

EISNER INSTITUTE

FOR

PROFESSIONAL STUDIES

16133 Ventura Boulevard, Suite 700
Encino, California 91436
www.eisnerinstitute.org
818-380-0185

Institutional Catalog

January 1, 2020 through December 31, 2020

TABLE OF CONTENTS

Topic	Page
Welcome Message	4
Mission Statement	5
Approval	5
Facilities	6
Administrators	6
Advisory Committee	6
History	6
Legal Control	7
Hours of Operation	7
Academic Calendar	8
Admissions Policies	8
EIPS Exemption in other states	9
Credit for Previous Education/Transfer of Credits	10
International Students and English Language Services	11
Technology Requirements	11
Tuition and Fees	12
Cancellation and Refund Policies	14
Administrative Policies	16
Student Services	22
Academic Freedom	23
Code of Ethics/Academic Integrity	23
Sexual Harassment	27
Library Services	27
Academic Program	28

MFT Program Outcomes	29
LPCC Program Outcomes	35
EIPS Requirements for MFT/LPCC Licensure Program	39
Practicum Requirements	40
BBS Requirements for Licensure	40
Course Descriptions	41
Faculty	43
Ancillary/Supportive Staff	45
Capstone Policy/Handbook	46
Consumer Information/Disclosures	54

WELCOME MESSAGE

Dear Student:

Welcome to the Eisner Institute for Professional Studies (EIPS). Our goal is to provide an affordable and an excellent education to the adult learner through our distance-learning programs in the field of psychology. Experienced professionals and educators, who are committed to providing quality instruction and individual attention to every student, teach our courses.

We are dedicated to helping you achieve your potential and look forward to the opportunity of working with you. This catalog contains information for the Master of Arts (M.A.) in Psychology program and Continuing Education courses.

Please explore what EIPS has to offer. 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. We know that we will provide you with a rewarding educational experience.

Together we can assist you in accomplishing your professional goals.

Sincerely,

Donald A. Eisner, Ph.D., J.D.
Chief Executive Officer / Dean

MISSION STATEMENT

The mission of the Eisner Institute for Professional Studies (EIPS) is to provide high-quality, online instruction in the field of psychology at the master degree level as well as instruction for those who want to learn more about the field of psychology. EIPS is dedicated to promoting a culturally and an intellectually diverse learning environment for students who are educationally qualified and motivated to work independently.

To fulfill this mission, the Eisner Institute for Professional Studies has established the following objectives and values:

- To provide student services that contribute to student success and achievement
- To maintain an educational environment that respects and accommodates a diversity of individual backgrounds, abilities, interests, and opinions
- To always act with integrity, honesty, and the highest ethics
-

The degree program is intended for adults of all ages who aspire to earn a graduate degree and become licensed at the Masters level in the field of psychology.

Educational Philosophy

Eisner Institute of Professional Studies (EIPS) utilizes Bloom's Taxonomy in delivering curriculum content. Bloom's Taxonomy (1964) is a well-known description of levels of educational objectives and is utilized by EIPS in delivering a quality educational experience for students.

Bloom's Taxonomy	
Knowledge	to know specific facts, concepts, principles, or theories
Comprehension	to understand, interpret, compare, contrast, explain
Application	to apply knowledge to new situations, to solve problems
Analysis	To identify the organizational structure of something; to identify parts, relationships, and organizing principles.
Synthesis	to create something, to integrate ideas into a solution, to propose an action plan, to formulate a new classification scheme
Evaluation	to judge the quality of something based on logic or use

APPROVAL

Eisner Institute for Professional Studies (EIPS) is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

FACILITIES

Eisner Institute for Professional Studies is located at 16133 Ventura Boulevard, Suite 700 in Encino, California. All administrative offices are located here. Eisner Institute's mode of training is through distance education. Coursework is completed at a location determined by the student. Since all programs are taught online, the facility is not equipped with classroom space; however, conference rooms are available should they be needed.

ADMINISTRATORS

Donald A. Eisner, Ph.D., J.D., Chief Executive Officer / Dean
Ardyne Eisner, B.S., Chief Operating Officer
Richard Zimmer, Ph.D., Chair of the Psychology Department
Rupali Vora, MLS, Librarian

ADVISORY COMMITTEE

Name	Professional Experience
Joseph Fiore, Psy.D., MS, NCC	Certified School Psychologist in Pennsylvania and New Jersey, Consultant
Ed Campbell, M.A.	Marriage and Family Therapist (MFT), Counselor
Olivia Casriel, M.A.	Private Practice Psychologist specializing in Geropsychology
Beth O'Hara, B.A.	Certified Life Coach, EIPS Student
Carol A. Steinberg, Psy.D.	Private Practice Psychologist
Gerald Opthof, Psy.D. LPC	Licensed Professional Counselor
Charles Ukaoma, Psy.D. LPCC	Licensed Professional Clinical Counselor
Cathy Vicini, Psy.D.	Private Practice Psychotherapist, Counselor specializing in Marriage and Family Therapy
Melinda DiProsper	Current Student
Elizabeth Bailey	Graduate

HISTORY

Donald Eisner founded the Eisner Institute for Professional Studies in 2006. The Institute was founded to provide practical education in the field of psychology with specialized degrees leading directly to a field of interest in the profession of psychology. EIPS programs provide expanded opportunities that include a variety of occupational enhancements including clinical practice, research, consulting, and teaching.

There have been no name changes, no new divisions, no new training sites, and no changes in the ownership since the establishment of the Institute.

The Bureau for Private Postsecondary Education (BPPE) approved EIPS to operate in 2006 and

reapproved the Institute in December 2014. In the summer of 2009, EIPS was approved to offer a Master of Arts Degree in Psychology with an area of interest in Marriage and Family Therapist (MFT); during the summer of 2010, the institution added an additional area of interest at the Master of Arts degree level to their curriculum--Licensed Professional Clinical Counselor (LPCC). Both areas of interest were developed to enable graduates to become licensed and to practice in these two fields.

LEGAL CONTROL

Eisner Psychological Associates, Inc. is registered as a professional corporation DBA Eisner Institute of Professional Studies (EIPS). Dr. Donald A. Eisner owns Eisner Psychological Associates, Inc. and the DBA, Eisner Institute of Professional Studies. Members of the Governing Board are:

Donald A. Eisner, Ph.D., J.D.

Donald A. Eisner is the Chief Executive Officer, President, and Dean of EIPS. He is a licensed attorney, a psychologist, and a Fellow of the American College of Forensic Psychology. Dr. Eisner served as a Visiting Professor of Forensic Psychology at Alliant International University where he taught courses in forensic assessment, legal research and writing, introductory forensic psychology, psychopathology, and cognitive behavioral therapy. He is well versed in psychological assessment and has served as an expert witness in state and federal cases. Dr. Eisner has published research in the areas of forensic psychology, clinical psychology, and gerontology.

Ardyne Eisner, RN

Ardyne Eisner is the Chief Operating Officer and the Secretary of the corporation. In addition to her work at EIPS, she has been a Program Director at an adult day health center for over ten years.

HOURS OF OPERATION

Business Office Hours: Monday through Friday 9 a.m. to 6 p.m. (Pacific Standard Time)

Holidays:

New Year's Day	Labor Day
Martin Luther King, Jr. Day	Columbus Day
Presidents' Day	Veterans' Day
Memorial Day	Thanksgiving Day
Independence Day	Christmas Day

Administrator Contact: Ardyne Eisner, Chief Operating Officer
818-380-0185 or ardyne.eips@gmail.com

Faculty Availability: Students may communicate with faculty online at any time.

Program Schedule: Students may access their courses 24 hours a day/7 days a week.

ACADEMIC CALENDAR

Open enrollment is available with four start dates per calendar year. All courses except, PSY 600 - Introduction to Professional Writing, are 11 weeks in length. PSY 600 - Introduction to Professional Writing is 6 weeks in length. Every course has a fixed start date and a fixed end date.

The academic calendar for 2020:

Session	Course Dates
Winter '2020	January 6, 2020 to March 22, 2020
Spring '2020	April 6, 2020 to June 21, 2020
Summer '2020	July 6, 2020 to September 20, 2020
Fall '2020	October 5, 2020 to December 20, 2020

An assignment schedule is included in each course syllabus, which is online and available to students beginning the first day of a course.

PROGRAMS AND COURSES OFFERED

Degree Programs

Master of Arts in Psychology

- The Master of Arts in Psychology Degree program provides areas of interest in (1) Marriage and Family Therapist and (2) Licensed Professional Clinical Counselor.

Avocational

Avocational courses are designed for personal academic enhancement or professional development.

Avocational courses are available for personal academic enhancement or professional development, to include earning credits for dual licensure, if applicable, such as Marriage and Family Therapist and Licensed Professional Clinical Counselor. Such courses do not lead to a credential, e.g. certificate or degree.

Students may enroll in the individual courses listed in this catalog and receive quarter credits on an official transcript upon successful completion.

ADMISSIONS POLICIES

Admissions Requirements

Eisner Institute for Professional Studies admits students of any race, without regard to age, handicap, creed, sex, national, or ethnic origin to all of the rights, privileges, programs, and activities generally accorded our students. We do not discriminate in the administration of our educational policies, admission policies, loan programs, or any other school-administered programs.

EIPS Exemption in other states:

EIPS does not take students from another state but will consider students from other countries. The EIPS program is for California Residents Only.

Acceptance into the Master of Arts in Psychology Program requires that the applicant:

- Be at least 18 years of age.
- Have a bachelor's degree from an institution accredited by an accrediting agency recognized by the United States Department of Education. There are no exceptions. Official transcript indicating an award of a bachelor degree.
- Have a 2.75 CGPA for the student to qualify for admission without taking the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT)
 - If the CGPA is less than 2.75, but over 2.5, the student may have to take the GRE or MAT. This requirement may be waived if the student has at least a 2.5 CGPA and presents documentation of three years of experience in a mental health field.
 - If a student has less than a 2.5 CGPA, acceptance is very limited and is based on special circumstances. The GRE or MAT is required if the CGPA is below 2.5.
- Submit of a brief biography.
- Submit of a statement of interest.
- Complete a satisfactory telephone interview.
- Prospective students of limited English proficiency, who have not completed at least two years of university-level study delivered in the English language must present evidence of a qualifying TOEFL score of 530 or greater.
- Be provided a catalog; School Performance Fact Sheet and Distance Education Questionnaire.

Acceptance into Avocational / Continuing Education Courses requires that the applicant:

- Be at least 18 years of age.
- Have a bachelor's degree from an institution accredited by an accrediting agency recognized by the United States Department of Education. There are no exceptions. Official transcript indicating an award of a bachelor degree.
- Submit of a statement of interest.
- Complete a satisfactory telephone interview.
- Prospective students of limited English proficiency, who have not completed at least two years of university-level study delivered in the English language must present evidence of a qualifying TOEFL score of 530 or greater.

EIPS does not admit ability-to-benefit students.

Application Procedures

Prospective students seeking admission to EIPS must file an application with an application fee made payable to this institution. The application form, disclosures and the instructions may be mailed, emailed, or downloaded directly from the EIPS website. Completed applications may be submitted to:

Eisner Institute for Professional Studies
16133 Ventura Blvd., Ste. 700

Encino, CA 91436
(818) 380-0185

All applicants must arrange to have official transcripts from each college attended sent directly to the Dean's Office. These transcripts become college property and will not be copied or released to other institutions. The processing of a prospective student's application is contingent upon this institution's receipt of required transcripts. Transcripts received from applicants who do not enroll within one year of their application date or who send transcripts but do not subsequently enroll will be destroyed unless the applicant maintains communication with this institution that indicates the applicant's continuing plan to enroll. In no event, will transcripts be held for more than two years from the date of receipt; they will be shredded prior to disposal. Applicants will be advised in writing of any deficiencies that must be remedied prior to admission.

Foreign Transcript Evaluation

All foreign transcripts and degrees must be evaluated and translated to meet U.S. equivalency. The following is a sample of foreign transcript and degree evaluators. EIPS does not endorse any evaluators.

- Foreign Consultants: <http://www.foreignconsultants.com/>
- Educational Credential Evaluators: <http://www.ece.org/>
- Educational Perspectives: <http://www.educational-perspectives.org/>
- International Consultants of Delaware: <http://www.icdel.com/>
- International Research Foundation, Inc.: <http://www.ierf.org/>
- World Education Services: <http://www.wes.org/>

Upon completion of all admission requirements, an administrator will review the information and inform applicants in writing if they have been accepted for enrollment. If an applicant is not accepted, all monies paid will be refunded, except the non-refundable application fee. All fees are listed in the Tuition Section of this catalog and are payable in US dollars.

All students are required review and complete an Enrollment Agreement upon acceptance. The Enrollment Agreement outlines the terms of the enrollment and financial obligations for the course/program.

Credit for Previous Education/Transfer of Credits

Master's Programs: Students who enroll in a Masters of Arts Degree Program may transfer up to 15 quarter credit hours from another Master's degree program. Eisner Institute does not accept hours or credit earned through challenge examinations, achievement tests, or experiential learning.

Transfer credits may be accepted if the courses to be transferred: are the same, were taken at a college or a university accredited by an agency that is recognized by the U.S. Department of Education and were taken within the last 7 years. Additionally, to be eligible for transfer credit, the student must have received a grade of B or better in the course. A grade of "B" for a graduate course must be earned for credit to be transferred. Transfer credits are only accepted from an approved or an accredited program. EIPS has no articulation agreements.

Up to 15 quarter unit transfer credits may be requested upon application to the EIPS program. Official transcripts must be presented. On a separate paper, list the courses requesting transfer credit. Attach the institution's catalog, circling the course. Additionally, include the course syllabus.

Process of Establishing Equivalency

Each document will be examined to ensure that each course considered for transfer was taught using degree-appropriate materials. Should the documents received on behalf of a given student not be specific in this regard, the Chief Executive Officer/Dean will contact the issuing institution to obtain further information upon which to make that determination. Questions of the equivalency of credit from overseas institutions will be submitted to an independent transcript evaluation service.

Transfer of Credit from EIPS to Other Institutions

EIPS does not have a transfer or an articulation agreement with any other college or university; therefore, credits earned in any of our programs are not necessarily transferable to any other college or university. In addition, any degree or an earned from EIPS may or may not serve as a basis for obtaining a higher-level degree at another college or university. Thus, there is no automatic guarantee of transferability of credits or degrees.

Students wishing to transfer credits to another institution for further work should first consult with that institution before enrolling with that institution. Neither state approval nor accreditation will guarantee acceptability of credits for transfer.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at EIPS is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Master of Arts Degree you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits 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 EIPS to determine if your credits will transfer.

INTERNATIONAL STUDENTS AND ENGLISH LANGUAGE SERVICES

EIPS does not offer visa services to prospective learners from other countries or English language services. EIPS does not offer English as a Second Language instruction. All instruction occurs in English. English language proficiency is documented by in accordance to the admissions requirements that states, "Prospective students of limited English proficiency, who have not completed at least two years of university-level study delivered in the English language must present evidence of a qualifying TOEFL score of 530 or greater."

TECHNOLOGY REQUIREMENTS

EIPS has adopted Moodlerooms as its Learning Management platform. This open-source software provides the framework within which EIPS educators may efficiently and effectively conduct their responsibilities. Moodlerooms offers discussion groups; classroom resource materials; and supplemental information in the form of digital files, grades, attendance, and classroom communication. All courses feature an asynchronous delivery of lecture-equivalent material using the Moodlerooms platform.

Students will be expected to have access to and use the hardware and software as required: 1.6 GHz

processor or faster; current anti-virus application; 512Mb RAM or greater; 100 GB hard drive or larger; high speed internet connection, monitor and Video Card with 1024x768 pi or greater resolution; sound card with speakers; CD-ROM; printer, Microsoft Internet Explorer version 10.0 or later; Adobe Reader; and Microsoft Office 2007 or greater.

The minimum technology requirements are discussed with potential students during the admissions interview. For new students, who are not familiar with distance learning, EIPS provides an orientation class, which includes a website tutorial.

All students are asked to observe the EIPS “netiquette policy,” which means that all postings and all comments are to be constructive and positive.

TUITION AND FEES

Tuition is estimated on a total program / course basis. Enrollment is not complete until payment is received or arrangements for payment have been completed. Payments can be made via check or PayPal. Tuition is paid quarter by quarter. EIPS does not offer loans, scholarships, or tuition discounts. The institution does not participate in state or federal financial aid programs.

Master of Arts (M.A.) in Psychology Program (93 Quarter-Credit Hours)

Item	Fee	Note
Application	\$75.00	Non-Refundable
Registration Fee 1 st Quarter	\$155.00	Non-Refundable
*Student Tuition Recovery Fee	\$0.00	Non-Refundable
Tuition	\$23,250.00	\$250.00 per quarter credit
Textbooks	\$1,400.00	Estimated
Library	\$160.00	\$20.00 per quarter Non-Refundable after the start of each quarter.
Proctor Fee	\$800.00	\$100 per quarter for one course proctored final exam.
Graduation Fee	\$350.00	
**Total:	\$26,190.00	
<i>Estimated charge per quarter: \$2,545.00</i>		

*STRF: \$0 for every \$1,000 of tuition rounded to the nearest \$1,000.

**Charges estimated for the entire program.

Additional Fees, If Applicable

Items	Fee
Credit Evaluation Fee	\$75.00
Domestic Transfer Credit Evaluation Fee	\$90.00
Returned Check Fee	\$35.00
Wire Transfer	\$35.00 US / \$65.00 International
Late Registration Fee	\$90.00
*Official Transcript	\$15.00
Change of Status	\$50.00

Items	Fee
Special Course Request	\$125.00
Quarterly Technology Fee (Moodleroom)	\$25.00
**PayPal Quarterly Payment Fee US/International	\$50.00 US / \$65.00 International (each 11-week quarter)
International Postage and Shipping	Varies with each Country

* All tuition and fees must be paid in full before an official transcript can be issued.

If a student is more than 10 days late with a quarterly tuition payment, he/she is subject to being withdrawn from the program.

Student Tuition Recovery Fund (STRF) Disclosure

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

CANCELLATION AND REFUND POLICIES

STUDENT'S RIGHT TO CANCEL :

The program in which you are enrolling is distance education-not offered in real time. The institution will transmit the first lesson and materials to you on the first day of the quarter. You have the right to cancel your program of instruction, without any penalty or obligations, within five (5) calendar days of enrolling and receive a refund of all monies paid. After (5) calendar days you may cancel your program of instruction within two (2) more calendar days or the first day of instruction, whichever is later and receive a refund of monies paid, less an application fee of \$75.00, first quarter registration fee \$155, and a library fee of \$20.00, within 30 days of cancellation. 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 scheduled days in the current course period in your program through the last day of attendance.

Cancellation is effective on the date the notice of cancellation is provided to the institution in any manner, such as email, phone call, and written notice. If the notice is sent in writing it may be submitted to: 16133 Ventura Boulevard, Suite 700, Encino, California 91436 or emailed to Ardyne Eisner, Chief Operating Officer at ardyne.eips@gmail.com. Refunds will be paid within 30 days of cancellation.

This Institution shall transmit all of the lessons and other materials, if applicable, to the student if the student (a) has fully paid for the educational program; and (b) after having received the first lesson and initial materials, requests in writing that all of the material be sent. If the Institution transmits the balance of the material as the student requests, the Institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons and material are transmitted.

WITHDRAWAL FROM THE PROGRAM

You may withdraw from the school at any time and receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current course period in your program through the last day of attendance.

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. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days scheduled to attend, prior to withdrawal. For distance education students scheduled days is based on a five day week, which does not include days as stated below.

- Every Saturday and Sunday.
- January 1st.
- The third Monday in January, known as “Dr. Martin Luther King, Jr. Day.”
- February 12th, known as “Lincoln Day.”
- The third Monday in February.
- March 31st known as “Cesar Chavez Day.”
- The last Monday in May.
- July 4th.
- The first Monday in September.
- September 9th, known as “Admission Day.”
- The fourth Friday in September, known as “Native American Day.”
- The second Monday in October, known as “Columbus Day.”
- November 11th, known as “Veterans Day.”
- December 25th.
- Good Friday from 12 noon until 3 p.m.
- Every day appointed by the President or Governor for a public fast, thanksgiving, or holiday.

For programs beyond the current quarter, if you withdraw prior to the next quarter, all charges collected for the next quarter will be refunded. If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program fund.

In rare cases of when a student withdrawals due to circumstances beyond the control, EIPS will give special consideration to the student’s request for refund beyond the minimum refund policy.

Sample Refund Calculation

Total charged and received for a period of attendance taking two 5 quarter credit courses: <ul style="list-style-type: none"> • Period of Attendance = 11 weeks (55 days) • \$250.00 per quarter credit, two 5 quarter credit course 	\$2,500.00
Cost per day (\$2,500.00/55) =	\$45.45
Number of days attended =	20
Percentage of attendance (20/55) =	36%

	<i>If 60% (33 days) or more of the scheduled days in the period of attendance have been schedule through the last day of attendance no refund will be provided.*</i>
Amount due to the Institute (daily charge for the course x number of days attended minus any California holidays listed above)	\$954.00
Amount of refund = 35 x 45.45	\$1,546.00

ADMINISTRATIVE POLICIES

Student Complaint Procedure/Grievance Procedure

EIPS is dedicated to fair dealing and professional conduct. Should any student have a complaint, the student is asked to discuss the matter directly with an instructor or an administrator. That instructor or administrator will engage in an informal process endeavoring to settle the dispute in good faith. That informal process will involve three steps: (1) an effort to define the problem; (2) an effort to identify acceptable options for resolution; and (3) an attempt to resolve the conflict through the application of one or more of those options for resolution. The student may thereafter choose to file a written complaint directly with the institution's CEO/Dean who will work to resolve the matter. The CEO/Dean is the individual designated to resolve student complaints. That individual will investigate all formal (written) complaints, endeavor to resolve all such complaints, and record an entry into the institution's official log. The formal process will involve: (1) The student's submission of a written description of the specific allegations and the desired remedy accompanied by any available documentary items must be sent. The filing deadline is 60 days after the beginning date of the term following that in which the dispute(s) occurred or are alleged to have occurred. (2) The student may terminate the formal process should in the interim the informal process produces a satisfactory resolution. (3) The CEO/Dean will notify all parties involved of the receipt and the nature of the grievance. If a policy is being grieved, the administrator responsible for the policy will be notified. (4) The CEO/Dean will deliver a timeline for resolution to the principals. (5) Interested parties will communicate with the CEO/Dean in order to make recommendations to resolve the grievance. (6) The party responsible for implementing the selected method of resolution will notify the principals of the decision reached. In the event that a student does not agree to the resolution proposed, the student retains the right to file a complaint with the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov.

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 toll free or by completing a complaint form, which can be obtained on the Bureau's internet web site www.bppe.ca.gov.

Re-enrollment

Former students who were dropped because of the lack of satisfactory progress or who failed to complete their course of study must petition the Admission Office for re-entry. If approved, they must enroll and complete required applications prior to the selected date of re-entry. An evaluation of transcripts from this and any additional accredited college will be made during the re-entry process. Students must have attained a minimum of a "B" in each class to receive credit for that class. Additionally, all outstanding obligations to EIPS must be paid prior to re-entry.

Leave of Absence Policy

Should circumstances be such that a leave of absence is requested, a student must submit an application for a

leave of absence to the Dean's office. At his discretion, a leave may be granted for a reasonable time, as warranted by the circumstances. If a student repeatedly resorts to the use of a leave of absence so that such applications show a pattern of delays, or should the issuance of a leave of absence be such that it would significantly interfere with the planned completion of a program of study, the Dean may, at his sole discretion, dismiss a student from the program. After two consecutive absences the student is subject to disenrollment.

Transcripts/Student Records

Each student's file will contain the student's records, including a transcript of grades earned. Official transcripts are available upon advance payment of the transcript fee of \$15 for each copy. Transcripts will only be released to the student upon receipt of a written request bearing the student's live signature. No transcript will be issued until all tuition and all other fees due to the institution are paid current, and the student is in good standing. Grade reports will not be issued unless students are in good standing.

Quarter Credit Hours (Contact Requirements)

Quarter credits hours are used to measure course credit. A quarter-credit hour is defined as a minimum of ten (10) contact hours of academic engagement plus 20 hours of preparation. Academic engagement (direct or indirect faculty instruction) includes, but is not limited to, submitting an assignment; listening to class lectures or webinars; computer-assisted instruction; and contacting a faculty member to ask a question. The student is required to invest additional time to ensure appropriate preparation for interaction with classmates and instructors as well as the research, the reading, and the other fieldwork required to properly complete educational assignments. This is typically homework, such as reading and study time, completing research, and projects. A 5 quarter-credit hour course would require 50 hours of academic engagement and 100 hours of preparation for a total of 150 hours.

Attendance Policy

This institution's policy on attendance is based on the premise that regular communication between the teacher and the student and, also, among students, has significant value in the learning process.

Our programs are structured to maximize interaction with instructors and peers while students maintain autonomy over their academic schedule. Therefore, each online student is afforded the freedom to establish his or her schedule, but regular contact with the instructor and other enrolled students is a requirement that must be met. Such contact will help guide and maintain steady progress toward the completion of assignments and courses. Such contact better ensures that EIPS may more readily assist each student in resolving problematical aspects of his/her program. Instructors are authorized to factor the frequency and the adequacy of student communication into the assignment of a grade for any given course.

Allowances for interruptions in "attendance" due to illness or personal emergency will be handled on a case-by-case basis between the student and the instructor. Arrangements to make up work missed and return to an agreed schedule should be initiated by the student and established with the instructor.

Tax Deductions for Educational Expenses

U.S. Treasury Regulation 1.162-6 permits an income tax deduction for educational expenses (registration fees, costs of travel, meals and lodging) undertaken to maintain or improve skills required in one's employment or trade or business or to meet specific requirements of an employer or a law imposed as a condition to retention of employment, job status, or rate of compensation. Please check with your CPA or your accountant regarding a deduction for educational expenses.

Examinations

A final examination will be required in every course except for PSY 611-- the final capstone course for the master's degree. There is not a cumulative program final.

Proctor Policy

One course per quarter is to have an exam administered by an approved proctor on a date that is mutually convenient. The student is responsible for selecting a qualified proctor, who must be approved by EIPS. The proctor must be a responsible and reputable third party. EIPS reserves the right to verify proctor qualifications, require additional evidence of eligibility, or require that a different proctor be selected. All proctors are subject to approval.

The following may serve as proctors:

- School Principal or Vice Principal, Full-time Librarian, Teacher, or School Counselor
- College Professor, Dean, or Director

Unacceptable proctors include:

- Assistant, tutor, classmates, or anyone with a conflict of interest.
- The individual selected to serve as a proctor may have no vested interest in the student's doing well on the exam.
- Falsifying proctor information or not following proctor testing procedures will result in failure of the examination and may be cause for program withdrawal.

Proctor Approval and Examination Procedure

- Students must only have an individual proctor approved once.
- Students may have several approved proctors.
- The approved proctor's information will remain on file for the student.
- Once an approved proctor(s) is listed on the student's record, the student only needs to submit the "Proctor Request Form." The request will be processed, and the exam instructions will be sent to the identified preapproved proctor.

Proctor Responsibilities

- Provide the student with a private area conducive to testing.
- Provide the student with access to a computer with Internet access.
- Verify the student's identity with a government issued photo ID.
- Ensure that the student does not view the exam prior to taking it.
- Ensure no copies of the exam are made.
- Ensure that the student does not access notes, articles, or other information beyond the course textbook and a calculator (unless otherwise specified in exam instructions).
- Ensure the student will not be left unattended anytime during the exam.
- Ensure that the student adheres to the time limit restrictions.
- Keep the exam password secure and only allow the student to access the exam in the proctor's presence.
- Keep a secure copy of the student's exam for 30 days in the event it is not properly received.

If an exam cannot be administered within three weeks after receipt, the proctor is required to destroy the exam and notify EIPS.

Grading Policies

Grades are awarded on a traditional A to F system. The minimum passing grade is a B. The minimum allowable

cumulative grade point average to maintain satisfactory progress is a B or a 3.0.

In calculating a student's grade point average, the following policy applies:

Grade	Numeric Grades	Grade Points
A	100 - 94	4.0
A-	93 - 90	3.7
B+	89 - 87	3.3
B	86 - 84	3.0
B-	83 - 80	2.7
C+	79 - 77	2.3
C	76 - 74	2.0
C-	73 - 70	1.7
D+	69 - 67	1.3
D	66 - 64	1.0
D-	63 - 60	0.7
F	59 and below	0.0
Pass	PSY 600 only	----
Fail	PSY 600 only	----
I	Incomplete	----
W	Withdrawal	0.0
NA	Capstone Not Accepted	----
CREDIT	Practicum	----
NO CREDIT	Practicum	----
APP	Final Project	4.0

If a student has not completed the course work and earned a grade at the end of a course, the instructor may issue one of the following grades:

I *Incomplete* If a course has not been completed, the instructor may grant an “I,” which gives the student a one-quarter extension at no additional tuition to complete the requirements of the course. In order to receive a grade of “I,” the student must be making satisfactory progress, and the instructor must believe that an extension will permit satisfactory completion of the course. At the end of this period, a final grade must be recorded.

W *Withdraw* Students may withdraw from any course before the end of the term. Any student who withdraws or fails a course must retake the course and is responsible for a new tuition payment for that course of study. A student request for withdrawal must be in writing, and the reason for requesting the withdrawal must be stated. The request should be made prior to the sixth week of the quarter. Requests for withdrawal due to or in anticipation of a poor grade, absent extenuating circumstances, will not be permitted.

Repeating a Course

Students must repeat courses in which they have received a grade lower than a C- or “I” grade or from which they withdrew. The new grade will be replaced with the original grade for purposes of achieving the grade-point average. Students who repeat a course are responsible for a new tuition payment for that course of study.

Verification Procedures

EIPS collects a photo, an email address, and a social security number and then issues a username and password to each student. Students are required to write extensively during their courses, and faculty members can quickly recognize the style and the vocabulary of the writer.

Satisfactory Academic Progress (SAP)

Students must maintain satisfactory academic progress while earning a degree. SAP is measured quantitatively using credit hours attempted and earned and qualitatively with an institutional grade point average (GPA).

SAP for degree-seekers is calculated annually after the second quarter following the student's first enrollment. Changes in major may alter SAP status, which is based upon the current degree-level pursued. Students meeting the standards listed below are classified as being in SAP good standing.

Quantitative Criteria – Credit Hours Attempted and Earned

Students who earn a passing grade (B or higher) in a minimum of two-thirds (67%) of their total credits attempted meet SAP. A student attempting 5 credits in one quarter, for example, must earn a passing grade for 4 (four) or more of the credits attempted (credits earned ÷ credits attempted.)

Qualitative Criteria – Institutional Grade Point Average (GPA)

Satisfactory progress (good standing) is maintained when students earn a cumulative GPA (CGPA) of 3.0 (grade of B) or higher on a 4.0 grade scale. Students who do not meet SAP will be placed on academic probation the following quarter. Academic probation will not exceed two quarters. If, during the next quarter, the student's grade average is still unsatisfactory, the student will be placed on academic dismissal.

Academic Probation/Dismissal Policy

Cumulative grade point averages (CGPA) are monitored at the end of each quarter when grades are posted; and if the CGPA falls below that required for graduation, the student is placed on academic probation. Students on probation for more than two successive or non-successive quarters may file a formal appeal to the Dean and explain the reason for their failure to make satisfactory academic progress. Failure to maintain satisfactory academic progress may result in dismissal from the program. The Dean will offer assistance in locating a suitable tutor, should the student request such a service.

Academic misconduct including but not limited to plagiarism or falsification of credentials that is serious or egregious may lead not only to probation or suspension but also to dismissal. Students may file an appeal to be heard by a committee of two faculty members. If the appeal is denied, it then goes to the Dean, for final adjudication. Any dismissal or expulsion is permanently placed on the student transcript.

Graduation Requirements

Students are considered graduates of an EIPS program upon successful completion of the entire program of study in which they enrolled (minimum CGPA of 3.0 for all graduate programs).

Course Changes

The content of each course in each of the degree programs described in this catalog is subject to revision by our faculty. Additional course titles may be added to or substituted for those in these curricula each quarter.

Faculty members may suggest changes to the degree programs and their component courses at any time. The Dean approves such revisions and upgrades prior to adoption. In this way, the most recent developments in psychology, technology, and business may be incorporated into the curriculum in a timely matter.

From time to time, a supplement to this catalog will document all changes and/or additions. Supplements will be numbered sequentially, dated, and appear as inserts at the back of this catalog.

Student Interaction

Students will be linked to other students via the class web site, which will be established by the institution.

Student Housing

EIPS does not operate dormitories or other housing facilities since all of the instruction is offered in distance learning programs. EIPS does not find or assist a student in finding housing. One to two bedroom apartments are available to rent in the Encino area beginning at approximately \$1,825 per month. Students may find housing by utilizing websites and rental agencies.

Catalog Policies

Rules governing student conduct, admissions policies, graduation requirements, and other aspects of this institution's operations are subject to change. EIPS reserves the right to adopt, to amend, or to repeal rules and policies that apply to students. This catalog does not constitute a contract or an enrollment agreement, nor does it constitute a statement of the conditions of a contract between the student and this institution. The relationship of the individual student to the institution is governed by applicable state education codes, state regulations, and institutional policies. Please refer to your enrollment agreement for the specific terms under which you are to enroll. The catalog is updated annually, and interim revisions are included in an addendum at the end of the catalog. These revisions will be incorporated in the next year's publication. In all instances a student must only meet the program requirements in effect at the time of his or her initial enrollment. A student is not obligated to meet other requirements that may appear in a subsequent catalog.

Distance Education Students—Online Response Times

All student submissions (exams, reports, projects, etc.) will be reviewed and graded, and the student will receive a response from this institution within 48 hours.

Faculty advises students who are at-risk, who are late on assignments, and who need improvement with their work/assignments on an individual basis.

Nondiscrimination Policy

EIPS is committed to providing equal opportunities to all applicants, to all programs, and to all applicants for employment. Therefore, no discrimination shall occur in any program or activity of this institution, including activities related to the solicitation of students or employees on the basis of race, color, religion, religious beliefs, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, veteran's status, or any other classification that precludes a person from consideration as an individual. Please direct any inquiries regarding this policy, if any, to the Chief Operations Officer who is assigned the responsibility for assuring that this policy is followed.

Individual Responsibility

It is the responsibility of each student, each faculty member, and each administrator to be familiar with this institution's rules and regulations.

Information Resources Management

EIPS has developed its own information management system to provide high-quality information services to its administrators in support of instruction, program management, office automation, telecommunications, and

other administrative computing needs. Student records are maintained as prescribed by law. Student records are confidential.

STUDENT SERVICES

Student Services Contact: Ardyne Eisner, Chief Operating Officer
818-380-0185 or ardyne.eips@gmail.com

We offer the following services:

Academic Advisement: There are a limited number of issues that a student will encounter. All course requirements are clearly presented in the institution's catalog.

Academic Problems and Grievances: Should a student believe that he or she is in a situation where unfair treatment has occurred; the student will receive the appropriate attention and assistance in the pursuit of a remedy. Should the student wish to file a formal grievance, the student will receive assistance through the grievance process.

Study Skills Development: EIPS will provide references to study-skills development guides that are readily available at no charge in the public domain, libraries, or online to students who are experiencing difficulty studying.

Career Services: Placement assistance or consultation is offered, but there is no guarantee of employment. The assistance includes resume writing, recommendations on resources for job openings, and interviewing preparation.

The program prepares graduates to successfully register as a Marriage and Family Therapist Associate or Professional Clinical Counselor Associate. Note: Prior to January 1, 2018 “Associate” was identified as “Intern.” The program does not lead to licensure, it leads to an “Associate” position.

Alumni Services: EIPS has a communication network through Facebook and blogs on current trends, articles, and items of interest to psychologists.

Student Identity Verification: At the time of enrollment, students must present a photo and include their social security number.

Accommodations

It is the policy of the Eisner Institute for Professional Studies to make reasonable accommodations for qualified students with disabilities, in accordance with the American with Disabilities Act (ADA). In order to offer an accommodation, a student must have a professional evaluate the student, and sign a Disability Verification Form. Students approved by the Institute for special accommodations should bring this to the instructor’s attention on or before the first day of class.

Privacy Act, Student Records, and Transcripts

All student records are kept for 5 years, and transcripts are permanently retained. Students may inspect and review their educational records by submitting a written request identifying the specific information they would like to review. It is the intent of EIPS to carefully follow the rules applicable under the Family Education Rights and Act (FERPA). FERPA affords students certain rights with respect to their educational records. A summary

of those rights follows:

- To inspect and review the student's education records
- To consent to disclosure of the student's education records to third parties, except to the extent that FERPA authorizes disclosure without consent
- To request amendment of the student's education records to ensure that they are not inaccurate or misleading
- To be notified of the student's privacy right under FERPA
- To file a complaint with the U.S. Department of Education concerning alleged failures by EIPS to comply with the requirements of FERPA

A student record policy has been implemented by EIPS pursuant to this law. According to FERPA regulations, students will be notified annually of their rights. This notice will be provided in a reasonable manner to inform students of their rights and procedures for exercising their rights.

Student Conduct/Non-Academic Dismissal Policy

All fees must be paid on time.

Students are expected to behave professionally and respectfully at all times and are subject to dismissal for breaches of security, insufficient progress, non-payment or untimely payment of school fees, failure to comply with student regulations and policies, inappropriate or unethical conduct, or for any act of academic dishonesty.

Distance Learning Programs

The institution's programs are offered through distance learning instruction. All lessons are transmitted and required work products are submitted via the Internet. Student access to the Internet is required. In any event, this institution will mail or e-mail a response or an evaluation of submitted work within two days of our receipt of the scheduled student lessons, projects, or reports.

ACADEMIC FREEDOM

This institution is committed to ensuring full academic freedom to all of its faculty members. Confident in the qualifications and the expertise of its faculty, EIPS encourages its faculty members to exercise their individual judgment regarding the content of assigned courses and the organization of topics and instructional methods providing that these judgments are made within the context of the course descriptions as currently published and that the instructional methods are those officially sanctioned by EIPS as the methods for which the Institute has received oversight approval.

This institution's ownership believes that the most important diversity that can accrue for the benefit of students is the diversity of thought that results from free discussion, the open expression of viewpoints and opinions on the subject matter at hand, and the diversity of thought that results from the free exercise of research and original thinking in the academic fields related to the course offerings.

Therefore, EIPS encourages instructors and students to engage in discussion and dialog. Students and faculty members alike are encouraged to freely express views, however controversial, as long as they believe their views would advance understanding in their specialized discipline or disciplines.

CODE OF ETHICS/ACADEMIC INTEGRITY

Academic integrity and honesty is a crucial part of the learning process. The validity of the experience requires that there is strict adherence to a policy that focuses on honesty, truthfulness and respect.

Since EIPS has students from all over the world, there may be important differences in viewpoints. The diversity in the student population enhances the academic environment and benefits our programs. On the other hand it is vital that student respect each other world views.

The implications of academic honesty integrity flow into the professional life after graduation in the areas of research, teaching, and clinical practice. It is expected that he faculty, staff and all students uphold the honesty and integrity of the academic environment at EIPS.

We have a policy that monitors violation of academic integrity and honesty. The violation levels are described below: Minor, Moderate and Severe.

The main areas of dishonesty relate to plagiarism, cheating, falsifying documents and not being truthful on the admissions applications. Also a major concern is that a student does not disclose relevant new information that could impact their career such as initial licensure or termination of licensure any required follow-up. For example, in the MFT and LPCC programs applicants for licensure could be excluded from initial licensure, or subsequently have their license terminated for violation of State conduct codes.

EIPS has a strict policy against plagiarism. This is at the heart of honesty and integrity. Although we allow for misunderstanding, however, when the situation is blatant and repetitive, the sanctions can be severe leading up to dismissal from the program

It is expected that students will respect one another and the instructors. Violations of professional protocol referred to as Netiquette are taken very seriously.

A material misstatement on an application, or lack of truthfulness in subsequent quarters would be a severe violation of the EIPS policy

Other serious violations involve the assistance of unauthorized individuals on tests or other projects. Ongoing violations of the Netiquette policy can be considered at a severe level of impropriety.

LEVELS OF VIOLATIONS:

Minor (Level one)

Description:

This might occur if a student inadvertently mistakes or confuses primary and secondary sources. A student who does not respond to a request for references and page numbers (per EIPS policy) would be at the minor level. However, it should be noted that should further inquiry lead to an allegation of plagiarism, the violation could be raised to the Moderate or Severe level.

Repeatedly turning in assignments late would be at the minor level, or if a student has casually consulted with another student on an assignment.

Not following the policies and procedures in the Student Handbook, syllabus or on the website are at level one. Persistent refusal to follow policies and procedures can increase the allegation to the Moderate or Severe level of a violation of the Academic Integrity and Honesty Policy.

Allowances may be made for a student who has been out of school for extended periods of time, or from other cultures.

Reporting of a Violation Level One:

If the course instructor believes there are significant indications of academic dishonesty, he/she must make a written statement to the chairman of the psychology department or the Dean. The instructor will present the documentation of the alleged offense. For example, the evidence regarding plagiarism can consist of simply placing an original statement next to the alleged plagiarized statement.

The Dean will request that the instructor send an advisory warning to the student of a level one violation of the Academic and Honesty Policy

The student can respond to the evidence in writing, by email, but if not defended or responded to within 7 days, then the student receives a disciplinary academic violation. The violation will be noted in the student's file but will be expunged (if no the other violations) upon graduation. At this level it serves as a warning.

Sanctions:

The instructor will bring the infraction to the attention of the student. This is considered a warning or advisory. There is no formal appeal or any other action that is taken. The student may respond with an email, and it will be placed in their file until graduation. The student may be requested to either re-write an assignment and/or receive a lower grade.

However, if the violation persists, or is escalated, the level of violation can be moved to Moderate or Severe.

Moderate (Level two)

Description:

A more significant violation occurs if the warning for a minor violation is ignored. One example is if the student does not adhere to academic scholarship integrity such as intentional plagiarism. Another example is if a student simply downloads a blog or Wikipedia without citations. A third example is if a student is posting discriminatory or derogatory comments. Insensitivity to the students when making a comment on the discussion board is considered disruptive. A personal attack is unacceptable. This includes incendiary or otherwise improper comments to both faculty and students.

If a student has been constantly collaborating with another student on an assignment, it is considered at a Moderate level. A false medical report or other misrepresentation would be considered at the Moderate level.

It is considered a moderate violation, if the student does not download and submit the proctored final examination responses at the end of the allotted time. Depending on the circumstances, this could rise to a Severe violation (this of course excludes power outages, or a valid excuse).

Any outside help or assistance during the final examination or Doctoral comprehensive examination is considered to be at the moderate level. Circumstances dictate inappropriate outside help or assistance could rise to the level of a severe violation.

Reporting of a Violation Level Two:

If there is a moderate level charge of an academic violation, the instructor, faculty or another student submits a written summary to the Dean or Chairman of the Psychology department. The student is given a copy. A hearing can be requested by the student within 7 days of receipt of the report of the academic violation. If no such response, the hearing is waived, and the violation is affirmed. If the violation is affirmed, the student will not be permitted to withdraw from the class. Such hearing would include the instructor and at least one member of the Advisory Committee.

Sanctions:

If a student has blatantly miscited, amounting to plagiarism, the paper may need to be redone. If not redone the assignment is a zero for the week. If it is a final examination, the student will receive a “zero” with no offer to redo.

Should the student persist in not complying with the Netiquette policy, or does not follow appropriate posting policies, he/she is subject to temporary or permanent suspension from the course or project. If a permanent suspension, the student receives a Withdraw (W) and must re-take the class.

If a level two violation, the student would need to retake the comprehensive qualifying examination and pass before moving on to the end of the program.

If a student has been found to indulge in ongoing plagiarism during the course of the quarter, a grade of “F” may be given. Should the GPA fall below 3.0 the student will be placed on automatic probation. Another infraction would be cause for expulsion from the program.

Severe (Level three)

Description:

This includes an egregious violation of academic standards. Examples include fake transcripts, or being untruthful on the admissions application, e.g. no disclosure of a prior felony conviction. Purchasing and citing a student or other paper without attribution is another example.

Hostile and abusive comments on the discussion board are unacceptable and violate the Netiquette policy. It is considered quite serious if the comment is directed in a personal attack manner. Disrespect of the instructor may rise to the level of a Severe violation. A Severe violation includes submitting a paper or a Capstone that is not original. This includes the work that was provided by an individual other than the student.

Aggravating factors include a student not accepting incontrovertible evidence that an infraction occurred. Mitigating factors involve a student who takes responsibility for their actions.

Reporting:

The instructor or relevant party shall prepare a written statement with documentation as to the alleged violation. The report will be sent to the Dean. The student will be informed via email that there is an accusation of an academic violation and that sanctions can ensue.

Should the student disagree with the report he/she can appeal to the Academic Integrity Committee (AIC). The Academic Integrity Committee consists of three persons who may include: a faculty member, the dean, chairman of the psychology department and one member of the Advisory Committee. The student can present their case in writing. If no such response from the student within seven days of receiving a Violation Notice, the student will have waived the right to a hearing. In the event of a hearing request, the Dean will set a hearing date with at three members of the AIC. The finding of the AIC is final and binding.

Sanctions:

The Severe level could result in dismissal from the program. If there are mitigating factors the student may be on probation or suspension. Aggravating factors are prior warnings and or violations of the policy.

SEXUAL HARASSMENT

EIPS is committed to providing a work environment that is free of discrimination, intimidation, and harassment. In keeping with this commitment, we believe that it is necessary to affirmatively address this subject and express our strong disapproval of sexual harassment. No one associated with this institution may engage in verbal abuse of a sexual stature; use sexually degrading or graphic words to describe an individual or an individual's body; or display sexually suggestive objects or pictures at any facility or other venue associated with EIPS. Students are responsible for conducting themselves in a manner consistent with the spirit and the intent of this policy.

LIBRARY SERVICES

EIPS provides students access to the entire library of EBSCO, an online research database. Detailed information related to the breadth and the depth of the EBSCO collection may be found at www.ebscohost.com are on the library page of EIPS website, <http://www.eisnerinstitute.org/library/>

As described on their website, EBSCO offers a broad range of full-text and bibliographic databases that include academic journals, scholarly articles, and more, which are designed for research. Comprehensive online research featuring complete articles with full-text and graphics is available 24 hours a day.

Besides the EBSCO database, there are open source databases, free etextbooks, research guides, APA format help, reference tools, etc is also provided in the online library at <http://www.eisnerinstitute.org/library/>

Students will be required to use library resources as needed to complete course requirements established by their instructors, and they will be informed at the onset of each quarter of projects requiring personal research. Students are required to provide their own access to the Internet and to have their own email address that can be used for their course work.

ACADEMIC PROGRAM & AVOCATIONL COURSES

MASTER OF ARTS IN PSYCHOLOGY DEGREE

The program is asynchronously delivered.

Full-time students are expected to complete their programs in 8 quarters (2 years) and part-time students, in 16 quarters (4 years). The maximum time for completion is 3 years for full-time students and 6 years for part-time students.

The Master of Arts in Psychology Degree program provides areas of interest in (1) Marriage and Family Therapist and (2) Licensed Professional Clinical Counselor. Program objectives include: (1) developing awareness, knowledge, and skills in the application of counseling practice including diagnosis, assessment, conceptualization, and interventions; (2) evaluating scholarly resources pertinent to the discipline; (3) applying core concepts of psychology to individual, social, cultural, and organizational functioning; and (4) examining historical and contemporary trends occurring across multiple domains of theory, research, and practice.

Upon satisfactory completion of the program's requirements and all financial obligations, the student will receive a diploma that will read Master of Arts Degree in Psychology.

AREAS OF INTEREST

Master of Arts in Psychology (M.A.)—Area of Interest—Marriage and Family Therapist (MFT)

The Master of Arts in Psychology program with an area of interest in Marriage and Family Therapist provides training that leads to licensure as a Marriage and Family Therapist and is designed to meet the educational requirements for licensure in California as specified in the California Business Code, Sections 4980.37 and 4980.40. This program provides a foundation to prepare students to become practitioners grounded in theory and therapy training in the areas of marriage and family systems, which can be applied in social services agencies, family health centers, substance abuse centers, hospitals, government agencies, schools, and private practice. Area-of-interest objectives include preparing graduates to: (1) address the needs of diverse populations; (2) develop an identity as a marriage and a family therapist; and (3) engage in life-long professional development. This program requires students to complete 93 quarter-credit hours. There are two practica that must be completed as well as a final capstone project. There may or may not be reciprocity with other states with respect to licensure.

Program Objective

Prepare graduates to successfully register as a Marriage and Family Therapist Associate or Professional Clinical Counselor Associate. Note: Prior to January 1, 2018 "Associate" was identified as "Intern."

Standard Occupational Code: 21-1013.00 - Marriage and Family Therapists

Sample of reported job titles: Advanced Clinical Specialist, Clinical Services Director, Clinical Therapist, Clinician, Counselor, Family Therapist, Licensed Marriage and Family Therapist (LMFT), Marriage and Family Therapist (MFT), Psychotherapist, Therapist

Program Learning Outcomes

PLO1. Apply best practices of psychological counseling including diagnosis, assessment, conceptualization and interventions.

PLO2. Implement psychological solutions consistent with current ethical, evidence-based, and professional standards.

PLO3. Explain diverse world values and the potential meaning of social, cultural, and individual differences for professional psychological services.

PLO4. Apply accepted psychological research, testing, and advanced practices to mental health-related issues.

MFT PROGRAM OUTCOMES

Knowledge:

1. Learn how individual , group, family and marriage therapies and theories are applied to assessment and treatment:

PSY 602 Family Therapy

PSY 605 Foundations of Psychotherapy

PSY 606 Group Therapy

PSY 608 Couples Therapy

Psy 612 Issues in Psychological Assessment

PSY 617 Cognitive Behavioral Therapy

2. Understanding Diagnosis and treatment of mental Disorders

PSY 613 Psychopathology

3. Comprehending and applying ethical standards and legal issues in the practice of psychotherapy:

PSY 614 Legal and Ethical Issues

4. Developing and understanding of multicultural issues in the practice of couples and family therapy:

PSY 601 Human Cultural Diversity

5. Assessing individuals from the Life span perspective:

PSY 615 Issues in Life Span Developmental Psychology

6. Developing awareness of alcohol and chemical treatment issues as it is applies to individual and groups:

PSY 607 Alcohol and Chemical Abuse

7. Developing awareness and understanding of trauma assessment and treatment, along with child abuse and spousal abuse:

PSY 610 Special Topics

8. Comprehending psychopharmacological treatment of mental disorders:

PSY 618 Psychopharmacology for Clinicians

9. Develop understanding of writing a Capstone position paper or research proposal:

PSY 600 Introduction to Professional Writing

PSY 603 Introduction to Clinical Research Methods

PSY 611 Final Capstone Project

Skills:

1. Applying clinical skills in the treatment of individual, group, family and marital counseling:

PSY 602 Family Therapy

Psy 606 Group Counseling

PSY 608 Couples therapy

2. Becoming familiar and understanding the diagnosis of mental disorders per the DSM 5:

Psy 613 Psychopathology

3. Develop clinical skills under supervision

PSY 604 A Practicum A

PSY 604 B Practicum B

Attitudes:

1. Develop and demonstrate appropriate clinical integrity and clinical sensitivity:

PSY 604 A Practicum A

PSY 604 B Practicum B

PSY 614 Legal and Ethical Issues

Program Outline

Course Code	Course Name	Quarter Credits
Core		
PSY 600	Introduction to Professional Writing	3.0
PSY 603	Introduction to Clinical Research Methods	5.0
PSY 605	Foundations of Psychotherapy	5.0
PSY 611	Final Capstone Project	10.0
PSY 613	Psychopathology	5.0
PSY 615	Issues in Life Span Developmental Psychology	5.0
Area of Interest—Marriage and Family Therapist (MFT)		
PSY601	Human Cultural Diversity	5.0
PSY 602	Family Therapy	5.0
PSY 604A	Case Conference/Practicum A	5.0
PSY 604B	Case Conference/Practicum B	5.0
PSY 606	Group Counseling	5.0
PSY 607	Alcohol and Chemical Dependence	5.0
PSY 608	Couples Therapy	5.0
PSY 610	Special Topics	5.0
PSY 614	Legal and Ethical Issues	5.0
PSY 612	Issues in Psychological Assessment	5.0
PSY 618	Psychopharmacology for Clinicians	5.0
PSY 617	Cognitive Behavioral Therapy	5.0
Total:		93

Courses and core content that meets California statutory requirements for licensure is as follows:

Counseling and Psychotherapeutic Theories and Techniques

- PSY 605 Foundations of Psychotherapy
- PSY 617 Cognitive Behavioral Therapy
- PSY 606 Group Counseling
- PSY 615 Issues in Life Span Developmental Psychology

Supervised Clinical Placement

- PSY 604A Case Conference/Practicum A
- PSY 604B Case Conference/Practicum B

Human Growth and Development Across the Life Span

- PSY 613 Psychopathology
- PSY 615 Issues in Life Span Developmental Psychology

Group Counseling Theories and Techniques

- PSY 606 Group Counseling

Assessment Appraisal and Testing of Individuals

- PSY 612 Issues in Psychological Assessment

Multicultural Counseling Theories and Techniques

- PSY 601 Human Cultural Diversity

Instruction in Diagnosis, Assessment, Prognosis, and Treatment of Mental Disorders

- PSY 613 Psychopathology
- PSY 605 Foundations of Psychotherapy
- PSY 617 Cognitive Behavioral Therapy

PSY 612 Issues in Psychological Assessment

PSY 618 Psychopharmacology for Clinicians

Instruction in Developmental Issues from Infancy to Old Age

PSY 615 Issues in Life Span Developmental Psychology

Special Topics Business and Professions Code Section 4980.36(d)(2) (C)

PSY 614 Legal and Ethical issues

PSY 615 Issues in Life Span Developmental Psychology

PSY 601 Human Cultural Diversity

PSY 610 Special Topics

Research and Evaluation

PSY 603 Introduction to Clinical Research Methods

Professional Orientation, Ethics, and Law in Counseling

PSY 614 Legal and Ethical Issues

Cultural Diversity

PSY 601 Human Cultural Diversity

Multicultural and Cross Cultural Interaction and Incorporation into the Psychotherapeutic Process

PSY 601 Human Cultural Diversity

PSY 612 Issues in Psychological Assessment

Effect of Socioeconomic Status

PSY 615 Issues in Life Span Developmental Psychology

Instruction about Resilience Including Trauma

PSY 602 Family Therapy

PSY 617 Cognitive Behavioral Therapy

Substance Abuse

PSY 607 Alcohol and Chemical Dependence

PSY 618 Psychopharmacology for Clinicians

Law and Ethics

PSY 614 Legal and Ethical Issues

Case Management and Related Issues

PSY 610 Special Topics

PSY 617 Cognitive Behavioral Therapy

PSY 602 Family Therapy

PSY 615 Issues in Life Span Developmental Psychology

Additional Coursework:

Alcoholism and Other Chemical Substance Dependence

PSY 607 Alcohol and Chemical Dependence

Human Sexuality

PSY 610 Special Topics

Spousal or Partner Abuse

PSY 610 Special Topics

California Laws and Professional Ethics

PSY 614 Legal and Ethical Issues

Aging and Long-Term Care

PSY 615 Issues in Life Span Developmental Psychology

PSY 610 Special Topics

Crisis or Trauma Counseling

PSY 610 Special Topics

Note: A graduate of the degree program will be eligible to sit for the applicable licensure exam only in California.

Crosswalk--Marriage and Family Therapist—California Licensure

A list of courses and core content that meets California statutory requirement for licensure is as follows:

Required Knowledge/Skills	Courses at EIPS
Counseling and Psychotherapeutic Theories and Techniques	PSY 605 Foundations of Psychotherapy PSY 617 Cognitive Behavioral Therapy PSY 615 Issues in Life Span Developmental Psychology PSY 606 Group Counseling
Supervised Clinical Placement	PSY 604A Case Conference/Practicum A PSY 604B Case Conference/Practicum B
Human Growth and Development Across the Life Span	PSY 613 Psychopathology PSY 615 Issues in Life Span Developmental Psychology
Group Counseling Theories and Techniques	PSY 606 Group Counseling
Assessment Appraisal and Testing of individuals	PSY 612 Issues in Psychological Assessment
Multicultural Counseling Theories and Techniques	PSY 601 Human Cultural Diversity
Instruction in Diagnosis, Assessment, Prognosis, and Treatment of Mental Disorders	PSY 613 Psychopathology PSY 605 Foundations of Psychotherapy PSY 617 Cognitive Behavioral Therapy PSY 618 Psychopharmacology for Clinicians PSY 615 Issues in Life Span Developmental Psychology
Instruction in Developmental Issues from Infancy to Old Age	PSY 615 Issues in Life Span Developmental Psychology
Special Topics Business and Professions Code Section 4980.36(d)(2)(C)	PSY 614 Legal and Ethical issues PSY 615 Issues in Life Span Developmental Psychology PSY 601 Human Cultural Diversity PSY 610 Special Topics
Research and Evaluation	PSY 603 Introduction to Clinical Research Methods
Professional Orientation, Ethics and Law in Counseling	PSY 614 Legal and Ethical Issues
Cultural Diversity	PSY 601 Human Cultural Diversity
Multicultural and Cross Cultural Interaction and Incorporation into the Psychotherapeutic Process	PSY 615 Issues in Life Developmental Psychology
Effect of Socioeconomic Status	PSY 615 Issues in Life Span Developmental Psychology
Instruction about Resilience Including Trauma	PSY 602 Family therapy PSY 617 Cognitive Behavioral Therapy
Substance Abuse	PSY 607 Alcohol and Chemical Dependence PSY 618 Psychopharmacology for Clinicians
Law and Ethics	PSY 614 Legal and Ethics

Required Knowledge/Skills	Courses at EIPS
Case Management and Related Issues	PSY 610 Special Topics PSY 617 Cognitive Behavioral Therapy PSY 615 Issues in Life Span Developmental Psychology PSY 602 Family Therapy
Additional Coursework	
Alcoholism and Other Chemical Substance Dependence	PSY 607 Alcohol and Chemical Dependence
Human Sexuality	PSY 610 Special Topics
Spousal or Partner Abuse	PSY 610 Special Topics
California Laws and Professional Ethics	PSY 614 Legal and Ethical Issues
Aging and Long-Term Care	PSY 615 Issues in Life Span Developmental Psychology PSY 610 Special Topics
Crisis or Trauma Counseling	PSY 610 Special Topics
Required Knowledge/Skills	Courses at EIPS
Counseling and Psychotherapeutic Theories and Techniques	PSY 605 Foundations of Psychotherapy PSY 617 Cognitive Behavioral Therapy PSY 615 Issues in Life Span Developmental Psychology PSY 606 Group Counseling

Notice to Prospective Degree Program Students

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, 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 July 1, 2017, and full accreditation by July 1, 2020.

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.

Master of Arts in Psychology—Area of Interest—Licensed Professional Clinical Counselor (LPCC)

The Master of Arts in Psychology program with an area of interest in Licensed Professional Clinical Counseling provides training that leads to licensure as a Licensed Professional Clinical Counselor and is designed to meet the educational requirements for licensure as specified in the California Business and Professions Code, Section 4999.32. This program provides a foundation to prepare students to become practitioners of psychological counseling in social services agencies, mental health centers, hospitals, community agencies, schools, and private practice. The program emphasizes the application of theories of human development, psychopathology,

and behavioral change to the psychological problems of a diverse population. Area of interest objectives includes preparing graduates to: (1) be competent and ethical professional service providers; (2) bring a scholarly perspective as well as compassion and caring to their work; and (3) engage in life-long professional development. This program requires students to complete 93 quarter-credit hours. There are two practica that must be completed as well as a final capstone project. There may or may not be reciprocity with other states with respect to licensure.

Program Objective

Prepare graduates to successfully register as a Licensed Professional Clinical Counselor. Note: Prior to January 1, 2018 “Associate” was identified as “Intern.”

Standard Occupational Code 21-1014.00 - Mental Health Counselors

Sample of reported job titles: Behavior Analyst, Behavior Support Specialist (BSS), Case Manager, Clinician, Correctional Counselor, Counselor, Mental Health Counselor, Mental Health Specialist, Mental Health Therapist, Therapist

Program Learning Outcomes

PLO1. Apply best practices of psychological counseling including diagnosis, assessment, conceptualization and interventions.

PLO2. Implement psychological solutions consistent with current ethical, evidence-based, and professional standards.

PLO3. Explain diverse world values and the potential meaning of social, cultural, and individual differences for professional psychological services.

PLO4. Apply accepted psychological research, testing, and advanced practices to mental health-related issues.

LPCC PROGRAM OUTCOMES

Knowledge:

1. Learn how psychotherapeutic theories are applicable with respect to clinical counseling:

PSY 605 Foundations of Psychotherapy

PSY 606 Group Therapy

PSY 617 Cognitive Behavioral Therapy

PSY 689 Career Development

2 Understanding Diagnosis and treatment of Mental Disorders:

PSY 613 Psychopathology

3 Comprehend and apply legal and ethical standards to the practice of psychotherapy:

PSY 614 Legal and Ethical Issues

4 Develop understanding of multicultural issues in the practice of clinical counseling:

PSY 601 Human Cultural Diversity

5 Assessing the individual from the Life span perspective:

PSY 615 Issues in Life Span Developmental Psychology

6 Developing awareness of alcohol and chemical treatment issues as it is applicable to individuals and groups:

PSY 607 Alcohol and Chemical Abuse

7 Developing awareness and understanding of trauma assessment and treatment, along with child abuse and spousal abuse:

PSY 610 Special Topics

PSY 649 Crisis Intervention

8 Comprehending psychopharmacological treatment of mental disorders

PSY 618 Psychopharmacology for Clinicians

9 Develop understanding of writing a Capstone position paper or research proposal:

PSY 600 Introduction to Professional Writing

PSY 603 Introduction to Clinical Research Methods

PSY 611 Final Capstone Project

Skills:

1 Applying clinical skills in the treatment of clinical counseling:

PSY 606 Group Counseling

PSY 617 Cognitive Behavioral Therapy

2 Becoming familiar and understanding the diagnosis of mental disorders per the DSM 5:

PSY 613 Psychopathology

3 Develop clinical skills under supervision

PSY 604A Practicum A

PSY 604B Practicum B

Attitudes:

1. Develop and demonstrate appropriate clinical integrity and clinical sensitivity:

PSY 604 A Practicum A

PSY 604 B Practicum B

PSY 614 Legal & Ethical Issues

Program Outline

Course Code	Course Name	Quarter Credits
Core		
PSY 600	Introduction to Professional Writing	3.0
PSY 603	Introduction to Clinical Research Methods	5.0
PSY 605	Foundations of Psychotherapy	5.0
PSY 611	Final Capstone Project	10.0
PSY 613	Psychopathology	5.0
PSY 615	Issues in Life Span Developmental Psychology	5.0
Area of Interest—Licensed Professional Clinical Counselor (LPCC)		
PSY 601	Human Cultural Diversity	5.0
PSY 604A	Case Conference/Practicum A	5.0
PSY 604B	Case Conference/Practicum B	5.0
PSY 606	Group Counseling	5.0
PSY 607	Alcohol and Chemical Dependence	5.0
PSY 610	Special Topics	5.0
PSY 649	Crisis Intervention and Trauma Counseling	5.0
PSY 689	Career Development	5.0
PSY 614	Legal and Ethical Issues	5.0
PSY 612	Issues in Psychological Assessment	5.0
PSY 618	Psychopharmacology for Clinicians	5.0
PSY 617	Cognitive Behavioral Therapy	5.0
Total:		93

Courses and core content that meets California statutory requirements for licensure is as follows:

Counseling and Psychotherapeutic Theories and Techniques

PSY 605 Foundations of Psychotherapy

PSY 617 Cognitive Behavioral Therapy

Human Growth and Development Across the Life Span

PSY 613 Psychopathology

PSY 615 Issues in Life Span Developmental Psychology

Supervised Clinical Placement

PSY 604A Case Conference/Practicum A

PSY 604B Case Conference/Practicum B

Career Development Theories and Techniques

PSY 689 Career Development

Group Counseling Theories and Techniques

PSY 606 Group Counseling

Assessment Appraisal and Testing of Individuals

PSY 612 Issues in Psychological Assessment

Multicultural Counseling Theories and Techniques

PSY 601 Human Cultural Diversity

Principles of the Diagnostic Process

PSY 613 Psychopathology

Research and Evaluation

PSY 603 Introduction to Clinical Research Methods

Professional Orientation, Ethics, and Law in Counseling

PSY 614 Law and Ethical Issues

Additional Coursework:

Alcoholism and Other Chemical Substance Dependence

PSY 607 Alcohol and Chemical Dependence

Human Sexuality

PSY 610 Special Topics

Spousal or Partner Abuse

PSY 610 Special Topics

California Laws and Professional Ethics

PSY 614 Legal and Ethical Issues

Aging and Long-Term Care

PSY 615 Issues in Life Span Developmental Psychology

PSY 610 Special Topics

Crisis or Trauma Counseling

PSY 610 Special Topics

PSY 649 Crisis Interventions and Trauma Counseling

Note: A graduate of the degree program will be eligible to sit for the applicable licensure exam only in California.

Crosswalk—Licensed Professional Clinical Counselor—California Licensure

A list of courses and core content that meets California statutory requirement for licensure is as follows:

Required Knowledge/Skills	Courses at EIPS
Counseling and Psychotherapeutic Theories and Techniques	PSY 605 Foundations of Psychotherapy PSY 617 Cognitive Behavioral Therapy
Human Growth and Development Across the Life Span	PSY 613 Psychopathology PSY 615 Issues in Life Span Developmental Psychology

Required Knowledge/Skills	Courses at EIPS
Supervised Clinical Placement	PSY 604A Case Conference/Practicum A PSY 604B Case Conference/Practicum B
Career Development Theories and Techniques	PSY 689 Career Development
Group Counseling Theories and Techniques	PSY 606 Group Counseling
Assessment Appraisal and Testing of Individuals	PSY 612 Issues in Psychological Assessment
Multicultural Counseling Theories and Techniques	PSY 601 Human Cultural Diversity
Principles of the Diagnostic Process	PSY 613 Psychopathology
Research and Evaluation	PSY 603 Introduction to Clinical Research Methods
Professional Orientation, Ethics and Law in Counseling	PSY 614 Legal and Ethical Issues
Additional Coursework	
Alcoholism and Other Chemical Substance Dependence	PSY 607 Alcohol and Chemical Dependence
Spousal or Partner Abuse	PSY 610 Special Topics
California Laws and Professional Ethics	PSY 614 Legal and Ethical Issues
Aging and Long-Term Care	PSY 615 Issues in Life Span Developmental Psychology PSY 610 Special Topics
Crisis or Trauma Counseling	PSY 610 Special Topics PSY 649 Crisis Intervention and Trauma Counseling

Notice to Prospective Degree Program Students

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, 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 July 1, 2017, and full accreditation by July 1, 2020.

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.

EIPS REQUIREMENTS FOR MFT/LPCC LICENSURE Program

All MA programs, consisting of a total of 93 quarter units, (MFT/LPCC) prepare the student to register with the BBS as an “Associate” in their specialized field (MFT/LPCC.) Please review pages 31-32 (MFT requirements) and pages 33-34 (LPCC requirements) of the current catalog. A total of 3,000 (associate) hours is required prior to sitting for licensure.

Once the student has graduated from the EIPS program, he/she is eligible to register as an “associate” MFT/LPCC with the CA Board of Behavioral Sciences (BBS.) When the BBS application is completed by the graduate, EIPS will complete the relevant documentation requested by the BBS and send to the BBS, along with the graduate’s transcripts. A total of 3,000 associate hours are required by the BBS in order to sit for the licensing examination. The graduate will have completed a minimum of Practicum A and Practicum B during their enrollment at EIPS. Each practicum of 140 hours will be applied toward the total of 3,000 required hours for the MFT only. The Practicum hours accrued are not applicable for the LPCC hours. However, the BBS requires that the student enroll in the Practicums for experience and credit.

PRACTICUM REQUIREMENTS:

Practicum A and Practicum B are required for the EIPS MA program with specialization as MFT or LPCC. Each 5 quarter unit practicum consists of 140 hours of practicum experience. For the MFT requirement, the BBS will allow the practicum hours (a total of 280) to be applied to the “Associate hours” for licensure. EIPS offers an optional Practicum C (140 hours) and Practicum D (140 hours.) Those hours can be applied to the “Associate hours” for licensure for the MFT program only. The LPCC program requires Practicum A and Practicum B. Although the hours can not be applied to “Associate hours” for licensure purposes. The practicums (LPCC) are for experience and educational credit. Students generally locate practicum sites independently. Should the student require assistance in locating a practicum site, EIPS will coordinate with the student in finding a site.

BBS Requirements for Licensure:

Once the student has graduated from the EIPS program, he/she is eligible to register as an “associate” MFT/LPCC with the California Board of Behavioral Sciences (BBS.) When the BBS application is completed by the graduate, EIPS will complete the relevant documentation requested by the BBS and send to the BBS, along with the graduate’s transcripts. A total of 3,000 associate hours are required by the BBS in order to sit for the licensing examination. The graduate will have completed a minimum of Practicum A and Practicum B during their enrollment at EIPS. Each practicum of 140 hours will be applied toward the total of 3,000 required hours for the MFT only. The Practicum hours accrued are not applicable for the LPCC hours. However, the BBS requires that the LPCC student enroll in the Practicums for experience and credit.

AVOCATIONAL COURSES

A student accepted for enrollment into one or more avocational courses make select from the courses listed. Single courses are proctored at every course.

Objective: Avocational courses are available for personal academic enhancement or professional development, to include earning credits for dual licensure, if applicable, such as Marriage and Family Therapist and Licensed Professional Clinical Counselor. Such courses do not lead to a credential, e.g. certificate or degree.

Upon Completion: Students will receive quarter credits on an official transcript upon successful completion of the course.

COURSE DESCRIPTIONS

PSY 600, Introduction to Professional Writing, (3 quarter credit hours)

Prerequisite: None

This six-week course focuses on APA writing style, which is required for academic and professional papers. Topics include how to paraphrase and primary versus secondary sources. This is a Pass/Fail course.

PSY 601, Human Cultural Diversity, (5 quarter credit hours)

Prerequisite: PSY 605

Mental health professionals in many areas may be required to counsel individuals from a wide diversity of cultural and ethnic backgrounds. This course focuses on differences involving race, ethnicity, gender, religion, sexual orientation, and socioeconomic status. Emphasis is placed on self-awareness as well as on the specific psychotherapeutic approaches that are most beneficial to individuals from a different background.

PSY 602, Family Therapy, (5 quarter credit hours)

Prerequisite: PSY 613, PSY 614

The history of systems therapy and family therapy is traced. Various models and approaches are explored, including Bowen, experiential, structural, strategic, and cognitive behavioral approaches. Additionally, solution-focused therapies and narrative aspects will be emphasized.

PSY 603, Introduction to Clinical Research Methods, (5 quarter credit hours)

Prerequisite: Completion of 6 quarters

This course focuses on developing a research proposal for the final Master's project. Emphasis is placed on selecting a topic, conducting literature reviews, formulating hypotheses, using appropriate research designs and statistics, analyzing the methodologies used in various studies, and formulating a preview of the Capstone.

PSY 604A, Case Conference/Practicum A, (5 quarter credit hours)

Prerequisite: Completion of 20 quarter credits

This practicum is for students seeking licensure. Focus is on the practice of psychotherapy and on how to initiate therapy, confidentiality, termination, and avoid dual relationships. This course is concurrent with supervised, on-site field experience. Twelve to 15 hours per week is required each quarter.

PSY 604B, Case Conference/Practicum B, (5 quarter credit hours)

Prerequisite: PSY 604A

This practicum is for students seeking licensure. Focus is on the practice of psychotherapy and on how to initiate therapy, confidentiality, termination, and avoid dual relationships. This course is concurrent with supervised, on-site field experience. Twelve to 15 hours per week is required each quarter.

PSY 605, Foundations of Psychotherapy, (5 quarter credit hours)

Prerequisite: PSY 613, PSY 614

Basic concepts of the major theoretical orientations are discussed including psychodynamic, behavioral, and humanistic orientation with a focus on historical background and examining the strengths and weaknesses of various approaches.

PSY 606, Group Counseling, (5 quarter credit hours)

Prerequisite: PSY 613, PSY 614

This course focuses on group dynamics, principles of group therapy, and evaluation of therapeutic effectiveness. Different theoretical approaches are explored.

PSY 607, Alcohol and Chemical Dependence, (5 quarter credit hours)

Prerequisite: PSY 613, PSY 614

Students will learn about the current theories of the etiology of substance abuse and the medical/legal aspects and major treatment approaches to alcoholism and chemical dependency. Various forensic implications including diversion programs are discussed.

PSY 608, Couples Therapy, (5 quarter credit hours)

Prerequisite: PSY 613, PSY 614

The course examines the theory and the practice of working with couples. Emphasis is placed on cognitive behavioral perspectives and systems approaches.

PSY 610, Special Topics, (5 quarter credit hours)

Prerequisite: PSY 613

This course focuses on required topics in the marriage and family/personal counseling areas of interest and includes human sexuality, alcoholism and chemical dependency, aging and long-term care, spousal abuse, and assessing child abuse.

PSY 611, Final Capstone Project, (10 quarter credit hours)

Prerequisite: Completion of 83 quarter credits

This course focuses on developing a research proposal. Emphasis is placed on selecting a topic, conducting literature reviews, formulating hypotheses, using appropriate research designs and statistics, APA writing style, and analyzing methodologies used in various studies. A Capstone Committee will be composed of three individuals. An oral defense is required. Prerequisite: Successful completion of all 5-quarter credit hour courses in the core and in the area of interest.

PSY 612, Issues in Psychological Assessment, (5 quarter credit hours)

Prerequisite: PSY 613, PSY 614

This course focuses on objective measures of personality and psychopathology, including the MMPI, the MCMI, and the Beck Inventories. The course also covers principles of assessment, evaluation, referral, treatment planning, and report writing. Delivered in a practical, skills-based manner, the course provides guidance on the most efficient methods for selecting and administering tests, interpreting assessment data, how to integrate test scores and develop treatment plans as well as instruction on ways to write effective, client-oriented psychological reports.

PSY 613, Psychopathology, (5 quarter credit hours)

Prerequisite: None

This is a basic course taken prior to a practicum. A look at the etiology, the diagnosis, and the treatment of mental disorders throughout the lifespan utilizing the current DSM -5 is emphasized in this course. Focus will be on differential diagnoses and implication in forensic assessments. This course, presents the spectrum of diagnoses in DSM-5 in an accessible, engaging, clinically useful format. This course discusses whether the Global Assessment of Functioning (GAF) Scale (from DSM-IV-TR) should be utilized.

PSY 614, Legal and Ethical Issues, (5 quarter credit hours)

Prerequisite: None

This is a basic course that is taken prior to a practicum. The course focuses on the laws related to mental health practice. Various topics include confidentiality; patient therapist privilege; and laws relating to minors, family law, and standard of care issues. Additional topics include ethical conflicts, dilemmas, and professional ethics as promulgated by the American Psychological Association.

PSY 615, Issues in Life Span Developmental Psychology, (5 quarter credit hours)

Prerequisite: PSY 613

This course focuses on biological, psychological, and sexual development over a lifespan along with a special focus on aging and aspects of gerontology. Development from a range of theoretical perspectives is covered. Personality, intellectual functioning, perceptual processes, and learning across the lifespan are also discussed. This course is research-based including comprehensive coverage of important topics, and offers helping professional's information about human development that will enhance service provision to clients across the lifespan.

PSY 617 Cognitive Behavioral Therapy, (5 quarter credit hours)

Prerequisite: PSY 613, PSY 614

This course focuses on the psychotherapeutic approaches of Ellis and Beck and other cognitive behavior therapists. The basic tenets of cognitive behavior therapy are discussed as they apply to a variety of populations. This course bridges science and practice for students and clinicians alike. The evidence base for the efficacy of CBT has long been established in a multitude of research studies, but practitioners vary widely in the methods they use. The course provides an overview of successful treatments and demonstrates how to use CBT principles in an evidence-based way to plan and deliver treatment

PSY 618 Psychopharmacology for Clinicians, (5 quarter credit hours)

Prerequisite: PSY 605, PSY 613

This course focuses on psychiatric medications that are administered with respect to various psychological diagnoses. Emphasis is placed on side effects and referrals to medical practitioners, as well as managing non-adherence to medication and considering the impact medication has on the treatment planning and execution process.

PSY 649, Crisis Intervention and Trauma Counseling, (5 quarter credit hours)

Prerequisite: PSY 613, PSY 614

This course examines issues related to persons who are having a life crisis. Multicultural aspects are included. Emphasis is placed on the specific clinical tools that can assist in treating acute and chronic trauma.

PSY 689, Career Development, (5 quarter credit hours)

Prerequisite: PSY 613, PSY 614

This course focuses on the interrelationship between career development theories and decision-making models. Also examined is the interrelationship among work, family, and other environmental factors. Assessment instruments and new technology advances that are germane to career planning are explored.

FACULTY

The following faculty members are adjunct.

Donald A. Eisner, Ph.D., J.D.

Dr. Eisner is the CEO, President, and Dean of EIPS. He is a licensed attorney and a psychologist as well as a certified mediator. Dr. Eisner received a B.A. in psychology from Ohio University; an M.A. degree in

psychology from West Virginia University; a Ph.D. degree in psychology from West Virginia University; and a J.D. degree from the University of West Los Angeles. Dr. Eisner was a Visiting Professor of Forensic Psychology at Alliant International University and has taught courses on forensic assessment, criminal behavior, law and ethics in mental health, legal research and writing, introduction to forensic psychology, psychopathology, and cognitive behavioral therapy. Dr. Eisner is also well versed in psychological assessment. Currently, he is a Qualified Medical Examiner (QME) for the California Workers' Compensation system and has served as an expert witness in state and federal cases. Dr. Eisner has published research in the areas of forensic psychology as well as clinical psychology and gerontology and is a Fellow of the American College of Forensic Psychology. He has over 45 years of teaching experience and field experience.

Dr. Eric Kung, Psy.D.

Dr. Eric Kung is a Licensed Clinical Psychologist currently practicing in the San Gabriel Valley. He received a Bachelor of Arts in Psychology from UCLA, a Master of Science in Psychology from Cal Poly Pomona and a Psy.D. in Clinical Psychology from Alliant International University. He has extensive experience and knowledge working with diverse populations from various cultural and ethnic backgrounds. He has several years of teaching experience at the graduate level and has also sat on dozens of research committees over the years

Karla Mayorga, Psy.D. LMFT

Dr. Karla Mayorga is a Licensed Marriage and Family Therapist. She received a Bachelor of Arts in Psychology from California State University, Northridge, a Master of Arts in Counseling Psychology from National University, and Her Psy.D. In Clinic Psychology from California Southern University. Dr. Mayorga recently published her first book: The Unique Needs of Latina: Before and After a Cancer diagnosis. She has extensive experience and knowledge working with diverse populations who are experiencing stress.

Stephanie Morgan Ed.D. LMFT

Dr. Stephanie Morgan is a licensed marriage and family therapist. She received her Ed.D in leadership with an emphasis in psychology from University of the Cumberland, her M.A. in Counseling psychology from Argosy University, and her B.S in Human Services from California State University, Fullerton. Her doctoral research focused on leadership in graduate marriage and family therapy programs and student perception of competency. She is the director and clinical supervisor at a private outpatient counseling clinic where she is specialized in the treatment of eating disorders and other addictive and compulsive behaviors and disorders.

Augustine Panchoo, Psy.D.

Dr. Augustine Panchoo was born and raised on the Caribbean Island of Grenada. He received his B.A. degree in Secondary Education and Social Studies from the University of the Southern Caribbean, Trinidad. Dr. Panchoo holds an M.A. degree in Family Life Studies from Loma Linda University and a Doctorate in Psychology from the Chicago School of Professional Psychology, Los Angeles. In addition to adjunct teaching at Argosy University & National University, Dr. Panchoo works as a therapist for a sex offender treatment program in the Inland Empire. Dr. Panchoo has interests is in sex offender treatment, substance uses & addiction and childhood trauma. Dr Panchoo is a Certified Clinical Trauma Professional (CCTP) as well as a Certified Sex Offender Treatment Provider (CSOTP)

Glen Pastores, Psy.D.

Dr. Glen F. Pastores is a licensed Marriage and Family Therapist. He earned a BA in Psychology from San Diego State University; an MA in Counseling Psychology from National University in San Diego; and a Psy.D. Organization Development from Alliant International University School of Professional Psychology in Fresno. He has over 15 years of experience providing psychotherapy, consultation, and coaching services to adults,

children, adolescents, couples, and families. Dr. Pastores maintains a private practice in San Diego and has been teaching undergraduate and graduate psychology and organizational psychology courses for the past 8 years. His research interests include conscious capitalism, conscious business, pediatric psychology, and entrepreneurial stress. Dr. Pastores teaches Crisis Intervention and Trauma Counseling at EIPS.

Richard Zimmer, Ph.D.

Richard Zimmer, Ph.D., received a B.A. degree from the University of Michigan in Ann Arbor, Michigan; an M.A. degree in history from the University of California, Berkley, California; a Ph.D. degree in psychology from the Center for Psychological Studies in Berkley, and a Ph.D. degree in anthropology from UCLA in Los Angeles, California. He currently is a clinical psychologist in practice in Santa Rosa, California. He works with a variety of clients, including the developmentally disabled and people with Asperger's. He recently retired from Sonoma State University, where he taught in an interdisciplinary program and in many other departments. Dr. Zimmer teaches clinical forensic psychology, clinical psychology, law, and ethics courses at EIPS. He has over 40 years of teaching experience.

ANCILLARY/SUPPORTIVE STAFF

Campbell, Martin MBA: Director of Moodlerooms Monitoring

Martin Campbell joined EIPS in 2018. He has recently earned an MBA from Northwood University. Mr. Campbell has over 2 years experience with on-line learning platforms. His previous experience includes training and education in learning management systems. He is knowledgeable with social media, graphics and marketing. Mr. Campbell is passionate about technology and the advantages it brings.

MLCampbell@comcast.net

Vora, Rupali MLS: Director of Library Services

Rupali Vora, MLS. Ms. Vora has over five years of on line library experience, to include managing digital materials. Ms. Vora graduated from San Jose State University in 2013 with a Master's Degree in Library & Information Science. She has been the Librarian of EIPS since 2017.

Rupalivora@hotmail.com

DISCLOSURES

EIPS does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code..

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.

Eisner Institute for Professional Studies (EIPS) is not accredited by an agency recognized by the United States Department of Education (USDE) and students are not eligible for federal financial aid programs.

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, positions with the State of California.

EIPS does not participate in federal or state financial aid programs.

EISNER INSTITUTE FOR PROFESSIONAL STUDIES

The Master of Arts (M.A.) Capstone Handbook

The Capstone Handbook includes information that will allow a student to complete a research proposal. The research proposal does not involve the actual assessment of human subjects but is exactly as stated; it is a research proposal, one that, for example could be submitted to a foundation grant in order to obtain funding to conduct a study. It is expected that the Capstone will demonstrate the student's knowledge and acquisition of information in the field of psychology that comports with a Masters level.

The Project Development Course (Psy 603)

In the project development course that was taken prior to the Capstone, it is expected that the student will have developed an overall idea of what topic they are interested in. They will be offered the tools to accomplish a successful Capstone. In that class, they should have covered issues such as the literature review, subject recruitment, methodological issues, experimental bias, and how to analyze and critique studies.

APA Style

The Capstone is a scholarly document, and should be on par with a publishable paper or presentation. Psy 600 offers an introduction to professional writing for Masters students.

Capstone Format

There are five different chapters that need to be completed. They are described below. The MA capstone should be between 50-75 pages.

What is the Topic?

Firstly, it is anticipated that the student who has taken the project development class will continue on the same pathway with their Capstone. If not, there needs to be a discussion with the instructor and/or the Capstone mentors.

When a Topic is Selected

After a topic is selected, it needs to go to the administration and to an instructor that you believe would be conversant with the particular topic. The head mentor will be your main contact during the 11-week Capstone. The other mentors will also assist in developing the Capstone.

It should be noted that the Capstone must be an original project that adds to the psychological literature. It is not accepted if you have already worked on a project or have published an article or co-authored an article in this arena. Simply, this must be a project that is brand new.

In deciding on your topic, it should be determined whether it will be a research oriented position paper or a research proposal. This should be discussed in detail with your mentor and/or your potential mentors. To reiterate, even if you are offering psychological test questionnaires and so on, they are not to be given to actual subjects.

Methods

In terms of a research proposal there is a method section that describes subjects, apparatus and procedures. The subjects in the proposed study need to be carefully identified, described how they are selected and whether they are random, what their ages are, how they were selected and recruited. Any so-called apparatus needs to be described in detail if you are using psychological tests. You must describe whether they have been appropriately standardized. You must also discuss how they will be scored and what the interpretation of these tests may mean. The procedure generally refers to the instructions given to the subjects, whether there is a control group, whether you have considered confounds that may interfere with the validity of the study. Again, it needs to be restated that the topic has to be something that is significant in the field. It cannot be simply a review or rehash of what other people have done, for example, in the annual review of psychology. Since it has already been covered, there is really nothing new for you to do if you are simply redoing without any critical analysis what has been done in the past.

Postings

It is expected that the student will check in at least several times a week or more to get feedback from the mentors. They should continue to ask questions and respond immediately to feedback. If a week goes by without feedback and you did not inform the instructor, of course, it may be unclear as to why there was not a response. Therefore, you must indicate that if more than seven days go by, why you cannot respond, if there has been a problem or a difficulty. Checking in to see what the mentors have to say by asking a particular question.

All submissions must be sent to Moodlerooms. Do not post directly onto the forum, but submit in an attachment that can be downloaded and edited. When sending a draft, do not send references that are not directly connected to the project. Your Capstone will be rejected at that point and will not be read. In other words, if you are talking about a particular study within your early draft, of course, it should be listed in the reference list,

but do not send random reference lists that are not directly connected to the Capstone. You can certainly send another separate list that is not connected to the draft or which may indicate some other reason for so doing.

Choosing a Mentor

There is a collaboration between the student and the instructor. The instructor will have experience in the topic that the student has suggested.

The Five Chapters(Research Proposal)

There are five separate chapters that need to be included in a research proposal. The first chapter is the Introduction followed by Literature Review, Methodology, Results, Limitations and Suggestions for Further Research.

Abstract

There should be an abstract which is between 150 to 200 words. The abstract will be presented before Chapter 1 after the title of the paper. The abstract should be presented at the final draft.

Chapter 1

In the first chapter, the reader should be told why the particular project is significant. There should be some historical background if appropriate, general statement of the problem, the rationale, and what are the research questions. If there are various terms that need to be defined, that should be done in the first chapter.

It is expected that chapter 1 will be less than 10 pages. It will include a brief introduction; discussing the nature of the problem; there may be a brief background which discusses why Albert Ellis' CBT Rational Emotive Behavior Therapy; might be more advantageous than Beck's approach. There is a statement of the problem which indicates that not enough research has clarified the distinction between Albert Ellis' approach and Aaron Beck's approach. Thus, the purpose of the study is to have a comparison between two approaches to cognitive behavior therapy. The Capstone should briefly discuss the outcome which could be achieved, namely that there will be some significant information that can suggest that

under what circumstances if any one approaches of cognitive behavior therapy may be appropriate. This will be done by analyzing the data in various types of control groups.

One hypothesis might be that with college students that rational emotive behavior therapy is superior. There may be other related questions as well.

Chapter 2

Chapter 2 is the literature review which focuses on the research reported in the articles that have been published. It should be noted that primary studies, particularly ones that are peer-reviewed should be included in the literature review. Secondary sources are discouraged. It goes without saying that summaries from sources such as Wikipedia and elsewhere are not acceptable. Also a meta-analysis is not acceptable. A single meta-analysis the Capstone can be briefly mentioned but that is simply someone else's review, which essentially is another Capstone project. Thus, that is generally not going to be appropriate for a lengthy discussion in the Capstone It will be acceptable to have one paragraph or two and extract the essential ingredients out of the meta-analysis but a student has to analyze each individual study on its own. Individual studies should be critiqued and analyzed, especially in the discussion and limitations section in the latter part of the Capstone. Simply stating that 20 subjects received the experimental treatment, and proved beneficial is not substantive enough.

Essentially, the literature review has to be an analysis and critique of the studies. It is expected that there will be at least 20 references and that most, if not all, will be within the last 10 years. Books, unless classics, should not be more than 5 years old.

Chapter 3 – Methods (If a Research Proposal)

In the third chapter, the methods should be described. Typically there are three sections: Subjects, Apparatus and Procedures. Subjects-who are they, how were they recruited, their ages, demographic data and so on. Apparatus-If you are giving psychological tests in order to assess efficacy of therapy, you need to describe the issues related to the validity of the test. For example, if you are administering the Beck scales, are they going to provide enough data in that they are self-report measures, or does the study need to include the MMPI-2. This will need to be defended at the time of the oral defense. Is there a control group, this should be described in enough detail, so that the reader can understand that the control groups are appropriate. The student needs to explain the rationale as to how they can differentiate whether there is a support for their hypothesis.

Chapter 4 - Design

If the study has graphs or charts, they can be included here with possible hypothetical data. Indicate via chart, the subjects that are in each cell. Indicate the statistics that are used to assess the hypotheses.

Institutional Review Board (IRB)- Since no actual subjects are involved, there should be a statement to this effect, and that if the research were conducted that there is no violation of IRB standards.

Chapter 5

Chapter 5 should be the discussion and conclusion which covers the implications of the potential findings. It should be noted that if there are limitations in the approach, this should be mentioned. For example, may be the subjects used in this particular hypothetical research project are college students and therefore any results will not be extrapolated to another population. And lastly there should be a paragraph or two on future studies. Not too surprisingly, a future study may be expanding the scope of this particular study.

Position Paper

The rationale for the position paper is included in the introduction. Following the introduction is a comprehensive literature review that focuses on recent studies. The studies are examined from a methodological standpoint

The next section is the limitations of the research, followed by suggestions for future research.

Citations and References

The student is referred to the Capstone policy on the Moodlerooms site. As noted, APA standards are utilized, all references must be saved. It is suggested that the references that are submitted can be saved in a drop-box. Should any of the mentors request to see the studies, they must be submitted. Should the Capstone not be finished by the last week, then the student may need to continue into the next quarter. It needs to be emphasized as that there are very strict policies against plagiarism. We do not accept Internet sources and Wikipedia. Should this happen, the project will be automatically rejected and the student may need to start an entire new topic over again.

Final Capstone Project Policy

Final Project - Policies and Procedures

In order to fulfill the requirements for the Master's degree, a final Capstone project is required. The final project may be a research proposal or a research oriented paper. With permission a student may present a scholarly personal narrative.

The length of the position paper or research proposal is 50-75 pages for the MA Capstone (APA spacing.) The 50 pages excludes references or other materials.

When citing books, the pages must be presented in the body of the project. The actual hard copies of the pages cited must be saved and may be requested for review by the Mentor. A log must be kept of all page/ citations for journal articles. Thus, if the statement to be quoted or paraphrased is on page 243, that should be logged.

With permission, the Capstone may have additional pages. The APA writing style should be consistent throughout the final project.

The Capstone should include a number of peer reviewed studies, and not simply extracts from other reviews. Both in tone and content, the Capstone should be worthy of publication or presentation to a research committee.

Choosing a Mentor

Each student will select a mentor who is currently on the faculty. A brief outline of the proposed project should be sent to the Dean's office. In a collaborative manner, the student and the mentor will agree to work on the final project.

Format

The format of the final research project for those who choose the research proposal is as follows: There needs to be an abstract followed by an introduction which offers the background of the issue to be discussed. There must be an extensive literature review of approximately 10-15 pages.

Quantitative proposals are preferred. There should be a statement of the specific hypotheses that are to be tested. Next, there needs to be a discussion of the subjects involved in the study. Either in the body of the paper, or in an appendix, there should be an indication as to how this study will meet Institutional Review Board standards. Next is a description of the tests or apparatus used followed by the procedures. The next section will include the data collection methods. The last section will be the limitations of the proposed study.

Conducting an actual research study is not permitted. Prior collected data cannot be included in the Project

Here is Sample Table of Contents for a Research Proposal:

Table of Contents- Capstone Project

CBT in the Treatment of Depression: Comparing Ellis with Beck

Table of Contents

Abstract

Introduction

Statement of Problem

Purpose

Theoretical Perspective

Research Question and Hypotheses

Review of the Literature

Description and Brief history of Cognitive Behavior Therapy

Description of REBT

Description of Beck's Cognitive Therapy

Depression (DSM-5)

Methods

Research Design

Restatement of Research Question and Hypotheses

Operational Definitions of Variables

Population and Sample

Data Collection Procedures

Instruments

Data Analysis

Anticipated Ethical Issues (IRB)

Discussion and Conclusion

Limitations of Present Study

Future Studies

References

Appendixes

See examples at the top of the website of other Capstone projects.

Mentor and Dean Approval:

Upon approval by the mentor, the final project will be forwarded to the Dean or second faculty member for approval. If the Capstone project does not receive Mentor approval the student will receive a grade of N/A. This means the Capstone is not approved and the student is not eligible to move onto the oral defense. The N/A grade does not affect the GPA.

Overview of Psy 611

Week 1-Submit Abstract/Summary for position paper.

Read Final Capstone Project Policy. Make tentative decision as to what type of Capstone, i.e. Position Paper or Research Proposal.

Week 2- Submit preliminary outline. Begin or continue search for articles

Week 3-Submit brief description of sections in Literature Review (Background).

Week 4-and 5-Work on literature review and submit any questions

Week 6- Submit draft of literature review in APA format- should have at least 5-10 pages. Only submit material that has

been proofread and has accurate bibliographies

Final decision should be made as to the type of Capstone, i.e. Position Paper or Research Proposal.

Week 7- Finalize research hypotheses, if doing a Research proposal. Meeting with Mentor and second reader may be scheduled

Week 8-Submit draft of Conclusion.

Week 9 - Work on final draft.

Week 10-Submit final draft of Capstone and set up date for oral exam.

Program Learning Outcomes:

PLO1. Develop knowledge of the major psychotherapy theories including those that are empirically supported.

PLO2. Documents skill in assessment, diagnosis, treatment that is integrated into clinical cases

PLO3. Develop sensitivity to diverse populations in providing individual group or couples therapy.

PLO4. Demonstrate knowledge of ethical issues with respect to treatment and research

PLO5. Demonstrate competency in performing clinical psychotherapy services

Student Learning Outcomes

Upon completing the course, students will be able to:

SLO1. Submit written work that is graduate level in quality and adheres to APA-style guidelines. (PLO1 & 2)

SLO2. Identify critical elements in peer-reviewed articles. (PLO 2 & 3)

SLO3. Assess methodological issues in published research. (PLO 1 & 4)

SLO4. Critique psychological issues in the mental health field (PLO 4& 5)

The length of the final project class is 11 weeks. By the first week, an abstract, outline or preliminary proposal should be submitted. Students should check with their Mentor on a weekly basis. By week six, there should be at least 10-15 pages of a draft. It is imperative that students get approval from their mentor at least several weeks before the end of the eleven weeks to make sure that there will be time for the mentor to approve the final project along with the second faculty member or dean. If no approval, a second 11-week (10 Units for the Master's) course is required. If no subsequent approval in the third Capstone course, the student may petition for another attempt.

If a student has substantially completed the Capstone but it is still not acceptable or approved prior to the oral defense by the end of the 10th week, the student can enroll for 1/2 of a quarter (5.5 units). If the project is deemed not acceptable due to poor scholarship or other academic reasons, then a full quarter is required to complete the Capstone.

The Oral Defense:

In order to be eligible for the oral defense, the final research project must be approved both by the mentor as well as the second faculty member or dean. The Capstone project may be subject to further review and/ or revisions after the Oral defense.

The Oral defense decisions are assessed as Pass, Conditional Pass, or Fail. The decision must be unanimous. A conditional pass which requires significant revisions or change in Capstone format (e.g. research proposal to a position paper) may require enrolling in at least 5 additional units. If the conditional pass is not successfully completed by the end of the next quarter the decision will revert to Fail. After the quarter has ended, if there are significant revisions needed (before or after an Oral defense) additional time may be requested. The rate is based on the number of weeks requested. Each week equates to a fee of one-quarter unit.

If the Oral defense is not passed students may retake the Oral defense one time. After a second unsuccessful attempt, a Petition is required.

Depending on the circumstances upon a Fail, students may be required to enroll for another full Quarter.

Academic Standards

Regarding references, each of the articles cited in the project may be commented upon by the mentors at the time of the oral defense. It is expected that the vast majority of any and all references included in the Final Project will be original studies that preferably have been peer reviewed. The majority of articles cited should be published within the last ten years. Articles should be critically reviewed, and not simply summarized. Do not take material or quote or paraphrase from the abstract of an article.

When submitting drafts, the references must be included. All references submitted should be verified and be primary sources (unless otherwise cited as a secondary source.)

A final draft should be submitted before the end of the 10th week to allow for revisions or modification. The Capstone should be submitted by Friday of the 10th week to be considered for the current quarter. Should significant revision be needed at that time, the student may need to repeat an additional quarter.

There should be no use of Wikipedia and extremely limited use of any citations that are found on the internet only. Any cites or material from Blogs without proper attribution will lead to a rejection of the Capstone. In any event blogs and materials from the internet should be avoiding except for an extremely limited purpose.

Any and all references cited in the final project must be saved by the student, and sent to the mentor if requested. This includes the actual hard copy of the page(s) cited.

Articles should be saved via a drop-box The use of outside consultants, advisors, editors or writers must have prior approval from the Dean of Eisner Institute for Professional Studies.

Should there be any inappropriate use of outside consultants, ghostwriters and so on, this may be cause for non-acceptance of the Project and/termination from the program.

If there are academic honesty violations including but not limited to plagiarism, the Capstone will be rejected (either before or after the Oral Defense), and the student may be required to retake Psy600, Psy603 and Psy 611.

Poor or pseudo-paraphrasing is considered plagiarism. Simply changing a word or two in a sentence or series of sentences is considered plagiarism. Inappropriate use of references which are a violation of academic standards on plagiarism may lead to sanctions including termination of the project, suspension or expulsion from Eisner Institute for Professional Studies. See the Purdue Online Writing Lab (OWL) for details on paraphrasing. Use of secondary sources must be indicated and referenced.

All primary and secondary sources must be accounted for in the Capstone. If the primary source is not available, the reference should so state: "as cited in..." A request may be made to see any and all of the references. Attention must be closely paid on the use of primary and secondary sources. A mis-citation could lead to a rejection of the Capstone.

Upon submission of the final draft and prior to the Oral Defense, the following Statement of Originality is to be signed:

I, _____, declare that this Capstone project is my own original work. Where I have taken ideas and/or wording from another source, I have followed APA guidelines in terms of citing, quoting, and providing entries in the references section.

Therefore, I have read and reviewed every reference unless so indicated as a secondary source.

Upon notice the Oral defense may be audio taped.

CONSUMER INFORMATION DISCLOSURE FORM

GENERAL INFORMATION:

Eisner Institute for Professional Studies
16133 Ventura Boulevard, Suite 700
Encino, California 91436
www.eisnerinstitute.org
818-380-0185

Year Founded: 2007

Chief Executive Officer/Dean: Donald A. Eisner, Ph.D., J.D.

Participation in Funding Programs: None

MISSION AND DESCRIPTION:

The mission of the Eisner Institute for Professional Studies (EIPS) is to provide an affordable and an excellent education to the adult learner through our distance-learning programs in the field of psychology. Experienced professionals and educators, who are committed to providing quality instruction and individual attention to every student, teach our courses.

We are dedicated to helping you achieve your potential and look forward to the opportunity of working with you. This catalog contains information for the Master of Arts (M.A.) in Psychology program and Continuing Education courses.

Please explore what EIPS has to offer. 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. We know that we will provide you with a rewarding educational experience.

Together we can assist you in accomplishing your professional goals.

EIPS is dedicated to promoting a culturally and an intellectually diverse learning environment for students who are educationally qualified and motivated to work independently. To fulfill this mission, the Eisner Institute for Professional Studies has established the following objectives and values:

- To provide student services that contribute to student success and achievement
- To maintain an educational environment that respects and accommodates a diversity of individual backgrounds, abilities, interests, and opinions
- To always act with integrity, honesty, and the highest ethics

Area of Special Focus: Psychology

Description of Institution:

EIPS Catalog
Effective Date: 04.22.2019

Eisner Institute for Professional Studies is located at 16133 Ventura Boulevard, Suite 700 in Encino, California. All administrative offices are located here.

Eisner Institute’s mode of training:

EIPS offers education through distance education. Coursework is completed at a location determined by the student. Since all programs are taught online, the facility is not equipped with classroom space; however, conference rooms are available should they be needed.

Student Demographic Profile:

The degree program is intended for adults of all ages who aspire to earn a graduate degree in the field of psychology.

Degree: Master of Arts in Psychology Degree

Tuition and Fees:

Master of Arts (M.A.) in Psychology Program (93 Quarter-Credit Hours)

Application Fee: \$75.00 Non-Refundable

Registration Fee – First Quarter \$155.00 Non-Refundable

*Student Tuition Recovery Fee \$0.00 Non-Refundable

Tuition: \$23,250.00 (\$250.00 per quarter credit unit)

Textbooks: \$1,400.00 Estimated

Library: \$160.00 (\$20.00 per quarter Non-Refundable after the start of each quarter.)

Technology Fee (Moodleroom) \$ 200.00 (\$25.00 per quarter Non-Refundable after the start of each quarter.)

Proctor Fee: \$800.00 \$100 per quarter for one course proctored final exam.

Graduation Fee: \$350.00

**Total: \$26,190.00

Estimated charge per quarter: \$2,545.00

*STRF: \$0 for every \$1,000 of tuition rounded to the nearest \$ 1,000.

*Charges estimated for the entire program.

OUTCOMES:

Master of Arts (M.A.) in Psychology – 93 Quarter Credits

On-Time Completion Rates (Graduation Rates)

# of Students Who Began the Program	Students Available for Graduation	# of On-Time Graduates	On-Time Completion Rate
2017 7	7	3	100%
2018 3	3	0	100%

Examination Passage Rates

# of Graduates	# of Graduates Taking Exam	# Who Passed 1 st Available Exam	# Who Failed 1 st Available	Exam Passage Rate
2017 3	0	N/A	N/A	
2018 0	0	N/A	N/A	