

Campbellsville University

Los Angeles Education Center

California Specific Catalog Information

July 1, 2026 – June 30, 2027

1 University Drive, Campbellsville, KY 42718 | P: 270.780.5000 | www.campbellsville.edu
16830 Ventura Blvd., Ste. 200, Encino, CA 91436 | P: 818.386.5600 | <https://phillips.campbellsville.edu/>

CAMPBELLSVILLE UNIVERSITY IS A PRIVATE INSTITUTION AND IS APPROVED TO OPERATE BY THE BUREAU OF PRIVATE POSTSECONDARY EDUCATION. APPROVAL TO OPERATE MEANS CAMPBELLSVILLE UNIVERSITY IS IN COMPLIANCE WITH STATE STANDARDS AS SET FORTH IN THE CEC AND 5, CCR. APPROVAL TO OPERATE DOES NOT IMPLY THAT THE BUREAU ENDORSES PROGRAMS, OR THAT CAMPBELLSVILLE EXCEEDS MINIMUM STATE STANDARDS.

CAMPBELLSVILLE UNIVERSITY does not have any pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, nor has 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 (11 U.S.C. Sec. 1101 et seq.).

MISSION STATEMENT

Campbellsville University is a Christian institution dedicated to academic excellence, solidly grounded in the liberal arts, fostering integrity and Christian servant-leadership within a caring environment.

CORE VALUES

- To foster and achieve academic excellence through associate, baccalaureate, graduate, doctoral, and certificate programs delivered through face-to-face, hybrid, and online modalities.
- To provide an environment conducive for student success.
- To value diverse perspectives within a Christ-centered community.
- To model servant leadership and effective stewardship.

ACCREDITATION

Campbellsville University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award diplomas, certificates, associates, bachelors, masters, specialist, and doctorate degrees.

Questions about the accreditation of Campbellsville University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available at SACSCOC/s website (www.sacscoc.org).

1. **Catalog:** This catalog contains a description of certain policies, procedures, and other information regarding enrollment at Campbellsville University. Campbellsville University reserves the right to change any provision of the catalog at any time. Notice of changes will be communicated in a revised catalog, an addendum or supplement to the catalog, or another written format.

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.

As a student, you are expected to read and be familiar with the information contained in the catalog, in any revisions, supplements and addenda to the catalog, and with all Campbellsville University policies. By enrolling at Campbellsville University, the student agrees to abide by the terms stated in the catalog and any changes or revisions to the catalog and all Campbellsville University policies.

2. **Questions:** Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to

The Bureau for Private Postsecondary Education,
Address: 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834
P.O. Box 980818, West Sacramento, CA 95798-0818
Web site Address: www.bppe.ca.gov
Telephone and Fax #'s: (888) 370-7589, (916) 574-8900 or by fax (916) 263-1897

3. **Complaint:** 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.

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589 or by visiting www.bppe.ca.gov.

4. **Location of Instruction:** Courses in the Phillips Master of Marriage and Family Therapy program are taught on ground at our Los Angeles Education Center, located at 16830 Ventura Blvd., Ste. 200, Encino, CA 91436.
5. **International Students:** The Los Angeles Education Center of Campbellsville University does not currently admit international students.
6. **English Proficiency:** All coursework is delivered in English. Students are required to have the following English proficiency:

Test of English as a Foreign Language - TOEFL

The TOEFL is required for all international applicants whose primary language is not English and who are not graduates of a college/university in the United States.

Paper based score minimum of 550; internet-based score of 79-80 is required for all programs.

Alternative testing options in lieu of TOEFL:

International English Language Testing System - IELTS

Score 6.0 or higher.

Pearson Test of English - PTE

Score 53 or higher.

Test of English for International Communication - TOEIC

Score 600 or higher.

ESL programs are not currently provided at the Los Angeles Education Center of Campbellsville University.

7. **Program Description**

OVERVIEW

The Master of Marriage and Family Therapy (MMFT) program is designed to prepare graduates to work as licensed marriage and family therapists. Systems theories form the core of the academic program, as students are exposed to foundational concepts and the most cutting-edge, research-based developments in clinical methodology.

Lectures and reading assignments are always complemented by hands-on practice. Students are challenged to explore their interpersonal processes in order to develop the personal qualities of excellent Marriage and Family Therapists.

The program respects and encourages students of diverse backgrounds to learn with and from each other, and to be prepared to work in complex, multicultural environments. The cohort model, where a consistent group of students goes through the program together, provides a context in which students learn about systems by reflecting on their cohort process as well as by academic study.

The MMFT program utilizes systemic and relational theories as the basis for academic learning and clinical skills training. Additionally, the program presents a broad array of models for assisting individuals, couples, families, and larger systems to develop and grow.

In practicum, students have support and careful advisement to locate appropriate sites for real-life therapeutic experience consistent with their clinical interests. Students are required to obtain practicum hours that provide clinical experience working with individuals, couples, and families.

The MMFT program of the Los Angeles Education Center of Campbellsville University is both experiential and applied in our educational philosophy. All faculty are licensed, practicing professionals with diverse specializations. All faculty meet the requirements of SACSCOC in accordance with accreditation requirements and are credentialed meeting the minimum requirements of 5, CA ADC §71720. Their professional and personal expertise enhances both the classroom experience and the post-graduation careers of our students.

Instructional Core Faculty

Danielle Lascano, Ed.D., LMFT, RPT, CGP

MMFT Program & Clinical Director

Associate Dean

Department Chair

Assistant Professor

BA - University of California - Riverside

MA - Azusa Pacific University

Edd - Argosy University - Counseling Psychology

Licensed Marriage and Family Therapist/AAMFT Approved Supervisor

Certified Grief Professional

Bobbi Jankovich, M.A., LMFT

Associate Professor and Co-Director of Clinical Training and Placement

BA - University of California, Santa Barbara

MA - Pepperdine Graduate School of Education and Psychology – Clinical Psychology with an Emphasis in Marriage and Family Therapy

Licensed Marriage and Family Therapist/AAMFT Approved Supervisor

Fereshteh Mazdyasni, M.A., LMFT

Associate Professor

BS - Pahlavi Shiraz University

MA - Phillips Graduate Institute – Psychology with an Emphasis in Marriage and Family Therapy

Licensed Marriage and Family Therapist/AAMFT Approved Supervisor

CAMFT Certified Supervisor

PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

Students who complete the program are responsive to the many aspects of diversity that exist within human relationships. They demonstrate self-awareness, a commitment to ethical practice, and relational responsibility in service to individuals, couples, and families, to their communities, and to the profession of marriage and family therapy. Students who complete the program will have met the educational requirements for MFT licensure in California.

FACILITIES

The facilities in Encino, CA, consist of over 25,000 square feet of indoor space that includes classrooms, common areas, offices, and a community mental health center used to train students. All classrooms are furnished with computers and large flat panel monitors. The community mental health center features five pairs of rooms separated by two-way mirrors, allowing students to observe therapy sessions in situ. The facility's heating and cooling, ventilation, lighting, classrooms, laboratories, and campus environs, are well-maintained. The institution maintains and has on file all valid permits required that relate to the health and safety of the facility and equipment. Such permits are available to the Bureau upon request.

EMPLOYMENT PLACEMENT SERVICES

Campbellsville University does not offer any direct employment placement services.

CLINICAL PLACEMENT

Students are required by the California state licensing board to complete hours of practicum experience (as determined by the academic program) at an approved agency prior to graduation. This practicum experience allows students to provide counseling services to clients under the supervision of licensed professionals. Students may begin their practicum experience after they have completed 13 units of coursework and have been designated by MFT faculty as trainees who are ready to begin clinical work.

Students may complete a portion of their clinical training, earning hours towards graduation and licensure, at our on-site facility, the California Family Counseling Center (CalFam). The MFT department also maintains a list of approved training

sites throughout Southern California.

MFT-approved training sites include counseling centers, schools, community and public mental health facilities, and hospitals. While it is ultimately the student's responsibility to obtain a clinical placement, the faculty advisor and clinical placement director provide assistance and support with the process.

The student's experience in practicum provides a valuable link to community resources, clinical training opportunities, and professional organizations. Additionally, students begin obtaining their clinical hours toward MFT licensure in their practicum experience.

CASE CONFERENCE

This course begins in the first term of the program and introduces students to real world psychotherapy practice, first as observers, then as co-therapists. It provides a hands-on training experience within a small group, which meets once a week.

Students participate in discussion with the therapist/ instructor about the clinical work they have just observed. Students are invited to be part of the ongoing therapy as co-therapists or participants on a reflecting team. Through role plays and modeling, students learn communication principles and basic counseling skills that they will need as they begin to see their own clients in practicum. Because the curriculum is carefully designed as an integrated experience, students' participation in Case Conference will reflect the same foundational concepts that are being presented in their first year of academic courses.

CAREER PATHS

Our MFT graduates pursue work in a variety of settings including:

- Private Practice
- Inpatient and Outpatient Facilities
- Employee Assistance Programs
- Hospitals and Health Maintenance Organizations
- Community and Public Mental Health Facilities
- Schools and Early Childhood Centers
- Social Services Agencies
- Courts and Correctional Facilities

A growing number of MFTs also work with other healthcare providers as members of comprehensive teams to provide integrated healthcare services.

BBS LICENSURE REQUIREMENTS:

- Obtain a Qualifying Master's Degree
- Register as an AMFT (Associate Marriage and Family Therapist)
- Pass Criminal Background Check
- Take and Pass the California Law and Ethics Exam
- Accrue Supervised Experience (3,000 total supervised hours, over minimum 104 weeks)
- Take and Pass the LMFT Clinical Exam
- Request Initial License

PROGRAM SCHEDULE

Our Master of Marriage and Family Therapy program is a 60-unit curriculum delivered on campus over five terms.

One full day of class each week either on Saturday or on a weekday from 8 am to 5 pm.

A three-hour weekly Case Conference section for the first two terms.

Beginning as early as the second term, students start gaining practicum hours at a clinical placement site. The practicum experience extends throughout the remainder of the program. Students should expect to spend approximately 15-20 hours per week in clinical experience, training, and supervision in addition to regular class time.

The job classification(s) using the United States Department of Labor's Standard Occupational Classification codes, at the Detailed Occupation (six-digit) level is 21-1013 Marriage and Family Therapists.

SAMPLE COURSE SCHEDULE – 60 TERM UNITS

First Term: (13 units)

MFC502 Family Therapy: Systemic Approaches (3 units)

MFC503 Developmental Psychology (3 units)

MFC507 Foundations of Psychotherapy and Counseling (3 units)

MFC518 Introduction to Research -I (1 unit)

MFC519 Case Conference: Pragmatics and Human Communication (3 units)

Second Term: (12 units)

MFC504 Diversity and Social Justice in Families, Schools, and Other Systems (2 units)

MFC505 Family Therapy: Evolving Systemic Approaches (3 units)

MFC520 Abnormal Psychology (2 units)

MFC523 Case Conference/Practicum (3 units)

MFC524 Assessment and Treatment in a Developmental Context (2 units)

Summer Term: (11 units)

MFC529 Group Dynamics/Practicum (3 units)

MFC549 Psychological Testing (3 units)

MFC550 MFTs in Community Mental Health (2 units)

MFC600 Fundamentals of Addiction (3 units)

Third Term: (13 units)

MFC521 Introduction to Research - II (1 unit)

MFC528 Couple Therapy (3 units)

MFC531 Applied Therapeutic Methodology: Relational Therapy I (3 units)

MFC532 Sexuality and Sex Therapy (1 unit)

MFC533 Practicum - I (2 units)

MFC539 Legal, Ethical, and Professional Issues (3 units)

Fourth Term: (11 units)

MFC522 Professional Project (1 unit)

MFC534 Applied Therapeutic Methodology: Relational Therapy II (3 units)

MFC535 Practicum - II (2 units)

MFC540 Professional Issues for Marriage and Family Therapists (2 units)

MFC547 Psychopharmacology (3 units)

8. Option for Non-Clinical Master's Degree 50 Units Master of Marriage and Family Therapy

This degree option allows students who have decided not to pursue clinical practice to complete a master's degree in marriage and family therapy. While this 50-unit degree will not qualify for licensure, it may equip the student for a variety of related professions or provide more opportunities in the student's existing work setting. The student applies for this degree only after completing at least 13 units in the first two (2) terms of the Master of Marriage and Family Therapy program. An individual academic plan is determined by the student's faculty advisor in consultation with the MMFT Site Director. Coursework excludes the clinical block (MFC531/MFC 534 and MFC533/MFC535).

SAMPLE COURSE SCHEDULE – 50 TERM UNITS

First Term: (13 units)

MFC502 Family Therapy: Systemic Approaches (3 units)

MFC503 Developmental Psychology (3 units)

MFC507 Foundations of Psychotherapy and Counseling (3 units)

MFC518 Introduction to Research -I (1 unit)

MFC519 Case Conference: Pragmatics and Human Communication (3 units)

Second Term: (12 units)

MFC504 Diversity and Social Justice in Families, Schools, and Other Systems (2 units)

MFC505 Family Therapy: Evolving Systemic Approaches (3 units)

MFC520 Abnormal Psychology (2 units)

MFC523 Case Conference/Practicum (3 units)

MFC524 Assessment and Treatment in a Developmental Context (2 units)

Summer Term: (11 units)

MFC529 Group Dynamics/Practicum (3 units)

MFC549 Psychological Testing (3 units)

MFC550 MFTs in Community Mental Health (2 units)

MFC600 Fundamentals of Addiction (3 units)

Third Term: (8 units)

MFC521 Introduction to Research - II (1 unit)

MFC528 Couple Therapy (3 units)

MFC532 Sexuality and Sex Therapy (1 unit)

MFC539 Legal, Ethical, and Professional Issues (3 units)

Fourth Term: (6 units)

MFC522 Professional Project (1 unit)

MFC540 Professional Issues for Marriage and Family Therapists (2 units)

MFC547 Psychopharmacology (3 units)

9. Institutional Policies

APPLICATION AND TRANSCRIPTS

TO APPLY FOR ADMISSION

1. Complete all application and documentation requirements. This includes your application, \$80 non-refundable application fee, statement of interest, and a request for transfer credit (if requesting transfer units).
2. Request three (3) recommendations from individuals with knowledge of your academic and/or professional potential. A recommendation form is required and may be found on our website at phillips.campbellsville.edu. Recommendations are to be sent directly from the recommender to the Enrollment Services Office or emailed to phillips@campbellsville.edu.
3. Request official transcripts from your bachelor's degree conferral college or university and all previous colleges or universities where graduate level coursework was completed. These are to be mailed or electronically sent directly to Phillips from the institution and/or transcript service provider.
4. Submit all application documents and an \$80.00 non-refundable application fee by the priority deadline to:
Enrollment Services Office
Campbellsville University
16830 Ventura Blvd., Ste. 200
Encino, CA 91436

If there are any questions about the admissions process, please call the Enrollment Services Office at (818) 386-5660.

APPLICATION FOR ADMISSION

For admission consideration, submit your online application with the \$80 non-refundable application fee along with all required documentation. The required documentation may be submitted separately to the Enrollment Services Office from the application for admission.

STATEMENT OF INTEREST

Applicants are required to submit a 400 – 700 word essay demonstrating interest in the MMFT degree. The statement should describe your interest in becoming a Marriage and Family Therapist and how your life experiences or abilities have prepared you to become an effective therapist. The statement should be emailed to phillips@campbellsville.edu.

RECOMMENDATIONS

Three (3) recommendations are required for applicants to the MMFT program. Recommendations should be written with six (6) months of the application and submitted directly to the Enrollment Services office. An approved form may be found online at <https://phillips.campbellsville.edu>.

Applicants should not select former or current personal therapists, family members or friends to provide recommendations. Recommenders should be able to speak to an applicant's ability to be academically and professionally successful in his/her chosen field of study and as a graduate level student.

Where possible, it is preferred that recommendations come from different sources in the applicant's life. Applicants who have not attended school for several years should submit recommendations from persons who are familiar with them on any level of professional involvement.

GRADE POINT AVERAGE EXEMPTION STATEMENT

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

REQUEST FOR TRANSFER OF CREDIT

The maximum number of units a degree-seeking student may transfer in at the master's level is twelve (12) units. To be eligible for transfer credit, units must be earned at the graduate level at a regionally accredited college or a university with a grade equivalent to a "B" or higher within the past five years and must have significant comparability in nature, content and level to the comparable required course for which transfer credit is being requested.

If an applicant is requesting credit for graduate coursework completed at another college or university, the applicant must submit the "Transfer of Credit Request" form along with transcripts and course descriptions for the coursework for which he/she is requesting credit. All requests for transfer of credit should be submitted with the application for admission; however, requests must be received by the Enrollment Services Office prior to the start of classes for courses scheduled within the first term. Requests must be submitted no later than the end of the first term of attendance for courses scheduled after the first term or the request will not be considered. Any requests received after the first term of attendance will not be considered.

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

TRANSFER CREDITS

Transfer credits will be evaluated and granted upon by each school/college dean. No more than one third, or 33%, of the degree program can be transferred in. The school/college reserves the right to refuse transfer credit.

No letter grade below a "B" will be considered for transferability into graduate programs.

The University does not accept transfer credit from non-regionally accredited institutions.

TUITION*

Tuition (\$1,012 Per Unit) (60 Unit program)	\$ 60,720	Prorated upon withdrawal. You are liable for the charges in each payment period. Refer to refund policy provision within this Agreement.
Technology Fee (\$150 Per Term)	\$ 450	Estimated for 5 terms.
Books and Materials (Estimated for 5 terms)	\$ 6,000	Estimated \$1,200 per term cost of books and materials to complete the program.
Student Tuition Recovery Fund (see Section 11)	\$ 0	The fee is currently \$0 per \$1,000 in institutional charges is non-refundable.
Application Fee	\$ 80.00	This fee is non-refundable.

ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM **\$ 67,250.00**

¹TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE (13 units x \$1,012; \$150 Tech Fee; STRF) **\$ 13,306.00**

²TOTAL CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT **\$ 13,306.00**

***EST. SCHOLARSHIP/TUITION AWARD** **\$ 1,000**

***YOU ARE RESPONSIBLE FOR THE FEES AND CHARGES ABOVE. IF YOU RECEIVE A STUDENT LOAN, YOU ARE RESPONSIBLE FOR REPAYING THE LOAN AMOUNT PLUS ANY INTEREST, LESS THE AMOUNT OF ANY REFUND.**

STUDENT FEES: FEES ARE CHARGED WHEN SERVICES ARE RENDERED, AS APPLICABLE.

Graduation and Diploma Fee: \$100.00, Official Transcript Fee: 25.00, Returned Check Fee: \$30.00. *Scholarship and award amounts will be represented on a student's scholarship/award letter

Technology Fee: Fee supports Workday, web services, and classroom technology.

Tuition Payment Plan: A semester installment plan is available – enabling you to pay all or part of your tuition charges in installments without interest. Payments are due on the 15th of each month. A \$25 late fee is charged for payments received after the 20th of each month.

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

Eligibility for the Chart Your Path Scholarship is based on a student completing an application for admission during an information session, experiential workshop, or other special event hosted by the Enrollment Services Office.

FINANCIAL AID

Any US resident student seeking financial aid must complete the FAFSA (Free Application for Federal Student Aid). The FAFSA can be accessed at: <http://studentaid.gov/>

Qualifying graduate students can receive Stafford loans.

Financial Aid Application Process and Programs

In order to receive financial aid from Campbellsville University, students need to complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. The FAFSA is used to determine a student's eligibility for federal student aid, and is processed by the U.S. Department of Education. The FAFSA serves as the initial step in securing financial aid for your graduate education.

If this is your first time completing the FAFSA, you are required to create an FSA User ID and Password. The ID and Password acts as an electronic signature not only for the FAFSA, but later on in the loan application process. If you have an FSA ID and Password but have forgotten it, you can select "Forgot My Password" or "Forgot My User Name" to retrieve it.

The FAFSA will ask you for Campbellsville University's institutional school code 001959.

¹ These charges are defined as the total amount of charges based on the total units for the term in which you are initially enrolling at the time of completing this Enrollment Agreement.

² These charges include the TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE and any additional fees charged at the time of completing this Enrollment Agreement less any fee/registration waivers.

Federal Student Aid Programs

Federal Direct Stafford Loan

Graduate students may borrow up to a maximum of \$10,250 per term or \$20,500 academic year (two terms) in Direct Stafford Unsubsidized Loans. The Unsubsidized Stafford Loan accrues interest while the student is enrolled, and a student may choose to pay the interest monthly or have it capitalized until repayment. There is a variable fixed interest rate for Stafford Loans of 5.28%. There is also a 1.057% origination fee taken of the loan by the Department of Education when it is first originated. The loans are automatically deferred while the student is in school and have a grace period of 6 months after the student graduates or falls below half-time enrollment.

Graduate Direct PLUS Loan

The Graduate PLUS Loan is an option for students who need additional funding beyond what is available through the Federal Direct Stafford Loan program. The Graduate PLUS Loan is a federal loan that requires the student to be credit worthy or have a credit worthy cosigner. There is a variable fixed interest rate for Graduate PLUS Loans of 6.28%. There is also a 4.228% origination fee taken of the loan by the Department of Education when it is first originated. Students may borrow up to their Cost of Attendance. There is no grace period for a Direct PLUS Loan, and repayment begins 60 days after you've received the last installment of the loan for that academic year. However, you are eligible to defer payments until 6 months after you graduate or fall below half-time enrollment.

Alternative Student Loan

An alternative student loan (also referred to as a private student loan) is not a federal student loan, but one through a private bank or other lending institution. Generally, alternative loans have interest rates, repayment terms, and deferment options that are substantially less favorable than those of the Direct and the Direct PLUS Loan programs. Unlike federal student loans, private student loans are not sponsored or guaranteed by government agencies and do not require a FAFSA. They're credit-based, which means a borrower's credit score and history are taken into consideration, along with other factors. Visit <https://www.campbellsville.edu/admission-and-aid/financial-aid/alternative-loan-information/> for additional information on these alternatives.

The student understands that if a separate party is financing his/her education, that the student, and the student alone, is directly responsible for all payments and monies owed to Campbellsville University listed on this agreement.

If a student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- a. The federal or state government or a loan guarantee agency may take action against the student, including garnishing an income tax refund; and
- b. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

Student Tuition Recovery Fund Disclosures:

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.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

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, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are 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:

BPPE Regulation 5 CCR 70000-76245 Effective July 1, 2026

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 non-collection 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.

STUDENT TECHNOLOGY SERVICES

Students are provided and encouraged to use a student email account. More information is available from Information Technology, 270.789.5012.

Students are provided a secure account on Workday, the online portal providing access to academic, financial, and other services.

Students taking online courses are provided a secure account on Moodle, the content management system (CMS) where course content is delivered. Credentials for accessing Moodle are the same as for Workday.

Campbellsville University uses Moodle to host distance learning components. The following are the computer and internet requirements you will need for Moodle to work properly.

Platform	Information
Operating System	Windows Vista, 7, 8, 10 Mac OS X 10.6 or higher
Browser	Internet Explorer 9 Firefox 14 Google Chrome 20 Safari 5 Opera 9
Internet Access	Wi-Fi Cable DSL Dial-Up (may have slow load times)
PDF Viewing	Adobe Acrobat Reader MacOS Preview Browser Extensions
Browser Plug-in Extension	Adobe Flash Player

FINANCIAL ASSISTANCE

Satisfactory Academic Progress Policy - Graduate

Federal regulations require that all students who receive any federal or state financial assistance make measurable academic progress toward a degree at Campbellsville University. Progress is determined quantitatively (hours attempted versus hours earned and time frame) and qualitatively (GPA). Progress is monitored at the conclusion of each semester. Those students readmitted to Campbellsville will be evaluated for SAP upon registering for classes.

Enrollment

A minimum standard for full-time enrollment at the graduate level is 6 credit hours per term. A minimum standard for part-time enrollment (at least half-time) at the graduate level is 3 credit hours per semester. Part-time enrollment (at least half-time) at the graduate level requires a student to be taking at least half of the course load of a full-time student. The definition of full-time used for student financial aid purposes can differ from the definition used for other purposes at the institution, such as the definition used by the Office of Student Records.

Quantitative

The maximum time frame in which a student must complete his or her degree cannot exceed more than 150% of the published length of the student's major. Graduate majors at Campbellsville vary in length so an average of the program length for Master degrees is used. Please refer to the information below for the correct calculation for your program. All terms and credit hours attempted are used toward the maximum time frame allowance regardless of whether the student received financial aid. All repeated courses, failed course, withdrawals, courses taken from a change of major and transferred hours will count as credit hours attempted toward the maximum time frame.

The Master of Marriage and Family Therapy program at Campbellsville requires a minimum of 60 hours to complete the degree. Therefore, students can attempt up to 90 hours and still be eligible for aid. Once 45 hours are exceeded, aid would be suspended. In order to complete the necessary number of credit hours to complete a degree at Campbellsville at an acceptable rate, students must complete two-thirds (2/3) of all hours attempted. All attempted hours will be totaled and multiplied by 67% (.67) to determine the number of credit hours a student must have earned. Grades of W, I, and F and transfer hours are counted at attempted hours, however grades of W, I, and F will NOT be counted as earned hours. Retaking courses will add to the attempted total but will count only once as an earned credit.

Notification of Results

Students that do not meet the Satisfactory Academic Progress requirements will be notified via mail within two weeks of the conclusion of the semester.

How to Regain Eligibility

Quantitative-Maximum Time Frame

To regain eligibility, you must graduate and advance to a new career level (graduate to doctoral).

Quantitative-Hours Attempted vs. Hours Earned

To regain eligibility, take courses at your own expense in a subsequent term or terms and meet the standards according to the cumulative credit hours completion ratio outlined above under the heading Quantitative. Once you have taken the courses and earned passing grades, you will need to notify the Office of Financial Aid to complete a clearance form.

GPA

To regain eligibility, complete courses at your own expenses at Campbellsville and raise your cumulative GPA to the acceptable standard. Once you have completed the courses and raised your GPA, you will need to notify the Office of Financial Aid to complete a clearance form.

Right to Appeal

If there were extenuating circumstances (injury, illness, death of a relative) that prevented you from meeting the standards of our Satisfactory Academic Progress Policy, then you have a right to file an appeal with the Committee for Financial Aid Appeals. In this appeal you must explain the following items: 1.) The reason why you did not meet Satisfactory Academic Progress and 2.) What has changed now that will allow you to make satisfactory academic progress at the next evaluation.

If your appeal is approved, you will be placed on probation for one term, and after the probationary period, you must be making satisfactory academic progress or successfully following an academic plan that has been developed for you. You will be notified via mail or email the results of your appeal.

Library Resources

The Montgomery Library houses more than 120,000 volumes in its total collection and is extensively connected to a vast quantity of academic resources through specialized Internet research engines. New graduate students should contact the Interim University Librarian, Kinzie Wells, related to the acquisition of appropriate passwords. Library loan services are also available as needed. Standard resource instructions may be obtained by visiting the University web site to access the University's database: <http://www.campbellsville.edu>.

Graduation

Applying to Graduate

Because enrollment is solely up to the student, completion of a degree may not and often does not occur on a predictable timetable. Therefore, students are required to apply for graduation upon completion of one-half of the credit hours required for the degree sought. The student is encouraged to apply as early as possible so that the Graduation Audit Progress Profile (GAPP) can be prepared. This can take up to 30 days, depending on volume of applications received. There is no penalty for changing the graduation date, so the student can apply for the earliest possible date and change it later if needed.

Applying to graduate initiates a number of services that will help the student determine how best to meet all graduation requirements. Failure to apply to graduate can cause delays in these services and may result in a later graduation date.

Graduation applications are available on Workday. A student submits the application online through the portal. If you have any questions regarding the application, please call the Office of Student Records at 270-789-5233.

General Requirements for Graduation

A candidate for a degree must meet the following requirements for graduation:

All candidates must complete a minimum of 30 semester hours of academic work with a minimum standing of 3.0 in the area of concentration, or in majors and minors, and a minimum overall average of 3.0. No "D" grade is accepted in graduate level course work and no "C" grade is accepted unless specifically stated in the program description or approved by the dean of the school or college.

A student may transfer a maximum of 12 credit hours of graduate level work.

All candidates must file an APPLICATION FOR GRADUATION.

The student must, in all cases, be responsible for meeting the requirements for graduation.

The student must have paid all fees due the University before transcripts will be released showing the degree is conferred.

Satisfying Academic Requirements for a Degree

Progress toward completion of academic degree requirements is maintained electronically and may be monitored by the student and the academic advisor via Workday. Upon applying to graduate, a formal degree audit will be performed and provided to the student for review. The audit (Graduation Audit Progress Profile or GAPP) provides detailed information regarding what courses have been taken, what courses remain to be taken, and any course substitutions that have been made and more.

Student Evaluation and Review Committee

The Student Evaluation and Review Committee (SERC) assists Phillips in monitoring student academic performance and professional development by providing support and counsel for students who experience academic and/or professional

development difficulties. The SERC review can include grades, written evaluations, clinical skills, professional behavior, and faculty observations that concern a student's fit for the profession.

The purpose of the SERC is to provide students with a due process through its proceedings by

- (1) offering a vehicle for student support and remediation;
- (2) recommending a Warning of Probation for a student exhibiting unsatisfactory academic performance or professional development;
- (3) recommending that a student be placed on probation when unsatisfactory performance persists after a Warning of Probation; and
- (4) recommending termination of a student from a program when it is deemed that satisfactory performance by the student is not attainable.

The committee is comprised of the SERC Chair, faculty representative(s), the Executive Director of the Los Angeles Educational Center, and the MMFT Program Director from Campbellsville University.

The nature of the SERC meetings is academic rather than legal proceedings; therefore, the presence of legal counsel and representation of any party is not appropriate and is not permitted. All SERC meetings and related communications are governed by the confidentiality/privacy provisions of the Family Educational Rights and Privacy Act (FERPA). Discussions, deliberations, decisions, and recommendations by the SERC may not be shared with people outside the Committee, other than for legitimate educational purposes consistent with FERPA.

The SERC Process: The first step in addressing student concerns is through an informal process whereby the student works directly with the instructor, the student's MMFT Advisor, and/or Phillips' MMFT Site Director. Early attention to student difficulties is highly recommended. If the problem can be managed and monitored within the department and the student demonstrates satisfactory progress, the file will be closed.

Students who do not make academic or professional satisfactory progress will be referred to a more formal process of evaluation. The instructor will submit a Statement of Concern to the student, the SERC Chair, the Phillips MMFT Site Director, and the MMFT Program Director (Campbellsville University). The Phillips MMFT Site Director will create a remediation plan in consultation with the instructor and/or MMFT Advisor utilizing other institutional resources to support the student's progress (e.g., special accommodations). The student's progress will be monitored, and additional meetings will be provided as needed. If the student makes satisfactory progress and concerns are resolved, the case will be closed. The Statement of Concern and remediation plan will become part of the student's file.

In cases where a student does not demonstrate satisfactory progress, the Phillips MMFT Site Director will refer the student to the SERC process. In rare cases involving urgent matters, students may self-refer to the SERC if they meet one or more criteria outlined below and have asked the Phillips MMFT Site Director for a referral that has not yet been made. All requests to meet with the SERC require mandatory attendance by the student.

The SERC process helps to maximize student success by upholding the academic and professional standards regarding student evaluation. Students are referred to the SERC by the Phillips MMFT Site Director when:

- Student has violated the Academic Integrity and/or Student Code of Conduct policies.
- Issues related to unprofessional conduct (e.g., clinical/professional/academic suitability) have been documented by a Statement of Concern or a record of advisement.
- The cumulative G.P.A. is below 3.0.
- The G.P.A. for any term falls below 3.0.
- There is more than one grade of "Incomplete" on a student record.
- There are two or more "Statements of Concern" in one term.
- The student does not meet the standards established by the academic program to begin clinical/professional experience.
- There is a grade of "C-" or below in any course.
- There are two or more grades of "C" (C-, or C, or C+) in a given term.
- Follow-up to a previous SERC meeting is recommended.

After meeting with the student, the SERC will either recommend a remediation plan to further assist that student in achieving and maintaining satisfactory progress or recommend dismissal. The SERC Chair will make the final decision. The final decision is communicated to the student by letter from the Phillips MMFT Site Director. The written summary of the committee's evaluation and recommendations and the SERC Chair decision become part of the student's file. Copies are maintained by the SERC Chair, the MMFT Site Director, the student's MMFT Advisor, and the Registration Office to be maintained in the student's file.

Appeal of Non-Academic Behavior

The student dissatisfied with the decision of the SERC may file an appeal as follows:

Students may file an appeal about a decision made by the SERC for issues such as program continuance or termination. To appeal the student must file a written grievance, submit it to the Vice President for Academic Affairs (VPAA) at Campbellsville University and schedule a hearing through the office of the VPAA of Campbellsville University at (270) 789-

5231 (special accommodations for technology may be available for Los Angeles Education Center campus students). No legal council is necessary or permitted.

Academic Regulations

Unit of Academic Credit

The University operates on the semester system. All academic credit for satisfactory work is given on the basis of the term that each student matriculates (8-week, 9-week, semester). Credit hours for face-to-face course are based on 12 to 15 contact hours per credit hour granted and for online courses is based on class objectives covered and assessed.

Grading System

The quality of a student's academic work is indicated by letter grades on a quality point system that determines the grade point average on the 4.0 scale. An explanation of the grades used, the scale, and how grades are calculated follow.

Letter Grade Definitions

Letter Grade	Definition	Quality Points per Semester Hour
A	Excellent	4
B	Good	3
C	Average	2
D	Lowest Passing Grade	1
F	Failure	0
I	Incomplete	0
S	Satisfactory	0
U	Unsatisfactory	0
W	Withdraw	0
WA	Withdraw - Absence	0
X	Final exam Missed	0

Grade "A" represents a work of definitely superior quality. It is distinctly the honor mark.

Grade "B" indicates a higher level of performance than is the satisfactory performance required for a "C" grade. It indicates effective capacity and initiative on the part of the student to do work over and above acceptable course requirements.

Grade "C" represents a satisfactory level of performance on the part of the student. This level of performance can be expected from any student of normal ability who devotes an average amount of time, effort, and attention to the work of the course.

Grade "D" indicates below standard performance. It indicates work which in one or more aspects falls below the minimum accepted standard, but which is of sufficient quality to be counted toward meeting graduation requirements provided it is balanced by superior work in other courses.

Grade "F" indicates an unacceptable level of performance. It indicates work in which several aspects fall below the minimum acceptable standard, work which is not of sufficient quality or quantity to be counted toward meeting graduation requirements.

Grade "I" is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the "I" grade must be completed within 12 months from the time it was awarded. It is the student's responsibility to complete requirements within the 12-month period. It is the professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records.

Grade “S” indicates satisfactory work, but no quality credits are recorded.

Grade “U” indicates unsatisfactory work and no quality credits are recorded.

Grade “W” indicates official withdrawal from the course or University through the 12th week for the regular semester. The withdraw date is prorated for other terms.

Grade “WA” indicates official withdrawal due to excessive absence.

Grade “X” indicates that the student was absent from examinations. The grade of “X” may be changed by special examination within one month after the student re-enters the University, provided the vice president for academic affairs and the instructor concerned give permission for the examination; otherwise, it becomes a failing grade.

Quality Points

Each letter grade (A, B, C, D, F, and WA) has a numeric point value, called “quality points.” (See the Letter Grade Definitions table above.) These points, combined with credit hours, determine the Grade Point Average. This applies to a single course, a term, and an academic career. An explanation of how quality points are used in the grade point average calculation appears below.

Grade Point Average (GPA)

The grade point average is the calculated value that determines and indicates a student’s academic standing. The term or career grade point average (GPA) of a student at Campbellsville University is calculated only on the basis of grades of A, B, C, D, F, and WA. Letter grades are not weighted, meaning “plus/minus” do not affect the number of quality points. Grades I, S, U, and X are not included in the calculation of the term or career grade point average, although those grades are included as total hours attempted.

Formula to Compute Grade Point Average (GPA)

Quality Points ÷ GPA Hours Attempted = GPA “GPA Hours Attempted” refers to those in which the grade impacts the GPA (A, B, C, D, F, or WA).

Recording of Grades

All grades are recorded in the Office of Student Records upon submission by the course instructor.

Grade Changes

Grade changes are made by the course instructor who submits appropriate documentation to the Office of Student Records.

Reporting Grades to Students

Final grades are available to students online via Workday the week following final exams. No midterm grades are given for graduate programs.

Transfer of Graduate Credit

Upon approval of the dean, a maximum of twelve credit hours of graduate course work may be accepted from another regionally accredited institution. Courses to be transferred in must have been taken within the past five years, and only courses in which grades of B or higher were earned will be accepted for transfer. Students seeking to transfer course work must submit a written request along with transcripts, university course catalog descriptions, and other course information such as a syllabus or book list for faculty use in establishing course equivalency. International Students must submit all/any foreign academic credentials to be evaluated by an acceptable third-party evaluator such as World Education Services, Educational Credential Evaluators, Inc., or Educational Perspectives. Credit transfer will be based upon the evaluation report and review of English translations of the course descriptions being considered for the credits to be transferred.

Academic Appeal and Complaint Process

A student may appeal the fairness of any academic action or register a complaint, including a course grade, to the Academic Council following consultation with his/her advisor, the professor, and the appropriate department chair and/or the dean. Such an appeal must be submitted in writing to the vice president for academic affairs by end of the regular semester after the semester in which the action was taken. The Academic Council will then determine whether a hearing is necessary. The decision of the Academic Council is final. Student complaints other than appeals for course grades should be submitted in writing to the vice president for academic affairs. When the complaint is against the vice president for academic affairs, it should be submitted in writing to the president of the University.

Minimum Required Grade Point Averages

A minimum grade-point average of 3.0 is required for a student to graduate from Campbellsville University. A student must

have a minimum grade point average of 3.0 in areas of concentration, majors, minors, and fields of specialization for all degrees granted.

ATTENDANCE POLICY

The academic integrity of graduate programs at Campbellsville University depends on students attending all scheduled class meetings. Students should discuss with faculty, in advance, any portion of a class meeting they cannot attend. Students are expected to attend and to participate fully in all class meetings. In exceptional circumstances when students need to be absent from a class, they should discuss with the faculty member, in advance, any portion of a class meeting they cannot attend. One absence is allowed, generating a warning, two absences result in a WA.

As part of their syllabus, faculty members establish expectations regarding family or medical emergency and “milestone” circumstances that may necessitate student absence from class.

LEAVE OF ABSENCE POLICY

One leave of absence for fall or spring can be granted for the duration of the student’s program. For students seeking to take a leave of absence for fall or spring term, a leave of absence request must be completed before the census date of the term. To request a leave of absence, students must submit a leave of absence application. The leave of absence application must be submitted to the dean of online education for consideration and review. A leave of absence will significantly impact students’ financial aid status. Students receiving any financial aid are required to consult with a financial aid counselor prior to submitting the application. If approved, the dean of online education will notify the Office of Student Records and the Office of Academic Affairs.

Leave of Absence Guidelines

1. Students can request a 16-week leave of absence.
2. Students can take “sit out” for 8 weeks as long as that term is preceded and followed by 8 weeks of course registration.
3. Summer terms do not require a leave of absence request, only fall and spring terms.
4. If a student does not take any courses during the summer, they must register for courses during fall and spring terms.
5. Summer term leave of absence: If the student will not be enrolled during the 16-week summer term, they are not required to submit a leave of absence request, but they must be enrolled in the terms just prior to, and immediately following, the summer term (i.e., Spring B and Fall A).
6. Students are permitted one (1) leave of absence during their academic program of study.
7. When possible, students will be registered for future courses to begin after the completion of the leave of absence.
8. If students fail to return after the leave period, they will be withdrawn and will be required to reapply for future admissions.
9. If students’ requests are denied, they must register for the upcoming term or forfeit their places in the program.
10. Academic advisors will remain in contact with students during the leave of absence period to notify them of upcoming registration information. Students will communicate as needed with the academic advisor during the leave of absence.
11. Online advisors will monitor student registration and attendance based on 16-week requirement.

STUDENT RESPONSIBILITIES

It is the responsibility of the graduate student to become familiar with the general regulations for graduate study and their appropriate program of study requirements as stated in this bulletin. The graduate student is also responsible for completing all program requirements within the permitted time limit for each graduate program.

Graduate study is typically more research oriented, more specialized and more rigorous than undergraduate work. Therefore, graduate students are expected to show independence toward seeking knowledge and reflect a mature and professional attitude toward scholarly endeavor. Due to the demands of graduate work, students are expected to exercise time management skills and organizational skills enabling them to maintain successful levels of work.

STUDENT COMPLAINT PROCESS

All student complaints or grievances must be submitted in written form. Campbellsville University has implemented an online system. Students are able to access the grievance by selecting “Student Complaints” at the bottom of the Campbellsville University home website. The location of the form makes it readily accessible to all students including those enrolled online and at off-site locations. Each time new complaints are filed an automatically generated email informs the students that they will be contacted about their grievance within 30 days. The complaint is routed to the appropriate office or committee that has jurisdiction over the grievance. All grievances are handled in accordance with the governing handbooks (Administrative Policy and Procedures Manual, Student Handbook, Undergraduate Catalog, and etc.). The process outlined in the University materials is followed. This process holds the same for students across the academic enterprise and all modalities. Online, regional center and campus students all have access to the file a complaint and are able to log in and follow the same grievance process. All student grievances are handled in an expeditious and professional manner. The resolution to the complaint is entered in the complaint log.

HOUSING

Housing is not available for students at the Los Angeles Education Center and the LAEC does not currently have a residential component. Rental housing is readily available in the San Fernando Valley, within driving distance of campus. Prices in the San Fernando Valley vary widely and can be very expensive. A studio apartment averages approximately \$1,200/month. A one-bedroom apartment averages around \$2,000/month. Students are responsible for facilitating their own housing needs. **The university has no responsibility to find or assist in finding housing for students.**

STUDENT SERVICES

Students have full access to the library collection, electronic and otherwise, and the library staff at the main campus in Campbellsville, KY. Students who need additional support in university-level writing, are referred to tutoring services at the institution's expense. Further, students have access to academic advising and financial aid assistance.

PRIVACY RIGHTS OF STUDENTS

Campbellsville University is subject to the provisions of the Family Education Rights and Privacy Act (FERPA). This federal law affords students' rights of access to education records and imposes regulations on the University in the release and disclosure of education records to third parties.

In order to comply with this law, Campbellsville University has formulated and adopted institutional policies and procedures to be followed by the University and by those interested in gaining access to education records. These policies and procedures allow students: the right to inspect substantially all of his/her education records; the right to prevent disclosures of education records to third parties; and the right to request amendment or correction of education records believed to be inaccurate or misleading. These policies are available for inspection and review in the Office of Student Records.

It is the policy of the University to allow students to inspect and review their education records unless those records contain any of the following:

- A. Information on more than one student;
- B. Financial information on his/her parents; or
- C. Confidential letters and statements of recommendation if the student has waived his/her right to inspect the letters and the letters are related to the student's admission to the University, application for employment or receipt of honorary recognition.

According to the Family Educational Rights and Privacy Act of 1974, institutions may release **without written consent** those records identified as public or directory information for students, current and former.

Directory information includes the following student information: student's name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent educational institution attended.

Under no circumstances shall a member of the faculty disclose an education record which is in his/her possession or control to any person other than the student to whom it pertains. All requests to inspect and review records not within the faculty member's possession or control and all requests by third parties (including the student's parents) to inspect and review records shall be referred to the Vice President for academic affairs.

Student academic records are stored in the Registrar's Office at Campbellsville University. The records retention policy of this office is in compliance with the Federal Education Rights and Privacy Act (FERPA), the Veteran's Administration, and federal and state governments.

The current policy of keeping documents at least five years from the student's last date of attendance includes keeping those documents in an electronic format database as well as paper format for some records.

Campbellsville University utilizes Workday ERP solution along with Hyland's OnBase document imaging system as the primary system of records. The production instance of both systems is maintained on equipment located in Campbellsville, KY. The production environment is on a virtualized cluster with separate storage array configured with drive failure tolerance. This configuration allows the system to remain available without data loss in the event of a single server failure along with multiple drive failures. The production environment is secured behind locked doors with card access entry and security camera monitoring. The production instance is replicated to a target host located in Louisville, KY. The replication site stores active replication along with at least five daily snapshots for recovery. The OnBase data is also stored in a separate storage array in Campbellsville, KY as a tertiary storage location.

Access to both Workday and Hyland's OnBase is provisioned through Active Directory. Only authorized, active employees

are provided access to the systems. Both systems require access to the Campbellsville University network using domain login and cannot be accessed from outside of the network. Remote access to the network is provided through VPN which also requires domain login along with multi-factor authentication (MFA). Access to student records is password-protected. In addition to the Registrar's Office personnel, advisors have access to the student records of their advisees via Workday.

Student records policies are in compliance with CEC §94900 and 5, CCR §71920.

EQUAL OPPORTUNITY

In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Campbellsville University does not illegally discriminate on the basis of race, gender, color, national or ethnic origin, age, disability, or military service in its administration of education policies, programs, or activities; admissions policies; or employment. Under federal law, the University may discriminate on the basis of religion in order to fulfill its purposes. Inquiries or complaints should be directed to Director of Personnel Services, Campbellsville University, UPO Box 944, 1 University Drive, Campbellsville, KY 42718.

SEXUAL HARASSMENT

Campbellsville University is committed to providing its students, faculty, and staff with an environment free from implicit and explicit coercive behavior used to control, influence or affect the well-being of any member of the University community. Sexual harassment can include physical conduct or verbal innuendo of a sexual nature which creates an intimidating, hostile or offensive environment. Sexual harassment of any person is inappropriate and unacceptable, and are grounds for disciplinary action including expulsion. Legal action may be taken against an alleged perpetrator.

COMPLIANCE WITH THE REHABILITATION AND AMERICAN DISABILITIES ACTS (ADA)

No qualified individual with a documented disability shall be excluded from participation in, denied benefits or, or otherwise subjected to discrimination in any of Campbellsville University's programs, courses, services and/or activities in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. **Requests for reasonable accommodations in programs, courses, services and/or activities requires current (i.e., within 3 years) documentation of the disability after acceptance to the University and before registration.**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

DISABILITIES

According to the Americans with Disabilities Act, a person with a disability is one who:

- has a physical or mental impairment which substantially limits a major life activity
- has a record of history of such impairment, or
- is regarded as having such an impairment.

DOCUMENTATION

The Coordinator of Disability Services will ask for documentation to verify the disability, and if appropriate, will cooperate with instructors and Academic Support services to facilitate and track accommodations and services.

No accommodation will be provided without documentation. In addition, Campbellsville University will be unable to provide accommodations in the classroom if the student does not give permission to notify faculty that accommodations are needed. Information regarding a student's disability is considered confidential. Information will not be released to anyone without the express written permission of the student.

REASONABLE ACCOMMODATIONS

- Accommodations are provided on an individual basis.
- Accommodations are provided to support the educational development of students with disabilities.
- In addition to the academic support services available to all Campbellsville University students, some examples of reasonable accommodations include extended time for tests, administration of oral tests, note-taking assistance, and use of assistive devices such as calculators or computers.

STUDENTS RIGHT TO KNOW AND CAMPUS SECURITY ACT

Campbellsville University complies with the Federal Student Right to Know and Campus Security Act.

MILITARY WITHDRAWAL POLICY

This policy is established for Campbellsville University students who may be called to active military duty while a student. The University will assign the grade of W (withdrawal without penalty) for all classes not completed and refund 100% of student out-of-pocket payment for classes in which a grade of W is assigned during the first three-fourth of the semester. The student cost for room, board, and fees will be prorated. If 75% or more of the semester has been completed, the University will allow the student the choice of W's and follow the refund policy stated above or assign a grade of I (incomplete) and will allow the student to complete these courses within one year of deactivation.

INSTITUTIONAL REFUND POLICY

STUDENT'S RIGHT TO CANCEL

Students have the right to cancel and obtain a refund of charges paid through attendance at the first class session or the seventh day after the enrollment agreement is signed, whichever is later. To withdraw, students must complete a schedule change form available in Workday. The tuition refund policy is outlined below.

Refund Information

California State Pro Rata Refund Policy

California students have the right to cancel their enrollment agreement and receive a full refund of all tuition charges paid for the semester if the student withdraws before the first class meeting or the seventh day after the enrollment agreement is signed, whichever is later. If the student does not withdraw by this time, the student will follow the California State Pro Rata Refund Policy that is calculated as follows:

1. An application fee of \$80 is deducted from the total cost of tuition and fees for the semester.
2. The remainder is divided by the number of class meeting in the semester.
3. The quotient is the per-class-meeting charge for the program.
4. The amount owed by the student for the purpose of calculating a refund is derived by multiplying the total class meetings attended by the student by the per-class-meeting charge, plus the amount of the application fee specified in line one.
5. The refund is the amount paid by the student less the amount derived in line four.

For example, if a student completes only two class sessions of a 16-session course, and paid \$2,904, the student would receive a refund of \$2,471 using the calculations in the illustration below:

1. \$2,904 - \$80 application fee = \$2,824 base for refund
2. \$2,824 divided by 16 class meetings = \$176.50 per class meeting
3. \$176.50 x 2 classes meetings attended = \$353 tuition owed
4. \$353 tuition + \$80 application fee = \$433 total owed by student
5. \$2,904 - \$433 = \$2,471 tuition refund due to student

Any notification of withdrawal or cancellation and any request for a refund must be made in writing. A student's withdrawal may require that part or all his/her financial aid be repaid.

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the money not paid from federal financial aid funds.

All federally funded Title IV financial aid programs are administered according to specific program guidelines and regulations. A student's eligibility for future federal financial aid can be adversely affected by dropping classes and withdrawing from the University **after** financial aid funds have been disbursed based on an enrollment status. The federal refund policy guidelines can be found in the Federal Student Financial Aid Handbook located in the Office of Financial Aid.

Students should also be aware of the effect that altering their enrollment status may have on their measurable "satisfactory academic progress" status. *All students receiving financial aid are advised to seek academic counseling and financial aid advisement before deciding to change their enrollment status.* The satisfactory academic progress policy can be found on the Campbellsville University website under Financial Aid.

Campbellsville University shall provide access to the lessons and other materials if the student has fully paid for the educational program. If Campbellsville University provides access to the lessons and material as the student requests, Campbellsville University shall remain obligated to provide the other educational services and support as previously agreed, but shall not be obligated to pay any refund after access to all of the lessons and materials are granted and on ground meetings commence.

CU CREDIT HOUR POLICY

Academic credit is a measure for the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studies, internships and other experiential learning, and distance and correspondence education. Campbellsville University defines one academic credit hour using the “Federal Definition of the Credit Hour: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester hour credit, or the equivalent amount of work over a different amount of time. Normally, one credit hour associated with a class meeting for 50 minutes per week for an entire semester (or the equivalent 750 semester-minutes, excluding final exams), or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practical, studio work, and other academic work leading to the award of credit hours (that each in-class hour of college work should require two hours of preparation or other outside work).” Or
3. Hybrid Classes and Distance Education Classes: Academic technology may be used to replace face-to-face class meetings in full or in part (Hybrid). Hybrid courses are those courses offered replacing a portion (less than half) of the traditional face-to-face class instruction with technology as the instructional modality. The remaining communication is face-to-face, similar to traditional classes. An online class is a course offering in which the majority of the instruction occurs when the student and instructor are not in the same place, but it may require synchronous or asynchronous meetings within the given academic term.

INTELLECTUAL PROPERTY POLICY

University employees and students are encouraged to public, copyright, invent, and patent materials/ objects of their own creation that will contribute to the advancement of knowledge. The University shall encourage this and shall protect the interest of its personnel and students in relation to disclosure of scientific and technological developments, including inventions, discoveries, trade secrets, computer software, and original works and ideas which may have monetary value. The University shall ensure that public and University funds and property are not used for personal gains. The author, creator, or inventor is free to benefit from royalties and monies accruing from such publication or invention subject the following guidelines:

1. All classes of intellectual property, scientific and technological developments, materials or objects created on the employee’s or students’ own time, and with the use of University facilities, equipment, materials, or support, shall be the sole property of the creator.
2. Materials or objects created by employees and students at University expense or on University equipment shall be the property of the University. The University, in return for unrestricted license to use and reproduce original work without royalty payment, shall transfer to the creator of that work full ownership of any present or subsequent copyright/patent in accordance with the following paragraph.
3. In the event that materials or objects are sold to entities outside the University, all income shall go to the University until all developmental expenditures incurred by the University for that project, including stipends paid to the developer (over and above contract salary), prorated support, salaries, supplies, and other expenses related to the creation of the materials or objects, are recovered. Thereafter, all remunerations as a result of copyright publication or patented sale shall go to the creator(s) of the materials or objects.
4. The University shall ensure equity and management participation on the part of the inventor or inventors in business entities that utilize technology created at the institution of higher education.
5. No University employees or student shall realize a profit from materials sold exclusively to Campbellsville University students.
6. When instructional materials developed by the faculty are sold in the bookstore for a profit, the publisher of the material must be approved by the Administrative Council.
7. All projects funded by the Appalachian College Association (ACA) will conform to the ACA Intellectual property Policy, namely, “to encourage Proposals and practices that promise to yield products for a broad public use and to discourage those that involve or promote proprietary interest except to the extent that a charitable end may also be served.” All products developed with ACA funds shall remain the property of Campbellsville University and ACA or if other colleges or universities are involved in the project, ACA shall retain ownership.

Any University employee who intends to create materials or objects developed wholly or partially using University time, equipment, materials, or facilities, and who intends to copyright, patent, or otherwise merchandise those materials or objects will inform the University President through the appropriate Vice President of that intent. The University will initiate an institutional review of scientific and technological disclosures, including consideration of ownership and appropriate legal protection. The President reserves the right to have final approval of the outcome of the review prior to initiation of any work which involves the use of university resources. No properties are excluded from consideration under this policy.

Licensing authority shall rest with the Board.

Personnel of divisions or units whose function is to produce educational materials may not realize a profit from the sale of those materials. IN the case of materials produced exclusively by these units, copyright will be held by Campbellsville University. Materials produced under an externally funded grant will be guided by the terms of the grant.

An inventor is not granted any right to share in equity resulting from his or her invention and is not granted any right to participate in the management of a business related to the development of his or her intellectual property.

LANGUAGE

All coursework is delivered in English.

10. **NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION:** The transferability of credits you earn at Campbellsville University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn at Campbellsville University is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer prior to attending Campbellsville University to determine if your credits, degree, or certificate will transfer.
11. **Articulation Statement:** Campbellsville University does not currently have an articulation agreement with any schools for the Masters of Marriage and Family Therapy offered at the Los Angeles Education Center.
12. **Notice of Non-Discriminatory Policy:** In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Campbellsville University does not illegally discriminate on the basis of race, gender, color, national or ethnic origin, age, disability, or military service in its administration of education policies, programs, or activities; admissions policies; or employment. Under federal law, the University may discriminate on the basis of religion in order to fulfill its purposes. Inquiries or complaints should be directed to Director of Personnel Services, Campbellsville University, UPO Box 944, 1 University Drive, Campbellsville, KY 42718.
13. **Rights Reserved:** Campbellsville University reserves the right to change, at any time, without notice, the policies and procedures announced in this catalog, technical standards, graduation requirements, fees and other charges, curriculum, course structure and content, and other such matters as may be within its control, notwithstanding any information set forth in its catalog or other official documents. Campbellsville University reserves the right to refuse to admit or readmit any student at any time should it be deemed necessary in the interest of the student or of Campbellsville University to do so. Campbellsville University reserves the right to require the withdrawal of any student at any time for misconduct and who fails to give satisfactory evidence of academic ability, earnestness or purpose, who fails to cooperate in all requirements of their enrollment or for cause as determined within the sole discretion of Campbellsville University.

14. **Course Descriptions**

MFC 502 Family Therapy: Systemic Approaches (3 units)

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

MFC 505 Family Therapy: Evolving Systemic Approaches (3 units)

This course builds on the foundational and traditional systemic theories presented in MFC 502 and examines both common factors and the evolution of systemic theory. Postmodern and evidenced-based family therapy models are presented with an emphasis on clinical application. Clinical factors such as diversity, recovery-oriented care, crisis management and trauma are considered through a contemporary systemic perspective.

MFC 503 Developmental Psychology (3 units)

This course reviews normal developmental processes over the lifespan of individuals, as well as systems including family, schools and the community. The student encounters both theoretical models for describing developmental stages and behavioral descriptions of tasks and competencies at each stage. We explore the interaction between individual development and the stages of the family life cycle. Attention is also given to gender differences in development, multicultural considerations, the effect of

early experience, and developmental processes in divorcing and blending families.

MFC 504 Diversity and Social Justice in Families, Schools and Other Systems (2 units)

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

MFC 507 Foundations of Counseling and Psychotherapy (3 units)

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

MFC 518 Introduction to Research – I (1 unit)

This course introduces students to concepts and procedures that will help them become educated consumers of research. Students will develop basic database search skills to locate recent studies that document effective practices for working from a systemic perspective. They will become familiar with legal and ethical issues involved in research, and will learn about research methodologies such as qualitative and quantitative research. Additionally, students will develop skills in academic writing such as appropriate use of APA style format and writing in a scholarly voice, and will begin to develop their competence in critical reading of research literature to support becoming research-informed clinicians.

MFC 521 Introduction to Research - II (1 unit)

This course continues the practice of critical analysis of research. The emphasis is on evaluating research relevant to relational and systemic issues, including the clinical effectiveness of research-informed treatment strategies. Students begin the process of developing their Professional Project while working with an assigned faculty research mentor.

MFC 522 Professional Project (1 unit)

This course continues to support students in the completion of the Professional Project. The goal of the project is to increase the student's expertise in a specific area of clinical knowledge that has a relational and systemic focus. The Professional Project provides a foundation for future professional development and contribution to the field of Marriage and Family Therapy.

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

This course provides an experiential and practical demonstration of the foundational concepts presented in the first (1st) semester coursework. Students are oriented to the practice of Psychotherapy/counseling with a focus on systemic/relational practices and a multicultural perspective. Additionally, students begin developing clinical skills, including establishing and understanding, confidentiality, avoiding dual relationships and handling personal information in an ethical manner. Throughout the course, students observe actual therapy/counseling behind a one-way mirror and participate as co-therapists with the instructor and on reflecting teams. Following the session, students participate in discussions with the instructor/school counselor about what has been experienced and observed. Communication principles and skills that enhance professional effectiveness are introduced, demonstrated and practiced.

MFC 523 Case Conference/Practicum (3 units)

Students continue the observational process from first semester with clients/pupils, deepening their understanding of the concepts and practices introduced in the first semester. Observing and participating as co-therapists and reflecting team members with a different client, students will apply their growing knowledge of theory, assessment and diagnosis. Students will begin to explore their personal functioning, that is their awareness of their impact on others, both in class and as they begin their traineeships and field placements. Theoretical, assessment and treatment concepts presented in semester two (2) are demonstrated and applied in the clinical/counseling work with the case conference client.

MFC 520 Abnormal Psychology (2 units)

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

MFC 524 Assessment and Treatment in a Developmental Context (2 units)

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

MFC 528 Couple Therapy (3 units)

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

MFC 529 Group Dynamics/Practicum (3 units)

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

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

MFC 531 Applied Therapeutic Methodology: Relational Therapy I (3 units)

This course involves the application of theory to practice in marriage and family therapy. Relational and systemic theoretical models are utilized in the assessment and treatment of individuals, couples, families and children within a multicultural context. Students will formulate a relational and systemic theoretical position as a foundation for their clinical practice as Marriage and Family Therapists. The application of clinical skills is reviewed, including assessment, development of a therapeutic alliance, establishment of clinical goals, interventions, and the ongoing evaluation of treatment. Aspects of professional communication in the mental health profession will also be covered. This course must be taken concurrently with MFC533, Practicum.

MFC 534 Applied Therapeutic Methodology: Relational Therapy II (3 units)

This course continues the application of theory to practice in marriage and family therapy. Relational and systemic theoretical models continue to be emphasized in the assessment and treatment of individuals, couples, families, and children. Knowledge of theory, the foundations of psychotherapy, and Marriage and Family Therapy learned in the first year are reviewed and applied to cases from the Practicum experience. This course supports the student's experience in supervised Practicum with readings, assignments and resources relevant to the populations being served by the students. Students will continue to formulate a relational and systemic theoretical position as a foundation for their professional identity as Marriage and Family Therapists. Comprehensive written and oral examinations are part of this course. The course must be taken concurrently with MFC 535, Practicum.

MFC 532 Sexuality and Sex Therapy (1 unit)

This course will introduce students to the fundamentals of sexuality and sex therapy necessary for working with intimate relationships as a marriage and relationship therapist. The course has several purposes. First, in a safe and supportive atmosphere, students will deepen their awareness of their own sexuality, increase their comfort with sexual language, and widen their perspectives on sexual variations. Second, the classes will examine the growing merger and integration of two previously separate fields, sex therapy and relationship therapy, thereby helping students decide when to refer to specialized professionals. Third, the course will help students address sexual issues in session and increase intimacy in partnerships. Fourth, the course will help students develop an increased multicultural sensitivity to issues of sexuality.

MFC 533 Practicum - I (2 units) (S/U)

In this course students gain direct clinical experience with individuals, couples, families and/or groups at placement sites approved by the Clinical Placement Directors. The MFT Program practicum requirements as well as MFT licensure requirements in California are presented. The MFT Program requires that students obtain a minimum of 100 relational, 200 individual client, and 75 client-centered advocacy hours while in a Practicum and prior to graduation. The MFT Program at the Los Angeles Education Center has affiliations with a variety of placements, including the California Family Counseling Center.

MFC 535 Practicum - II (2 units) (S/U)

In this course students continue to gain direct clinical experience with individuals, couples, families and/or groups at placement sites approved by the Clinical Placement Directors. The MFT Program practicum requirements as well as MFT licensure requirements in California are presented. The MFT Program requires that students obtain a minimum of 100 relational, 200 individual client, and 75 client-centered advocacy hours while in a Practicum and prior to graduation. The MFT Program at the Los Angeles Education Center has affiliations with a variety of placements, including the California Family Counseling Center.

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

This course reviews aspects of California and federal law relevant to Marriage and Family Therapy. The course focuses in-depth on confidentiality and privileged communication, scope of practice and scope of competence, laws defining unprofessional conduct, laws relating to minors and other vulnerable populations, the ethical decision-making process, and the AAMFT professional ethical standards as well as those of CAMFT. Students will recognize when legal and/or clinical consultation/supervision is necessary. The course includes Family Law (issues connected to marital dissolution, child custody and mediation of conflicts). Legal issues connected to mandated reporting requirements (child, elder and dependent adult abuse) and to domestic violence are also presented. Students are asked to consider the application of legal and ethical standards within the framework of different theoretical perspectives with various systems, in different clinical settings, and through the lens of their own values and personal characteristics. The development of the identity of the Marriage and Family Therapist is emphasized.

MFC 540 Professional Issues for Marriage and Family Therapists (2 units)

This course updates current clinical and professional issues impacting the practice of marriage and family therapy. Specific topics reflect recent developments in the field. Additionally, this course addresses the students' professional development and identity as a Marriage and Family Therapist as they prepare to enter associateships.

MFC 547 Psychopharmacology (3 units)

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

MFC 549 Psychological Testing (3 units)

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

MFC 550 MFT's in Community Mental Health (2 unit)

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

MFC 600 Fundamentals of Addiction (3 units)

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

15. Extended Coursework**MFC 616 Independent Study (1-3 units)**

In consultation with the MMFT Site Director, the student designs a course of study combining learning experiences both on and off the Phillips campus.

MFC 546 Professional Paper Extension (1 unit) (S/U)

Students who require extended time and/or supervision to complete their professional project must be enrolled continuously

in MFC 546. This course ensures use of Phillips' facilities and guidance from faculty while the professional project is being completed. Course may be repeated for credit.

MFC 596 Field Study Practicum (0 units) (S/U)

In this course, students meet regularly with supervising faculty to discuss clinical work and to explore related issues. Faculty design specific reading and research assignments relevant to the populations being served by the student. MFC 596 functions to assist students who extend Practicum in the program and to meet the licensing board's requirement that, except for short breaks between semesters, a student must be registered in Practicum while seeing clients as a trainee. Course may be repeated for credit.

16. **Optional Coursework**

MFC 570 Play Therapy: History, Theories, and Interventions (3 units)

This course helps students understand the principles and practices of play therapy. This course prepares students to effectively engage in developmentally and clinically appropriate play-based counseling with children, select appropriate interventions, develop a personal model of play therapy, and effectively respond to a variety of clinical concerns utilizing play-based assessment and treatments.

MFC 571 Play Therapy Across the Lifespan (3 units)

This course is taught through experiential and lecture methods to provide knowledge and skill competencies to facilitate play therapy as a therapeutic intervention for children and families. Students will learn principles and applications of play therapy with children, adolescents, adults, and the aging population. Students will become familiar with theories of play therapy micro-skills used at each stage of life, the purpose and application goals of play therapy at each stage including application of toys and their use, therapeutic themes through the lifespan including working with parents, play in schools, grief, ethical issues, cross cultural/diversity implications, developmental and neurological implications, treatment planning in play therapy including development of treatment goals and assessment of treatment progress and applications to a variety of populations and therapeutic contexts.

MFC 572 Gestalt Play Therapy and Interventions (3 units)

This course is taught through experiential and lecture methods to provide knowledge and skill competencies to facilitate play therapy as a therapeutic intervention for children and families. This course provides students with the philosophical basis for play therapy, including a review of the history of Gestalt play therapy, how to develop a relationship with a child through a Gestalt theoretical framework, and an introduction to various theoretical applications and play therapy best practices. Students will become familiar with Gestalt play therapy micro-skills, the purpose and application goals of play therapy, therapeutic stages and themes, ethical issues, cross cultural/ diversity implications, basic developmental and neurological implications, treatment planning in play therapy including development of treatment goals and assessment of treatment progress and applications to a variety of populations and therapeutic contexts.

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1 University Drive, Campbellsville, KY 42718 | P: 270.780.5000 | www.campbellsville.edu
16830 Ventura Blvd., Ste. 200, Encino, CA 91436 | P: 818.386.5600 | <https://phillips.campbellsville.edu/>