use. Social learning with disruptive children. Learning disabilities. Preschool through adolescence.

CP519 CHEMICAL DEPENDENCY, ADDICTIVE BEHAVIORS, CO-OCCURRING DISORDERS AND THERAPEUTIC INTERVENTIONS 4 units
An overview of drug patterns -- use and abuse in Recreational drugs and Chemical Dependence with the primary modalities useful in the treatment of the chemically dependent individual using behavioral techniques, aversion, family approaches and group psychotherapy. This course explores the wide spectrum of addictive behaviors and chemical dependencies, including the interplay of other Axis I disorders that often co-occur. The course studies the possible causes and contextual psychosocial factors that may trigger addictive vulnerabilities. A wider variety of therapeutic interventions are examined within the psychosocial contexts in which addicted people live and are impacted by. Interpersonal, family and societal dynamics are considered.
CP520 EVIDENCE BASED TREATMENT 3 units
Course helps students develop a treatment plan that is predicated on an evidence-based model. Specifically, the use of evidence-based treatment protocols is becoming more of a mandate than a choice in many settings. This course will also focus on the development of evidence-based treatment plans for trauma and crisis interventions in CBT, problem solving, solution focused, dialectical behavioral training, directive skill building, psycho education and motivational approaches.

CP565 MINDFULNESS COGNITIVE BEHAVIOR THERAPY 4 units
The purpose of this course is to provide the student with the theoretical overview and philosophical basis of CBT. Incorporated into this course will be a new set of techniques that emphasize such nontraditional themes as mindfulness, acceptance, values, spirituality, focusing on the present moment and emotional deepening. The student will be introduced to key concepts of Cognitive Theory as well as strategies and techniques designed to identify and challenge distorted and dysfunctional interpretations. This course will also explore contemporary developments in the field of Cognitive-Behavioral Theory. Students will gain an appreciation for the effectiveness of this empirically based problem solving and reality testing theory.

CP590 CLINICAL TECHNIQUES 12 units
Clinical Technique format (6 two unit segments introducing 6 different modalities) introduces students to the client-therapist relationship and progresses through clinical process, supervised role-playing, and case consultation. These experiences provide opportunities to apply psychotherapeutic counseling theories studied in the didactic portion of the program and enhance the Applied Field Practicum. Segments will include psychodynamic, Cognitive Behavioral & Mindfulness CBT, Brief Strategic Counseling, MFT modalities and other clinical approaches that allow student trainees to acquire skills and knowledge essential for traineeship and licensing.

CP599 APPLIED FIELD PRACTICUM 12 units
The Applied Field Practicum (12 units/250 hours/6 months minimum) may be started upon completion of 18 units in the Counseling Psychology Program. This practicum must be approved and overseen by Ryokan College and enables students to gain supervised, hands-on clinical experience in the application of marriage, family, and child counseling in a government agency or non-profit (501C3) institution. Students will receive training in the following:
- Applied use of theory and psychotherapeutic techniques.
- Assessment, diagnosis and prognosis.
- Treatment of individuals and premarital, couple, family and child relationships, including trauma and abuse, dysfunctions, healthy functioning, health promotion, illness prevention and working with families.
- Professional writing, including documentation of services, treatment plans and progress notes.
- How to connect people with resources that deliver the quality of services and support needed in the community.
A. Scott Greer, Ph.D. was awarded his Bachelor of Philosophy degree from Monteith College at Wayne State University in Detroit. He attended California State University, Los Angeles where he earned his Master of Arts degree in Psychology. Dr. Greer received his Doctorate of Philosophy in Clinical Psychology at the California Graduate Institute. Trained in the treatment of adolescents, Dr. Greer spent the first 10 years of his professional practice in the development and clinical direction of residential treatment programs for adolescents. He has developed several hospital and community-based programs. He has also provided in-service training for school districts and parents on mental health issues faced by adolescents. Dr. Greer has appeared on CNN and network television as a consultant on the treatment of adolescents. Since completing his Ph.D. in 1985, Dr. Greer has provided psychological evaluations for various law enforcement agencies, including the DEA and LA County Sheriff's Department. In addition, he has worked for the Transportation Security Administration as a consultant and currently participates on the Mental Health Administrative Committee for Humboldt County. Until 2004, Dr. Greer maintained a private practice in West Los Angeles. Since then he has a private practice in Eureka California where he has served as President of the North Coast Association of Mental Health Professionals. Dr. Greer, a core faculty member at Ryokan since 1987, serves as the Chairman of the Department of Psychology and Chair of Academic Programs.

The doctoral program in Clinical Psychology was developed to train students for careers in a professional practice. The degree, Doctor of Psychology (Psy.D.), is offered to those seeking an educational and training program designed for professional application.

In response to society's increasing demand for professional psychological services in a variety of human systems, the College is dedicated to:

1. Maintaining the high standards of the psychology profession;
2. Offering a program with a superior curriculum;
3. Establishing a highly qualified faculty to bring a wide range of substantive interests and special competencies to the classroom;
4. Selecting for admission those students deemed to have a high probability of becoming valuable, ethical members of the profession.

The Clinical Psychology program is based on the belief that a thorough understanding of the comprehensive body of psychological knowledge, skills and attitudes is essential for the psychologist. The acquisition of this broad-based understanding requires a curriculum presented both didactically and experientially, which covers theory, skills, training, and supervised field experience, with faculty and supervisors as role models.

The two-year (24 month) program includes the study of traditional psychology and emphasizes the integration of multimodal approaches to psychotherapy. A thorough exposure to the classic and contemporary schools of thought in psychology is provided to develop competence in the practice of counseling. The Doctoral degree must be completed within 10 years of initial date of enrollment.
ADMISSION REQUIREMENTS

Admission requirements and procedures have been designed to maximize the chances that students selected for participation in this program have the potential to satisfy the requirements of an expeditiously planned doctoral program. Applicants must possess a Master's degree in psychology or a related behavioral science field, from an approved or regionally accredited school. Ryokan graduates must have satisfactorily completed all M.A. requirements. Students must also include, apart from the established curriculum, an extended period of personal or group therapy simultaneous with their residency in the program, unless they can validate completion of a minimum of 52 hours of personal therapy within three years of entering the program.

A pre-admissions interview is required for all applicants. This interview involves a discussion of the applicant's eligibility, as well as an in-depth explanation of the Doctor of Psychology program and State licensing requirements.

After the interview, applicants submit a formal application, along with the application fee and a written autobiography detailing academic achievement, experiential learning background, career goals and expectations for achieving those goals. The Admissions Committee reviews that data and the transcripts of prior graduate-level academic work, and determines the applicant's admission status. Applicants may be accepted conditionally, provisionally or unconditionally.

GOALS

Doctor of Psychology in Clinical Psychology graduates are able to synthesize complex materials; assimilate, organize, develop, and present a psychological idea with basic scientific support while discriminating among degrees of credibility, accuracy, and reliability on inferences drawn from given data. A graduate is able to assess the strengths and relevance of arguments on a particular question or issue, and integrate a multicultural awareness of human diversity as it pertains to clinical situations of assessment and treatment with individuals. A graduate is also able to apply well-differentiated ethical perspectives/concepts to complex psychological applications and analyze diagnostic classification systems to evaluate the symptoms and causes of mental disorders using contemporary theories and techniques of counseling.

STUDENT LEARNING OUTCOMES

The Psy.D. is respected as one of the highest earned professional degrees in this country. Doctoral students in the Clinical Psychology program, whose goal is a Doctor of Psychology degree (Psy.D.), matriculate through a structured curriculum. This program of classroom instruction may be complemented by optional hours of fieldwork. Students will:

1. Acquire the skills and training that will enable them to become competent psychologists.
2. Learn how to uphold the professional standards and ethical behavior demanded of Clinical Psychologists.
3. Attain the theory and skills to qualify as members of the community of practicing mental health care professionals.
4. Understand the values and methods of scholarly inquiry and responsibilities of the professional psychotherapist.
STUDENT LEARNING OUTCOMES (CONTINUED)

5. Build a comprehensive theoretical foundation for clinical experience while integrating both conceptual and theoretical scholarship with applied aspects and practical knowledge.

6. Foster a high level of personal awareness, sensitivity and enhanced capacity to understand oneself as well as others.

7. Instill values that include respect for the dignity of the individual and the highest standards of professional ethics.

The curriculum concentrates on one area of psychology at a time and allows students to move through a sequence of seminars providing an in-depth opportunity to learn new skills and explore new areas of knowledge. The schedule and course of instruction, though quite rigorous, enables students to concentrate on one specialized area of study at a time and makes possible the achievement of the doctoral degree in two calendar years.

REQUIREMENTS FOR THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY

Degrees are conferred after all program requirements and financial obligations have been met. Requirements for graduation are:

1. Completion of 52 hours of personal therapy.
   In order to graduate with a Doctor of Psychology Degree, you must submit a letter **written on your therapist’s letterhead with your therapist’s signature and license number** attesting to your successful completion of 52 hours of therapy. This letter may simply state, “________ received ______ hours of psychotherapy during the period ________ to ________.” The requirements for the therapy are:
   - Therapy must have taken place within 3 years prior to coming into the Ryokan program or during the program.
   - Therapy must be provided by one of the following:
     - a Licensed Psychologist, a Licensed Marriage, Family Therapist, a Licensed Clinical Social Worker, a Board Certified Psychiatrist, a Registered Psych Assistant, a Registered MFT Intern
     - All of these listed will carry Registration or License numbers given by the State.
   - The type of counseling can be individual, group or conjoint.
   - Your therapist does not need to explain, expound or comment on your treatment’s success or content.

2. Completion of 87 quarter units within a minimum of 2 and a maximum of 10 years. (excluding optional 3 unit Supervised Professional Experience)
   - Academic modules (62 units)
   - Clinical Techniques (15 units)
   - Clinical Case Study/Dissertation (10 units)

GRADUATES IN CLINICAL PSYCHOLOGY, UPON COMPLETION OF THE INTERNSHIP REQUIRED BY THE BOARD OF PSYCHOLOGY OF THE STATE OF CALIFORNIA, ARE ELIGIBLE TO SIT FOR THE CALIFORNIA LICENSING EXAMINATIONS FOR PSYCHOLOGIST.
COURSE DESCRIPTIONS

PSY601 CONTEMPORARY SYSTEMS OF PSYCHOLOGY 1 unit
An exploration of past and contemporary systems of psychology and current philosophical thought concerning methodologies. An examination of contemporary psychological techniques in terms of their historical context.

PSY605 PHYSIOLOGICAL PSYCHOLOGY 2 units
This course provides a general understanding of the neurophysiological bases of human behavior and mental health disorders. Emphasis will be placed upon understanding the neuroanatomy, neurophysiology, and biochemistry of the central nervous system and the neuroendocrine system in relation to the diagnosis and treatment of psychopathology.

PSY609 BIOLOGICAL AND DEVELOPMENTAL PSYCHOLOGY 3 units
A life cycle study. The biological, psychological and social development of individuals and families through the life span. The impact of the experiences of childbirth, early childhood, adolescence, adult life, aging and death.

PSY611 PSYCHOTHERAPEUTIC DIAGNOSTICS 8 units
A survey of the major mental health disorder categories of psychopathology as described in the DSM-IV-TR with emphasis on the issues of symptomatology, etiology, differential diagnosis, prognosis, therapeutic intervention including psychosocial and cultural issues. An examination of the interface between psychopathology and the therapeutic strategies, problem formulation and crisis intervention. Future trends of the DSM are also discussed.

PSY616 PSYCHOLOGICAL TESTING AND ASSESSMENT 8 units
This course is a survey of the applications, development, history, psychometric properties, research, and theories of the process of psychological testing and assessment. Key psychological tests, including clinical, cognitive, forensic, medical, neuropsychological, and personality tests are discussed. The ability to administer and interpret certain psychological tests is covered. Ethics and legal concepts related to psychological testing and assessment are also addressed.

PSY621 HUMAN SEXUALITY (SEX THERAPY) 2 units
This course will explore dynamics of human sexuality including physiological, psychological, and socio-cultural perspectives. Gender differences in sexuality will be discussed with a focus on the underlying issues and relationship dynamics. The diagnosis and treatment of the major sexual dysfunctions and disorders will be examined.

PSY625 PROFESSIONAL ETHICS AND LAW 2 units
A study of ethical principles for psychologists. Includes a review of current law, APA standards and policies of California's Board of Psychology.

PSY675 CHILD ABUSE 1 unit
Prevention, intervention, reporting and treatment.

PSY677 SUBSTANCE ABUSE 1 unit
This course will introduce students to the diagnosis and treatment of substance abuse and will examine substance abuse from neurobiological, intrapersonal, interpersonal and stages of change perspectives. Treatment methods and matching interventions to stages of change/levels of functioning will be evaluated. Lectures and discussions of reading material will be utilized to support the learning process.
PSY603 EVIDENCE BASED TREATMENT 1 unit
Course orients students being able to develop a Treatment Plan that reflects evidence based intervention required of all clinicians more or less in the coming years.

PSY604 FORENSIC REPORT WRITING 1 unit
This is an introductory graduate course focusing on individual assessment in forensic settings and contexts. The course assists with general familiarization with different types of forensic assessment and psychological report writing for various agencies, legal audiences, and courts. Foci of the course will include integrating background information, clinical impressions and psychological testing results in a comprehensive format, as a finished “product.” Particular focus will be on how forensic report writing and evaluation different from general clinical practice and roles and how we as forensic evaluators assist in the fact finding process. Course material and learning will be delivered through online lectures, class discussion, reading assignments and didactic instruction.

PSY631 BEREAVEMENT COUNSELING 2 units
An exploration of how to cope with grief. Loss, grief and stress as related to the family unit. The effects of family dynamics on the grieving process.

PSY635 GROUP PROCESS 3 units
A group experience in the basic counseling skills of empathetic listening, confrontation and immediacy. A study of the nature of the therapeutic relationship. Methods of group interventions from a variety of theoretical perspectives. Students actively participate in the process as client/patient, psychologist, or group facilitator.

PSY641 PSYCHOANALYTICAL THERAPY 1 EARLY & MIDDLE SCHOOL 3 units
This course will provide an overview of psychoanalytic theory with emphasis on the evolution of psychoanalysis as a treatment modality. The course will explore classic psychoanalytic theory, personality development, psychopathology, and the areas of transference and countertransference, with emphasis on both the Early and Middle School theorists. The contributions of Freud, Kornberg, Klein (Object Relations Theory), and the Middle School theorists (Including Bion, Fairbairn, Guntrip, Winnicott and others) will be used to study the classic psychoanalytic conceptualization of character and personality development, as well as the clinical implications as they pertain to diagnosis and treatment. The course will include an examination of developmental factors and influences, as addressed within the work of these Early and Middle School theorists.

PSY641 PSYCHOANALYTICAL THERAPY 2 CONTEMPORARY SCHOOLS & RELATIONAL CONCEPTS 3 units
This course will address contemporary and relational theories and theorists, while offering an overview examination of the paradigm shift as differentiated from the theorists/theories addressed in Psychoanalytical Therapy 1. The course will examine the essential contributions of theorists such as Kohut, Wolf, and others (Self Psychology Theory), Stolorow, Atwood, Orange and others (Intersubjectivity Theory), and Relational-Cultural theorists, such as Jean Baker Miller and Judith Jordan. Through these more recent formulations, the course will explore the developmental, diagnostic and clinical concerns relating to these relational models of psychoanalytical theory.

PSY661 CONTEMPORARY INTERVENTIONS 3 units
Contemporary Interventions addresses the need for students to be exposed to what is new in the profession, improvements in clinical application/techniques and updates and growth of existing modalities. An intensive case conference study focusing on the process of bringing theory and clinical practice together in preparation for the Clinical Case Study. An opportunity for the student to hone diagnostic skills with the formulation of a treatment plan and rationale based upon his/her clinical-theoretical perspective. The module will also explore Group Process so that group theory, process and application will be integrated in a relevant manner.
PSY615 RESEARCH METHODS I & II

An in-depth study of research methodology and statistics. The study of the construction, measurement, statistical analysis and application of these methods in problem solving and clinical case study research. Second Research Course is an in-depth study of research methodology and statistics directed to the dissertation process.

PYS679 RECOVERY MODEL & COMMUNITY MENTAL HEALTH

Course presents a holistic approach to the treatment serving individuals with severe and persistent mental illness for 10-20 years. Recovery Model is a step beyond the medical model and is currently gaining adherents in mental health including full support by the Department of Mental Health and Board of Behavioral Sciences in the State of California. Attention will be given to outreach and engagement, peer-bridging, concrete qualities of life goal, relationship building and an integrated treatment model that utilizes resources in the personal, familial, community, vocational and social world of the individual. Access to and effective utilization of local community resources, including government programs, social support groups and other mental health entities will be explored with strength-based counseling, consumer centered, community involvement and particular emphasis on course management with documentation.

PSY671 PSYCHOPHARMACOLOGY

A study of psychotropics and their impact upon psychological disorders, the categories of psychotropics and their utilization in treatment. An introduction to clinical psychopharmacology and the ethical and legal considerations.

PSY614 DOMESTIC VIOLENCE

Assessment, detection and intervention strategies for spousal and/or partner abuse.

PSY613 AGING AND LONG TERM CARE

Aging and Long Term Care will focus on and address “latter half of life” issues of older adults. The psychological, social, biological, and environmental aspects that interact and impact the aging individual from mid-life through old age will be explored based on currently held theories and public policies. The longevity now enjoyed by older adults has brought about new opportunities and challenges for those professionals working in the mental health field. Understanding the life-span developmental issues and the deliveries of clinical services to this population is critical to servicing this older group effectively. Class discussion will cover assessment techniques, diagnosis, and clinical intervention methods, both in private practice and long-term care facilities.

PSY680 TREATMENT PLANS

Clinical management of psychopathology.

PSY681 CLINICAL TECHNIQUES

Introduction to diagnosis and psychotherapeutic handling of clinical cases. Evaluation of different theoretical orientations and interventions. Clinical presentations by students and faculty. Faculty will facilitate student involvement with case vignettes.

PSY690 PSYCHOLOGY AS A PROFESSION

Course will cover advertising, marketing, resumes and Curriculum Vitae, creating a business plan and building your skills.

PSY696 DISSERTATION SEMINAR

The goal of the case study proposal class is the submission of the student’s proposal, outline and sample references within one week after the end of the last class meeting.

PSY699 DISSERTATION

The Clinical Case Study or Analytical Theory is equivalent to the doctoral dissertation in a Ph.D. program. It demonstrates recognizable skills and abilities to present a clinical case for review and to formulate a diagnosis and treatment plan.

PSY700 SUPERVISED PROFESSIONAL EXPERIENCE

Pre-Doctoral Board of Psychology Hours

For those students who elect to apply at least 120 hours or more to earning an additional three unit maximum credit in Supervised Profession Experience, a fee of $350.00 will be assessed for evaluation and documentation.
DOCTOR OF PSYCHOLOGY IN MARRIAGE FAMILY THERAPY (PSY.D.)

Licensed Therapists select this program to expand their knowledge, increase the value of their services and earn the prestige of a doctoral degree. With an emphasis on Marriage Family Therapy, this program explores a higher level of skills and knowledge than found on a Master’s level. Course work qualifies for CEUs with the Board of Behavioral Sciences.

ADMISSION REQUIREMENTS

Admission requirements and procedures have been designed to maximize the chances that students selected for participation in this program have the potential to satisfy the requirements of a doctoral program. Applicants must possess a Master's degree in Counseling Psychology, Professional Counseling, Marriage Family Therapy or Social Work, from an approved or regionally accredited school, and be a intern or licensed therapist.

A pre-admissions interview is required for all applicants. This interview involves a discussion of the applicant's eligibility. Applicants submit a formal application, along with the application fee and a written autobiography detailing academic achievement, experiential learning background, career goals and expectations for achieving those goals. The Admissions Committee reviews that data and the transcripts of prior graduate-level academic work, and determines the applicant's admission status. Applicants may be accepted conditionally, provisionally or unconditionally.

Doctoral students whose goal is a Doctor of Psychology in Marriage Family Therapy (Psy.D.) matriculate through a structured curriculum. The schedule enables students to concentrate on specialized areas of study and makes possible the achievement of the doctoral degree in one calendar year when added to a 2 year Master of Arts degree required for licensing.

GOALS

The Doctor of Psychology in Marriage Family Therapy raises the knowledge level and gives a terminal degree for practicing clinicians to elevate established careers.

STUDENT LEARNING OUTCOMES

Doctor of Psychology in Marriage Family Therapy graduates are able to:

1. Distinguish complex scientific arguments from simplistic, non-scientific arguments in psychology.
2. Generate professional-level empirically evidenced and logical arguments in psychology.
3. Analyze diagnostic classification systems and know contemporary theories and techniques of counseling.
4. Evaluate a variety of effective psychotherapeutic techniques and modalities to improve, restore, or maintain healthy individual, couples, and family relationships.
REQUIREMENTS FOR THE DOCTOR OF PSYCHOLOGY IN MARRIAGE FAMILY THERAPY
Candidates are expected to learn the theory and skills to qualify as members of the community of practicing mental health care professionals. The focus of the program is to expand and the scope of the licensed therapist for a professional career in Psychology.

Degrees are conferred after all program requirements and financial obligations have been met. Requirements for graduation are:

1. Completion of 26 hours of personal therapy or a Professional Consultation Group if you haven’t had it in the last 3 years.
2. Completion of 51 quarter units within a maximum of 10 years.
   Academic course (41 units)
   Clinical Case Study/Dissertation (10 units)

COURSE DESCRIPTIONS

PSYD/MFT718 PSYCHOPHARMACOLOGY 3 units
This course provides the evaluation of the response to psychotropic compounds including effects and side effects as well as knowledge of the psychopharmacology of classes of drugs commonly used to treat mental disorders. Topics will include geriatric pharmacology, medication assisted treatment of substance use disorders, psychopharmacology and the psychobiology of ethnicity, child and adolescent clinical psychopharmacology with major issues of ADHD, bipolar diagnoses, depression, anxiety disorders and significant risks involved in medicating children and adolescents. The course goal is to provide training to collaborate with Physicians.

PSYD/MFT716 DISSERTATION WORKSHOP 1 unit
Attendance required in 12 once a month sessions during the year long program. The student uses this workshop to answer all questions about the process and enables the student to accomplish the dissertation.

PSYD/MFT703 PHYSIOLOGICAL PSYCHOLOGY 2 units
This course provides a general understanding of the neurophysiological bases of human behavior and mental health disorders. Emphasis will be placed upon understanding the neuroanatomy, neurophysiology, and biochemistry of the central nervous system and the neuroendocrine system in relation to the diagnosis and treatment of psychopathology.

PSYD/MFT704 BIOLOGICAL AND DEVELOPMENTAL PSYCHOLOGY 3 units
A life cycle study explores the biological, psychological and social development of individuals and families through the life span with the impact of the experiences of child-birth, early childhood, adolescence, adult life, aging and death.

PSYD/MFT705 PSYCHOTHERAPEUTIC DIAGNOSTICS 6 units
Reviews the major categories of psychopathology as described in the DSM with emphasis on the issues of symptomatology, etiology, prognosis, psychosocial and psychopharmacological treatment. Diagnosis of problem formulation and crisis intervention. An examination of the interface between pathology and the therapeutic strategies.
PSYD/MFT706 ADVANCED HUMAN SEXUALITY 3 units
The Paradigms of Modern Sex and Marital Therapy will be explored along with a Model of Human Sexual Response with Physiological and Psychological Dimensions, including Sexual Function/Dysfunction and Sexual Potential in actualization of Eroticism and Intimacy with its concepts and models. A Clinical Model of Intimacy will be explored with its Clinical process, Concepts, and Treatment Issues ranging in the Individual Dimensions of Intimacy and Sexuality.

PSYD/MFT711 PSYCHODYNAMIC TREATMENTS 4 units
Psychodynamic, Cognitive Behavioral & Behavioral Treatments approaches are explored.

PSYD/MFT709 BEREAVEMENT COUNSELING 2 units
Explores how to cope with grief, loss and stress as related to the family unit. The effects of family dynamics on the grieving process are revealed.

PSYD/MFT702 FORENSIC REPORT WRITING 1 unit
This is an introductory graduate course focusing on individual assessment in forensic settings and contexts. The course assists with general familiarization with forensic assessments and writing psychological reports for various agencies, legal audiences, and courts. Students will learn what should be included in a good clinical assessment, including psychological report writing and learning about population specific assessment instruments. The differences between clinical and forensic assessment will be delineated including assessments and writing reports for courts. Accepted standards of assessment practice will also be reviewed for specialized forensic populations. Course material and learning will be through online lectures, class discussion, reading assignments, video presented material, and experiential assignments.

PSYD/MFT710 GROUP PSYCHOTHERAPY 3 units
A group experiences the basic counseling skills of empathetic listening, confrontation and immediacy amid a study of the nature of the therapeutic relationship with methods of group interventions from a variety of theoretical perspectives. Students actively participate in the process as client/patient, psychologist, or group facilitator.

PSYD/MFT712 RESEARCH METHODS 3 units
Gives an in-depth study of research methodology and statistics as well as the study of the construction, measurement, statistical analysis and application of these methods in problem solving and clinical case study research.

PSYD/MFT713 CONTEMPORARY INTERVENTIONS 3 units
Contemporary Interventions addresses the need for students to be exposed to what is new in the profession, improvements in clinical application/techniques and updates and growth of existing modalities. An intensive case conference study focusing on the process of bringing theory and clinical practice together in preparation for the Clinical Case Study. An opportunity for the student to hone diagnostic skills with the formulation of a treatment plan and rationale based upon his/her clinical-theoretical perspective. The module will also explore Group Process so that group theory, process and application will be integrated in a relevant manner.
DOCTOR OF PSYCHOLOGY IN M.F.T.

PSYD/MFT714 SOCIAL BASIS FOR BEHAVIOR 1 unit
Course provides an in-depth review of research and theory about individual social behavior as well as the basis for group social behavior. Course includes historical perspectives, perception and attitude change, self definition, social cognition, group dynamics and the role of environment in the development/expression of emotions.

PSYD/MFT707 EVIDENCE-BASED TREATMENT 1 unit
This course orients students to developing a Treatment Plan that reflects evidence-based intervention. The course is aimed at acquiring the knowledge and skills necessary for working with individuals with a diagnosis of mental illness, using recovery-oriented, evidence-based practices. Students will become familiar with evidence-based practices, within a recovery-oriented paradigm, as a general approach to practice, as well as specific evidence-based interventions for individuals diagnosed with mental illness. Students will learn to examine research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. In addition, they will identify the appropriate treatment outcomes that reflect effective, quality mental health practice.

PSYD/MFT708 GENDER ROLES 1 unit
Course offers emerging sexual orientation issues. Current issues and research findings concerning the psychology of gender, competing theoretical models of gender differences and a review of empirical findings that support or fail to support common beliefs about gender. Issues pertinent to gender such as parenting, work and sexual orientation (Lesbian-Gay-Bisexual-Transgender-Questioning), are explored in supplemental reading material that provide more in-depth examinations of specific topics.

PSYD/MFT715 TREATMENT PLANS 1 unit
This course involves a didactic and experiential teaching format. Students will be introduced to the concept of problem-based treatment planning. The interrelationship of proper documentation, treatment planning, and practice strategy will be emphasized. The importance of establishing clear and concise diagnostic criteria will be introduced in conjunction with the proper assessment of the patient's strengths and weaknesses, diagnostically speaking. Given the nature of the problem and the clinician's assessment formulation, the parameters of the most efficacious treatment approach available will be explored. In this context, the "how to" of designing and then implementing an appropriate treatment plan will be explored, with particular emphasis on the establishment of suitable treatment goals and objectives in accordance with the need for quantifiable data and ongoing review.

PSY696 DISSERTATION PROPOSAL PREPARATION 1 unit
The goal of the case study proposal class is the submission of the student’s proposal, outline and sample references within one week after the end of the last class meeting.

PSYD/MFT717 CLINICAL CASE STUDY/DISSERTATION 10 units
The Dissertation is a Capstone Project for the doctoral program and is equivalent to the doctoral dissertation in a Ph.D. program. It demonstrates recognizable skills and abilities to present a clinical case for review and to formulate a diagnosis and treatment plan based on a real past or present client that the therapist has seen a minimum of 11 times.
CAREER SERVICES

Placement assistance is provided. However, it is understood that the School does not and cannot promise or guarantee neither employment nor level of income or wage rate to any Student or Graduate.

LEAVE OF ABSENCE

Students who find it necessary to "drop out" for one or more months may petition to the Registrar for a Leave of Absence. Leaves may be granted for illness, family problems and work-related situations in a maximum of 6 month increments before re-applying for another Leave of Absence. A moratorium on tuition payments will be arranged, if requested during the leave period. Upon returning to active status, the student will continue matriculation from the point of departure.

All programs require that students must graduate a program within 10 years of initial enrollment in that program.

LIBRARY FACILITIES

Students access the excellent resources of the online library that includes the APA Journal database as well as other databases. Search software and automatic savings of newly published material on chosen subjects are available as well as proper format (cite references) bibliographies and references.

TRANSCRIPTS

All transcripts issued by RYOKAN COLLEGE adhere to the Family Rights and Privileges Act of 1974. Transcripts are issued upon written request from the student to authorize the release of information.

The College does not issue transcripts, grant certification, or awards degrees until all financial obligations to the College are satisfied.

STUDENT RECORDS

Student transcripts are maintained indefinitely under reference: 94900.

a) Ryokan College shall maintain records of the name, address, e-mail address, and telephone number of each student who is enrolled in an educational program in that institution.

b) Ryokan College shall maintain, for each student granted a degree or certificate by that institution, permanent records of all of the following: (1) The degree or certificate granted and the date on which that degree or certificate was granted. (2) The courses and units on which the certificate or degree was based. (3) The grades earned by the student in each of those courses.
ATTENDANCE

We recognize that individuals can become ill and that personal emergencies can occur. In case of absence, it is the student's responsibility to obtain the class material missed from classmates or the instructor. If the absence is planned, the student has the responsibility to notify the instructor for instructions how to make up the absence.

Students are allowed one absence per month with the following exceptions: it is the instructor’s discretion whether such absences can be rectified with additional assignments.

Bachelor of Arts
Undergraduate students are allowed three (3) excused absences per class per quarter. Students who miss more than three (3) classes are required to repeat the entire course at additional cost.

Master of Arts
Students are allowed one (1) excused absence per month for each class. Students who miss more than one (1) per month are required to repeat the entire course at additional cost.

Doctor of Psychology
Students are allowed one (1) excused absence per month for each class. Students who miss more than one (1) per month are required to repeat the entire course at additional cost.

Students who need to repeat a class do so at additional cost. The fee will be prorated in accordance with the tuition schedule in effect at the time of the make-up.

In cases of absence or personal emergency which prevent a student from completing or even undertaking a given module, the student has two options:

1. If requirements for completion are minimal, with the instructor's consent, make-up sessions or papers may be arranged.

2. If the absence involves a complete module or a major portion of a module, the student may make up that class when it is offered again (perhaps several months later).

ARBITRATION AGREEMENT

Any dispute arising from enrollment at Ryokan College no matter how described, pleaded or styled, shall be resolved by binding arbitration under the Federal Arbitration Act conducted by the American Arbitration Association ("AAA") at Los Angeles, California, under its Commercial Rules. All determinations as to the scope, enforceability of this Arbitration Agreement shall be determined by the Arbitrator, and not by a court. The award rendered by the arbitrator may be entered in any court having jurisdiction.
STANDARDS FOR STUDENT ACHIEVEMENT

Instruction is offered in small group environments. In that educational atmosphere, instructors are able to observe the progress of all their students. Instructors prepare a narrative evaluation of each student according to the following criteria:

- Mastery of course content,
- Oral and written skills,
- Class participation and interpersonal skills,
- Clinical skills (where applicable),
- Other pertinent criteria.

There are no tests; however, there is an emphasis on written assignments. At the undergraduate level, students may be required to write a paper per week in some classes. Other classes require a term paper or project. At the graduate level, most classes require research papers. Some graduate classes require two or three papers per 3-month module. The number of papers depends upon the nature of the course and the teacher's plan of instruction.

All undergraduates are required to submit a Senior Paper. While no thesis is required of M.A. students in Psychology and Counseling Psychology, they will have written no less than 18 term papers during their matriculation. Psy.D. students, in addition to term papers, culminate their process with a Dissertation.

TRANSFER OF CREDITS

Ryokan College may accept transfer credits from other programs, but this is a complicated issue because of the following criteria:

- Ryokan College has specific core courses that cannot be substituted by courses from other schools.
- Courses from other colleges vary in units requirements, scope of study or emphasis.
- Courses that seem identical often pertain to different levels of education (Bachelor, Master or Doctoral) and have textbooks that may be written for a lower level of study.

In summary, transfer of credits is determined on an individual basis. Because of the above issues, the Admissions Committee, upon submission of the Application and Application Fee, will consider transfer credit if the student submits the following:

1. Course Descriptions submitted in course catalog.
2. Syllabus of the course.

TRANSFER OR ARTICULATION AGREEMENTS

This institution has not entered into a transfer or articulation agreement with any other college or university.
TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT RYOKAN COLLEGE

The transferability of credits you earn at Ryokan College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (degree, diploma, or certificate) you earn in is also at the complete discretion of the institution to which you may seek to transfer. If the (credits or degree, diploma, or certificate) that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Ryokan College to determine if your (credits or degree, diploma or certificate) will transfer. 94909(a)(15)

STUDENT COMPLAINT PROCESS

Any student or group of students with a complaint, concern, or criticism of an instructor or other student should feel free to process that discontent. We ask that you formalize the process by stating the problem in written form (letter or petition). This procedure should be followed at all times:

1. Talk to the instructor or student involved in the problem. Permit him/her to read the statement and respond to it.
2. If satisfaction is not achieved by communicating directly with the instructor or other student, the student/s should then transmit the written statement to the Academic Chair for resolution. The Academic Chair registers the complaint with the Administration and a copy is placed in the Student Complaint File with an index number.
3. If the problem is not resolved, the student must forward the written statement along with a written account of what resulted during steps 1 and 2 to the College President who will form a Administrative/Faculty Review Committee to assess the complaint/concern/criticism.
4. The Administrative/Faculty Review Committee will study the documentation and if necessary, may interview the instructor and the student/s involved. Resolution by the Faculty Review Committee will be final.

Please be aware that this process has multiple purposes and goals:
• Professional therapy requires a professional, integral, direct approach when dealing with people. This means taking the practical courageous first step to converse clearly and reasonably.
• A person has the inherent right to know their accuser. This is a fair heart approach to the basic concept of individual freedom and consideration for such freedom.
• A step-by-step procedure deflates an issue of personal volatile emotions that tend to obstruct or cloud true communication. A step-by-step approach assures higher success for discovering the best solution.
• The Process is the proper form of feedback in a student/teacher relationship. If a staff or faculty member at Ryokan College cannot handle or value the worth of feedback, they do not belong here.
STUDENT SERVICES
As a humanistic institution with a policy of open access to administrators, counselors, etc., students have more one-to-one counseling - academic, personal, career - at this institution than at most others. Students are aware that faculty and administrators are available for spontaneous or planned counseling sessions. With a focus on licensure for Marriage and Family Therapists and/or Psychologist, this institution is in constant contact with the State of California regulatory agencies licensing those professions. Representatives from Ryokan attend all public meetings of those agencies. Thus, students are counseled and kept aware of all changes in laws and regulations pertaining to their education and their future as professionals.

HOUSING
The College has no housing office and offers no assistance in finding housing for its adult students for its evening and weekend classes. Ryokan College does not assume responsibility for student housing, does not have dormitory facilities under its control, nor offers student housing assistance.

STUDENT RECORDS
Policies on the retention of student records. 94900.

(a) Ryokan College shall maintain records of the name, address, e-mail address, and telephone number of each student who is enrolled in an educational program in that institution.

(b) Ryokan College shall maintain, for each student granted a degree or certificate by that institution, permanent records of all of the following:

(1) The degree or certificate granted and the date on which that degree or certificate was granted.

(2) The courses and units on which the certificate or degree was based.

(3) The grades earned by the student in each of those courses.

Ryokan College shall maintain, for a period of not less than five years, at its principal place of business in this state, complete and accurate records of all of the following information:

(a) The educational programs offered by the institution and the curriculum for each.

(b) The names and addresses of the members of the institution’s faculty and records of the educational qualifications of each member of the faculty.

(c) Any other records required to be maintained by this chapter, including, but not limited to, records maintained pursuant to Article 16 (commencing with Section 94928).

94900.7. The recordkeeping requirements of this article shall not apply to an institution that is accredited, if the recordkeeping requirements of the accrediting organization are substantially similar to the recordkeeping requirements of this article, as determined by the bureau.
TEST OF ENGLISH AS A FOREIGN LANGUAGE

All instruction is in English and all papers, projects, and dissertations must be written in English. Applicants for whom English is a second language will be required to demonstrate a mastery of English language by taking the Test of English as a Foreign Language (TOEFL) examination and achieving a score of at least 550.

CREDIT HOURS

Calculation of credit hours in an online or blended format course is based on the consideration of the following activities:

The time spent in live instruction. Live instruction is synchronous or instructor-led online time.

The run-time for required media asset assignments calculated on a 1:1 ratio to seat time. Run time may be factored to account for expected multiple viewings of the asset for review and re-enforcement of the material. Assets may include:

- self-playing videos or animation
- audio podcasts and recordings

Links to external learning assets—calculated as an average of the time required to consume content such as by:

- reading an article
- watching a self-paced instructional video
- playing an instructional game
- or completing a simulation

The number of screens viewed in the course of online instruction. The average time spent on a “screen” is generally calculated as being between 3-5 minutes per screen.

Assignments—The instructor expectation of time spent in online instructional (not homework) assignments and activities such as:

- postings to group discussion sites/bulletin boards
- online group project work
- use of class social media sites for group discussion/participation
- student-teacher interaction
Bachelors
Masters
Doctoral
Miscellaneous & Additional Fees
Refund Policy
Student Tuition Recovery Fund
Student's Right to Cancel Withdrawal
PAYMENT PLANS & FEES

Application Fee (non-refundable) $ 50.00
Deposit (reserves a place in the program & applies towards tuition) $ 750.00
$250 of the deposit is non-fundable.

DISCOUNT ON PAYMENT OF FULL TUITION
Students who pay 100% of the tuition before the first day of classes receive a 5% discount.

RYOKAN COLLEGE INSTALLMENT PLAN
Many students take advantage of the Installment Plan because it’s simple and there is no interest charge. The number of payments is divided equally over the course of the program (Bachelor, Master or Doctorate) and depending upon the amount of money students initially deposit to hold a place in the program, students would pay a monthly tuition within these following ranges:

- Bachelor $500-600 per month
- Master $600-1050 per month
- Doctorate $830-1200 per month

These monthly payments can be made by cash, check or credit card (Visa & MasterCard, American Express).

RYOKAN EXTENDED PAYMENT PLANS
This plan works similar to the Ryokan regular installment plan except for two major differences: payments are extended beyond the graduation date and a 3-4% interest fee is charged. In this plan, Ryokan College contracts with an outside firm to track student payments. The benefit to the student lies in lowering the monthly payments (30-50%) below levels of the regular installment plan.

SCHOLARSHIP LIMITED PAYMENT PLANS
Ryokan College does offer a few limited payment plans each year that reduce a student’s monthly payments to smaller payments spread over a longer time. Because we are a small school, these limited payment plans are awarded to only a few students per year. Special application, credit history and financial information must be supplied.

STUDENT LOANS
Ryokan College does not offer student loans from federal and state financial aid programs and does NOT offer consumer information that is required to be disclosed to the student pursuant to the applicable federal and state financial aid programs – 94909(a)(10) for Title IV schools. Students may seek other sources for private loans.
# Tuition & Payment Plans 2016

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Additional Estimated Expense:  
Textbook expense = $1,500/year;  
Theology & Dissertation = $375 minimum for Advisor Consultation;  
For Licensing programs (M.F.T. & Psy.D.) = 52 hours of personal therapy;  
Post Coursework Writing Recess for Senior Paper, Thesis or Dissertation = $100 per month
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<th>Program</th>
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<tbody>
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<td>Application Fee</td>
<td>$ 50.00</td>
</tr>
<tr>
<td>Registration Fee (Included in deposit &amp; non-refundable)</td>
<td>$ 250.00</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$ 25.00</td>
</tr>
<tr>
<td>Late Drop/Add Fee</td>
<td>$ 50.00</td>
</tr>
<tr>
<td>Late Tuition Payment Fee (10 days late)</td>
<td>$ 50.00</td>
</tr>
<tr>
<td>Check Return Fee (NSF)</td>
<td>$ 25.00</td>
</tr>
<tr>
<td>Exam Fee (for selected programs)</td>
<td>$ 25.00</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$ 15.00</td>
</tr>
<tr>
<td>Re-enrollment Fee (For deactivated students only)</td>
<td>$ 500.00</td>
</tr>
<tr>
<td>Supervised Professional Experience Documentation</td>
<td>$ 350.00</td>
</tr>
<tr>
<td>(for Doctoral program interns)</td>
<td></td>
</tr>
<tr>
<td>Writing recess fee</td>
<td>$100.00/month</td>
</tr>
<tr>
<td>(Writing recess is for students who have completed all their coursework and need additional time in which to complete their Senior Paper, Thesis or Dissertation)</td>
<td></td>
</tr>
<tr>
<td>Graduation Processing and Diploma Fee</td>
<td>$ 250.00</td>
</tr>
<tr>
<td>(Required of all students regardless of participation in the Commencement Ceremony.)</td>
<td></td>
</tr>
<tr>
<td>Estimated Textbook expense</td>
<td>$1,500/year</td>
</tr>
<tr>
<td>Thesis or Dissertation Advisor or Reader fee</td>
<td>$875.00 estimated</td>
</tr>
</tbody>
</table>

For Licensing programs (M.F.T. & Psy.D.) = 52 hours of personal therapy either within 3 year prior to enrollment or by the time students graduate from Ryokan College. The college provides a list of therapists or the student can choose a licensed therapist in an individual or group setting.

### REFUND POLICY

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later. Refund is computed upon receipt of written notice of withdrawal from the College. The institution's refund policy is in compliance with Section 94312, California Education Code. The College shall, for all students, without penalty or obligation, refund 100 percent of the amount paid toward tuition, less application fee and deposit, not in excess of $250.00 if notice of cancellation or withdrawal is made prior to or on the first day of instruction. All students withdrawing after completion of 60 percent or less of the course/quarter/program of instruction shall be given a pro rata refund, in compliance with Education Code Section 94312(d). Withdrawal after completion of 60 percent of the course/quarter/program may well result in no refund being tendered by the College to the student. Any questions, problems, or concerns with this school or its fiscal policies which have not been satisfactorily answered should be directed to the Bureau for Private Postsecondary Education, Sacramento, California, 95814.
STUDENT’S RIGHT TO CANCEL

1. The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the program.

2. Cancellation may occur when the student provides a written notice of cancellation at the following address: Ryokan College, 11965 Venice Blvd., #304, Los Angeles, CA. 90066. This can be done by mail or by hand delivery.

3. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.

4. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

5. If the Enrollment Agreement is cancelled the school will refund the student any money he/she paid, less a registration or administration fee not to exceed $250.00, and less any deduction for equipment not returned in good condition, within 45 days after the notice of cancellation is received.

WITHDRAWAL FROM THE PROGRAM

You may withdraw from the school at any time after the cancellation period (described above) and receive a pro rata refund if you have completed 60 percent or less of the period of attendance. The student has the right to withdraw from school at any time and receive a refund for that part of the program not taken for which the student has paid. The amount of that refund is to be “pro-rated” according to the not completed portion of the program less the cost of any equipment returned in good condition (good condition does not include equipment that a seal is broken, log-on occurred, or is marked or damaged in any way) and a registration or administration fee not to exceed $250.00. The refund is to be paid within 45 days of withdrawal.

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

• The student notifies the institution of the student’s withdrawal or as of the date of the student’s withdrawal, whichever is later.
• The institution terminates the student’s enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the School.
• The student has failed to attend class for 30 days.
• Failure to return from a leave of absence.

For the purpose of determining the amount of the refund, the date of the student’s withdrawal shall be deemed the last date of recorded attendance. For the purpose of determining when the refund must be paid, the student shall be deemed to have withdrawn at the end of 30 days.

The withdrawal and refund policy is consistent with the requirements of Article 13 (commencing with section CEC 94919). CEC 94909(a)(8)(B).
STUDENT TUITION RECOVERY FUND (currently not collected)

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all of part of your tuition either by cash, guaranteed student loans, or personal loans, and

2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or

2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.”

5 CCR §76215(b) In addition to the statement described under subdivision (a) of this section, a qualifying institution shall include the following statement on its current schedule of student charges:

“The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.

2. The school’s failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.

3. The school’s failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.

4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.

5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.”

However, no claim can be paid to any student without a social security number or a taxpayer identification number.
ADMINISTRATION

President

STEVEN C. ARTHUR, Ed.D.

Vice President of Finance & Board Secretary

KARIN E. ROSS

Chair of Academic Programs

A. SCOTT GREER, Ph.D.

Chair, Department of Human Behavior

STEVEN C. ARTHUR, Ed.D.

Director, Graduate Program in Counseling Psychology

ROBERT SMITH, Psy.D.

Dean of Students

MIMI HERSH, Ph.D.

Executive Director of Office Operations

ROSALYN E. BOWIE

Registrar

MONICA LEHNHOFF, M.A.

General Counsel of Ryokan College

DON BURRIS, Esq.

Information Technology Manager

ARTHUR CLAYTON

International Recruitment and ESL Consultant

TERRY ARTHUR, M.I.M.

Student Representative

ROSS WILLIAMS, M.A.

BOARD OF DIRECTORS

ALLAN COMEAU, Ph.D., Chair of the Board of Directors

STEVE ARTHUR, Ed., President

KARIN ROSS, Secretary of the Board

ROGER BOWERMAN

WENDY CHERRY, Psy.D.

A. SCOTT GREER, Ph.D.

JACK MAYHALL, Ph.D.

SUSAN NOBLE, C.P.A.

BRUCE OSBORN

JANE SHATZ, PH.D.

ROBERT SMITH, Psy.D.

MARK TRESTON

ROSS WILLIAMS, M.A.
Faculty and Administration
This unique faculty is comprised primarily of practicing professionals who add to the instructional process an abundance of ongoing experience. Faculty willingly share their knowledge and skills with students who will one day join them as colleagues.


Balashova-Shamis, Elena, Bachelor of Science in Education, Linguistics and Philology, Moscow University of Linguistic and Philology, Moscow, Master of Arts in Psychology, Ryokan College, Doctor of Psychology in Clinical Psychology, Ryokan College, Ph.D. Candidate, Licensed Psychologist, New Center of Psychoanalysis.

Baliotis, Vula, Bachelor of Arts in Psychology, UC Irvine, Master of Arts in Psychology, Cal School of Professional Psychology, Ph.D. in Psychology, Cal School of Professional Psychology, Licensed Psychologist.

Baslee, Michael, Bachelor of Arts, Africana Studies, San Diego State University, Master of Arts, Psychology, Pepperdine University, Doctorate of Education in Organizational Leadership, Pepperdine University. Phi Beta Kappa Inductee, Golden Key National Honor Society, Outstanding Departmental Graduate.

Cherry, Wendy, Bachelor of Arts in Human Behavior, Ryokan College, Master of Arts in Psychology, Ryokan College, Doctor of Psychology in Clinical Psychology, Ryokan College, Psychological Assistant, Executive Director, American Association of Couples and Sex Therapists, (AACAST), Program Coordinator, UCLA Geffen School of Medicine, Co-Director, UCLA Geffen School of Medicine. Advanced Couples and Sex Therapy Seminar.

Collins, Constance, Bachelor of Arts in Psychology, Cal State U San Marcos, Master of Social Work, San Diego State University

Cooper Maples, Randi, Bachelor of Arts in Sociology, UCSD, Master of Arts in Counseling Psychology, National University, Doctor of Psychology in Clinical Psychology, Ryokan College. Chemical dependency, Private Practice, Psychological evaluator, APA, CPA and San Diego Psychological Association, Licensed Psychologist.

Cresci, Rachael, Bachelor of Arts, UC Berkeley, Masters in Social Work, San Jose State, Doctor of Philosophy in Behavioral Medicine, Northcentral University. LCSW, Professional Assault Crisis Certified Trainer and Crisis Prevention Certified Trainer, LCSW.


Diamond, Stephen, Bachelor of Arts Interdisciplinary Social Sciences, SUNY Stony Brook, Master of Arts in Marriage Family Therapy, Santa Clara University, Ph.D., Clinical Psychology, Graduate School of Professional Psychology, Licensed Psychologist.

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**FACULTY**

**DiNoble, Amy,** Bachelor of Science in Psychobiology, UCLA, Master of Arts in Clinical Psychology, California Graduate Institute, Doctor of Philosophy in Clinical Psychology, California Graduate Institute, Licensed Psychologist, Director of Research, Clinical Applications, *American Associations for Couples and Sex Therapists,* Advisory Board Member, *Lifespan Learning Institute.*

**Dupree, Deborah,** Bachelor of Arts in Psychology, University of California, Santa Barbara, Master of Arts in Education (MA) – 1982, University of California, Santa Barbara, Doctor of Psychology in Clinical Psychology, Ryokan College, Licensed MFT, Certified Rehabilitation Counselor and Ergonomic Evaluation Specialist, rated one of top 10 psychologists in San Diego.

**Greer, A. Scott,** Bachelor of Philosophy, Monteith College at Wayne State University, Psychology California State University Los Angeles, PhD California Graduate Institute, Licensed Psychologist.

**Hanes, Leah,** Bachelor of Arts Liberal Arts, Antioch University, Los Angeles, Master of Arts in Organizational Management, Antioch University, Los Angeles, Doctor of Philosophy in Leadership and Change (ABD), Antioch University Midwest.

**Hirbour, Cynthia,** Bachelor of Arts in Forensic Psychology, John Jay College of Criminal Justice, Master of Arts in Forensic Psychology, California School of Professional Psychology, Doctor of Psychology in Forensic Psychology, California School of Professional Psychology, Licensed Psychologist, Research and Publications with the Department of Justice and at American Parole and Probation Conference.

**Joachim, Martha,** Bachelor of Arts, UC Berkeley, Master of Arts, UCLA, Doctoral degree, UCLA, Psy.D. and Psychoanalytic Certification at Psychoanalytic Center of California, Licensed Psychologist.

**Johnson, Mark,** Bachelor of Arts in Psychology, UCLA, Master of Science Clinical Psychology, California State University, Los Angeles, Ph.D. in Educational Psychology, University of Southern California, MFCC, EMDR Certified

**Johnson, Woodruff,** Bachelor of Arts, Psychology & Communications, St. Louis University, Master of Arts Urban Studies, Occidental College, Master of Arts, Counseling Psychology, Ryokan College Doctor of Clinical Psychology, Ryokan College

**Kelvin, Cynthia,** Bachelor of Arts in Human Behavior, Ryokan College, Master of Arts in Psychology, Ryokan College, Doctor of Psychology in Clinical Psychology, Ryokan College, Art Therapist.

**Lunceford, Lynn,** Bachelor of Arts, Sarah Lawrence College, Master of Arts, California School of Professional Psychology, Doctor of Psychology, San Diego School for Integrative Studies, Licensed Psychologist.

**Mancuso, Leah,** Bachelor of Arts in Psychology, California State University Fresno, Master of Arts in Clinical Psychology, California School of Professional Psychology, Fresno, Doctor of Philosophy in Clinical Psychology CSPP/Alliant International University, APA Approved.

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**FACULTY**

**Manson, Lesley,** Bachelor of Arts in Psychology, Arizona State University Tempe, Master of Arts in Clinical Psychology, Arizona School of Professional Psychology, Argosy University APA approved, Summa Cum Laude, Doctor of Psychology in Clinical Psychology, Argosy University APA approved, Summa Cum Laude. Licensed Psychologist.

**Mc Cann, Matthew,** Bachelor of Science in Physical Education, Master of Arts in Education, Master of Arts in Marriage, Family, Child Counseling, Doctor of Philosophy in Psychology.

**Michaels, Mark,** Bachelor of Arts, Psychology, UCLA, Master of Arts in Clinical Psychology, Doctor of Philosophy in Clinical Psychology, DePaul University, Licensed Psychologist, author “Ethical Considerations in Writing Psychological Assessment Reports,” *Journal of Clinical Psychology.*

**Miles, Martie,** Bachelor of Arts in Psychology, Antioch University, Master of Arts in Clinical Psychology, Antioch University, LMFT.

**Millsap-Simec, Tracy,** Bachelor of Arts in Psychology, California State University Northridge, Master of Science in Counseling Psychology, California State University Northridge, Master of Arts in Clinical Psychology, California School of Professional Psychology (Alliant), Doctor of Psychology in Clinical Psychology, California School of Professional Psychology (Alliant), Licensed Psychologist.

**Oleson, Terry,** Bachelor of Arts in Biology, University of California Santa Barbara, Master of Arts in Psychology, California State University at Long Beach, Doctor of Philosophy in Psychobiology, University of California Irvine. Licensed Psychologist.


**Penela, Valeria,** Bachelor of Arts, Universidad de Buenos Aires, Master of Arts in Clinical Psychology, Antioch University, Doctor of Psychology, Ryokan College, Licensed Psychologist.

**Jack Read,** Bachelor of Arts in History and Political Science, Concordia University Irvine, Master of Arts in Philosophy and minor in History, founded non-profit Gateway Prep Academy for at risk students.

**Richard, Jacqueline,** Registered Nurse, St. Joseph’s Hospital School of Nursing, Certificate in Addiction Studies, John F. Kennedy University, Bachelor of Arts in Clinical Psychology, Union Institute of Cincinnati, Ohio, Doctor of Psychology in Clinical Psychology, Ryokan College, LMFT and AASECT Certified Sex Therapist.

**Ryan, Patricia,** Bachelor of Arts, SUNY Stony Brook, Master of Arts in Clinical Psychology, St. John's University, Master of Arts Clinical/School/Community Psychology, Hofstra University, Doctor of Clinical/School/Community Psychology, Hofstra University.
FACULTY

Seligman, Ross, Bachelor of Arts in Psychology, Occidental College, Master of Arts in Clinical Psychology, Cal State University, Los Angeles, Ph.D. (ABD) Social Psychology, Claremont Graduate University.

Smith, Robert, Bachelor of Science California Lutheran College, Master of Science, Marital & Family Therapy, Master of Public Administration, California Lutheran University, Doctor of Psychology, Ryokan College.

Taylor, Madeline, Bachelor of Arts in Child Development, Cal State Northridge, Master of Arts in Human Development, Pacific Oaks, Doctor of Philosophy, Ryokan College, Licensed MFT.

Turner, Joseph, Bachelor of Science in Psychology, California Polytechnic State University, Master of Science in Forensic Psychology, California State University, Los Angeles, Doctor of Clinical Psychology, Pepperdine, Licensed Psychologist,

Walthall, Amy, Bachelor of Arts in Psychological Approaches to Literature, Western Washington University, Doctor of Psychology in Clinical Psychology, Wright Institute, Licensed Psychologist,

Young, Tigerson, Bachelor of Arts in Anthropology, University of Washington, Master of Arts in Psychology, Harvard University, Ph.D. in Clinical Psychology, Capella University, Registered Psychologist in British Columbia and registered in Canadian Register of Health Service Providers.
START DATES: CALENDAR 2015 & 2016

DEPARTMENT OF HUMAN BEHAVIOR

**Bachelors** Program begins quarterly with classes commencing as follows:

- Fall Quarter 2015  
  September 14—December 1
- Winter Quarter 2016  
  January 4—March 23
- Spring Quarter 2016  
  April 4—June 22
- Summer Quarter 2016  
  July 11—August 29
- Fall Quarter 2016  
  September 12 – November 29

DEPARTMENT OF PSYCHOLOGY

**Masters / Psychology and Counseling Psychology**

Program begins twice annually:
- January
- July

**Doctoral / Clinical Psychology**

Program begins twice annually:
- January
- July

RECOMMENDED HOLIDAYS

<table>
<thead>
<tr>
<th>Holiday</th>
<th>2015 &amp; 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>September 7</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>November 26</td>
</tr>
<tr>
<td>Martin Luther King's Birthday</td>
<td>January 19</td>
</tr>
<tr>
<td>President's Day</td>
<td>February 16</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 25</td>
</tr>
</tbody>
</table>

Faculty may elect to hold classes on some of the above dates.
APPLICATION PROCEDURE

Once you have submitted an application and $50 application fee (either by mail, email, fax or website), your enrollment depends upon 4 criteria:

☐ Interview (in person for campus programs, by phone for online programs).

☐ Submission of an autobiographical statement.

☐ Submission of official transcripts.

☐ $750 deposit ($250 non refundable) to reserve a place in the program.

All of these may take place in any order, yet they must all be fulfilled before enrollment is official.
PERSONAL INFORMATION

Name: ____________________________________________________________

Address: ______________________________________________________________________________________________________

City: ___________________ State: _______ Zip: ______________________

Tel: H: (____) __________ W: (____) ______________________

C: (__________________)

Date of Birth: ___________________________ SS#: ________________________

Email address: ____________________________________________________

Ethnicity (government reporting requirement)

☐ Nonresident Alien
☐ Race and Ethnicity unknown
☐ Hispanics of any race

For non-Hispanics only:

☐ American Indian or Alaska Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander
☐ White
☐ Two or more races

PROPOSED COLLEGE ENROLLMENT

Beginning date (circle & fill): Sept. 20 _____ Jan 20 _____ April 20 _____ July. 20 _____

For Program (check one):

☐ Bachelor of Arts in Human Behavior
☐ Master of Arts in Counseling Psychology (for MFT License)
☐ Master of Arts in Psychology
☐ Psy.D. for Marriage Family Therapy (Admission requirement: appropriate Masters)
☐ Doctor of Clinical Psychology (for Licensed Psychologist) (Admission requirement: appropriate Masters)
☐ Combination M.A./Psy.D (Master of Psychology, Doctor of Clinical Psychology, for Licensed Psychologist)
☐ M.A.C.P/Psy.D-MFT (Master of Counseling Psychology, Doctor of Marriage Family Therapy, for Licensed Marriage Family Therapy)
☐ Continued Education Unit Coursework (over)
PRIOR LEARNING & TRANSCRIPTS

Please have sealed Official Transcripts of highest degree attained forwarded directly to the College. Students with degrees earned outside of the United States must submit a transcript evaluated by a credentialing service that is a member of NACES (National Association of Credential Evaluation Services). Prospective students for the Bachelor of Arts program can submit evidence of Experiential Learning.

AUTOBIOGRAPHICAL STATEMENT

Please submit a well-written, personal narrative, four or five typed pages, describing who you are, whom you hope to become, and how you came to choose Ryokan College. Include your thoughts and reflections about important lessons you have learned and ways your life has changed. This essay, along with your pre-admission interview, forms a basis for the Admissions Committee’s decision and will be handled as a private, confidential communication.

PERSON TO NOTIFY IN AN EMERGENCY

Name: ________________________________
Address: ________________________________
Telephone: ________________________________
Relationship: ________________________________ (Family Member, Teacher, Employer, Therapist)

REFERENCE

Name: ________________________________
Address: ________________________________
Telephone: ________________________________
Relationship: ________________________________ (Family Member, Teacher, Employer, Therapist)

AUTHORIZATION & STUDENT SIGNATURE

Signature: __________________________________________ today’s date

• To apply by regular mail, include this application and a check for the $50.00 non-refundable application fee made to RYOKAN COLLEGE.
• College application and application fee payment by credit card can be made online at www.ryokan.edu

FOR OFFICE USE ONLY

Program ____________________________ Beginning date _____________

Check Received Items Needed for Admission

☐ Application fee
☐ Autobiographical Statement
☐ Interview with Dean
☐ Official Sealed Transcript (Prior Learning)
Students are responsible for all contents in this handbook regarding common issues to all members of the Ryokan Community.
<table>
<thead>
<tr>
<th>STUDENT COMMON ISSUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration (philosophy, assistance, contact info, staff)</td>
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<tr>
<td>Absences</td>
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<tr>
<td>Abusive Behavior</td>
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<td>Academic Termination</td>
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<td>Arbitration Agreement</td>
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<tr>
<td>Assault</td>
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<tr>
<td>Blogville</td>
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<tr>
<td>Copyright Laws</td>
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<td>Disabilities</td>
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<td>Dual Relationships</td>
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<tr>
<td>Evaluations</td>
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<td>Graduation Dress Code</td>
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<td>Incompletes</td>
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<tr>
<td>Leave of Absence (Academic &amp; Financial)</td>
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<td>Ledger Cards</td>
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<tr>
<td>Library (Online)</td>
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<tr>
<td>Library Video</td>
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<tr>
<td>Non Discrimination</td>
</tr>
<tr>
<td>Parking</td>
</tr>
<tr>
<td>Plagiarism</td>
</tr>
<tr>
<td>Privacy Policy (FERPA)</td>
</tr>
<tr>
<td>References (Citing Sources)</td>
</tr>
<tr>
<td>Refunds</td>
</tr>
<tr>
<td>Rescheduling Classes</td>
</tr>
<tr>
<td>Research (Internet)</td>
</tr>
<tr>
<td>Retaking Classes</td>
</tr>
<tr>
<td>Sexual Harassment</td>
</tr>
<tr>
<td>Statement of Concern, Probation &amp; Dismissal</td>
</tr>
<tr>
<td>Student Complaint Process</td>
</tr>
<tr>
<td>Student Responsibilities</td>
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<tr>
<td>Student Rights</td>
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<tr>
<td>Study Suggestions</td>
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<tr>
<td>Syllabi &amp; Schedules</td>
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<tr>
<td>Textbooks</td>
</tr>
<tr>
<td>Textbooks Required by Instructor or School</td>
</tr>
<tr>
<td>Textbooks Recommended</td>
</tr>
<tr>
<td>Transferring and taking courses outside the cohort</td>
</tr>
<tr>
<td>Writing Recess</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACULTY &amp; STUDENT COMMON ISSUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Freedom</td>
</tr>
<tr>
<td>American Disabilities Act</td>
</tr>
<tr>
<td>Breaks During Class</td>
</tr>
<tr>
<td>Dissertation Advisor</td>
</tr>
<tr>
<td>Dissertation Reader</td>
</tr>
<tr>
<td>Clinical Techniques Instructors</td>
</tr>
<tr>
<td>Dual Relationships</td>
</tr>
<tr>
<td>Off Site Classes</td>
</tr>
</tbody>
</table>
ADMINISTRATIVE PHILOSOPHY

Adult students who enroll at Ryokan College have a broader intellectual and educational orientation than traditional 17-22 year old college students so we have designed an educational process to utilize and expand these diverse and rich backgrounds. The "re-entry" student has acquired, in many cases, learning by informal, life experience situations. Most, by necessity, are adept at problem-solving and have developed critical reasoning capabilities. Thus, learning, for students who have a wide range of developmental competencies, has to be more than the direct transmission of knowledge to be effective. In short, we are not lecturers, nor do we "teach to", but rather we participate with each other in the sharing of knowledge so that we:

1. Engage students in an active mode of thinking and reasoning, rather than a passive, information-internalizing mode of learning.

2. Encourage students to share their "expertise".

3. Recognize and promote the spirit of community wherein each member—student, faculty and staff—can contribute.

ADMINISTRATIVE ASSISTANCE

A unique facet of Ryokan College is open accessibility to members of the administrative staff and faculty. The President, Deans and Program Directors are available, by appointment, to counsel, advise, listen and support the student.

Consult with a member of the Administration regarding questions about the school in general or whom to consult for a particular need. The Administrator will probably know the answer to an off-the-wall question that would stump everyone else. If he/she does not know the answer, you will be referred to the proper source.

CONTACT INFORMATION

Normal Office Hours: Mon—Thu, 10 am to 6 pm.
Federal Holiday Schedule Observed.
Tel: 310 390-7560
Fax: 310 391-9756
Email: admin@ryokan.edu
Website: www.ryokan.edu
Mailing address: 11965 Venice Blvd, Ste. 304, Los Angeles, CA 90066

ADMINISTRATIVE STAFF

- **Art Clayton**, IT Manager & Administrative Assistant, filing, credit card processing, data entry.
- **Monica Lehnhoff**, Registrar: transcripts, evaluations, incompletes, enrollments.
- **Terry Arthur**, Dean of Students: student issues, traineeship, licensing, alumni.
- **Mimi Hersh, Ph.D.** scholarship, schedules, syllabi.
- **A. Scott Greer**, Chair of Academic Programs: all academic, faculty and course issues, disciplinary and education quality.
- **Karin Ross**, VP of Finance: loans and college financial.
- **Steve Arthur**, Ed.D., President of Administration: advertising, marketing, admissions, political and governmental regulations.
- **Allan Comeau**, Ph.D., Chairman: All policy matters.
ABSENCES
We recognize that individuals can become ill and that personal emergencies can occur. In case of absence, it is the student's responsibility to obtain the class material missed from classmates or the instructor. Therefore, the student has the responsibility to make-up missed classes or assignments with the permission of the instructor. The student must contact the instructor, preferably beforehand, to discover if and how the absence should be made up.

Bachelor of Arts—Undergraduate students are allowed two (2) excused absences per course per quarter, but it is up to the instructor and administration to determine how to make up absences due to extraordinary circumstances. Students who miss more than two (2) classes are required to repeat the entire course at additional cost.

AXIOM #1

The student carries the primary responsibility to prove to the instructor that the student has grasped course content and achieved course goal by being present in class, submitting acceptable written assignments in a timely manner and contributing participation.

Graduate Programs—Permission for Absences is based on two criteria:

1. Number of units in the course.
2. Axiom #1

A multiple unit course may afford more absences than a 1 unit course, and this determination is left to the instructor. Even arriving late or leaving early in a 1 unit course, could translate into an unacceptable absence of class time.

Generally, students are allowed one (1) excused absence per month per course. Missing too many classes means that the course must be repeated. The safest procedure is to ask the instructor what is required to earn course credit.

Students repeat a course at additional cost. Fees will be prorated in accordance with the tuition schedule in effect. Due to scheduling conflicts, the opportunity to repeat a particular class may not present itself for several months and could delay a student’s eventual graduation date.

Please note that non-didactic courses are exceptions. Clinical Techniques, Group Process and Contemporary Interventions require a student’s full participation; therefore, instructors of these courses have the right to stipulate “no absence” or “one excused” absence per course. Illness and personal emergency can occur, but exceeding the established absence allowance could require repeating the course.

ABUSIVE BEHAVIOR
Acceptance to an institute of higher learning that focuses on adult education is based on a presupposition that students will conduct themselves in a mature, professional manner. It is our intention to provide an environment for students to learn, faculty to teach and staff to perform. In this environment, there must be freedom from verbal and/or written abuse whether perpetrated student to student, student to faculty or faculty to student. Ryokan College will not permit inappropriate, abusive or humiliating behavior.

All complaints of violations will be responded to immediately upon receipt of a written complaint to the administration whereupon the College will investigate all reported incidents. Behavior deemed unacceptable by the investigation will lead to academic probation or dismissal.

Rules are simple—be courteous, use common sense and do not insult or verbally attack your peers or any member of the College community using derogatory language, derisive comments, profane words or socially unacceptable behavior that could cause emotional distress.

ACADEMIC TERMINATION
If student behavior disrupts the learning and/or training process of other students, or if an instructor submits a "Statement of Concern" questioning the student's potential as a candidate for continuing undergraduate study, a Comprehensive Review may be recommended to assess the student's continuation in the college program. The Review Committee examines and provides feedback regarding the student's theoretical, interpersonal, cognitive abilities and skills. When necessary, the Committee may recommend academic termination.

ARBITRATION AGREEMENT
Any dispute arising from enrollment at Ryokan College no matter how described, pleaded or styled, shall be resolved by binding arbitration under the Federal Arbitration Act conducted by the American Arbitration Association ("AAA") at Los Angeles, California, under its Commercial Rules. All determinations as to the scope, enforceability of this Arbitration Agreement shall be determined by the Arbitrator, and not by a court. The award rendered by the arbitrator may be entered in any court having jurisdiction.
ASSAULT
Ryokan College policy is to provide a healthy and safe environment for students to learn, faculty to teach, and staff to perform. The College expects its faculty, staff and students to make safety a daily habit and to take individual responsibility for creating safe, non-threatening environments to avoid injury and the prevention of bodily harm such as sexual assault committed at or on the grounds of the campus. The institution will investigate all reported incidents and take appropriate action to protect the rights of the victim.

The College has no resources to provide emergency treatment to sexual assault victims. The victim, therefore, will need to use public services such as 911 Emergency services; public counseling services such as the Rape Crisis Hotline; the local Police Department or the County Sheriff’s Office for law enforcement services; and the County District Attorney’s Office or local legal aid societies for information about their legal rights for criminal and civil prosecution.

All reports of incidents or requests for information from victims of sexual assault are confidential and will be kept in a locked file in the President’s office. Access to these files will be restricted to the Chief Executive Officer, the Deans, the victim, and law enforcement officials.

The following are guidelines for sexual assault at or upon the grounds of Ryokan College.

Immediately:
1. Notify school officials of the incident. Report to the President or Dean.
2. Call 911 and request emergency services.
3. Report the incident to the local Police Department.
4. Obtain medical treatment for injuries.

Post-incident:
5. File a written report with the College administration.
6. Call Rape Hotline and discuss the incident.
7. Schedule post-trauma counseling sessions as needed.

BLOGVILLE
Blogville is the Ryokan Community Meeting Place for students, faculty, administrators and alumni where you can:

- chat in the virtual chat room,
- leave messages or notes on the Discussion Board,
- send emails to anyone in the Ryokan Community,
- access different documents relevant to the College experience and
- access the College’s online library.

All students and faculty are automatically enrolled in Blogville with a Username (usually 1st initial and last name) and Password (123456 at first check-in). Access the site at:

http://prod.campuscruiser.com/ryokan

COPYRIGHT FREEDOMS, COPYING TEXTS AND FAIR USE
The College has decided to follow the Stanford University Library guidelines regarding works governed by copyright laws. These include books, photographs, music, drama, video, sculpture, software, multimedia and databases and are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes including "reproductions such as criticism, news reporting, teaching, scholarship or research" and are not an infringement of copyright under the following conditions:

- the purpose and character is for nonprofit educational purposes. If a copy is used for teaching at a nonprofit institution, distributed without extra charge and made by a teacher or student acting individually, then the copy is more likely to be considered "fair use." Fair use is more likely if the copy was made for temporary use and not as a part of an "anthology, not as an institutional requirement."

- the amount and substantiality of the portion used in relation to the copyrighted work as a whole are "not substantial in length when compared to the whole."

- the effect of the use upon the potential market for or value of the copyright work is the MOST important consideration because reproduction of all or a significant portion is presumptively "unfair." If a small portion is reproduced and the work would not be used if purchased in sufficient numbers, the intended use is more likely to be found to be "fair."

The size of offending excerpts varies from 5% to 30% of copyright material. Thus, if copyrighted material is under 5% you do not have to worry. If it is 5-30%, you may be in violation. If it is over 30%, you certainly are in violation.

If the proposed use deviates from the guidelines, you should consider obtaining permission to use the work.
Some photocopying services will obtain copyright permission and add the price of the royalties (sometimes $6, sometimes nothing) to the price of the materials. A request to copy a copyrighted work should generally be sent to the publisher with the following info: Title, author, edition, exact material to be used (page numbers or chapters), number of copies, use of copies, form of distribution (classroom, newsletter, etc.) and whether the material is to be sold. Allow 4 to 6 weeks for written permission though you might call the Copyright Clearance Center at (978) 750-8400.

Some courses, such as Psychological Testing, may require lab fees to reimburse teachers for instructional materials, such as manuals, testing instruments, etc.

DISABILITY ACT
Disability discrimination occurs when an employer or other entity covered by the Americans with Disabilities Act, as amended, or the Rehabilitation Act, as amended, treats a qualified individual with a disability who is an employee or applicant unfavorably because she has a disability.

Disability discrimination also occurs when a covered employer or other entity treats an applicant or employee less favorably because she has a history of a disability (such as cancer that is controlled or in remission) or because she is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or less) and minor (even if she does not have such an impairment).

The law requires an employer to provide reasonable accommodation to an employee or job applicant with a disability, unless doing so would cause significant difficulty or expense for the employer ("undue hardship").

The law also protects people from discrimination based on their relationship with a person with a disability (even if they do not themselves have a disability). For example, it is illegal to discriminate against an employee because her husband has a disability.

It is illegal to harass an applicant or employee because he has a disability, had a disability in the past, or is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or less) and minor (even if he does not have such an impairment).

Harassment can include, for example, offensive remarks about a person's disability. Although the law doesn't prohibit simple teasing, offhand comments, or isolated incidents that aren't very serious, harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted).

The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer.

DUAL RELATIONSHIPS
The administration researched the issue of dual relationships in an attempt to create school policy that will alleviate questions of conflict and controversy that frequently exist in an academic environment. Toward this end, we have:

- reviewed the Ethical Principles established by A.P.A.
- reviewed the Ethical Principles established by CAMFT.
- reviewed existing law and regulations.
- consulted with attorneys, including Mr. Richard Leslie, Counsel for CAMFT.
- attended meetings of both the California Board of Behavioral Sciences and the California Board of Psychology Board that focused upon the establishment, in law, of ethical standards.

As a result of these efforts, we have created a set of ethical canons which have become the policy of the College in maintaining professionalism and ethical conduct expected of present and future members of the profession. In basic terms, we ask that M.F.T.s, L.C.S.W.s and Psychologists make every effort to avoid dual relationships that might impair their professional judgment and/or increase the risk of exploitation. Thus we ask you to abide by the following:

1) Faculty members will not enter into a therapist/client relationship with a student who will be taking classes with that teacher/therapist. (When it is certain that the two will no longer be involved in a teacher/student relationship the concept of duality will cease to exist.)

2) Faculty members will not enter into a supervisor/supervisee relationship with a student/trainee who will be participating in classes with that teacher. (When it is certain that the two will no longer be involved in a teacher/student relationship the concept of duality will cease to exist.)

3) Faculty members will not become socially active with students, enter into business relationships with students, cohabit with students, or maintain any type of personal relationship with a student who will be participating in classes with that teacher. (When it is certain that the
two will no longer be involved in a teacher/student relationship the concept of duality will cease to exist.)

4) No intimate, romantic or sexual relationship should be entered at any time between teacher and student while at Ryokan, even if there is no "certainty" that a teacher/student relationship exists. NO CONTACT socially or sexually, etc., until AFTER the student has graduated.

We remind you that a Dual Relationship exists when a faculty member has a relationship with a student in addition to, or outside of, the primary relationship of providing professional academic services. Involvement in such Dual Relationships constitutes unprofessional conduct and could be grounds for suspension and/or termination.

Any and all infractions of the above policy will first result in a consultation with the Department Chair, Dr. A. Scott Greer. If the matter cannot become resolved, over a reasonable period of time, an Ad Hoc Ethics Committee will convene consisting of the Chair, a College Administrator, and two members of the Core Faculty, to review the grievance and resolve the problem.

EVALUATIONS
Evaluations are a reflection of your learning experience, a part of your academic file, the best means by which the administration can evaluate instructors and an essential reflection of the teacher’s classroom techniques. It is important for your own education, for your peers and for future students that you submit candid, open, honest, and critical evaluations. It is not uncommon for students to have anxiety writing an evaluation about an instructor that contains critical material. The basic fear arises from an authority figure’s retribution for communicating something with which the authority figure may be uncomfortable, BUT Ryokan College’s Administrative policy is to employ practicing clinicians who are open to feedback, change and evolvement. Moreover, it is an excellent opportunity for a student that is experiencing difficulty with an instructor to receive sufficient support to address this difficulty with the instructor directly; hopefully prior to the end of class. Anxiety about retribution is often a projection from some past, unresolved experience or issue with authority. Dealing with a conflict, dissatisfaction or misunderstanding with an instructor can be a rewarding and healing experience where, instead of withdrawing and engaging in false self-behavior, the student can activate, receive support and engage reality to enhance self-esteem and increase feelings of trust.

Students should be using evaluations as an opportunity to practice when they must give clear, honest feedback to clients. Feedback and professional observations take courage and emotional management. Your evaluations should mirror this intent. If a faculty member or a student cannot handle or value the worth of evaluations, he/she does not belong at Ryokan College.

If you choose to write additional comments at the bottom of the evaluation, please avoid trite phrases, repetitive observations or abbreviated sentiments. If your evaluations reflect a superficial attempt or use unprofessional phraseology or convey a too casual approach, they will be returned. If you use standard, unimaginative language with little relative content, your evaluation effort will be returned with the demand to be more explicit. If you come to the realization, by virtue of comparison at a later date, that one teacher or trainer seemed inadequate, or, conversely, should you realize, after the fact, that an instructor deserved a better assessment than originally given, you may submit a new evaluation.

Instructions for STUDENTS. After completing a class, go to the website and fill out evaluations within 30 days of course completion. The website is user-friendly, but, the 1st time, follow instructions carefully. For answers, please call 310 390-7560 or email monica@ryokan.edu. Follow these easy steps:

1. From your browser, Google or search engine, type www.ryokaneval.com (You should add this website address to your Internet browser FAVORITE/BOOKMARK list.)
2. Click on User Login.
3. For your first time go to New Student Sign Up/Login.
4. Use your Ryokan email address (1st name initial +last name+@ryokan.edu) and a password you create. Pick a password you can remember, type in your name and click Login (write your password and email address in the box above for reference the next time you have to submit an evaluation).
5. This takes you to Student Guidelines page. Please read the guidelines carefully. Click Begin.
6. Pick the program you are in (Bachelor, Masters, Doctorate, etc.) and click on Next Step.
7. Your name should be in the Student box. Scroll down to find the course name and instructor.
8. Enter the course end date and begin filling out the form.
9. Fill in bubbles for all questions and add comments at the bottom. Then go back to the top and click on Submit Evaluation.

We recommend that you print a copy of your evalu-
tion for your records (ctrl P). Then click on Done. You will receive hard copies of your Instructor Evaluations in regular mail. This system has been tested extensively, but we appreciate feedback for improvement.

**GRADUATION DRESS CODE**

Ryokan College’s Board of Directors established a “Dress Code” for our graduation ceremonies. It is simple and unchangeable. Graduates are to wear ordinary clothes that may range from casual to formal depending upon the tastes of the individual student. Cap and gown are not appropriate attire for a Ryokan College Commencement Ceremony.

Freedom from the traditional cap-and-gown allows the celebration to be warm, spontaneous, humorous and endowed with spirit with emphasis on the graduates rather than the school. The ceremony allows every graduate to speak sentiments to the faculty, classmates and family. Please don’t choose a cap and gown ensemble because it separates you from the true spirit shared by the other graduates.

**INCOMPLETES**

A student who receives an academic incomplete has one week after course conclusion to arrange an extension with the instructor. **The student must notify the administration of the extension’s completion date, and when the student completes course work, the student has the responsibility to insure the teacher notifies the administration.**

Students who receive an **incomplete** will have 30 days from the last class session to meet the course requirements unless the instructor indicates a lesser period. If the student does not satisfy the requirements within that time, the class is considered a **retake** and must be repeated for an additional fee.

If the student has to submit a paper to remedy the incomplete and fails to turn in a satisfactory paper within the allotted period, the instructor determines whether the student will be given the opportunity to resubmit the paper. A retake class could cause a delay in the graduation date should there be a scheduling conflict between the student’s existing class schedule and the class to be repeated.

**LEAVE OF ABSENCE ACADEMIC**

If a student suffers extreme hardship or encounters personal problems that interfere with his/her class participation, the student may wish to take an Academic Leave of Absence. This action will suspend payments and attendance for an extended period of time. During a Leave of Absence, the student cannot attend classes, use College facilities or contact instructors for coursework. If the Academic Leave of Absence lasts less than 6 months, the student can return at the same tuition fees originally contracted. If the Academic Leave of Absence lasts longer than 6 months, the student, upon returning, may have to pay new tuition rates at the discretion of the College Board.

If a student needs to take an Academic Leave of Absence, the student must notify the College in writing. When a student returns to class after an Academic Leave of Absence, the student must notify the college in writing.

A Leave of Absence is granted in increments of 6 months at which time the student must re-submit the request. If the College determines the length of the Leave to be excessive, the College may deactivate the student’s file. The student must pay a fee to return to active status.

**LEAVE OF ABSENCE FINANCIAL**

If a student falls in arrears of payment, the College may place the student on a Financial Leave of Absence. During a Financial Leave of Absence, the student cannot attend classes, use College facilities or contact instructors for coursework.

A Leave of Absence is granted in increments of 6 months at which time the student must re-submit the request. If the College determines the length of the Leave to be excessive, the College may deactivate the student’s file. The student must pay a fee to return to active status.

**LEDGER CARDS**

Ledger cards reflect an accurate accounting of your financial status to the college. They will be placed in your mailbox or mailed during the third week of each month. Please note that payment is due on the 1st of each month. Any monies received after the 10th of that month will be considered “late” and fined accordingly.

NOTE: students who pay monthly installments should realize that any installment plan runs through the terms specified by contract. This means that vacation or suspension of classes during summer months or the holiday season does NOT preclude meeting the obligation of a monthly payment.

**LIBRARY ONLINE**

Our Online Library not only gives you the most up-to-date journal articles but also provides:

- A database of PsycARTICLES, PsycINFO, Psychology and Behavioral Sciences Collections (including APA Library of Journal Articles).
• Journal articles that can automatically be translated into major languages with a click of your mouse if English is a Second Language for you or your client.
• APA Citation Styles for articles written for publication.
• Journal Alert automatically sends a notice of new articles on your chosen research projects.

Upon enrollment, students are signed into Blackboard to access Ryokan’s Online Library (80% of colleges in the nation use Blackboard so it very user friendly and accessible by most computers). Because you are only interested in the Library, we have tried to keep it simple with as few buttons as possible. You really only have to do these few steps. Everything else is optional.

To enter Blackboard, please do the following:
1. Go to the web site http://ryokan.blackboard.com/webapps/login/ (bookmark this site for future use)
2. Input Username: first initial and last name.
3. Input Password: usually your zip code.
4. Click on, "Login"
5. Click on “Blogville” found under the section titled "My Courses"
6. Click on “Library” button found on the left hand side of your screen. This will take you directly into the databases.

You probably won’t need the following buttons, but we make them available for future use. Feel free to point, click and explore:
• Button Library Help offers tutorials how to maximize library searches.
• Button Live Class is a chat room where you can arrange audio/visual meetings with others.
• Button Discussion Board is where you can post messages, comments or hints to others who use the library.
• Button Send email provides individual or mass emails to everyone else in the Library.
• Button Course Documents provides articles you may find interesting.

LIBRARY VIDEO

The College has an audio-visual library (VHS tapes & DVDs). These tapes may be viewed only on the premises. A list of these tapes is available in the Administration Office.

NON-DISCRIMINATION POLICY

The Ryokan College is an equal opportunity employer and educator. Proudly pluralistic and firmly committed to providing equal opportunity for outstanding men and women of every race, creed and background, the Ryokan College strives to build a community in which each person respects the rights of other people to be proud of who and what they are, to live, work and learn in peace and dignity, and to have an equal opportunity to realize their full potential as individuals and members of society. To this end, the College places great emphasis on those values and virtues that bind us together as human beings and members of the Ryokan Family. The College enthusiastically supports this policy in its entirety, and expects that every person associated with the College will give continuing support to its implementation.

The Ryokan College is firmly committed to complying with all applicable laws and governmental regulations at the federal, state and local levels which prohibit discrimination against, or which mandate that special consideration be given to, students and applicants for admission, or faculty, staff and applicants for employment on the basis of race, color, national origin, ancestry, religion, gender, sexual orientation, age, physical disability, mental disability, disabled veteran or any other characteristic which may from time to time be specified in such laws and regulations. This policy also shall apply to the administration of any of the College’s educational programs and activities. Gender includes both the actual sex of an employee or applicant for employment and that person’s gender identity, appearance or behavior, whether or not that identity, appearance or behavior is traditionally associated with that person’s sex at birth. An otherwise qualified individual must not be discriminated against or excluded from admission, employment or participation in educational programs and activities solely by reason of his or her disability. This policy applies to all personnel actions such as recruiting, hiring, promotion, compensation, benefits, transfers, layoffs, return from layoff, training, education, tuition assistance and other programs. This good faith effort to comply is made even when such laws and regulations conflict with each other. Ryokan College seeks compliance with all statutes prohibiting discrimination in education, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 which respectively prohibit discrimination.

Questions regarding the application of the various rules and regulations concerning equal employment opportunity and the affirmative action plan should be addressed to the President at (310) 390-7560, 11965 Venice Blvd., #304, Los Angeles, CA 90066.
PARKING

Visitors and students must identify themselves to the parking valet as guests of Ryokan College in order to avoid paying the parking charge.

PLAGIARISM

In this electronic age, the opportunity—and temptation—for students to cheat is greater than ever. It takes increasingly savvy educators to identify, confront, and penalize plagiarism in the classroom. Particularly in high schools, where instructors have their hands full equipping college-bound students with the basics of research and writing, too little emphasis is often placed on academic accountability. Many students receive a rude awakening when they discover that what passed for acceptable research/citation in high school sometimes amounts to cheating at the collegiate level.

What Constitutes a Violation?

While codes of ethics vary significantly from school to school, generally unaccepted behaviors include:

- **Plagiarism in research/writing:** Quoting or paraphrasing another author without proper quotation marks (where necessary) or source citation; failing to properly cite a borrowed idea or train of thought; failing to properly cite a borrowed sentence structure; using all or portions of a work completed by another student (includes borrowing another student’s outline or research); hiring or soliciting someone to create work on your behalf

- **Multiple submissions:** Turning in the same paper in two different courses

- **Exam dishonesty:** Submitting answers gleaned from unauthorized notes, another student’s test, or any other contrived source

- **Illegal collaboration:** Exceeding the limits or deliberately misconstruing the division of labor outlined by the instructor in a given project. Taking credit for research and group work for somebody else’s work on the project. Using another student’s dissertation as an informational source is not appropriate: A doctoral dissertation is the student’s research, the student’s literary review, the student’s legwork.

For further information—

- [https://docs.google.com/document/d/1nq6KihBwrzOW3oDqrTuejWLSAL_hiE4BsI-M00HyXRs/edit?pli=1](https://docs.google.com/document/d/1nq6KihBwrzOW3oDqrTuejWLSAL_hiE4BsI-M00HyXRs/edit?pli=1)

PRIVACY POLICY

Family Educational Rights and Privacy Act (FERPA)

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.
Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833. Or you may contact us at the following address:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

REFERENCES (CITING YOUR SOURCES)
Most papers require a list of references placed on the last page of your completed work. Each entry must follow a certain format.

Books as a general resource: author, title, publisher, place and date of publication

Quotes from Books: author, title, publisher, place and date of publication, page

Magazines: author, article title, magazine title, date of issue, page number.

Scholarly Journals with volumes and issue numbers: author, article title, magazine title, date of issue, page number.

Citing Websites: author’s name, title of the Web page or website, date the page was created or most recent update, URL address, date visited (remember one of the fundamental purposes of citing resources is so others can find them).


REFUND POLICY
Refund is computed upon receipt of written notice of withdrawal from the College. The institution's refund policy is in compliance with Section 94312, California Education Code. The College shall, for all students, without penalty or obligation, refund 100 percent of the amount paid toward tuition, less application fee and deposit, not in excess of $250.00 if notice of cancellation or withdrawal is made prior to or on the first day of instruction. All students withdrawing after completion of 60 percent or less of the course/quarter/program of instruction shall be given a pro rata refund, in compliance with Education Code Section 94312(d). Withdrawal after completion of 60 percent of the course/quarter/program may well result in no refund being tendered by the College to the student. Any questions, problems, or concerns with this school or its fiscal policies which have not been satisfactorily answered should be directed to the Council for Private Postsecondary Education and Vocational Education, Sacramento, California, 95814

ANY WITHDRAWAL WITHIN 3 WORKING DAYS FOLLOWING THE DAY ON WHICH ENROLLMENT WAS SIGNED...: 100% REFUND.

RESCHEDULING CLASSES
Under no circumstances will classes or courses be rescheduled UNLESS authorized by the administration.

Faculty members must check with the administration before re-scheduling a class with the students. Students must check first with the administration before asking an instructor to reschedule a class.

RESEARCH—INTERNET USE
A search engine gets you to a website! Yes, there is a difference between websites and search engines. It’s a little like the difference between the treasure (website) and the treasure map (search engine). Often, you do not have the exact address so you have to find out where the website is before you visit it, and a search engine gives directions to the clues you provide when you type specific words into those small boxes.

There are some very accomplished, sophisticated search engines available. Some will help you narrow down the list of possibilities which is especially efficient if you only have a vague idea for what you are search-
ing. Companies do go bankrupt so the following list is subject to change.

Search Engines:
http://scholar.google.com/ probably the most efficient and resourceful search engine on the Internet; typing in “Google scholar” will take you to the website; selecting “search tips” at the top of the page will offer a multitude ways to use this search engine.
http://www.questia.com/search

Websites:
http://www.anthus.com/CyberDewey
CyberDewey, organizes computer resources
Http://www.ngsimages.com
Images from National Geographic, sign up is free and images are available for download for individual projects; not for wide use; all material is copyright.
http://www.freud-museum.at/e/index.html typical of a website that features a noted psychologist.
http://www.psychboard.ca.gov/ California Board of Psychology
http://www.bbs.ca.gov/ California Board of Behavioral Sciences
http://elvers.stjoe.udayton.edu/history/
alphapeople.htm “People in Psychology” website; many psychologists from A to Z are profiled.

RETAKING CLASSES
Students who need to repeat a course because they received “credit not awarded” do so at additional cost. The fee will be prorated in accordance with the tuition schedule in effect at the time of the retake class (if tuition costs change the student must pay the new rate). Due to scheduling conflicts, repeating a class may not be an facile remedy, is not encouraged as a normal course of action and should be considered as a last resort.

Remember—Due to scheduling conflicts, the opportunity to repeat a particular class may not present itself for several months and could delay a student’s eventual graduation date.

RYOKAN POLICY PERTAINING TO NONCONSENSUAL SEXUAL ACTIVITY, SEXUAL HARASSMENT AND OTHER FORMS OF HARRASSMENT

Ryokan College strives to provide a healthy and safe environment for students to learn, faculty to teach, and staff to perform. Ryokan College is committed to the maintenance of an environment which is supportive of its primary educational mission and free from all exploitation and intimidation.

The College expects its faculty, staff, and students to make safety a daily habit and to take individual responsibility for creating safe, non-threatening environments to avoid injury and the prevention of bodily harm.

The College will not tolerate and prohibits nonconsensual sexual activity and sexual harassment. This position is based on the belief that every student, faculty member, and member of the administrative staff has the right to be free from fear based on one’s sex or one’s sexual preferences.

Ryokan policy prohibits nonconsensual sexual activity.

Violations of this policy shall include, but not be limited to, the following:

1. Any form of nonconsensual sexual intercourse, committed by physical force, coercion, threat, or intimidation, actual or implied, by a person(s) known or unknown to the victim. Sexual intercourse can involve anal, oral, or vaginal penetration.

2. Any actual or attempted nonconsensual sexual activity including, but not limited to, sexual intercourse, or sexual touching, committed without physical force, coercion, threat, or intimidation; exhibitionism or sexual language of a threatening nature by a person(s) known or unknown to the victim.

Nonconsensual activity shall include, but not be limited to, situations where the victim is unable to consent because he/she is physically helpless, or is mentally incapacitated due to drug or alcohol consumption, or is unconscious, regardless of whether or not the consumption was with the victim’s consent.

Ryokan policy prohibits harassment of any kind including sexual harassment.

The legal basis for this policy and action to prevent harassment is as follows:

The Equal Employment Opportunity Commission (EEOC), the Department of Education, Office of Civil Rights (“OCR”), and the courts have interpreted the federal civil rights laws (Title VII of the Civil Rights Act and Title IX of the Higher Education Amendments) to
prohibit sexual harassment in institutions of higher education.

Pursuant to the laws of the State of California, specifically: AB 2900, Chapter 906 and Section 212.6 of the California Education Code, and in consideration of this institution's policies, all persons (students, faculty and administrative staff), regardless of their sex, shall enjoy freedom from sexual harassment.

Based upon these laws, the College defines sexual harassment as unwelcome behavior of a sexual nature that relates to the gender or sexual identity of an individual and that has the purpose or effect of creating an intimidating or hostile environment for study, work, or social living.

The courts have recognized two forms of sexual harassment claims under Title VII of the Civil Rights Act of 1964: “quid pro quo” claims and “hostile environment” claims. The “quid pro quo” claim (literally “this for that”) involves harassment in which a supervisory employee or academic superior demands sexual favors in exchange for job or academic benefits over which that supervisor has some control or influence.

The “hostile work environment” claim involves unwelcome behavior of a sexual nature that creates an intimidating, hostile environment. This standard prohibits not only behavior intended to create a hostile environment, but also behavior that has the reasonably foreseeable effect of interfering with an individual’s work, academic performance, or social living. Anyone who contributes to the creation of a “hostile work environment” may be held liable for sexual harassment, including the employer or its agents, if they knew of or reasonably should have known of the harassing conditions. This policy applies to all relationships between College faculty, staff, students, and administrative personnel; this includes student-to-student interaction.

Sexual harassment as a concept encompasses the full range of coercive, unwelcome behavior, from subtle psychological force, to gross physical abuse. These acts may be visual (such as leering, ogling, and physical gestures conveying a sexual meaning), verbal (e.g., sexual innuendoes, suggestive remarks, sexually derogatory jokes), written (e-mail, cartoons or letters), or physical (such as hugging, pinching or fondling). Sexual harassment also includes requests for sexual relations combined with threats of adverse consequences if the man or woman refuses. What these behaviors have in common is that they focus on men and women’s sexuality and/or gender, rather than on their contributions as students or employees of the College.

Other types of harassment and inappropriate behavior

There may be situations where employees or students believe that they are being subjected to a work or educational environment that for one reason or another is hostile or inappropriate but does not meet the narrow definition of sexual harassment under the law and this policy. For example, students or employees may experience harassment or a hostile environment due to race, religion, national origin, age, disability, sex, marital status, sexual orientation, or conduct which is simply harassing or bullying. Depending upon the circumstances, this type of conduct can be as bad or worse than a hostile environment caused by sexual harassment. Although such conduct is not covered by the definition of sexual harassment or this policy, it is still prohibited by Ryokan College and may be prohibited by state and/or federal law.

Cyber-Bullying is a form of harassment subject to the same disciplinary procedures as other forms of harassment defined in this section. Cyber-Bullying is harassment that includes all forms of inappropriate communication through electronic mediums. This means that if you engage in electronic correspondence that is hostile, threatening, demeaning, or otherwise inappropriate to professional conduct you are engaging in cyber-bullying.

Unprofessional conduct will not be tolerated by the College. All students are expected to treat their classmates, instructors and administrative staff with a sense of professional decorum and sensitivity expected of a practicing therapist. Students will be held accountable if they seek to intimidate others whether in person or through digital communications or social media.

Students agree to keep private all correspondence and conversations exchanged among classmates and teachers. Privacy pertains to chat room participation as well as to observance of before/after class discussions with other students and teachers. Privacy shall extend to identities of the participants particularly names, addresses, e-mail addresses, and phone numbers.

Privacy shall extend to topics of discussion or assignments that may identify or violate the privacy of other class members or teachers. Students will uphold the same moral and ethical standards towards personal information and relationships within the “electronic” classroom as held in a “residential” program.

Students understand that cheating and plagiarism is theft and a betrayal of the good-faith required for higher edu-
cation to function. Students will conduct themselves in accordance with the ethical standards of the College and be respectful and sensitive to the needs of others.

Where there is an occurrence of nonconsensual sexual activity please take appropriate emergency action.

The College has no resources to provide emergency treatment to sexual assault victims. The victim, therefore, will need to use public services such as 911 Emergency services; public counseling services such as the Rape Crisis Hotline; the local Police Department or the County Sheriff’s Office for law enforcement services; and the County District Attorney’s Office or local legal aid societies for information about their legal rights for criminal and civil prosecution.

You must report the incident to the Ryokan College administration. Include a written report of the incident. Ryokan College will investigate all reported incidents and take appropriate action to protect the rights of the victim. All reports of incidents or requests for information from victims of sexual assault are confidential and will be kept in a locked file in the President's office. Access to these files will be restricted to the Chief Executive Officer, the Deans, the victim, and law enforcement officials.

It is important to seek appropriate psychological services after the nonconsensual sexual activity. Referrals for these services are available from the Ryokan administration or from the Rape Hotline.

Where there is an occurrence of harassment the individual should report the events to the Department Chairperson or the Dean of Students.

All reports of harassment must be presented in writing, signed and sworn to by the person filing the complaint. The complaints of violation of personal rights will be acted on immediately upon receipt of a written complaint to the Administration.

Conduct alleged to be sexual harassment will be evaluated by considering the totality of the particular circumstances, including the nature, frequency, intensity, location, context, and duration of the questioned behavior. Although repeated incidents generally create a stronger claim of sexual harassment, a serious incident, even if isolated, can be sufficient. For example, a single suggestion that academic, other educational, or employment rewards or reprisals will follow the granting or refusal of sexual favors, may constitute sexual harassment and grounds for action under this policy.

STATEMENT OF CONCERN, PROBATION & DISMISSAL

The intent of the policy is to make known to the student that he/she is failing to meet College standards, as set out in the student handbook (or student code of conduct). In order to create an environment conducive to learning and maintain a level of professionalism appropriate to the humanistic concept of education, the administration, in concert with the faculty, has established a protocol for dealing with the possibility of an issue with a student that appears inappropriate to the success and career of a professional therapist (e.g., the student’s actions are counter-productive or disruptive to the learning process including actions or statements made towards the instructor or other students).

When a student poses an issue that becomes a disruptive factor in class or track, the instructor must follow these steps:

1. The instructor first attempts to resolve the problem in session, directly with the student. If this effort fails, the instructor completes a "Statement of Concern," outlining the issue and the inability of resolution. This Statement is sent to the student, the Chair of Academic Programs and a copy is placed in the student’s file.

2. If the issue persists, probation is recommended.

3. If the problem continues during probation, dismissal will be recommended. At that time, the student will have the right of appeal and may petition the Chair of Academic Programs.

4. The Chairperson or President may convene an administrative hearing, and this hearing's recommendations will be final.

The administration asks that faculty members be especially aware of such problems during the formative months of any track (i.e., the first two or three months of a program). Dismissal may include an ongoing pattern of behavior reflecting dishonesty (cheating, plagiarism) or ongoing unacceptable interpersonal behavior (bullying, intimidation, verbal assault, grossly immature interpersonal behavior—sexualization).

Conditions for re-entrance. A dismissed student may apply to re-enter the program. Students must take full responsibility for the reasons of their removal, dismissal, termination, probation. Specifically, in order to be considered for re-admission, the student must sign a document acknowledging their responsibility for their suspension. Without a signed acknowledgement of responsibility, Ryokan will not consider re-entrance. A request for re-admission does not guarantee the College will
readmit. The Admission Committee can ask for one, some or all of the following conditions be met:

- **Personal Therapy.** All costs associated with obtaining personal psychotherapy are the sole responsibility of the student. Students, who are required to complete a term of personal psychotherapy as a condition of application for re-entrance, must select a licensed psychotherapist that is not related by family, prior internship; psych assistantship, or other prior employment relationship. The student's psychotherapist must address the outcome of the psychotherapy, e.g. that the student has successfully addressed the specific issues identified by the College as problematic. A release form addressed to the specific therapist must be signed by the student. A letter from the provider must be forwarded to the College at the completion of the student's therapy.

- **Probation** is set for two consecutive quarters.

- **Re-admission interview** with the Admission Committee or person appointed by the College President.

**STUDENT COMPLAINT PROCESS**

Any student or group of students with a complaint, concern, or criticism of an instructor or other student should feel free to process that discontent. We ask that you formalize the process by stating the problem in written form (letter or petition). This procedure should be followed at all times:

1. **Talk to the instructor or student involved in the problem.** Permit him/her to read the statement and respond to it.
2. If satisfaction is not achieved by communicating directly with the instructor or other student, the student/s should then transmit the written statement to the Academic Chair for resolution. The Academic Chair registers the complaint with the Administration and a copy is placed in the Student Complaint File with an index number.
3. If the problem is not resolved, the student must forward the written statement along with a written account of what resulted during steps 1 and 2 to the College President who will form a Administrative/Faculty Review Committee to assess the complaint/criticism.
4. The Administrative/Faculty Review Committee will study the documentation and if necessary, may interview the instructor and the student/s involved. Resolution by the Faculty Review Committee will be final.

Please be aware that this process has multiple purposes and goals:

- Professional therapy requires a professional, integral, direct approach when dealing with people. This means taking the practical courageous first step to converse clearly and reasonably.
- A person has the inherent right to know their accuser. This is a fair heart approach to the basic concept of individual freedom and consideration for such freedom.
- A step-by-step procedure deflates an issue of personal volatile emotions that tend to obstruct or cloud true communication. A step-by-step approach assures higher success for discovering the best solution.
- The Process is the proper form of feedback in a student/teacher relationship. If a staff or faculty member at Ryokan College cannot handle or value the worth of feedback, they do not belong here.

**STUDENT RESPONSIBILITIES**

Student is a term embracing the individual who desires to participate in the Psychology program through active sharing of knowledge in the learning activities. The administrative staff of the College is always available for consultation with students. Appointments are recommended for counseling, academic guidance, support, and to explore feelings and concerns relative to the student's ability to cope with the academic demands of student life.

The student is responsible for:

- Attending all classes.
- Keeping appointments with faculty and/or staff.
- Completing all assignments and submitting them on time.
- Completing all evaluations, according to the guidelines issued with the evaluation forms, and submitting them within 30 days after each course.
- Writing and/or completing in proper order all forms/papers/documents required by the administration.
- Meeting all financial obligations.

Transcripts and degrees cannot be issued or class credit awarded until all evaluations have been submitted, and all financial obligations to the College have been satisfied unless prior arrangements and contracts have been agreed to and signed with Ryokan College.

All instruction is in English and all papers, projects, and dissertations must be written in English. Applicants for
whom English is a second language will be required to demonstrate a mastery of English language by taking the Test of English as a Foreign Language (TOEFL) examination and achieving a score of at least 650.

The student's primary responsibility is to himself/herself, if the degree goal is to be met. Simply put -- each student is expected to perform and work diligently toward that goal. Students who do not comply with the protocol of the College -- who fail to study or attend scheduled classes-- are subject to dismissal.

Instructors expect a student to grasp course content by the following criteria:

- **Remembering:** can the student recall or remember core concepts, theory, and clinical application presented in the course? Can the student define, duplicate, list, memorize, recall, repeat, or reproduce presented information?

- **Understanding/Comprehension:** can the student explain key elements of theory, diagnostic criteria, clinical application and core concepts? Can the student classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, and paraphrase?

- **Applying:** can the student use the information in identification, assessment, treatment planning and clinical modalities applicable to specific populations? Can the student choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, solve, utilize, communicate, discuss, present?

- **Analyzing:** can the student effectively use critical thinking to compare and contrast competing theory, clinical application and varied professional point of views? Can the student appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, and test?

- **Evaluating:** can the student justify a rationale for differential diagnosis, identification of psycho-pathology and the choice of treatment, clinical approach and referral decisions? Can the student appraise, argue, defend, judge, select, support, value, evaluate?

- **Creating:** can the student identify an appropriate diagnosis, develop an appropriate clinical perspective, and apply a personalized treatment plan for specific populations or individuals? Can the student identify, assemble, construct, create, design, develop, formulate, write, implement?

Students who do not comply with the learning protocol of the College -- who fail to study, participate, complete assignments, attend scheduled classes -- will be subject to dismissal. Those not making satisfactory progress in the rigorous Psychology program may be counseled to direct their energies and efforts to another field of study and may be asked to withdraw.

**STUDENT RIGHTS**

Family Educational Rights and Privacy Act (FERPA) gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;

Student conduct is under the supervision of the Dean of Students. Ryokan College reserves the right to dismiss a student whose conduct is considered unsatisfactory, after due process has been carried out.
The actual means of notification, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833. Or you may contact the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

STUDY SUGGESTIONS
You will receive a syllabus for each class. This is the Rule Book for that class (your Survival Manual). Know everything on that syllabus! Your teacher has the right to expect you to know and abide by any rules and stipulations on that document, and it is perfectly within his/her rights to penalize you for failing to do so. Respect dates and deadlines, and expect to lose points if you turn things in late.

Six reasons why you should avoid temptation and, instead, read ahead of time, before class. Adapted from Tara Kuther, PhD, About.com 2011

1. Make the most of class time. When you read ahead of time, you're more likely to understand the organization of the lecture and class discussions. You'll be better able to figure out what's important and what isn't (and thereby take effective notes).

2. Understand the topic and what you don't understand. If you've read beforehand you can focus your attention on filling gaps in your understanding by paying more attention during class discussions and the lecture and by asking questions.

3. Participate. Online classes require participation - answering questions and participating in class discussions. It's easy to participate when you know the topic. Reading beforehand helps you to know the topic and have the time to consider your perspective and opinions. You will be better able to add substantively to discussion boards and group work.

4. Show off. Reading before class lets you show that you've read, that you care, and that you are intelligent. You will be able to ask intelligent questions and participate in a way that demonstrates preparation, interest, and mastery of the material.

5. Participate in group work. Many classes require group work, often in class, via discussion boards and off-line projects. If you've read, you're ready and likely will not mooch on your classmates, or benefit from their hard work. In turn, if you've read you can tell when the group is taking a wrong turn.

6. Show respect. Reading ahead of time shows respect for the instructor and interest in the class. While instructors' feelings shouldn't be the primary motivator of your behavior, relationships with faculty are important and this is one easy way to get your relationship with your professor off to a good start.

7. Get the lay of the land. Understand the general organization of scholarly articles and books. Each field has its own practices. For example, most scientific articles include an introduction which sets the stage for the research study, a methods section which describes how the research was conducted, including samples and measures, a results section discussing the statistical analyses conducted and whether the hypothesis was supported or refuted, and a discussion section that considers the study's findings in light of the researcher literature and draws overall conclusions. Learn the conventions of your discipline.

8. Give yourself permission to stop. Before you take notes, remember that not all you'll read is worth taking notes on - and not all of it is worth finishing. Give yourself permission to stop reading an article or book that is not relevant to your work.

9. Don't rewrite the book. Do not record all the details. Students often make the mistake of writing down everything - and essentially duplicating the reading itself. Be choosy.

10. Record the big picture. What did the authors study? How? What did they find? What did they conclude. Summarize their work by writing a only few sentences or bullet points to capture each of these questions. Being able to make meta-statements based on your comprehension is vital. You need to read to gain competency and further, to gain expertise. Graduate school education requires you go the extra mile, that is to say, apply yourself to the material, regardless of the challenge it holds.

11. Take notes later. Some students mark the margins of an article, underline phrases, and then return to take notes after reading the entire article. After reading the entire article you'll have the perspective...
to take notes on the material that's truly important.

12. Avoid using a highlighter. Many students end up highlighting the entire page, defeating the purpose. A highlighter is not evil, but it is often misused. If you find that highlighting is essential, make as few marks as possible.

13. Consider handwritten notes. The benefit of handwritten notes is that you can take your notes anywhere. However if your handwriting is poor, this is not the best option for you. Many students find it difficult to organize handwritten notes from several sources into one document.

14. Consider using 3x5 cards. Like handwritten notes, index cards travel well. Unlike handwritten notes, you can organize index cards simply by shuffling. The challenge is that you must ensure that each card has a citation on it so that you can appropriately cite it in your paper (and avoid inadvertent plagiarism). Poor penmanship can make notes taken on index cards illegible.

From Gradschools.com

WRITING PAPERS
All submitted papers must be in APA format. If you need direction in writing, refer to the OWL Purdue website at [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/) Please be aware that instructors have access to database and software (TurnItIn) that checks for plagiarism and reference accuracy.

GENERAL APA GUIDELINES (OWL Purdue U)
Your essay should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. APA recommends using 12 pt. Times New Roman font.

Include a page header at the top of every page. To create a page header, insert page numbers flush right. Then type "TITLE OF YOUR PAPER" in the header flush left.

MAJOR PAPER SECTIONS
Your essay should include four major sections: the Title Page, Abstract, Main Body, and References.

TITLE PAGE
The title page should contain the title of the paper, the author's name, and the institutional affiliation. Include the page header (described above) flush left with the page number flush right at the top of the page. Please note that on the title page, your page header should look like this:

Running head: TITLE OF YOUR PAPER

Pages after the title page should have a running head that looks like this:

TITLE OF YOUR PAPER
Type your title in upper and lowercase letters centered in the upper half of the page. APA recommends that your title be no more than 12 words in length and that it should not contain abbreviations or words that serve no purpose. Your title may take up one or two lines. All text on the title page, and throughout your paper, should be double-spaced.

Beneath the title, type the author's name: first name, middle initial(s), and last name. Do not use titles (Dr.) or degrees (Ph.D.).

Beneath the author's name, type the institutional affiliation, which should indicate the location where the author(s) conducted the research.

SYLLABI & SCHEDULES
Before you start, you will need to know your track #, course name and start date to download your syllabus. Please refer to your schedule for this info.

1. Click on Blogville found under the section titled "My Classes."
2. On the left hand side, click on Shared Files.
3. Select your program from the list displayed on the screen and click on it. Be sure to distinguish between online and campus programs.
4. After you have clicked on your program, look on the right for your Course Name and Track Number. Select your syllabus by clicking on it. This will open the syllabus so that you can print it.
5. You will also find all schedules listed on the same page as the syllabi.
6. Syllabi are posted at the beginning of each month, allowing you one month to order your texts for your course the following month.
7. Control/print to print your document.

If you have any questions or encounter difficulties downloading syllabi or schedules, please contact Terry Arthur, Dean of Students.

TEXTBOOKS
Required and suggested reading lists are available in the syllabus that are distributed 4 to 6 weeks before the start of each class. The texts are selected by the instructors and the ISBNs are listed in the syllabi. Sometimes books need to be ordered directly from the publisher. The instructor, in such cases, will advise students where and how to order the required texts.

Occasionally instructors photocopy research materials and publications in lieu of text books. In this case, students reimburse the instructor. All students have an
obligation to reimburse the instructor for photocopies. Since the instructor duplicates the exact number of copies for his/her students well in advance of class, there can be no exceptions to reimburse the instructor for out-of-pocket expenses.

If the student has difficulty purchasing a book, the student should call the instructor as it is the instructor’s responsibility to see that books are readily available to the student. The student should not call the Administrative Office until attempts to discuss the book issue with the instructor have turned futile.

**TEXTBOOKS REQUIRED BY THE INSTRUCTOR OR SCHOOL**
All graduate students must purchase the following two books:


If an instructor or the school special orders a book or printed material for a certain class, the student must consider the purchase in the same category as a “lab fee.” Therefore, the student is expected to purchase the book either from the school or the instructor or bookstore outlet. In such cases the student cannot avoid purchasing the text with the intent of sharing a book with another student or copying the source material. This also pertains to copied handouts or booklets that the teacher provides for students to purchase.

**TEXTBOOKS RECOMMENDED or SUGGESTED**
Readings for a class are not "required" but are provided by the instructor for those students who have a more in-depth or specialized interest in the subject matter. Purchase is optional.

**TRANSFERRING AND TAKING COURSES OUTSIDE THE COHORT**
Ryokan College considers moving through the educational process with the same classmates an important part of collaborative learning, and the cohort is one of the hallmarks of the Ryokan education that is crucial to establishing a supportive environment. Therefore, students are only allowed to move out of their cohort in extreme circumstances. In order to move, the student must submit a written petition outlining his/her need and be willing to pay the transfer fee. The Academic Committee considers the petition in light of academic record, evaluations and financial payment responsibilities among issues submitted.

Many courses are presented in a series of parts (ex. Human Development I, II, III). A student cannot interchange parts of these courses outside of their cohort just as the college does not accept transfer credits for parts of coursework.

**WRITING RECESS**
Final, major writing projects such as the Dissertation or the Thesis or the Senior Paper may require time after scheduled course work completion of the program in which the student is enrolled. Many graduate students design, develop and draft their Case Study or Senior Paper concurrently with their coursework program. Some find that the pressures of time and other priorities preclude completing the manuscript within the period of enrollment, and these students may elect to take a writing recess to ease time burdens while maintaining residency status. Residency status includes advisor consultation, forum participation, library access and fee payment.

Writing recess will be granted for a minimum of six (6) month increments and may be renewed for a maximum of two years. If the student has not finished the work in 24 months time AFTER completion of his/her regularly scheduled track, the student must prevent deactivation by applying for an extension in writing to the Board of Directors stating:

1. where the student is in the dissertation process,
2. what documents (Proposal, Draft, Advisor Contracts, et al) have been accepted,
3. an estimated date of completion.

Failure to pay the monthly writing recess fee precludes consultation with advisors, participation in writing forums and library access.

Writing Recess Fee: $100.00 per month.

**FACULTY & STUDENT COMMON ISSUES**

**ACADEMIC FREEDOM**
The Board believes that the existence and progress of a democratic society demands that there be freedom of instructing the curriculum as approved by the Board and freedom of learning in educational institutions. This Board accepts as one of its major responsibilities the protection of these freedoms for learners and faculty.

The Board has the responsibility to ensure that the institution fulfills its obligations to society. The obligation requires that the Board cooperate with educational personnel and with the community in a judicious and open-minded manner in policies and decisions for the preservation of that freedom.
The proper role of the Board requires providing all possible support within the law to the faculty and other staff members who are striving to maintain a climate of intellectual freedom in the institution.

CRITERIA. The Board shall use these criteria in judging matters of academic freedom:

1. The welfare of learners, one and all, now and in the future.
2. The maturity of the learners.
3. The standards and beliefs of citizens of the community.
4. The security of faculty, staff and other employees.
5. The legal ramifications of the problem/issue.
6. Informed opinion in policy statements available from professional organizations seeking to uphold academic freedom.

The Board will concern itself with the maintenance of fair hearing and appeal procedures, in a case of alleged offense. The Board will collaborate with the governmental structure and other agencies to ensure just protection of the responsible exercise of academic freedom.

We are aware that your major responsibility at Ryokan is teaching. However, as with any position, there are always unwritten obligations that go with the territory. In this case, though, we've found it necessary to put them in writing as a reminder.

AMERICAN DISABILITIES ACT AT RYOKAN COLLEGE (ADA)

Ryokan College seeks to provide students with disabilities the opportunity to fully participate in educational programs and services. In keeping with this philosophy, it is University policy that students with documented disabilities receive reasonable accommodations through access to classroom information.

Law. The Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and the ADAAA of 2008 mandate that universities make reasonable accommodations in programs and activities to provide equal access to qualified persons with disabilities. A qualified person with a disability is one who can satisfy "the academic and technical standards requisite to admission or participation in the recipient's educational program or activity."

Disabilities can be physical, cognitive, or psychological. Examples include the following: Acquired brain injuries, attention deficit hyperactivity disorders, blind and low vision, chronic illnesses, deaf and hard of hearing, learning disabilities, mobility impairments, and psychological disorders.

Academics. Ryokan College provides faculty with recommendations regarding the appropriate provision of academic adjustments for students in the classroom. While professors are expected to make reasonable accommodations, they are never asked to lower academic standards or provide adjustments that are excessive or contradictory to stated course objectives. If appropriate academic adjustments are not provided by faculty, many students with disabilities will be at an academic disadvantage.

Facilities. Ryokan College, situated at 11965 Venice Boulevard, Los Angeles, CA, is in compliance with the State of California Title 24 Code of Regulations. The parking facilities include handicap parking and direct access to elevators.

Accommodations. Academic accommodations may entail assisting students in finding note takers or arranging testing accommodations. More sophisticated requests might involve converting a textbook into alternative media or installing assistive software at a computer lab. The accommodations recommended will vary according to the student's individual needs.

Most students do not disclose their learning or physical disabilities until they start having problems in class. Emerging technology is an educational resource especially for student with disabilities (Dragon Speak, et al).

Under ADA, disabled students are given the right to:
1. Acquire the same information.
2. Engage in the same interactions.
3. Enjoy the same service
4. With substantially equivalent ease of use.

Live closed captioning is available within Bb Collaborate. This provides accessible alternatives to audio content and can improve the learning experience for students who are deaf and hard of hearing, as well as for students whose native language is different from the moderator's. Closed Captioning permission will need to be enabled by a Moderator during a session. This can be done by the Moderator right-clicking on any name in the Participants list, and selecting the option for Closed Captioning permissions on the user. The person that is dictating can be any user in the session tasked with dictating spoken audio into speech. The practice of this is
similar to closed-captioning on television in that, it will appear about as fast as the narrator can type, and it only remains visible to the end users viewing the closed captioning for a few moments before disappearing. Following is the strategy that will need to be followed, once a narrator has been granted Closed Captioning permissions:

The narrator will need to do the following to be able to enter Closed Captioning text, depending on their operating system:

1) **Windows**: at the top of the Blackboard Collaborate application, they will need to click the *Window menu > Show Closed Captioning Input*. This menu option will only be available to them once Closed Captioning permissions have been granted.

2) **Mac OSX**: at the top of the Mac OSX desktop, they will need to click the *Window menu > Show Closed Captioning Input*. This menu option will only be available to them once Closed Captioning permissions have been granted.

They can type and enter Closed Captioning text into the window that appears. This window has an adjustable size; you can grab the edge of it with the mouse and drag to make it larger. There are some text formatting options that can be used as well, available in this window.

End Users / Participants will need to do the following to view entered Closed Captioning text in a session:

Windows: at the top of the Blackboard Collaborate application, they will need to click the *Window menu > Show Closed Captioning*.

Mac OSX: at the top of the Mac OSX desktop, they will need to click the *Window menu > Show Closed Captioning*.

This menu option will be available to anyone in the session, regardless of permissions granted to them or not. Anyone in the session who does this will be able to view Closed Captioning text entered by the narrator. Note that translation of spoken text is not automatic: someone in the session must be tasked with narrating spoken words into typed text for anyone to see Closed Captioning text in the session. If a Blackboard Collaborate-format recording is played of a session where Closed Captioning text was entered, the menu option above will allow hearing-disabled users to see what was said in the session, as these menu options are available there as well, and Closed Captioning input is captured during the recording process.

**BREAKS DURING CLASS**

Breaks during class time are inclusive of class time and can be decided by faculty. The length of class time is the assigned length of teaching: a 2.5 or 3 hour class has one 15 minute break.

**DISSERTATION ADVISOR**

The Dissertation Advisor supervises the preparation, development and writing of the DISSERTATION. The Advisor and PsyD student will need two characteristics for a successful project:

1. an ability to communicate is HUGELY beneficial because advisor and student spend a minimum of 5 hours in consultation—sharing
2. an expertise or interest in method of treatment.

The Dissertation, a serious professional undertaking, demonstrates well-defined skills in the presentation of a clinical case for review, as well as the ability to formulate a diagnosis, to articulate diagnostic skills and to implement a treatment plan. Whether the Clinical Case summary relates to a portion of the treatment or the entire treatment is left to the discretion of the student and the Dissertation Advisor.

A list of Advisors can be found in the Dissertation Guideline Booklet’s Appendix. This packet is available online or can be sent upon request.

By the end of the first academic year in the Psy.D. Program, students are expected to submit the Clinical Case Contract Form to the Administration. This form identifies the Advisor and indicates agreement on the selection of an appropriate case. Therefore, the advisor will have met with the student at least once prior to the submission of this form. The advisor and the student establish meeting times that are mutually agreeable and may also confer by telephone, as well.

The student is required to complete the Case Study Proposal and submit the final copy, with the Advisor’s signature of approval, by the end of the enrollment term. The proposal must be approved in order for the student to participate in graduation ceremonies.

The advisor is required to submit a written evaluation to assess the student's progress and final outcome of the student's work.

*The College cannot issue a student's degree or transcript until all evaluations have been submitted by the faculty.*

**DISSERTATION READER**

Students will submit their completed dissertation to their advisor. If approved by the advisor, the Student will notify the Dean of Students at Ryokan, their dissertation has been approved by their advisor. The Dean
will assign a reader to review the dissertation.

If the reviewer approves, the advisor and the reader will sign off on the hard copy and the student will submit the paper to the College for review and approval/rejection. If the reviewer doesn’t agree with the Advisor’s approval, a conversation/email interaction with the advisor will be initiated by the reviewer. The outstanding issues will be addressed and the student will be asked to make the agreed upon revisions (agreement between advisor and reader).

All readers are Ryokan Advisors. Readers will be paid directly by the students for their time at the rate of $125.00 an hour. Obviously, the time spent on reading a completed dissertation should be less than the time spent on the actual advisement process.

Readers cannot serve as advisor and reader for the same student. Readers are not going to work directly with students, but rather, will approve or not-approve the dissertation. Both the advisor and reader must approve the dissertation prior to submission to the College.

**CLINICAL TECHNIQUE INSTRUCTORS**

Clinical Technique Instructors conduct clinical training sessions in two month increments at the College, according to the schedule to which they have committed. Clinical Techniques meets for a minimum of two and one-half hours (2 ½) per week during each session. At the end of each Clinical Technique course, the Instructor submits an evaluation of the performance of each student in the class. The evaluations should be OBJECTIVE and follow the guidelines issued with the evaluation forms.

Students engage in twelve (12) months of Clinical Techniques divided into two month segments taught by a clinician teaching a different modality. In this way, a broad theoretical perspective is achieved, exposing students to a variety of instructors and varied concepts in psychological theory and practice.

Although the College does not require roll to be taken or attendance to be reported, the faculty member might want to do this informally in order to write a more substantial evaluation at the end of the learning activity. Awareness of the student's attendance, as well as their class participation in the class will make the evaluation process more accurate.

**DUAL RELATIONSHIPS**

*(applies to faculty)*

The administration researched the issue of dual relationships in an attempt to create school policy that will alleviate questions of conflict and controversy that frequently exist in an academic environment. Toward this end, we have:

- reviewed the Ethical Principles established by A.P.A.
- reviewed the Ethical Principles established by CAMFT.
- reviewed existing law and regulations.
- consulted with attorneys.
- attended meetings of both the California Board of Behavioral Sciences and the California Board of Psychology Board that focused upon the establishment, in law, of ethical standards.

As a result of these efforts, we have created a set of ethical canons which have become the policy of the College in maintaining professionalism and ethical conduct expected of present and future members of the profession. In basic terms, we ask that M.F.T.s, L.C.S.W.s and Psychologists make every effort to avoid dual relationships that might impair their professional judgment and/or increase the risk of exploitation. Thus we ask you to abide by the following:

1) Faculty members will not enter into a therapist/client relationship with a student who will be taking classes with that teacher/therapist. *(When it is certain that the two will no longer be involved in a teacher/student relationship the concept of duality will cease to exist.)*

2) Faculty members will not enter into a supervisor/supervisee relationship with a student/trainee who will be participating in classes with that teacher. *(When it is certain that the two will no longer be involved in a teacher/student relationship the concept of duality will cease to exist.)*

3) Faculty members will not become socially active with students, enter into business relationships with students, cohabit with students, or maintain any type of personal relationship with a student who will be participating in classes with that teacher. *(When it is certain that the two will no longer be involved in a teacher/student relationship the concept of duality will cease to exist.)*

4) No intimate, romantic or sexual relationship should be entered at any time between teacher and student while at Ryokan. NO CONTACT socially or sexually, etc., until AFTER the student has graduated.

We remind you that a Dual Relationship exists when a
faculty member has a relationship with a student in addition to, or outside of, the primary relationship of providing professional academic services. Involvement in such Dual Relationships constitutes unprofessional conduct and could be grounds for suspension and/or termination.

Any and all infractions of the above policy will first result in a consultation with the Department Chair, Dr. A. Scott Greer. If the matter cannot become resolved, over a reasonable period of time, an Ad Hoc Ethics Committee will convene consisting of the Chair, a College Administrator, and two members of the Core Faculty, to review the grievance and resolve the problem.

OFF SITE CLASSES
Any field trips to distant learning sites must have prior permission from the Administration.