Catalog Changes

This CATALOG is neither a contract nor an offer to contract between the University and any person or party; thus, the University reserves the right to make additions, deletions, and modifications to curricula, course descriptions, degree requirements, academic policies, schedules and academic calendars, financial aid policies, and tuition and fees without notice. All changes take precedence over catalog statements.

While reasonable effort will be made to publicize changes, students are encouraged to seek current information from appropriate offices because it is the responsibility of the student to know and observe all applicable regulations and procedures. No regulation will be waived or exception granted because students plead ignorance of, or contend that they were not informed of, the regulations or procedures. Questions on regulations and their interpretation should be addressed to the office or college in which the student’s major department is located.

The University reserves the right to effect changes without notice or obligation including the right to discontinue a course or group of courses or a degree program. Although the University attempts to accommodate the course requests of students, course offerings may be limited by financial, space, and staffing considerations or may otherwise be unavailable. Students are strongly encouraged to schedule an appointment with their advisor at least once each quarter, preferably before registering for the succeeding term.

Financial Support

The University draws its financial support from tuition, fees, endowments, gifts, and grants; it is entirely independent of any government body, religious order, or fraternal organization.

Non-Discrimination

John F. Kennedy University does not discriminate on the basis of race, color, height, weight, national origin, religion, age, marital status, gender, sexual orientation, veteran status, or disability. In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities, the University actively encourages applications from members of all groups that are underrepresented in higher education.

Green Practices

In keeping with the mission of the University, JFK University is proud to be recognized as a green business. Green businesses are certified for their green practices—conserving water, energy, and other materials and recycling and preventing pollution. More information is available about California green businesses by visiting http://www.greenbiz.ca.gov.

Credits

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John F. Kennedy University is an affiliate of the National University System.
Contents

President’s Welcome ................................................................. iv
Foreword .................................................................................... v

General Information ................................................................ 1
   Academic Degrees, Majors, and Certificates............................ 2
   Admissions ............................................................................... 3
   Academic Policies and Procedures ........................................... 8
   Student Services .................................................................... 22
   Financial Policies .................................................................... 34

College of Undergraduate Studies ........................................ 41
   Business Administration ....................................................... 43
   Health Sciences .................................................................... 44
   Law Enforcement Leadership .................................................. 46
   Legal Studies .......................................................................... 48
   Liberal Studies ....................................................................... 50
   Psychology .............................................................................. 51
   University Undergraduate Transfer Credit Courses ............... 52
   Course Descriptions ............................................................ 53

College of Graduate and Professional Studies ...................... 73
   Arts & Consciousness .......................................................... 75
   Clinical Psychology .............................................................. 77
   Consciousness & Transformative Studies ............................... 82
   Counseling Psychology ....................................................... 85
   Holistic Health Education .................................................... 100
   Integral Psychology ............................................................ 102
   Integral Theory ...................................................................... 104
   Management and Business Administration ............................ 106
   Museum Studies ................................................................... 109
   Sport Psychology ................................................................... 112
   Course Descriptions ............................................................ 117

College of Law ........................................................................ 163
Institute of Entrepreneurial Leadership ................................... 167
   Entrepreneurship ................................................................. 169

Appendices ............................................................................. 171
   Board of Trustees .............................................................. 172
   Administration ...................................................................... 173
   Faculty ................................................................................. 175
   Course Numbers and Abbreviations ..................................... 190
   Maps ..................................................................................... 191
   Academic Calendar ............................................................. 196

Index ....................................................................................... 201
Welcome

Transforming Lives, Changing the World. These goals have been attained by thousands of students since the founding of John F. Kennedy University in 1964. Named in honor of perhaps the most socially conscious president in the history of the United States, John F. Kennedy University provides a unique opportunity to perpetuate the vision of our 34th president by offering innovative undergraduate and graduate programs.

As the French philosopher Henri-Louis Bergeson noted “To exist is to change, to change is to mature, to mature is to go on creating oneself endlessly.” As an affiliate of the National University System (NUS), our university has embraced Bergeson’s admonition. Our faculty and staff are dedicated to continually exploring opportunities to expand, enhance, and strengthen our commitment to transformational education for our students today and for generations to come.

Programs such as Legal Studies and Law, Counseling and Sport Psychology, Business and Management, Museum Studies and Holistic Health Education to name just a few, will enable you to sharpen your minds to address the seminal issues at the core of lifelong learning. An interactive, student-focused learning environment, long a hallmark of the University, will provide you with tools necessary in today’s ever changing world that will enable you to succeed in achieving your educational goals.

All of us look forward to welcoming you to our community, both during the course of your studies and throughout your professional career. Our commitment to your success remains paramount.

Sincerely,

Steven A. Stargardter, PhD, JD
President
John F. Kennedy University
Foreword

JOHN F. KENNEDY UNIVERSITY (JFK University) was founded in 1964 as one of the first universities in the United States dedicated solely to adult education. More than 25,000 adults have attended classes at the University, and over 13,000 women and men hold JFK University degrees. During the University’s early years, typical students were working adults who had completed two years of college, experienced an interruption in their formal education (often to raise a family), and wanted to return to college to complete their degree. By offering graduate and upper-level undergraduate programs, the University helped create educational opportunities for adult students.

Students come to John F. Kennedy University from unusually rich and diverse backgrounds with a wide array of academic, professional, cultural, and artistic experiences. Since 1964, the University has grown steadily, expanding programs and services to meet the full range of adult and traditional student needs. JFK University programs enable graduates to master theoretical knowledge, gain a sense of personal power, and acquire skills to perform effectively in their chosen field. Through a broad range of career-oriented programs, the University encourages intellectual inquiry, breadth of vision and spirit, and active contribution to the community. As practitioner-scholars, the faculty collaborate with students in an environment that values individual and cultural differences while striving to forge bonds of common understanding for an independent world.

As an affiliate of the National University System, John F. Kennedy University is working aggressively to build capacity with system resources, while maintaining independent academic programs and services. Today, the University’s three colleges enroll over 1,600 students in degree and certificate programs in the fields of museum studies, liberal arts, management, psychology, holistic studies, and law. Eighty percent of students are enrolled in graduate programs.

Accreditation and Recognition

John F. Kennedy University is accredited by the Western Association of Schools and Colleges (WASC). Accreditation entitles the University to participate in federal student financial aid programs. The University is approved for veterans’ training.

Students and graduates of the University are accepted by other colleges and universities upon transfer. In addition, many businesses, government agencies, industries, and other employers recognize the value of advanced study at the University and approve reimbursement to their employees for all or a portion of their tuition costs. Interested parties may contact WASC at:

Western Association of Schools and Colleges
Accrediting Commission for Senior Colleges and Universities
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Phone: (510) 748-9001
Fax: (510) 748-9797
e-Mail: wascsr@wascsenior.org
Website: www.wascweb.org

The College of Law is accredited by the Committee of Bar Examiners of the State Bar of California.

The Doctor of Psychology (PsyD) program is accredited\(^*\) by the American Psychological Association (APA).

The BA in Legal Studies and the Paralegal Certificate programs are approved by the American Bar Association.

The BA in Business Administration and the Master in Business Administration are accredited by the International Assembly for Collegiate Business Education.

John F. Kennedy University is a member of the Servicemembers Opportunity Colleges (SOC).

\(^*\)Accredited, on probation.
Campuses and Centers

John F. Kennedy has campuses, counseling centers, and a business accelerator that provide optimum opportunities for integrating University programs and community resources.

The Pleasant Hill Campus houses the University's administrative offices, two libraries, and classrooms for its three colleges: College of Undergraduate Studies, College of Graduate and Professional Studies, and College of Law.

At the campus in San Jose, the University offers two Master's programs – the Master of Arts in Counseling Psychology - Holistic and the Master of Arts in Counseling Psychology (formerly Marriage and Family Therapy) – offered by the College of Graduate and Professional Studies. The University's College of Undergraduate Studies offers a Bachelor completion program in Psychology and an American Bar Association-approved Legal Studies program, through which individuals can earn a Bachelor's degree and/or a Paralegal certificate.

The Berkeley Campus offers the Arts & Consciousness, Counseling Psychology, and Museum Studies programs in the College of Graduate and Professional Studies. The campus also features a library and a computer lab. The Berkeley Campus Gallery shows the work of students as well as that of distinguished local artists whose work explores issues related to human consciousness and spirituality.

JFK University maintains two Community Counseling Centers, located near Pleasant Hill and Sunnyvale, and an Oakland-based Center for Holistic Counseling. The Business Accelerator, located in downtown Concord, provides office space for rent by entrepreneurs through its Resident Entrepreneur program, as well as classes and workshops.
# Degrees, Majors, and Certificates

<table>
<thead>
<tr>
<th>Program</th>
<th>Pre-Professional Certificate</th>
<th>Bachelor's Degree</th>
<th>Post-Bachelor's Certificate</th>
<th>Master's Degree</th>
<th>Post-Master's Certificate</th>
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<tbody>
<tr>
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1 Offered on both the San Jose and Pleasant Hill campuses.
2 Offered on the Berkeley, San Jose, and Pleasant Hill campuses.
3 Offered on the San Jose campus.
4 Program will not be admitting new students after Fall 2012. Students currently enrolled may be allowed to complete within a limited time-frame. Contact the department for details.
5 Program is discontinued. No new students will be admitted to this program. Students currently enrolled may be allowed to complete within a limited time-frame. Contact the department for details.
6 Offered on the Berkeley campus.

Key to Degree Abbreviations

- BA: Bachelor of Arts
- BS: Bachelor of Science
- GC: Graduate Certificate
- JD: Juris Doctor
- MA: Master of Arts
- MBA: Master of Business Administration
- MFA: Master of Fine Arts
- PsyD: Doctor of Psychology
- UG: Undergraduate
Admissions

The admissions process examines both the academic and personal qualifications of all applicants. JFK University aims to ensure that students accepted into its programs have the ability to benefit from and contribute to the integrated educational experience at the University. Admissions decisions are also based on the congruence of the applicant’s educational interests with the philosophy and purpose of the program to which he or she is applying. JFK University values a diverse academic community and is committed by purpose and obligated by law to serve all people on an equal and nondiscriminatory basis. Admissions’ decisions are made independent of need for financial aid.

The admissions office welcomes applications for:
- An undergraduate student in a program leading to a bachelor’s degree;
- A graduate student in a program leading to a master’s, Juris Doctor, or a doctoral degree;
- A certificate student at undergraduate, graduate, and post-master’s levels; and
- A non-degree student taking courses for personal enrichment.

In addition to the University application and admissions requirements, many degree and certificate programs have additional specific requirements described in the college and program sections of this catalog. (For information about law admissions, please review the law catalog.) Failure to follow the required procedures, provide all requested documentation, or declare all prior enrollments in post-secondary institutions may result in a delay in the application process, denial of admission, or dismissal from the University. The University reserves the right to verify the authenticity of any document through contact with the issuing source and/or a request for further documentation.

Application Information

All applications must be submitted with a non-refundable application fee by the appropriate priority application deadline. Applications will be accepted after the stated deadline on a space-available basis. For programs that do not have specific application deadlines, it is recommended that prospective students submit their application and all required documentation at least two months prior to the quarter of intended enrollment. (International applicants [F-1 classification] should refer to information on the following pages for deadlines.)

The applicant is responsible for requesting and submitting all documentation necessary to complete the application process.

All documentation submitted in support of an application for admission becomes the property of the University and will not be returned. Photocopies of documents submitted to support an application will not be given to applicants, students, or outside parties. Documentation submitted in advance of the application will be retained for one year. Incomplete applications and files for applicants who were admitted but did not enroll will be destroyed one year after the date of the application.

Degree and Certificate Students

Individuals wishing to enroll in a degree or certificate program must apply and be admitted to JFK University. All admission materials must be submitted directly to the admissions office by the application priority deadline (if applicable). An application to JFK University includes, but is not limited to, the following:
- A completed application form and non-refundable application fee.
- Undergraduate and doctoral applicants must submit official transcripts from all previously attended colleges or universities.

Federal regulations mandate that educational institutions review all prior credit for all active military, former military and eligible dependants. Prior to being certified for benefits by the educational institution, all official transcripts, including military transcripts, must be submitted.

Graduate applicants in master’s programs must submit official transcripts from the bachelor degree-awarding institution(s), and any post-bachelor degree institution including any master’s degrees or credits. Programs with undergraduate prerequisites require official transcripts from the originating institution.

Some programs may have added requirements, including, letters of recommendation, an academic writing sample, resume, personal/goal statement, art portfolio, or an interview. See the admissions requirements for specific programs in this catalog for more detailed information.

Provisional Admission

Provisional admission is primarily granted in cases where an applicant is admitted without a complete academic record (e.g., the admissions office has not received transcripts from every previously attended university or college) or in cases where an applicant is completing the requisite degree at the time he or she is applying to JFK University. In such cases, full admission will be granted upon receipt of outstanding transcripts or the posting of degree conferred.

Provisional admission may also be given to an applicant whose previous college grade-point average is below the minimum required by the program. In such cases, completion of one quarter of full-time coursework at the University with grades of B or better will remove the provisional status. Financial aid is not available for students with provisional admittance. Students may hold provisional status for only one quarter.

Enrollment Deposit

Upon notification of acceptance into certain degree programs, students are required to submit a non-refundable enrollment deposit by the date on the acceptance letter in order to secure their place in the program. Students who are admitted to a program but who do not pay the deposit are not guaranteed a place in the program. The deposit is credited to the student’s account and is applied toward tuition. Students who submit an enrollment deposit and do not enroll in the intended term or fail to request a deferment will forfeit their enrollment deposit. Students who cannot submit a deposit but who intend to enroll must submit in writing to the director of admissions an explanation which states why he or she is
unable to put forward the deposit and that he or she is indeed planning to enroll.

**Deferment**

Pending departmental approval and provided an enrollment deposit is paid (if required), applicants may defer enrollment up to one year from the time of initial acceptance. Applicants who fail to enroll within one year after deferring will forfeit their place in the program and their enrollment deposit, and they will be required to submit another application if they choose to reapply. Requests for deferment must be made in writing to the admissions office.

**Readmission**

Students who leave the University must reapply before resuming their studies. Upon return, students must provide transcripts from all schools attended during their absence from JFK University, complete a readmission application, and pay any reapplication fees. The University has established a leave of absence policy to accommodate students who must leave their studies for a period of time; see the Leave of Absence policy in this catalog for details.

Readmission is not guaranteed - it is permitted at the discretion of the program chair. Readmitted students are under the requirements of their program at the time of their readmission. A student is required to fulfill the current program requirements. Students applying for readmission are not eligible for a deferment of their readmission.

**Program Transfer**

Some students decide after matriculation that they are better suited for another program at the University. In such cases, students may apply to transfer provided they have the new program complete a Program Transfer Application, which reflects the application requirements the transferring student must meet in order to be admitted into the new program. Please visit the registrar’s office for more information. The Program Transfer Application form is only used between programs of the same academic level; students applying to a different academic level must go through the admissions process.

**Denial**

Departments may deny any applicant whose academic record indicates a lack of adequate preparation for university study or whose academic objectives are not congruent with those of the program to which the applicant applied. The department's decision is final, and appeals of the decision will not be considered. Due to the complexity of the admission and evaluation process, it is not possible to inform unsuccessful applicants of the reasons for the decision of the department.

**International Students**

The University requires prospective international students (non-immigrants) to have an academic background equivalent to the appropriate educational preparation in the United States, to fulfill the specific admissions requirements of the degree or certificate program, and to speak and write English fluently. International students are required to have sufficient financial resources to meet the expenses of studying and living in the United States as there are strict limitations on work authorizations and no financial aid is available for non-immigrant students.

Proof of English proficiency is required of all international students whose native language is not English. English proficiency may be met by achieving the following:

- on the Test of English as a Foreign Language (TOEFL), 550 and above on the paper-based test or 79–80 on the Internet-based test (600 paper-based/100 Internet-based for the Museum Studies program); or
- with the International English Language Testing System (IELTS), a score of 6 with no band lower than 5.5 (7 with no band lower than 6.5 for the Museum Studies program);
- successful completion of the English Language program offered by JFK University; or
- by other measures which may be reviewed on a case-by-case basis.

The TOEFL exam must have been taken within two years prior to submitting an application. In addition to an English proficiency test, applicants and students may be required to take University-administered writing competency examinations.

To apply for admission to the University as an international student, all applicants must submit to the University:

- A completed application form;
- The appropriate non-refundable application fee in U.S. dollars;
- Proof of English proficiency if English is not the native language;
- Certification of finances in U.S. dollars;
- Official transcripts of all post-secondary work, sent directly to JFK University by the institutions attended, in an envelope bearing the institution's seal or stamp, and/or an appropriate signature across the sealed flap;
- Certified translations of all school transcripts if not in English including any post-secondary work and any degrees or certificates awarded; and
- Transcript evaluation by an approved credential evaluation service showing course-by-course and lower-/upper-division detail for an application to a bachelor's degree or law program in which the undergraduate units have been earned outside of the United States (required for graduate applicants when equivalency cannot be determined by the International Admissions Advisor).

Applicants must also meet any additional requirement(s) established by the specific program within the University. (Please see the admission requirements in the respective college and program sections of this catalog.) Applicants to a master's program must possess an educational background equivalent to the minimum of a United States bachelor's degree from an institution whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA). Applicants to the Doctor of Psychology program must possess an educational background equivalent to the minimum of a United States bachelor's degree from a regionally accredited institution.

The deadline for submission of the application and all supporting documentation is four months prior to the first day of the quarter of anticipated enrollment unless the desired program has an earlier deadline.
The United States Citizenship and Immigration Services (USCIS) Certificate of Eligibility Form (travel document) will be issued only after an applicant has been admitted to the University. USCIS requires that the name of the applicant match exactly with the name on the passport. If admitted, proof of health insurance is required prior to the end of the first quarter of enrollment.

Questions concerning international student application or admission, including questions about other non-immigrant classifications and evaluation of prior academic work, should be directed to the international admissions manager or the international student advisor in the Office of International Education.

**Housing**

The University does not provide student housing or dormitory facilities to any of its students. The local areas of our three campuses offer a variety of living accommodations including apartments, rooms for rent and single family dwellings. www.craigslist.org is a very helpful and reliable site to visit for an idea of the area's available housing. Students at the JFK University Pleasant Hill campus should consider searching the cities of Pleasant Hill, Concord, Martinez, Walnut Creek, San Ramon, Dublin, Lafayette and Berkeley for housing.

The University also offers housing accommodations for the Pleasant Hill campus through Diablo Valley Homestay. For more information visit their web site at www.diablovalleyhomestay.com.

**Food**

The University does not currently provide food service or a cafeteria. The student lounge area provides sandwiches, snacks and hot and cold beverage machines.

**Non-Degree Students**

Individuals interested in taking courses for academic credit but not in pursuing a degree should register as a non-degree student. While non-degree students are not required to undergo a formal admissions process, they are required to be granted departmental approval prior to registering.

Non-degree students who later decide to apply for admission to a degree program must submit an application, pay the appropriate non-refundable fee, and complete all admission requirements for the desired program. Admission as a non-degree student does not guarantee admission to a degree or certificate program. A maximum of 30 percent of a program's requirements may be completed as non-degree, with the exception of the MA Counseling program where all coursework must be taken in residence and within the qualifying degree program as required by the California Board of Behavioral Sciences.

Non-degree students are not eligible for financial aid.

**Auditors**

Individuals who want to take a course for no academic credit must register as an auditor and pay the appropriate tuition and fees. Auditors do not pay student association fees, are not members of the student association, and do not receive a student ID card. Audited courses do not appear on official transcripts. Each college determines which courses in their programs are eligible for audit. Individuals wishing to audit a course should obtain an Auditor Application form from the registrar’s office.

**Undergraduate Applicants**

Applicants to bachelor's degree programs must submit official transcripts from all colleges and universities previously attended. Because JFK University offers primarily upper-division programs, applicants are expected to have completed a minimum of 45 quarter units (30 semester units) of the lower-division requirements prior to applying (54 units for the legal studies program with 27 units in undergraduate general education coursework). Individuals who have high potential of completing this unit requirement through College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), or Credit by Assessment are also encouraged to apply, although formal acceptance will not be offered until the lower-division unit requirement has been met.

**Undergraduate Transfer Credit**

A maximum of 105 quarter units (70 semester units) may be allowed for a combination of work completed through a community or junior college or other two-year institutions, CLEP, Advanced Placement, DSST lower division, military service, American Council on Education credit recommendations for lower-division credit, and training as a registered nurse. Subject credit may be granted beyond this maximum, but not unit credit. DSST upper-division credit is not included in the 105 quarter-unit maximum.

A maximum of nine quarter units may be accepted in transfer for physical education courses and a maximum of six quarter units for cooperative work experience.

Lower- and upper-division courses that are completed with a grade of D or higher and meet the other standards of the University will be accepted for transfer credit. Only applicable upper-division courses completed with a grade of C or higher will be considered for transfer credit in the major, emphasis, specialization, track, or general requirements.

Credit is not allowed for continuing education courses, non-credit workshops, remedial or vocational courses, or for work completed at an institution whose accreditation is not recognized by the Council for Higher Education Accreditation (CHEA).

Effective fall 2006, transfer credit recorded has the computational effect of CR on the student's record (although courses may not be itemized and the actual symbol used may be different). The units attempted and completed are computed and shown, but the grade points and base hours are zero. Transferred courses do not compute into the cumulative GPA, nor do new students entering fall 2006 and beyond have a JFK University GPA until after their first graded course in residence.

Transfer credit awarded prior to fall 2006 includes grade points and base hours in addition to units attempted and completed. Transfer work recorded prior to fall 2006 contributes to the student's cumulative GPA.
Effective fall 2007, courses transferred from California universities or community colleges bearing either the UC or CSU designation will be eligible for transfer, unless the course is determined to be vocational in nature. Examples of vocational courses include plumbing, HVAC, and automotive courses. Beginning fall 2007, computer and technology courses are eligible for transfer. To be eligible for transfer, courses must also meet all other University requirements as stated earlier in this section and elsewhere in this catalog.

Courses transferred from California universities and community colleges prior to fall 2007 are eligible for transfer if they bear the UC designation. Other courses are considered for transfer on a case-by-case basis and may not be eligible for transfer even if they bear the CSU designation. Vocational courses are not eligible for transfer and neither are computer and technology courses.

**General-Education Breadth**

This group of requirements applies to all baccalaureate students. Some programs may have additional requirements. All requirements for lower- and upper-division general-education breadth must be satisfactorily completed. Upper-division requirements are indicated in the BA and the BS program descriptions in the College of Undergraduate Studies section of the catalog.

Courses taken to fulfill the general-education breadth requirements cannot be used to satisfy a requirement of the major, core, or track. Consult the registrar’s office for appropriate use of any courses in lower- and upper-division general-education breadth areas.

Students must complete 45 units in lower-division general-education breadth. Some upper-division courses offered by the College of Undergraduate Studies may be applied to the lower-division general-education breadth requirements. The list of approved courses is available from the College of Undergraduate Studies and the registrar’s office.

Applicants to JFK University BA and BS degree programs will be considered to have fulfilled all lower-division general-education breadth requirements provided any of the following are true:

- Applicant has a BA or BS degree from a regionally accredited college or university (or the equivalent); or
- Applicant has a California AA, AS, AAT or AST degree; or
- Applicant has an IGETC or CSU certification.

Applicants who have other degree titles—or who are applying to other degree titles—will not receive a blanket waiver for lower-division general-education breadth. These students are eligible to apply to JFK University baccalaureate programs, but their credits will be transferred on a course-by-course basis. After transfer credit is awarded, these applicants must satisfy all remaining general-education breadth requirements.

Lower-division requirements are outlined below:

- **Composition**: nine units of composition, up to four and half of those nine units may be satisfied with a critical thinking course.
- **Mathematics**: three units, one college-level mathematics course.
- **Natural Science**: nine units chosen from courses in the physical and life sciences.
- **Humanities**: twelve units chosen from courses in at least two of the following areas: the arts (theory, history, or literature pertaining to the arts); literature; philosophy; religion; humanities (interdisciplinary courses combining the previous four areas); and foreign languages.
- **Social Science**: twelve units chosen from courses in at least two of the following areas: cultural anthropology; cultural geography; business economics; history; political science; psychology; social science; and sociology.

**Extension and Correspondence Courses**

A maximum of 36 quarter units of extension or correspondence work from accredited institutions may be used to satisfy degree requirements. No more than 18 of the 36 units will be allowed toward completion of upper-division requirements. Credit will not be allowed for Continuing Education Units (CEUs).

**Advanced Placement**

Lower-division credit will be applied to the general-education breadth areas if appropriate or to the elective area for students receiving a score of 3 or higher on Advanced Placement (AP) examinations. The number of units awarded is based on the recommendations of the American Council on Education (ACE). The University does not allow AP credit if it duplicates credit earned for a college course.

**College Level Examination Program**

College Level Examination Program (CLEP), a national testing program, assesses knowledge an individual already possesses. Undergraduate students may use CLEP tests to increase the number of lower-division transfer units and to fulfill lower-division breadth requirements. Graduate students can fulfill undergraduate prerequisite courses through CLEP.

General examinations in English composition, mathematics, humanities, natural science, social sciences, and history may be accepted to fulfill some lower-division general-education breadth requirements. A maximum of nine quarter units may be allowed for each general examination for which a student receives a passing score. Subject examinations are also available for college-level courses and credit is allowed as recommended by the American Council on Education.

The amount of credit awarded for a CLEP examination depends upon a number of variables including the number of units and distribution of units previously accepted in transfer, prior courses completed, where prior transfer units were completed, and current status relative to the University’s residency policy.

The University does not allow credit for a CLEP examination if (1) the exam content would duplicate transfer credit previously awarded for a college course; or (2) the exam content is at an academic level below one at which the student has previously demonstrated competence (academic regression). Units awarded for CLEP examination do not fulfill residency requirements. The registrar’s office should be contacted regarding the transferability and applicability of CLEP tests.

**Corporate or Government Agency Courses**

The American Council on Education (ACE) reviews selected courses offered by corporations or government agencies. The
University considers ACE credit recommendations for courses applicable to a student's degree program.

**DANTES Subject Standardized Tests**
Credit may be allowed for DANTES Subject Standardized Tests (DSST) exams with consideration given to ACE recommendations. The amount of credit awarded depends on a number of variables including the number of units and distribution of units previously accepted in transfer, prior courses completed, where prior transfer units were completed, and current status relative to the University's residency policy.

The University does not allow credit for a DSST examination if (1) the exam content would duplicate transfer credit previously awarded for a college course; or (2) the exam content is at an academic level below one at which the student has previously demonstrated competence (academic regression). Units awarded for DSST exam do not fulfill residency requirements. The Registrar's office should be contacted regarding the transferability and applicability of DSST tests.

**Military Service**
Credit for military service may be allowed with consideration given to ACE recommendations. A DD214, DD295, or official military transcript form is required to consider credit for military service. A maximum of six quarter units will be allowed for military basic training. JFK University is a member of Service Members Opportunity Colleges (SOC).

**Registered Nurse's Training**
Effective fall 2007, transfer credit may be granted for nursing courses taken at a university, community college, or hospital-based RN program. Courses will be reviewed on a case-by-case basis for eligibility. Students need not have graduated from their nursing program to have their coursework considered for transfer; however, all other University requirements and credit limits apply. Vocational courses taken in LPN or LVN programs are not eligible for transfer.

For nursing courses transferred prior to fall 2007, a maximum of 90 quarter units may be allowed upon evaluation of hospital-based nursing school transcripts and presentation of a current California nurse’s registry card. Nursing coursework taken at a university or community college will be considered for transfer credit up to the 105 quarter-unit maximum with presentation of a current California nurse's registry card.

**Second Baccalaureate Degree**
Normally, a student who has a bachelor’s degree is discouraged from working toward a second degree at the baccalaureate level. However, changes in academic objectives and other circumstances may make a second bachelor’s degree desirable. Students are never permitted to enroll in any degree program that is the same as or closely related to a previously earned degree at the same level.

To obtain a second undergraduate degree, an applicant must complete at least 45 units of new work beyond the first degree, fulfill all University requirements for a bachelor’s degree (including the 36-unit residency requirement), and any requirements in the major for the second degree that were not previously completed.

**Graduate Applicants**

Applicants to graduate programs must submit official transcripts from the bachelor degree-awarding institution(s), and any post-bachelor degree institution including any master's degrees or credits. Applicants must possess a bachelor's degree from an institution whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA), except for applicants to the Doctor of Psychology (PsyD) programs, which require a bachelor's degree from a regionally accredited institution.

**Graduate Transfer Credit**
Transfer credit may be awarded for applicable graduate courses completed at other institutions whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA) with verification of transferability by the registrar's office and approval by the program chair. The PsyD and the MA Counseling Psychology program in the College of Graduate and Professional Studies require graduate transfer work to have been completed at a regionally accredited institution. At least 70 percent of the work required for a graduate degree must be completed in residence at the University; some programs may require a residency greater than 70 percent.

Graduate-level courses will be considered for transfer credit if relevant to the degree program and completed with a grade of B (or equivalent) or higher. Graduate transfer credit and prerequisite credit may be denied if the course was taken as pass/fail, credit/no credit, satisfactory/unsatisfactory, or another grading system without letter grades.

Graduate transfer credit is not allowed for undergraduate coursework or for continuing education units and non-credit workshops. Graduate coursework applied toward completion of another degree will not be considered for transfer except for the Doctor of Psychology program which may consider transfer credit from a relevant master's degree.

A maximum of nine quarter units from graduate-level extension courses may be allowed toward a master’s degree. Graduate transfer credit is not allowed into linked-degree programs or into certificate programs.
Academic Policies and Procedures

Registration

Students may register to take courses for credit after complying with admission requirements. Students receive credit only for courses in which they are officially registered and are not allowed to attend courses for which they are not registered. Official registration consists of enrolling in classes over the Internet (at https://express.JFKU.edu), calling the registrar’s office during specified dates and times, or completing the appropriate registration forms in person. Payment arrangements are due at the time of registration. Students with unpaid balances may be prevented from attending classes or have holds placed that will prevent future registration.

Prior to each registration cycle, the registrar’s office sends an email notice to all students advising them of the upcoming important registration information. This information will also be on the University’s website along with general registration information and class schedule information.

Schedule of Classes

The University maintains scheduling information containing course offerings, registration periods, and instructions, forms, and other useful information for registration on its website. Printed class schedule information is also available in various offices throughout the University.

Changes in Registration

Students are expected to register for classes—including field placements, independent studies, and internships—during the registration period before the first day of the term. The web portal remains open for adds and drops during the beginning two weeks of the term (see the Refund Policy in this section). Beginning the first day of the term, registration and changes in registration done directly with the registrar’s office are subject to a processing fee. A late registration fee for initial registrations on or after the first day of the term, registration and changes in registration done before the first day of the term, changes cannot be done on the web. An approved Probation Form must accompany the initial registration as well as for each change of registration. Phone permission is not acceptable for students on Academic Probation.

Dropping Courses

Students may drop courses using the web portal through the beginning two weeks of the term by notifying the registrar’s office. Notifying an instructor or other office of intent to drop does not constitute an official drop. Dropping a course during the add/drop period does not relieve the deferred payment obligation; fees are non-refundable at any time, and any partial tuition remains if the course is dropped beginning the eighth (8th) day. Refund checks and credits to credit card accounts are processed by the accounting office after the fourth week of the academic session. Beginning the first day of the term, fees become non-refundable.

Beginning the third week or fifteenth (15th) day of the term and up to the last business day of the session, students may officially withdraw by notifying the registrar’s office. Notifying an instructor or other office of intent to withdraw does not constitute an official withdrawal. Withdrawing from a course does not relieve the deferred payment obligation. Students who withdraw are still responsible for the full amount of tuition for the course, and all fees. A Withdrawal (W) is posted on the transcript for withdrawn courses.

Students who fail to complete a course or to officially drop or withdraw will receive a failing grade or UW (Unauthorized Withdrawal). The UW has the academic weight of F in a letter-graded course or NC in a Credit/No Credit course.

Law students who do not complete a course and fail to drop or withdraw will receive a failing grade or a grade of FW (Failure to Withdraw) which has the academic weight of 50 in a numerically graded course and NC in a Credit/No Credit course.

Students on financial aid who withdraw from all courses should contact the financial aid office. Refunds are calculated following federal regulations and supersede University policy.

Refund Policy

Students enroll in classes with the understanding they will attend the entire course. Faculty contracts, commitment of space, and other University resources are allocated on that assumption, creating financial obligations that students who drop or withdraw must share. The University’s refund policy reflects this position. A student may drop a course prior to midnight (PST) of the fourteenth (14th) day of the session by contacting the registration office at (925) 969-3353, (408) 236-1120 (San Jose Campus) or through the student web portal, Express. A processing fee may be assessed when drops are performed by the registration office; there is no processing fee for schedule changes made through the web portal. The Express system will remain open for registration and registration changes through midnight of the 14th day of the term. After that, any registration changes (withdrawal) must be done by speaking directly with a registration assistant.

To accurately count session days, note that the first day of a session—and not the actual day a student attends class—counts as day one. This refund policy applies to all courses, including those that begin beyond the fourteenth (14th) day of the session and
weekend courses. The session calendar is published by the Office of the Registrar and sent to students prior to the session in the Registration Letter, found in the University’s General Catalog, and online at: www.jfku.edu. The University counts calendar days rather than business days for determining refunds. Therefore, if the first day of the session is a Monday, the student would need to drop prior to midnight (PST) of the Sunday, the fourteenth day of the session.

If a student drops a course, tuition refunds are made according to the schedule below. The refund policy is the same for onsite, hybrid and online classes. The refund/withdrawal policy also applies to seminars and workshops that have not met by the fourteenth (14th) day of the term. Students who drop or withdraw from a course:

- prior to midnight (PST) of the seventh (7th) day of the session receive a 100% tuition refund;
- prior to midnight (PST) of the fourteenth (14th) day of the session receive a 80% tuition refund;
- after midnight (PST) of the fourteenth (14th) day until the last business day of the session receive no tuition refund, and the course remains on the transcript with a grade of W that does not affect the grade point average (GPA).

Fees are nonrefundable at any time.

For students receiving Federal Financial Aid, a separate Return to Title IV calculation is used. Please consult the Financial Aid section of this catalog, or contact the financial aid office at (925) 969-3385 for additional information.

**Auditors/Field Placement/Research, Online, and Hybrid Courses**

Auditors follow the same registration and refund policy as regular academic courses. Field placement, research, online, and hybrid courses also follow the same registration and refund policy as regular academic courses.

**Non-Registered Students**

Persons whose names do not appear on the class list or roster are not registered for the course. Fundamentally, a person who is not registered has no relationship with the University and is not entitled to any services including instruction, testing, evaluation, disability services, or submission of a grade.

Persons registered in a course who have not arranged for payment of tuition and fees or are deviating from the curriculum without approval will be administratively withdrawn and may not continue attending the course. Such persons will still owe tuition for the course. The college dean and the instructor(s) will be notified of the withdrawal. After payment is received, students may be reinstated in the course.

Persons who are sitting in class and are not on the class list or roster will be asked to leave the course until they are registered. Return to the class is only allowed when a copy of the Student Data Sheet showing enrollment in the course with stamped proof of payment is provided to the instructor.

**Graduate Work by Undergraduates**

Undergraduates who are adequately prepared to undertake advanced work may enroll in master-level courses. Written permission must be obtained from the student’s undergraduate advisor and the dean or program chair of the graduate college prior to registration. In some circumstances, written approval must also be obtained from a graduate advisor. If approval is granted, the graduate units apply only to the bachelor’s degree unless the student has been admitted to a linked-degree program. Graduate-level tuition is charged for graduate-level courses regardless of the student's academic level.

**Maximum Unit Load**

Both undergraduate and graduate students who wish to register for more than 12 units per quarter must obtain written approval from their program advisor.

**Independent Study**

Independent study offers students opportunity for individual or tutorial instruction in areas not covered by regularly offered courses. Such study is initiated and planned by the student but it must be directed by a JFK University faculty member.

A student who wishes to undertake independent study must obtain the permission of the college dean or program chair. The student is expected to demonstrate to the dean’s satisfaction that: (1) the planned course of study cannot be completed through a regularly offered course; (2) the proposed study is demonstrably upper-division or graduate-level academic work; (3) the student workload standard of 30 hours per unit of credit will be met; and (4) the content, objectives, and timetable of the study have been carefully planned.

When independent study is approved, the dean or program chair assists the student in selecting a faculty member to supervise the project. The student and faculty supervisor prepare a Contract for Independent Study detailing the objectives of the course, the materials and projects to be completed, arrangements for meetings between student and supervisor, units of credit to be given, number of student-applied hours required, number and dates of examinations and written assignments, and criteria for evaluation. The contract also establishes a date by which the student must complete all specified work.

The completed Contract for Independent Study is submitted to the registrar’s office after it has been signed by the student, faculty supervisor and dean. The registrar’s office enters the course and registers the student, who is then responsible for paying tuition and any non-refundable fees. The Contract for Independent Study must be received by registrar’s office no later than Friday of the second week of the session.

No work should begin on an independent study project until all approval and registration procedures have been completed. Forms and instructions may be obtained from the registrar’s office.

The dean has immediate responsibility and the Academic Vice President ultimate responsibility for the quality of independent study. Independent studies are reviewed periodically by the Academic Vice President to ensure that completed work meets University standards of academic excellence.
Credit by Assessment

Master's-degree students may use Credit by Assessment (CBA) to fulfill only undergraduate prerequisite requirements. Undergraduate students may petition for credit for prior learning through CBA. Students interested in CBA should contact their department or program chair.

CBA cannot be used to obtain credit for coursework already completed. Some degree requirements may not be eligible for satisfaction through CBA. Students should check with the department or program.

A maximum of 30 quarter units may be earned through Credit by Assessment. The assessor determines the units awarded and the academic level of those units (lower or upper division). The program advisor determines how those earned units are applied to the student's program.

Payment of the assessment fee does not guarantee the outcome of the assessment or ensure that academic credit will be awarded. Units awarded through CBA will be graded on a Credit/No Credit basis. All units earned through CBA will be designated as such on the transcript. Units earned through CBA do not fulfill residency requirements.

Master's Thesis

When a thesis, research report, or comparable project is required to fulfill degree requirements, the student must arrange an initial conference with the thesis coordinator of the degree program at least one year before expected graduation.

In consultation with the thesis coordinator, the student prepares a formal application and receives thesis instructions specific to the college or degree program. Approval for permission to enroll in thesis research must be obtained from the thesis coordinator prior to registration.

Before beginning a project, the student's writing abilities and preparation for writing a research paper are assessed. A basic composition course may be required prior to the research course and theses work if, in the judgment of the thesis coordinator, the student needs to strengthen basic writing skills. Specific programs with theses or final project components may require enrollment in a course that instructs the student in writing and research methods.

The thesis coordinator, in consultation with the student, appoints at least one other member of the University faculty to serve as the thesis advisor. One member of the committee serves as faculty advisor. The student prepares a thesis proposal that must be approved by the thesis coordinator and the faculty advisor at least two quarters before expected graduation. Approval must also be obtained from the faculty committee to fulfill individual and University rights against legal and ethical infringements.

The student meets regularly with the faculty advisor for oral and written critiques of work in progress. The student will be asked to work with a writing instructor if the thesis draft is seriously deficient. Students needing writing assistance may want to contact the JFK University Academic Support Center at (925) 969-3530.

When the rough draft has been approved by all members of the thesis committee, the student prepares the final draft. Instructions on format should be obtained from the thesis coordinator. The thesis coordinator retains copies of all drafts of the proposal as well as copies of critiques written by members of the thesis committee.

The thesis coordinator has immediate responsibility and the Academic Vice President ultimate responsibility for guaranteeing that the instruction and student work meet the University's academic quality standards.

Students who plan to do thesis work in any of the colleges must enroll in all required units of thesis or project research and maintain continuous enrollment. Students who need further help after completing these courses must enroll for additional units as required by the individual program. Additional units, however, do not count toward fulfillment of unit requirements for the degree.

Concurrent Enrollment at Other Institutions

Students may receive transfer credit for coursework being taken at another institution concurrent with enrollment at JFK University. Prior to registration at the other institution, students should contact the registrar's office to verify transferability of the course, to ensure that coursework will be applicable to degree requirements and that University residency requirements will be met. Students receiving financial aid should also contact the financial aid office. International students must have the written approval of the international student advisor.

Cross-Registration

Some courses not offered at JFK University may be taken through cross-registration at the University of California, Berkeley; California State University, East Bay; Laney Community College; and Contra Costa College. Instructions and forms are available in the registrar's office. Students enrolled in a course through cross-registration pay JFK University tuition and fees. Approval is granted only to students needing these courses for their JFK University residency.

Grading System

The grading system that appears in the following charts governs grading symbols and computations for all undergraduate and graduate students of the University. All letter grades carry quality points and are computed in student GPAs. Students enrolled in the College of Law follow the grading system as it appears in the College of Law catalog.

Effective fall 2013, grades of C+ and C are not acceptable in a master's degree or graduate certificate program. The minimum acceptable grade is B- in a master's degree or graduate certificate program.

The following marks may be assigned to undergraduate, master's, and doctoral courses and have the same meaning regardless of the level. By definition, marks differ from grades in that they do not carry quality points or count in the GPA (except for the UW—see note below).

Grading Criteria Symbols

LT: letter-grading in undergraduate courses, no auditors allowed without written permission from the program.
LA: letter-grading in undergraduate courses, auditors are allowed.
DT: letter-grading in graduate and doctoral courses, no auditors allowed without written permission from the program.
DA: letter-grading in graduate and doctoral courses, auditors are allowed.
CN: credit/no credit grading, no auditors allowed without written permission from the program.
CA: credit/no credit grading, auditors are allowed.

NOTE: Some courses have been approved to allow IP (In Progress) grades, and those are indicated with a “P” in the grading criteria symbols (CP, LP, DP).

Grade-Point Average
The grade-point average (GPA) is determined by dividing the total number of grade points earned by the total number of units completed in letter-graded (quality) courses. See the section on Repeating Courses in the following pages for information about how repeated courses alter the grade-point average calculation. In letter-graded or numerically graded courses, units with grades of W, I, NR, and IP are not computed in the GPA.

In CR/NC-graded courses, the UW is equivalent to NC; it will appear on the transcript, but will not compute in the GPA. In letter-graded courses, the UW is equivalent to an F; it will compute in the GPA as a failed course (0 points).

In numerically graded courses, FW (Failure to Withdraw) has a numerical weight of 50.

Credit/No Credit Grading
Courses designated for Credit/No Credit (CR/NC) grading are indicated as CA, CN, or CP in the Grading Criteria (GR) column of published course listings.

A mark of Credit (CR) is equivalent to acceptable undergraduate or graduate performance (the equivalent of a C or higher for undergraduate students, a B or higher for graduate-level students, and a 70.0 or higher for law students). A No-Credit (NC) mark indicates that the course was not mastered. CR and NC marks are not included in computing the grade-point average. CR marks are, however, recorded as units completed and included as units satisfying degree requirements.

Graduate students may request CR/NC grading as an alternative to letter grading only in courses designated as fulfilling competency requirements or in undergraduate courses prerequisite to a graduate degree or certificate program. Undergraduate students may request CR/NC grading only in elective courses outside the undergraduate major. A student on academic probation may enroll in CR/NC graded courses only with the approval of the college dean and program advisor.

Requests for CR/NC grading must be submitted to the registrar’s office before one-third of the scheduled course hours have met. Students should be aware that many employers require letter grades in all courses for tuition reimbursement. See the section on Registration for additional information.

Mark | Description
--- | ---
AU | Auditor
CR | Credit
I | Incomplete
IP | In Progress; no grade or units granted until entire course sequence has been completed
NC | No credit
NR | Not reported. NR is replaced by the assigned grade when course is complete and grade is posted by the registrar’s office
UW | Unauthorized withdrawal; student failed to complete course requirements, but did not withdraw
W | Withdrawal

1 A Credit (CR) is the equivalent of a C or above for undergraduate students and the equivalent of a B or above for master’s- and doctoral-level students.
2 In CR/NC courses, the UW is equivalent to NC. In letter-graded courses, the UW is equivalent to F. Refer to the following section for additional information.

Grade | Undergraduate | Master’s Level | Doctoral Level | Points
--- | --- | --- | --- | ---
A+ | Exceptional | Exceptional | Exceptional | 4.0
A | Exceptional | Exceptional | Exceptional | 4.0
A- | Exceptional | Exceptional | Exceptional | 3.7
B+ | Above average | Above average | Above average | 3.3
B | Above average | Average | Average | 3.0
B- | Above average | Below average, but passing | Below average, but passing | 2.7
C+ | Average | Unacceptable | Unacceptable | 2.3
C | Average | Unacceptable | Unacceptable | 2.0
C- | Below average, but passing | Unacceptable | Unacceptable | 1.7
D | Below average, but passing | Unacceptable | Unacceptable | 1.0
F | Failure | Failure | Failure | 0.0

1 Grades of C+ and C are acceptable in a master’s degree program. A master’s-level student must achieve a cumulative GPA of 3.0 to earn a degree. A cumulative GPA below 3.0 will place a student on academic probation.
2 A grade of B- is acceptable in a doctoral program. A doctoral student must achieve a GPA of 3.0 to earn a degree. A cumulative GPA below 3.0 will place a student on academic probation.
3 Grades of C- and D are not acceptable in an undergraduate major, but can be applied toward a baccalaureate degree. An undergraduate student must achieve a cumulative grade-point average (GPA) of 2.0 to earn a degree. A cumulative GPA below 2.0 will place a student on academic probation.
**Letter Grading in CR/NC-Graded Courses**

Some courses, including courses in the major, are designated for CR/NC grading by the college dean. In such courses, a letter grade normally is not an option. A letter grade is granted in a CR/NC graded course only if the student has written approval of the instructor and the dean of the college offering the course and has submitted the approval form to the registrar before more than one-third of the scheduled course hours have met.

**Incomplete**

Students are expected to complete all coursework as outlined in the class syllabus by the last meeting date of the course. Granting an Incomplete is at the discretion of the instructor who must follow university policy. The mark of “I” (Incomplete) may be granted when the student has maintained satisfactory attendance and work throughout most of the course (including independent study) but has not completed all of the coursework as planned and when there is, in the judgment of the instructor, a reasonable probability that the student can complete the course successfully.

The student must have good reason for requesting an incomplete and must submit a request to the instructor before the date grades for the course are due to be recorded. Ordinarily, good reason will involve matters not wholly within the control of the student such as illness. The mark may not be used to allow a student to improve a grade by performing additional work or by repetition of work already submitted to the instructor.

The mark of “I” is not appropriate when, in the instructor’s judgment, it will be necessary for the student to attend subsequent sessions of the class. When further attendance is necessary, the student must register for the class for the term in which attendance is required. In the event of a second registration for the course, the mark of “I” for the original election will convert to F or NC (which will later be computed as repeated coursework) and the student will be assessed tuition and applicable fees for the second registration.

Students have a maximum of two quarters beyond the quarter in which the course was offered to submit the required work. For the College of Law, students have a maximum of one term. If instructors approved an Incomplete, they may set an earlier due date and may extend an early deadline at their discretion. In no case can the extension be more than two quarters after the term of the original course election (one session for law courses). The responsibility for completing all coursework rests entirely with the student. The mark of “I” will be changed to a grade when the student completes the coursework as arranged with the instructor and the instructor submits the final grade on the Incomplete form. If the instructor has left the University, the chairperson of the department will receive and grade the work.

If the Incomplete is not made up in accordance with the above policy, the instructor will assign the final grade or the Incomplete grade will be converted to a failing grade: F in a letter-graded course, 50 in a numerically graded course, or No Credit (NC) in a Credit/No Credit course. Failing grades may affect a student’s grade-point average.

A degree or certificate cannot be awarded with an Incomplete on the transcript.

**Grade Reports**

For non-law students, final grades are available through the University’s web portal (https://express.jfku.edu) on the Monday following the end of the grade posting period. Students can select the registration tab and then the ‘Grade Reports’ link to obtain their grades. No grades will be given by telephone, e-mail, or fax. Law students may access their grades on Express after the grades deadline for the College of Law (three weeks after the end of the law term.)

**Grade Changes**

1. **PURPOSE**

1.1 This policy sets forth the conditions under which grades, once submitted to the Registrar’s Office by the instructor of record, may be changed. It further governs the procedure by which students and instructors of record may petition for grade changes and by which those petitions are evaluated.

1.2 The purpose of the Grade Change Policy is to provide the student with an opportunity to dispute a final grade perceived to be unfair or inaccurate, while respecting the academic responsibility of the instructor. John F. Kennedy University (JFK University) recognizes that:

1.2.1 Every student has a right to receive a grade based upon a fair and unprejudiced evaluation derived from a method that is neither arbitrary nor capricious; and,

1.2.2 Instructors have the right to assign a grade based on any method that is professionally acceptable, submitted in writing to all students, and applied equally.

2. **SCOPE**

2.1 This is a University policy that governs any college or department policy, procedure, guideline, or process relating to this topic.

2.2 This policy applies to any program or course for which academic credit is awarded. It does not apply to continuing education programs, extended education programs, or other programs and training courses for which academic credit is not awarded.

2.3 This policy does not apply in those instances in which:

2.3.1 Students have been assigned grades based on academic dishonesty or academic misconduct, which are addressed in JFK University’s Academic Integrity Policy.

2.3.2 The student’s grade appeal alleges discrimination, harassment or retaliation in violation of JFK University’s Sexual Harassment Policy or complaints relating to discrimination or civil rights violations, which shall be referred first to the appropriate office at JFK University as required by law and by JFK University policy as specified in the General Catalog. If, through investigation of a complaint relating to discrimination or sexual harassment, it is determined that the grade awarded was motivated by ill will and is not indicative of the student’s actual demonstrated academic performance, a Petition for a Grade Change may be recommended by the body adjudicating the complaint related to discrimination or sexual harassment.

2.4 This policy does not allow challenges to an instructor’s grading standard or methods.
3. DEFINITIONS

3.1 Arbiter. Program chair, dean, or Office of Academic Affairs staff member assigned to resolve a grade change dispute. Under normal circumstances, the appropriate program chair assumes the role of Arbiter. However, if the instructor of record is a program chair then the college dean serves as Arbiter; if the instructor of record is the dean, then the Office of Academic Affairs will appoint a supervising staff member to serve in the Arbiter role.

3.2 Arbitrariness. The grade awarded does not appear to be based on criteria related to course objectives, student learning outcomes, the grading rubric contained on the course syllabus, or other expected standards of judgment.

3.3 Error. The instructor made a mistake in fact (clerical error) or calculation (mathematical error).

3.4 Prejudice. The grade awarded is perceived to be motivated by ill will and is not indicative of the student's actual demonstrated academic performance.

4. DESCRIPTION

4.1 Grounds.

4.1.1 Only error, arbitrariness, or prejudice will be considered as legitimate grounds to submit a Petition for Grade Change. Therefore, a formal Petition for Grade Change may only address:

(a) Correction of a clerical error;
(b) Correction of a mathematical error; or
(c) Charges of arbitrary or prejudiced action toward an individual student.

4.1.2 A Petition for Grade Change may not involve a challenge to an instructor's grading standard or method. While a student has a right to expect thoughtful and clearly defined approaches to course grading, it must be recognized that varied standards and individual approaches to grading are valid. This policy considers whether a grade was determined in a fair and appropriate manner; it does not attempt to provide recourse of grading or re-grading individual assignments or projects.

4.2 Procedure. The Petition for Grade Change procedure strives to resolve, in a collegial manner, disagreement between student and instructor concerning the assignment of a grade. The intent is to provide a mechanism for the informal discussion of differences of opinion, and for formal adjudication only when necessary. Students who feel that they have received an erroneous grade should discuss that grade first with the course instructor of record. In most cases, this informal discussion between the student and the instructor should suffice and the matter will not need to be carried further.

4.3 Informal Resolution.

4.3.1 A student who wishes to dispute a grade must discuss the matter first with the instructor of record as soon as possible, preferably one week after the start of the next academic term after receiving the grade. The student should be aware that the only valid basis for grade appeal beyond this first step is to establish that an instructor assigned a grade that was arbitrary, prejudiced, or based in clerical or mathematical error.

4.3.2 If the student and the instructor reach resolution and agree that a grade change is indicated based on instructor error, the instructor submits a Petition for Grade Change as described in Section 4.7, Instructor Petition for Grade Change, below.

4.3.3 In the event that the instructor of record is incapacitated or otherwise unavailable to participate in the grade change petition procedure, then the student has the right to begin the process with the formal resolution procedure.

4.4 Formal Resolution Procedure. If the matter cannot be resolved with mutual agreement between student and instructor, the student must present his or her case in a timely fashion with the procedure outlined below. The Petition for a Grade Change process must be started near the beginning of the next academic term after the disputed grade is received, and the petition must be received by the Registrar's Office no later than the end of the academic term following the term in which the grade in question was assigned. Petitions submitted after this deadline will not be considered.

4.4.1 If, after attempting informal resolution (Section 4.3), the student and instructor are unable to resolve the disagreement, the student submits a written request for Formal Resolution to the Arbiter (3.3.1) within one week of attempting informal resolution with the instructor. The student should provide with this request complete documentation, including a clear statement of the basis for their dispute, and should also be aware that response to the Petition may be to raise the grade, leave the grade as recorded, or reduce the grade.

4.4.2 Once the Arbiter is in receipt of the student's written request for Formal Resolution he or she will meet within one week with the student, and, if he or she believes that the complaint may have merit, with the instructor. After consultation with the Arbiter, the instructor may choose to let the grade remain or submit a Petition for a Grade Change to the Registrar. The Registrar will communicate to the student and instructor that the grade will not be changed, the grade change has been processed, or will explain the next step in the process the student must initiate.

4.5 Appeals Procedure.

4.5.1 If the student wishes to appeal the outcome of the Formal Resolution the student should submit a written request within one week of the decision date to the college dean to request a review of the Petition for a Grade Change. The dean will meet with the student, and will ask the appropriate college's Academic Standards Committee (ASC) to review the Petition. Members of the ASC must not have any apparent conflicts of interest with the instructor of record (which might include but are not limited to frequent co-advising or research collaboration). The committee will examine available written information on the dispute, may schedule meetings with the student and with the instructor to ask clarifying questions, and will meet with others as it sees fit.

4.5.2 Through its inquiries and deliberations, the college ASC is charged to determine whether the grade was assigned in a fair and appropriate manner, or whether clear and convincing evidence of unfair treatment such as arbitrariness, prejudice, or clerical or mathematical error might justify changing the grade. The college committee will make its decisions based on a majority vote. If the committee concludes that the grade was assigned in a fair and appropriate manner, the committee will report its conclusion in writing to the student, the instructor, and the Program Chair, and the matter will be considered closed. A copy of the written decision will be...
included in the official student file. If the college committee determines that compelling reasons exist for changing the grade, it will request that the instructor submit a Petition for a Grade Change, providing the instructor with a written explanation of its reasons to use as supporting documentation. Should the instructor decline, he or she must provide a written explanation for refusal.

4.5.3 The college ASC, after considering the instructor’s refusal and explanation, and upon again concluding that it would be unjust to allow the original grade to stand, will then determine what grade is to be assigned. The new grade may be higher than, the same as, or lower than the original grade. Having made this determination, the members of the committee will submit the Petition for a Grade Change with full supporting documentation to the Registrar. The instructor, student, and appropriate program chair and college Dean will be advised of the new grade by the Registrar. Under no circumstances may persons other than the original faculty member or the college-level committee change a grade. Should the college committee feel that the instructor’s written explanation justifies the original grade, the committee will report this in writing to the student and instructor and the matter will be closed. A copy of the written conclusion will be included in the official student file.

4.6 Instructor Petition for Grade Change. The Petition for Grade Change procedure affirms the principle that grades should be considered final. The Petition procedure recognizes, however, that mathematical errors can be made, and that an instructor who recognizes their error after submitting may submit a petition for a change of grade. Instructors may not initiate Petitions on grounds of arbitrariness or prejudice. The process for instructor-initiated Petitions is:

4.6.1 Instructors of record should submit a Petition for a Grade Change, with full supporting documentation, to the appropriate program chair for review and recommendation.

4.6.2 The program chair reviews the Petition and forwards their recommendation to the college dean for review and approval.

4.6.3 The college dean forwards the approved Petition will full supporting documentation to the Registrar no later than the end of the academic term following the term in which the grade in question was assigned. Petitions submitted after this deadline will not be considered. If the college dean denies the Petition, it is returned to the student with a written explanation of the reason(s) for denial.

4.6.4 The Registrar completes action on the Petition and notifies the student, instructor, and program chair.

5. RESPONSIBILITIES

5.1 Instructors have the responsibility to provide careful evaluation of performance and the timely assignment and submission of appropriate grades. Course grading methods should be explained to students at the beginning of the term and included in the course syllabus in accordance with the University Syllabus Template. JFK University presumes that the judgment of the instructor of record is authoritative, and that the final grades assigned are correct.

5.2 It is incumbent upon the student to substantiate the claim that his or her final grade represents a clerical or mathematical error or unfair treatment as compared to the standard applied to other students. Only the final grade in a course may be appealed. The grade assigned by the instructor of record is to be considered final in the absence of compelling reasons such as prejudice or error.

**Prerequisite Courses for Master’s Programs**

To ensure that students have sufficient background for graduate work, master’s degree programs may require undergraduate prerequisite courses. Students who have not completed the courses prior to admission are required to do so during the first year of graduate study. Certain programs in the College of Graduate and Professional Studies recommend that its students complete prerequisite courses in the quarter prior to beginning the graduate program; however, students may integrate any required undergraduate courses into the first year of graduate work.

Prerequisite courses may be taken for Credit/No Credit grading as an alternative to letter grading. If a prerequisite course is taken for a letter grade, a grade of B or higher must be earned. Letter grades for prerequisite courses completed at JFK University are included in the cumulative grade-point average for the graduate program. If a graduate student receives a lower letter grade in an undergraduate prerequisite course, it may result in being placed on academic probation. Students should be aware that many employers require letter grades in all courses for tuition reimbursement.

Undergraduate prerequisite courses may be satisfied through acceptable coursework at an institution whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA), through CLEP or DSST exam, or through Credit by Assessment. Additional information is available from the registrar’s office.

**Prerequisite Courses for Doctoral Programs**

To ensure that students have sufficient background for doctoral-level work, the program requires undergraduate prerequisite courses. These courses must be successfully completed prior to enrollment in the doctoral program. Prerequisite courses may be taken for Credit/No Credit grading as an alternative to letter grading. If a letter-graded prerequisite course is completed after the bachelor’s degree has been awarded, a grade of B or higher must be earned.

**Program Transfer or Change of Program**

Some students decide after matriculation that they are better suited for another program at the University. In such cases, students may apply to transfer to the new program by completing a Change of Program form. The advisor of the new program will go over the requirements and, if accepting the student, will sign approval on the Change of Program Form. The Change of Program Form is only for use by students who wish transfer within academic levels. Students applying to a different level, e.g., graduate to doctoral, must go through the admissions office. Please visit the registrar’s office for more information.

**Repeating Courses**

Undergraduate students may repeat a course in which they earned a C- and below. Graduate students may repeat a course in which they earned a B- and below. Law students in good academic standing may repeat a course in which they earned less than a 70 or in which they did not receive a credit grade. Law students not in good academic standing may repeat a course in which they earned a grade or score less than that required for satisfactory academic
progress only upon approval of the College of Law. Non-law students on probation must have the dean’s approval to repeat a course. Both the original and repeat enrollments will be noted on the student’s transcript; however, only the units and grade points earned for the higher passing grade are computed in the grade-point average. When both grades are equal or there is no basis to determine which is higher (as in the case, for example, of a NC and an F or a CR and an A), the last occurrence will apply to the grade-point calculation.

**Undergraduate Transfer Credit**

Effective fall 2006, transfer credit recorded has the computational effect of CR on the student’s record. See additional transfer credit information in the Admissions section in the front of this catalog.

**Scholastic Performance**

**Good Scholastic Standing**

Students must maintain a satisfactory minimum cumulative grade-point average to be considered in good standing. The minimum for an undergraduate student is 2.0 (C); for a graduate student, 3.0 (B). The minimum cumulative GPA for a law student is 70.0.

Linked students must maintain a minimum 3.0 GPA in graduate courses and a 2.0 in undergraduate courses to be in good standing.

**Dean’s List of Honor Students**

An undergraduate student who meets the following criteria during any one quarter will be placed on the Dean’s List of Honor:

- Achievement of a minimum 3.5 GPA;
- Completion of six or more units of letter-graded coursework;
- No grade lower than C; and
- No marks of I, UW, or NC.

Placement on the Dean’s List will be noted on the student’s transcript.

**Dean’s List for College of Law**

The Dean’s List honors the top 10 percent of law students in each of the four classes (first-year, second-year, third-year, and fourth-year) based on students’ GPAs for that year (not on students’ cumulative GPAs). First- through third-year students must have earned at least 12 numerically graded units in residence during the academic year to be eligible for the Dean’s List. Fourth-year students are eligible with at least seven numerically graded units completed in residence.

Students earning Dean’s List honors will have their names posted at the School of Law, will have their honors listed on their transcripts, and will receive letters acknowledging the honors with spring semester grade reports showing the transcript notations.

**Class Ranks for the College of Law**

At the end of each academic year, class ranks will be posted for each of the four classes (first-year, second-year, third-year, and fourth-year) based on cumulative GPA. The class rank list will be calculated and published in the College of Law.

**Unsatisfactory Academic Performance**

When an instructor notifies the registrar at midterm of a potential unsatisfactory grade, the registrar will send a courtesy notice to the student with copies to the college dean and instructor. Students so notified should schedule an academic counseling meeting with the dean or instructor.

A student showing a non-completion pattern of W, UW, I, or NC marks in two or more consecutive quarters will be referred to the dean, who may refer the student to an advisor or to the Academic Standards Committee for review and advisement.

**Probation, Dismissal, and Reinstatement**

The following academic policies and procedures apply to all students except those in the College of Law, for whom a separate set of academic policies and procedures apply.

**Academic Probation**

A student is automatically placed on academic probation upon failure to achieve and maintain a satisfactory grade-point average. The student will be so notified by the registrar. Satisfactory grade-point average is defined as a 3.0 (B) average for a graduate student and as a 2.0 (C) average for an undergraduate student. A linked student is placed on probation for failure to achieve and maintain a 3.0 GPA in all graduate courses and a 2.0 GPA in all undergraduate courses completed during the period of linking. A student on academic probation must have the dean’s and the advisor’s written approval for a course of study each quarter the student is on probation and for any change to the course of study. No student on academic probation may enroll in any course on a CR/NC basis without written approval of the dean of the college. Probationary status is removed when a probationary student achieves a satisfactory cumulative grade-point average.

**Dismissal**

A student shall be subject to dismissal from the University if any of the following conditions exist:

1. A student has been on academic probation for three consecutive academic quarters in which the student has been enrolled;
2. A graduate student has received a grade of C+ or lower in any graduate course;
3. An undergraduate student has received a grade-point average of 1.0 (D) or below in any single academic quarter;
4. A student violates ethical or other standards associated with the profession for which s/he is in training;
5. A student has committed plagiarism (see the Student Discipline section for more information); or
6. A student has engaged in conduct incompatible with the normal operation of the University (see the Student Discipline section for more information).
College Academic Standards Committees

The dean of each college shall appoint an academic standards committee (ASC) during each academic year. Each committee shall consist of at least three members, at least two of whom are members of the college's faculty. The dean shall not be a member of the committee.

The ASC has responsibility for review and approval of all modifications to the college's curriculum before being forwarded to the University for additional approval and implementation. Additionally, the ASC is the primary faculty body within each college that serves to review and consider academic issues and student academic performance issues.

Academic Standards Committee Review

The case of each student subject to dismissal, as set forth above, shall be reviewed by the academic standards committee of the college in which the student is enrolled. The committee may approve probation or continued probation subject to conditions and for a length of time that the committee specifies, or the committee may schedule a hearing at which the student’s dismissal from the University will be considered. A student who is subject to a decision reached by the committee without a hearing may request a hearing if the student does not agree with the decision of the committee. It is the responsibility of each student to ensure that the University and the student's school are informed of a current mailing address for receipt of official notices.

Dismissal Hearing Process

A hearing will be conducted in those instances when the academic standards committee recommends dismissal. This hearing shall be conducted before a body composed of the academic standards committee, all of whom shall have full voting rights. The student has the right to be accompanied to the hearing by an advocate of his or her choice. The dean may replace a member of the committee if there is potential for conflict of interest. Each student scheduled for a hearing shall have the right to be notified of the hearing, to personally appear before the committee, to make a statement, and to present facts relevant to the determination to be made by the committee. At the conclusion of the hearing or within five days thereafter the committee shall notify the student of its decision which will be determined by majority vote.

With regard to the academic deficiencies set forth in items 1–4 above, after the hearing the committee may refer the matter back to the dean, it may place or continue the student on probation subject to conditions and for a length of time that it shall specify, or it may order the student’s dismissal from the University. In reaching this determination, the committee shall consider academic performance, potential for academic success, and the extent to which extenuating circumstances interfered with academic performance.

Appeal

A decision of the committee may be appealed by filing a written petition with the dean of the college within 10 days after the student is notified of the decision. In the petition, the student should state in full the facts and arguments in favor of the appeal. The dean will issue a written decision in the matter. The standard of review on appeal is whether, based on the facts presented to the committee at the time of the hearing, the decision was reasonable. In cases arising under items 1–4 above, the student may appeal the decision of the dean by filing a notice with the Academic Vice President within 10 days after the student is notified of the dean's decision. The Vice President will review the college's academic standards committee's decision, the petition to the dean, and the dean's decision. Great deference will be given to the dean, and the decision will be modified only if it is found to be an abuse of discretion. The decision of the Academic Vice President is final.

Reinstatement

A student dismissed for reasons set forth in items 1–4 above may petition for reinstatement to the same degree program after one year. If dismissed, the student may apply for admission at any time to another degree program. The petition shall state in full the circumstances of the dismissal and the actions taken by the student to correct the condition(s) that led to dismissal from the University.

Leave of Absence

Matriculated students are expected to maintain regular (continuous) enrollment in their program. Students who find it necessary not to enroll for one or more terms must complete and submit a Petition for Leave of Absence. Students are responsible for obtaining the necessary approval from an advisor for the leave of absence. This form is available in the registrar's office and on the University’s website. If a student completes a degree or certificate and enrolls in another degree or certificate, the leave of absence calculation starts over and the student will have up to four approved/unapproved leaves. Students simultaneously enrolled in a combination of degree/certificate programs have only four approved/unapproved leaves.

Non-attendance for one or more terms without an approved leave may impact the student's matriculation or residency status at the University. Students who are absent without an approved leave or who are absent for a term beyond the approved leave will be required to apply for readmission before enrolling in further coursework. Such students are subject to having those admissions requirements in place at the time of re-application and are not automatically awarded credit for prior coursework upon readmission.

Students who receive financial aid are strongly advised to contact the Financial Aid Office before requesting a leave of absence to discuss the impact of the leave on financial aid eligibility and loan repayment status. Generally, leaves of absence are treated as withdrawals for federal financial aid purposes and may cause federal loans to enter repayment status.

Other Notes:

The Registrar’s Office will review a student's record for all absences to determine eligibility:

If courses remain on the student’s schedule for a term in which a leave of absence is requested, those courses are automatically withdrawn, and the accounting and financial aid offices will be notified. The student remains responsible for the tuition.

There is no retroactive leave of absence; students must submit petition in the quarter/semester either prior to or concurrent with the request.
Leaves of absence may be granted for up to four terms (three terms for College of Law), whether consecutive or non-consecutive, approved or unapproved.

Students on unapproved leaves or who are absent for a term beyond the approved leave will be prevented from registering for classes and will have to contact the Admissions Office to apply for readmission.

If a student “drops” all their courses within the approved time-frame to receive even a partial credit, that course will not stay on the student’s transcript; therefore, the student is required to request a leave of absence for that term.

A leave of absence is not required for any term in which a student withdraws from all their courses; a “withdrawal” from all courses is defined as dropping all classes without receiving any refund. Those courses will remain on the student’s transcript with a grade of “W”, which does not have a negative effect on the grade point average (GPA), and does not require a leave of absence.

Audited courses do not appear on official transcripts and cannot be used as proof of registration for the term.

A leave of absence is considered “approved” unless otherwise notified by the Registrar’s Office; students will not be notified of approval.

**Graduation Requirements**

All degree and certificate candidates are required to file a Petition for Degree or Petition for Certificate and pay the required fee to the accounting office. Petitions must be filed by the date specified in the following pages. All financial obligations to the University must be paid in full. In addition, students must complete all programmatic requirements as indicated in the University’s catalog. (See “General Graduation Requirements by Program Level” table.)

**Bachelor’s Degrees**

All candidates for a Bachelor of Arts or Bachelor of Science degree from JFK University must complete the following requirements.

**Major, Core, or Track**

All the requirements of an undergraduate major, core, or track must be satisfactorily completed. A minimum grade of C is required in all letter-graded courses applied to the major, core, or track. The CR/NC grading option may not be exercised for letter-graded courses applied to the major, core, or track; however, courses offered only on a CR/NC grading basis may be included.

**Competency Areas**

All requirements for demonstration of competence in specified areas must be satisfactorily completed. Requirements are indicated in the Bachelor of Arts and the Bachelor of Science program descriptions in the College of Undergraduate Studies section of the catalog.

**General-Education Breadth**

This group of requirements applies to all baccalaureate students.

All requirements for lower- and upper-division general-education breadth must be satisfactorily completed. Upper-division requirements are indicated in the BA and the BS program descriptions in the College of Undergraduate Studies section of the catalog.

Courses taken to fulfill the general-education breadth requirements cannot be used to satisfy a requirement of the major, core, or track. Consult the registrar’s office for appropriate use of any courses in lower- and upper-division general-education breadth areas.

Students must complete 45 units in lower-division general-education breadth. Some upper-division courses offered by the College of Undergraduate Studies may be applied to the lower-division general-education breadth requirements. The list of approved courses is available from the College of Undergraduate Studies and the registrar’s office.

Applicants to JFK University BA and BS degree programs will be considered to have fulfilled all lower-division general-education breadth requirements provided any of the following are true:

- Applicant has a BA or BS degree from a regionally accredited college or university (or the equivalent); or
- Applicant has a California AA, AS, AAT or AST degree; or
- Applicant has an IGETC or CSU certification.

Applicants who have other degree titles—or who are applying to other degree titles—will not receive a blanket waiver for lower-division general-education breadth. These students are eligible to apply to JFK University baccalaureate programs, but their credits will be transferred on a course-by-course basis. After transfer credit is awarded, these applicants must satisfy all remaining general-education breadth requirements.

Lower-division requirements are outlined below:

**Composition:** Nine units of composition, up to three of those nine units may be satisfied with a critical thinking course;

**Mathematics:** Three units, one college-level mathematics course;

**Natural Science:** Nine units chosen from courses in the physical and life sciences;

**Humanities:** Twelve units chosen from courses in at least two of the following areas: the arts (theory, history, or literature pertaining to the arts), literature, philosophy, religion, humanities (interdisciplinary courses combining the previous four areas), and foreign languages; and

**Social Science:** Twelve units chosen from courses in at least two of the following areas: cultural anthropology, cultural geography, economics, history, political science, psychology, social science, and sociology.

**Individualized Programs**

In addition to the academic majors outlined in the sections on specific degree programs, a student may be permitted to design an individual program of study. Such individually designed programs are intended for mature students with well-defined, unique educational goals. The program may be an individually planned specialization within a college of the University or a cross-disciplinary concentration integrating courses from more than one college. Individualized programs are considered exceptions to University policy, and are only granted when a compelling case is made to do so.
General Information

Any student who wishes to undertake an individualized program should prepare a written proposal that includes the following information:

- A rationale for the proposed program;
- An outline of the proposed program with a list of courses to be undertaken and a statement indicating how these courses form an organic program of study;
- A statement of how comprehensive knowledge of the subject area will be demonstrated (e.g., thesis, research project, master’s examination);
- The proposed degree title; and
- A list of two or more faculty who will be directly responsible for supervising the entire program.

The student must obtain approval of the proposal from the supervising faculty, the dean of the college(s) that will award the degree, the registrar, and the Academic Vice President. Forms for preparing and submitting an individualized degree proposal may be obtained in the college’s administrative office.

The number of units for the individual program is negotiable but should be similar to other programs within the college(s). The student undertaking an individualized program must satisfy all of the University requirements for a bachelor’s or a master’s degree.

Emphases within Programs
Graduate and undergraduate programs may offer emphases that encompass a number of related courses on a defined topic. Emphases, unlike specializations, are not recorded on the student’s transcript or noted on the diploma.

Graduation and Commencement
A student is graduated on the next available date from when the registrar’s office is notified that all degree or certificate requirements have been completed. (Note that the petition itself is one of the graduation requirements.) Degrees, certificates, and specializations are never backdated. A commencement ceremony is held each June to honor students who have completed degree, certificate, or credential program requirements during the academic year or who will be completing requirements during the summer.

Petition for Degree or Certificate
Degrees and certificates are not awarded automatically upon completion of scholastic requirements. To be considered as a candidate for a degree or certificate, students must submit a Petition for Degree or Petition for Certificate form to the registrar’s office accompanied by the appropriate non-refundable fee. Petitions must be on file before a degree or certificate will be awarded. Petition deadlines for all programs except Doctor of Psychology are January 15 for June and September graduation; July 15 for December graduation; October 15 for March graduation. The petition deadline for the PsyD program is February 15 of the year prior to beginning the internships. Students who wish to participate in the current academic year’s commencement ceremony must petition by the January 15 deadline for no later than the summer term.

Review of Student Records
Upon receipt of the petition, the registrar’s office will review the student’s records and notify the student and program of any remaining requirements to be completed for the degree or certificate. Students should work with their advisor to plan for the completion of their degree or certificate requirements.

Awarding of the Degree or Certificate
At the end of the quarter/cohort/semester of anticipated completion, as stated on the petition, the student’s records will be reviewed to verify completion of all requirements. If all requirements have been completed, the awarding of the degree or certificate will be posted on the transcript and the student notified. Degrees or certificates will be dated as of the Monday after the last day of the quarter/cohort/semester in which all requirements have been met. Students who have not fulfilled all requirements will be notified, and the file will not be reviewed again for degree or certificate completion until the registrar’s office is notified by the student that requirements have been fulfilled. Students who do not notify the registrar’s office of degree or certificate completion may miss participating in the commencement ceremony. Degrees or certificates are never automatically entered onto the transcript without notification of completion and review. Degrees or certificates are not awarded if a student is on academic probation, or if there are marks of “I” (Incomplete) or IP (In Progress) on the transcript.

Diplomas or Certificates
Diplomas or certificates are printed and mailed after all requirements have been completed, the degree or certificate has been posted on the transcript, and all financial obligations to the University have been fulfilled. They are mailed to the address of record approximately three-to-five months after the degree or certificate has been awarded. Diplomas and certificates are printed using the student’s legal name on record. Students wishing a different name on their diploma or certificate must file an official name change with the registrar’s office prior to the issuance of the diploma or certificate.

Recognition of Academic Honors
Undergraduate Students
Students who demonstrate exceptionally high academic scores are eligible for graduation honors. Academic honors are posted to the diploma and final transcript when the student’s degree is conferred. Graduation honors are based upon all courses applied toward the bachelor’s degree and are determined according to the following:

<table>
<thead>
<tr>
<th>Minimum GPA</th>
<th>Honor</th>
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<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>3.85+</td>
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<tr>
<td>Magna Cum Laude</td>
<td>3.75–3.849</td>
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<tr>
<td>Cum Laude</td>
<td>3.50–3.749</td>
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</tbody>
</table>

Students who are not eligible for graduation honors may be eligible for honors in the major instead. Only students whose cumulative GPA is below 3.50 are eligible for honors in the major. To receive honors in major, the student’s major GPA, which is computed as the grade-point average of courses in the major program, must be 3.60 or higher.

Graduate Students
Graduate students do not receive honors based on grade-point average; however, each college selects an outstanding student to honor at commencement (see below).
## General Graduation Requirements by Program Level

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<thead>
<tr>
<th>Award</th>
<th>Units</th>
<th>Residency</th>
<th>Scholarship</th>
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<tbody>
<tr>
<td>Bachelor's Degree</td>
<td>A minimum of 180 acceptable quarter units must be completed, of which at least 54 must be in upper-division courses.</td>
<td>At least 36 of the last 45 units must be completed in residence (i.e., once 135 units have been accumulated, only nine additional units may be transferred into a degree program). Units transferred from another institution or earned through CLEP, AP, DSST, or CBA do not fulfill residency requirements.</td>
<td>An overall grade-point average of at least 2.0 must be achieved in all coursework including transfer work prior to fall 2006.</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>Varies by program</td>
<td>The final course and the thesis, project, or master's examination must be completed in residence. At least 70 percent of the work required for a master's degree must be completed in residence at the University. Some programs may require a residency greater than 70 percent. Refer to the program-specific sections of the catalog for the number of units required in residence at the university. Transfer credit is not permitted into the Linked MA Sport Psychology/PsyD programs.</td>
<td>A minimum grade of B- is required for each course applied to a master's degree. An overall grade-point average of at least 3.0 must be achieved in all work for the declared master's degree.</td>
</tr>
<tr>
<td>Doctor of Psychology (PsyD)</td>
<td>A minimum of 180 acceptable quarter units must be completed.</td>
<td>Once admitted to a doctoral program, all requirements must be completed in residence. Refer to the program-specific sections of the catalog for the number of prior units which might be considered for transfer. Transfer credit is not permitted into the Linked MA Sport Psychology/PsyD programs.</td>
<td>A minimum grade of B- is required for each course applied to the doctoral degree. An overall grade-point average of at least 3.0 must be achieved in all work for the declared doctoral degree.</td>
</tr>
<tr>
<td>Juris Doctor (JD)</td>
<td>Successful completion of 84 units of study in accordance with the prescribed curriculum and in compliance with the residency requirement of the Committee of Bar Examiners of the State Bar of California including a minimum of 68 units of numerically graded coursework. Successful completion of all required courses.</td>
<td>Completion of the final two semesters of law study in residence at John F. Kennedy University College of Law.</td>
<td>Achievement of a cumulative grade-point average of 70.0 or higher in all numerically graded courses and fulfillment of all conditions imposed by the Academic Standards Committee.</td>
</tr>
<tr>
<td>Certificates</td>
<td>Varies by program</td>
<td>Students enrolled in a certificate program must complete all courses in residence.</td>
<td>An overall grade-point average of at least 2.0 must be achieved in all work completed for an undergraduate certificate. A minimum grade of B- is required for each course applied to a graduate certificate. An overall grade-point average of at least 3.0 must be achieved in all work completed for a graduate-level certificate.</td>
</tr>
</tbody>
</table>
Graduation with Honors for the College of Law

Students who have completed their degree requirements, have completed at least 39 of the 56 required numerically graded units in residence at the College of Law, and have taken no more than 17 terms (including summers) to complete their degree requirements are eligible for graduation with honors as follows:

<table>
<thead>
<tr>
<th>Minimum GPA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>88+</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>85–87.99</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>83–84.99</td>
</tr>
</tbody>
</table>

Academic honors will be posted on the students’ transcripts and diplomas.

Commencement Ceremony

The ceremonial recognition of graduation is a very special occasion at the University. Graduating students and prospective graduates who meet the requirements listed in the policies below are encouraged to participate in this June event. (The College of Law holds a separate commencement ceremony whose eligibility requirements may differ than those stated here; consult the College of Law Catalog for more information.) Students who meet the following criteria are eligible to participate in the commencement ceremony:

- Prior fall and winter graduates;
- Students who are completing all requirements as of spring quarter; and
- Students who have six or fewer quarter units to complete in summer.

Students must also fulfill the master’s/doctoral examination or thesis/master’s/doctoral dissertation project requirements if relevant to their degree programs. Students in programs requiring a master’s examination must either have passed the exam or be scheduled to take it during summer quarter. Thesis and doctoral dissertation students must have the rough draft of the thesis or dissertation project approved by May 15. Students must have petitioned for degree or certificate by the January 15 deadline.

Students may not attend more than one commencement ceremony per degree or certificate.

Awards at the Commencement Ceremony

Outstanding Student Award

At the request of the President of the University, each college selects a student to honor at commencement who best exemplifies academic excellence, service to their college or the University, and service to the community. Due to the high regard in which they are held, these awards are the only awards presented to students at the commencement ceremony.

The Founding President Harry L. Morrison Distinguished Teaching Award

A citation and monetary gift is given to honor the memory of Dr. Morrison, founding president of the University. The award recognizes special dedication to the University and its students and is made to the faculty member who best exemplifies excellence in teaching and creativity in the classroom as well as in program and curriculum development and contribution to the enhancement and development of the faculty member’s field of study.

Student Records

Transcripts and other documents received by the University for the purpose of admission or recording supplemental work become the property of the University and will not be released to or copied for students. California regulatory agencies require that student records be kept for only five (5) years. JFK University regularly destroys records after five (5) years of inactivity.

Transcript Request (Issuance)

John F. Kennedy University transcripts are ordered online via the National Student Clearinghouse at www.getmytranscript.com. The transcript fee is $10.

A transcript is issued only if all financial obligations to the University have been paid in full. Transcripts contain only coursework completed at JFK University. A summary of previous education is entered into the official transcript of record. Unofficial transcripts will not be issued to students by the registrar’s office; however, students may print their own unofficial academic record from the web portal using the Express system. Transcripts are never faxed or sent by email.

JFK University is custodian of records only for American Academy of Family Studies (AAFS) and New College School of Law (NSCL) transcripts. The University does not maintain any other New College academic records. Students wishing to obtain AAFS or NSCL transcripts should contact the registrar’s office at (925) 969-3353.

Transferability of JFK University Courses

Each institution has its own policies for transfer credit and students are advised to contact the receiving institution to determine transferability of JFK University coursework. JFK University courses taken credit/no credit may not be accepted by other institutions.

Unit Credit

Units described throughout this catalog, excluding law, are quarter units (credits). The University subscribes to the national standard for student workload, which is a minimum of 500 seat minutes per quarter unit of credit. Some courses may be semester units (credits) and are specifically identified under the Course Description section of this catalog.

The College of Law is on the semester system. Semester units (credits) are calculated as equivalent to one and one-half (1.5) quarter units (credits).

Academic Term

The University’s academic year, other than the College of Law, is divided into three 11-week quarters, and one 9-week quarter (summer). For financial aid purposes, an academic year is defined as a minimum of three quarters of enrollment. Some lower division undergraduate transfer credit courses may be on the semester system, and are specifically identified under the Course Description section of this catalog.
The Counseling Psychology program offered on the Berkeley campus meets in five academic sessions each year. However, contact and content is structured so that each course awards credit fully equivalent to the University’s academic quarters.

Fall and spring semesters for the College of Law are 18 weeks in duration, which includes 15 weeks of instruction, a one-week reading period, and two weeks for final examinations. Summer Session is 11 weeks in duration, which includes a three-day reading period and four days for final examinations.

**Unit Load**

For the purpose of financial aid and enrollment verification, full-time load is defined as 12 units per quarter for undergraduates or undergraduate certificate and credential programs, nine units per quarter for students in master’s degree, graduate certificate programs or the PsyD program, and six units per semester for law students. Refer to the following chart for a complete definition of unit loads:

<table>
<thead>
<tr>
<th>Status</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>12</td>
<td>9.0</td>
<td>6</td>
</tr>
<tr>
<td>Three-Quarter-Time</td>
<td>9</td>
<td>6.0</td>
<td>4</td>
</tr>
<tr>
<td>Half-Time</td>
<td>6</td>
<td>4.5</td>
<td>3</td>
</tr>
</tbody>
</table>

**Attendance**

Students are expected to attend all class meetings of courses in which they are enrolled and comply with attendance requirements specified in the course syllabus. Excessive unexcused absences may affect the course grade.

**Non-Degree Student**

Courses may be open to non-degree students. However, the approval of the instructor or college dean may be necessary to register for courses including courses that are part of a certificate program. Refer to the Admission section in the front of this catalog for information regarding application as a non-degree student.

**The JFK University Vision of a Living Culture of Diversity**

In service to our mission of academic excellence, JFK University strives to embody a Living Culture of Diversity. We recognize that a diverse college environment is one that supports the academic community in gaining the awareness, knowledge and skills to work effectively with all people. We understand that this goal is an ongoing process requiring an active commitment from all levels of our University. JFK University is dedicated to developing a supportive, diversity-rich environment. Recognizing the impact of negative attitudes and systemic discrimination at all levels of individual and group interaction at our University, in our local communities, and in the wider social/global milieu, JFK University seeks to establish a Living Culture of Diversity, characterized by these five principles:

- An ongoing practice of openness and respect for people with experiences, beliefs, and traditions different from our own;
- An understanding that diverse cultural backgrounds, life experiences, challenges, and values of faculty, students, staff, and administrators creates a dynamic learning community vital for academic excellence;
- A recognition that, in alignment with our commitment to academic excellence, openness to difference exposes students and faculty to broader perspectives, fosters deeper critical analysis, and opens new vistas for scholarly inquiry;
- A commitment to eradicating intolerance, oppression, prejudice, discrimination, and harassment in all interactions within the JFK University community in order to impact, through our example, the local, national, and global communities we inhabit. To appreciate the value of self-reflection in reaching these goals; and
- A commitment to supporting and providing accessibility of education and resources to equip the student body, faculty, and administration with the knowledge, skills, and attitudes required to “work together across our differences to forge the bonds of understanding essential for success in our interdependent global community.”

**Religious Pluralism**

JFK University is not affiliated with any denomination or religion. It is customary for the University to observe major national holidays. Personal observance of other religious and/or spiritual high holidays is respected by the University. Every effort is made to avoid scheduling university activities which conflict with those religious days or events; however, some conflicts may arise. Students need to contact their departments or instructors if they will be absent due to a religious holiday.
General Information

Student Services

Academic Counseling
Students admitted to a degree or certificate program are entitled to formal academic counseling. Counseling appointments may be scheduled with a faculty advisor by contacting the appropriate college. The registrar’s office will assist faculty advisors and is available to answer questions about transfer credit, residency requirements, and degree audits.

Academic Support Center
The John F. Kennedy University academic support center’s mission is to support students’ success both at the University and in their subsequent professional careers. Through one-on-one instruction and quarterly workshops, the center offers students free assistance with reading strategies, time-management tools, critical inquiry, and research methods as well as with every stage of the writing process: brainstorming, planning, drafting, revising, and documenting research. Appointments are available Monday through Friday on-site, via email, by fax, or by phone (note: specific hours vary by term). Students can schedule to meet with staff at the Pleasant Hill, San Jose and Berkeley campuses.

Online Writing Center:  Like JFK University’s Academic Support Center, the online instructors are not editors, but teachers, who provide you with the tools to improve your own writing. To learn more or to schedule an appointment, visit the Writing Center here: http://www.nu.edu/OurPrograms/StudentServices/WritingCenter/OnlineWritingCenter.html.

Online Math Center:  Individual and group tutoring is available to students in the fields of mathematics, statistics, sciences, engineering and business mathematics. To learn more or to schedule an appointment with a Math tutor visit: http://www.nu.edu/OurPrograms/StudentServices/mathcenter.html.

Alumni Association
The alumni association is comprised of all John F. Kennedy University graduates. The association provides a lifelong link between alumni and the University. The association’s mission is to have as many alumni as possible serve as volunteers to foster the advancement of the University. The association’s work is overseen by a council made up of alumni representing each of the colleges.

Campus Crime
The University will provide upon request all campus crime statistics as reported to the U.S. Department of Education, http://www.ope.ed.gov/security. To request this information, contact the Office of Institutional Research at (925) 969-3403 or visit the website at http://www.JFKUniversity.edu/crimestats.

Career Center
The JFK University career center is a resource for University students, staff, alumni, and employers. The center’s resource library contains information on careers, labor market trends, potential employers, job-search strategies, and career-specific Internet job resources lists. The center also offers individual career counseling, resume and cover letter review, group workshops, and interest assessments to support the career-related needs of JFK University students and alumni.

Office of International Education
The Office of International Education is a resource for F-1 international students, other non-immigrant visa holders, and U.S. permanent residents and citizens with international education backgrounds. Advising is provided in the areas of F-1 immigration regulations, the U.S. visa process, education equivalency, and student services referrals. New international student orientation and employment workshops are offered. Please contact the International Student Advisor at ssermeno@jfku.edu, or call 925.969.3339 for additional information.

Student Affairs
The mission of the Student Affairs Department is to offer helpful, high quality services that allow students to experience and enjoy a positive learning environment. Through the Academic Support Center, Career Center, International Student Advising, Office of Disabilities Services, and the Veteran’s Success Center we provide services that enhance and support the academic, personal, professional needs of our students. Student Affairs works closely with other departments to help make the student experience positive and successful. For additional information about Student Affairs services please contact the Director of Student Affairs at studentaffairs@jfku.edu or call (925) 969-3533.

Veterans Success Center
The JFK University veterans success center is a resource for all former military members, active military members and dependants of all military members. The center includes computer work stations, information on available community resources and information about VA benefits. The center hosts workshops from community veteran organizations and the VA. For additional information about the center please contact the Veteran Affairs coordinator at vsc@jfku.edu, or call (925) 969-3478.

Computer Labs
Computer labs are available on each campus to support the learning, scholarly and professional pursuits of students and alumni. The Pleasant Hill and Berkeley Computer Labs are maintained and supported by the JFK University Libraries. The San Jose Computer Lab is supported by National University. Please see the library website, library@jfku.edu, for schedule and contact information.

Conflict Resolution
It is the policy of the University to encourage students to resolve misunderstandings or disagreements directly with the faculty or staff members involved. If such discussions do not produce a satisfactory outcome for the student, a review process is available. Procedures for conflict resolution are available in the registrar’s office.
Continuing Education

John F. Kennedy University’s Continuing Education (CE) department provides professional development and personal enrichment programs that serve the diverse needs of our alumni and surrounding communities in the greater Bay Area.

Specializing in the fields of psychology, law and health care, CE offers a variety of certificate programs and courses for psychologists, mental health professionals, registered nurses and attorneys who seek to acquire or maintain licensure, expand their knowledge, increase their proficiency, or specialize in a particular area of expertise in their respective fields. Taught by expert scholar-practitioners at three campuses (Pleasant Hill, Berkeley, San Jose) and online, our courses integrate theory and practice that can be immediately applied, and they are convenient, accessible and affordable.

Our certificate programs are designed to offer in-depth learning opportunities in select clinical subject areas. Current topics of study include: Autism Spectrum Disorders, Cognitive Behavioral Therapy, Eating Disorders, Expressive Arts Therapy, Deep Imagination, and Treatment Strategies for Returning Troops.

CE is approved to sponsor courses by the American Psychological Association (APA), the California Board of Behavioral Sciences (BBS), the California Board of Registered Nursing (BRN), the California Foundation for the Advancement of Addiction Professionals (CFAAP/CAADAC), and the State Bar of California.

CE offers a 10% discount to JFK University students, faculty, staff and alumni for any on-site course. Please note: CE courses cannot be applied toward an academic degree or academic certificate program.

For more information or to receive a catalog of our offerings, contact the Continuing Education office at:

JFK University - CE
100 Ellinwood Way, Suite S205
Pleasant Hill, CA 94523
(800) 557-1384
fax: (925) 969-3155
conted@jfku.edu

Libraries

The JFK University Libraries system consists of the central Robert M. Fisher Library in Pleasant Hill and its branches on the Berkeley and San Jose campuses as well as the Law Library, which is also located on the Pleasant Hill campus.

The collections of the University’s libraries number more than 100,000 volumes, 87,000 e-books, 80 online databases, 400 print and 49,000 electronic journals. The libraries collect materials in print, audio, video and electronic formats. Media viewing and listening stations are available at each campus.

Currently registered students have web access to the JFK University Libraries’ e-resources and may use their student ID card to borrow materials at any campus. Interlibrary borrowing and free document delivery services are available. Alumni have borrowing privileges and may access e-resources on site. Members of the public are welcome to access resources on site on a fee basis. Please see the Libraries web site for up-to-date information on services, open hours, circulation policies, etc.

Reference assistance and research instruction are available on site or via phone, email or online chat. In addition to formal library research course offerings, course-related workshops are provided at the request of faculty. Guides to research methods and a research tutorial are also available on the library web site.

The libraries at JFK University are dedicated to supporting learning, scholarship, professional development and student success. Please visit the library web site at library.jfku.edu for further information.

Office of the Ombudsman

The objective of the Office of the Ombudsman is to ensure that every member of the John F. Kennedy University community receives fair and equitable treatment in support of a positive work and learning environment. Students may wish to utilize the “Conflict Resolution Policy” before contacting the Ombudsman.

The office is a confidential service open to all students, employees and faculty members of the University. To utilize this service, call (925) 969-3330 and leave a message. For more information visit: http://www.jfku.edu/About-Us/Diversity-at-JFKU/Office-of-the-Ombudsman.html.

Student Government

The purpose of the University Student Government is to enhance the quality of student life by making every student’s experience at JFK University pleasant and positive. The overriding goals of the Student Government are to unite students who are registered at JFK University under one University-wide government, to represent the interests and concerns of all students at the highest level of decision-making, to advocate for various student interests, and to enrich the reputation of the University within the general, legal and academic communities. The nominal Student Association fee charged all students at registration enables the student government to fund sanctioned student associations and support the student store, as well as other University-wide projects. Student government members are elected annually and required to abide by all JFK University policies and procedures.

Students with Disabilities

The Office of Disability Services for students (ODS) supports students with disabilities through equal access, empowerment, advocacy, resources, collaboration, and outreach. In addition to providing services and accommodations that allow students with disabilities to fully participate in all of the programs offered on campus as mandated by state and federal laws, ODS works closely with faculty and staff to provide disability representation, information, diversity, and awareness throughout the University community.

Students with disabilities who may require accommodations or auxiliary aids should contact ODS early on to schedule an intake appointment. All accommodations, services, and use of auxiliary aids are determined on an individual basis and must be supported by sufficient documentation. Some examples of accommodations include note-taking assistance, testing accommodations (e.g., extended time, reduced distraction environment), assistive
General Information

technology such as voice-recognition software, accessible media (e.g., books on tape or electronic text), and sign language interpreters.

For more information, contact ODS at (925) 969-3129 or (925) 969-3447 (voicemail).

Civil Rights Policies and Procedures

Complaints Relating to Discrimination or Sexual Harassment

JKF University is committed to maintaining a working and learning environment in which students, faculty and staff can develop intellectually, professionally, personally, and socially. Such an atmosphere must be free of intimidation, fear, coercion and reprisal. The University prohibits discrimination or harassment on the basis of race, ethnic or national origin, religion, age, sex, color, physical or mental disability, marital or veteran status under any program or activity offered under its control.

In keeping with this commitment, the University also maintains a strict policy that prohibits sexual harassment, which includes harassment based on gender, sexual orientation, pregnancy, childbirth, or related medical condition. This policy applies regardless of the gender or sexual orientation of the complainant or the alleged harasser.

It is University policy that all persons should enjoy freedom from unlawful discrimination of any kind, as well as from sexual harassment, or retaliation for reporting a complaint. This policy applies to prohibit unlawful discrimination or harassment between members of the University community, including between students and other students and between students and employees or third parties, if the University has notice regarding or control over the third party. Individuals who engage in prohibited conduct will be subject to disciplinary action.

Grievance Procedures for Civil Rights Violations

The University encourages prompt reporting of complaints so that a rapid response can be made and appropriate action taken. Note that reporting a complaint need not be limited to someone who was the target of the discrimination or harassment.

The following person is designated to coordinate the University's responsibilities under the law and to insure compliance with the University's policies against discrimination:

Chief Financial Officer
John F. Kennedy
100 Ellinwood Way
Pleasant Hill, CA 94523
Telephone: (925) 969-3441

A complaint may be filed with the Chief Financial Officer by any student who feels that they have been subjected to discrimination by a student or by the University through any of its employees, contractors, entities, policies, procedures, or programs. The University will endeavor to maintain confidentiality to the extent permitted by law. Where the complainant's desire to maintain anonymity constrains the University from attempts at establishing facts and eliminating the potential discrimination, the University will attempt to find the right balance between the complainant's desire for privacy and confidentiality and its responsibility to provide an environment free of discrimination.

The University has a duty to investigate even if the student declines to file a complaint or demand action. The University may require complete disclosure of all relevant facts in cases of egregious discrimination.

Formal Procedures for Civil Rights Issues

1. Filing a written complaint with the chief financial officer or designee:

   • The complainant must complete a complaint form. These forms are available in the Office of Chief Financial Officer or designee. To be processed, the complaint must be filed within 120 days of the alleged unlawful discrimination or harassment or within one-hundred twenty (120) days of the complainant's learning of the discriminatory or harassing action.

   • The Chief Financial Officer or designee dates and logs all written complaints and sends the complainant an acknowledgement that the complaint is under review.

   • If the complaint does not meet the procedural requirements, the Chief Financial Officer or designee immediately notifies the complainant of the specific deficiencies of the complaint. If the complaint meets the procedural requirements, the Chief Financial Officer or designee forwards a copy of the complaint to the alleged offender or unit against which the complaint is made ("respondent").

   • The Chief Financial Officer or designee will arrange appropriate interim measures when warranted to protect the parties.

   • The Chief Financial Officer investigates the complaint (or the designee, who has been trained in the investigation of such complaints), meeting separately with the student and with others who are either named in the complaint or who may have knowledge of the facts. Generally, the investigation is completed within thirty (30) days from the date the Chief Financial Officer or designee receives the complaint.

On completion of the investigation, the Chief Financial Officer or designee will prepare a report of the witness statements and the evidence and will provide a copy to each party.

2. A review panel is established as follows:

   The complainant and respondent each nominate one student or employee who is unbiased, not involved in the complaint and willing and available to serve as a member of the panel. The nominated panel members select, by mutual agreement, another member who will serve as chair of the panel, who will conduct the hearing and rule on procedural matters. If they are unable to agree on a chair, the Chief Financial Officer or designee makes the selection.

3. Once the review panel is established:

   The chair sets the time and place for the hearing at the earliest possible time consistent with the schedules of the parties and the panel. The date of the hearing may be postponed or extended by mutual agreement of the parties with the consent of the chair. The panel makes every reasonable effort to conduct its hearing within fourteen (14) days of the panel's formation. The failure of any party to appear without justifiable cause will terminate that party's right of appeal. The Chief Financial Officer or designee reviews pertinent
evidence and coordinates the hearing process by informing the panel of its role, defining the issues and ensuring that the panel is provided with the complaint, response and other appropriate information. The Chief Financial Officer or designee serves as recorder of the proceedings and advisor to the panel, but does not vote.

The standard of review to be used in all proceedings is fundamental fairness. Strict rules of evidence and procedures are not required so long as the proceedings are conducted in a manner that allows both sides to fairly and fully explain the circumstances. Decisions regarding the admissibility of evidence and the weight to be given to pieces of evidence will be made by the chair. The burden of proof is upon the complainant to prove his or her case by a preponderance of the evidence, which means that the proof need only show that the facts are more likely to be so than not so. The review panel proceedings will be conducted in a closed hearing. The parties will have a reasonable opportunity for oral presentation and to present written evidence. The hearing is not a legal forum and representation of parties by legal counsel is not permitted. The parties may, however, be accompanied by another member of the University community, who will act as a personal advisor with whom they may consult.

The panel will make every reasonable effort to forward its written findings to the Chief Financial Officer or designee and to the parties within seven (7) days after the close of the hearing. The findings will be recorded and signed by the parties and the Chief Financial Officer or designee, except when either party disagrees with the findings of the committee and decides to appeal. Reasonable, timely, and effective action will be taken as needed to correct discriminatory effects, prevent recurrence, or remedy the complainant’s loss, if any. These actions will be communicated to the complainant.

In the event disciplinary action is recommended, the respondent will be entitled to fair process provided by University rules and regulations. Only when a complaint reaches the formal process and only if it is sustained will it be recorded in the respondent’s student or personnel file.

**Appellate Procedures for Civil Rights Issues**

A party may file a written appeal within ten (10) days of receipt of the findings with the Academic Vice President. The written appeal must state the objections to the decision. Upon receipt of the appeal, the Academic Vice President will forward a copy to the other party(ies).

Parties can forward commentary to the Academic Vice President within fourteen (14) days of receipt of the appeal.

Within twenty-one (21) days following receipt of an appeal, the Academic Vice President will render a final decision.

Changes to these procedures may be made as needed to resolve problems. Any request for changes should be directed to the Chief Financial Officer or designee. If the complaint is against the Chief Operating Officer or designee or other officer involved in these procedures, the Academic Vice President will designate a University employee to act in their place in these complaint procedures.

If the decision finds that the complainant falsely accused another of discrimination or harassment knowingly or in a malicious manner, the complainant will be subject to appropriate sanctions.

Retaliatory action of any kind by any member of the University community against anyone seeking redress under these procedures, cooperating in the investigation, or other participation in these procedures is prohibited and will be regarded as the basis for disciplinary action.

In cases of discrimination or sexual harassment, the complainant may, at any time during the informal or formal procedure at JFK University, file a complaint with:

**Office for Civil Rights**

U.S. Department of Education
50 Beale Street, Suite 7200
San Francisco, California 94105

The University will complete its investigation and make findings on a complaint filed at the University, even if a complaint has also been filed with the Office for Civil Rights.

**Student Conduct**

Students are expected to conduct themselves in a responsible manner that reflects ethics, honor and good citizenship. They are also expected to abide by the regulations of the University. It is the students’ responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of the University through their conduct and behavior. Any form of academic dishonesty, or inappropriate conduct by students or applicants, may result in penalties ranging from warning to dismissal, as deemed appropriate by the University. Students will be informed in writing of the nature of the charges against them. They will be given a fair opportunity to refute the charges and there will be provisions for appeal of a decision. Students who wish to file a complaint related to Student Conduct may do so by contacting the Director of Student Affairs/Chief Conduct Officer at studentaffairs@jfku.edu or by calling (925) 969-3533.

**Computer Use**

**Computing Resource Usage**

This statement of policy governs the use of university computing and network resources. It is not intended as exhaustive, and all existing law, both federal and state, and all relevant university regulations and policies will also apply, including not only those that are specific to computers and networks, but also those that may apply generally to personal conduct.

All users of JFK University computing and network services acknowledge by their use of these resources that all university computing and network services are provided, managed, and operated for the benefit of the entire university community, and not of any particular account holder or user. Changes in the operation of university computing resources will be made from time to time, and malfunctions may occur. Users must use appropriate judgment in deciding what information to store in the systems, and should keep separate copies of their own data, against possibility of loss. Ultimately, each user is responsible for the safety and security of his or her own data, programs and files.
Misuse

Misuse of computing, networking, or information resources may result in the loss of computing privileges. Additionally, misuse may be prosecuted under applicable statutes. Users may also be held accountable for their conduct under any applicable university policies and procedures. Complaints alleging misuse of computing resources will be directed to those responsible for taking appropriate disciplinary action as specified under Enforcement, below. Storage, reproduction, or other use of any material protected by copyright law may lead to severe legal penalties—see the section in this document titled Notice Regarding Copyright.

Other organizations operating computing and network facilities that are reachable via the John F. Kennedy University network may have their own policies governing the use of those resources. When accessing remote resources from the JFK University facilities, users are responsible for learning and obeying both the policies set forth in this document and the policies of the other organization(s).

Enforcement

Minor infractions of this policy, when likely accidental in nature, are typically handled internally by the Information Technology Department in an informal manner via e-mail or in-person discussions. Some examples are poorly chosen passwords, overloading the system, and excessive disk space consumption.

More serious violations are handled via formal procedures. Some examples are sharing accounts or passwords, harassment or repeated minor infractions, as described in but not limited to those described in the preceding paragraph, may result in the temporary or permanent loss of modification of access to the university’s computing resources and notification of the student’s instructors, department/division chairs, the director of student affairs, or the appropriate manager in the case of a faculty or staff individual.

Particularly grave abuses, such as unauthorized use; attempts to steal passwords or data, or to examine data without authorization; unauthorized use or copying of licensed software; violations of other university policies; or repeated lesser violations as described in the above paragraphs may also result in the temporary or permanent loss of computing access privileges, as well as other disciplinary actions. In such cases, the offender’s appropriate instructor(s)/department(s) will be notified of the infractions. If the offender is a student at the university, the case will also be referred to the appropriate vice president for appropriate action.

Any offenses that may be in violation of local, state, or federal law will result in the immediate suspension of all computing privileges, and will be reported to the appropriate university and law enforcement authorities. Additionally, the university’s appropriate disciplinary procedures will apply, and the university reserves the right to classify any particular violation's severity, and determine the appropriate administrative response.

Examples of Misuse

• Using a computer account that you are not authorized to use, by any means whatsoever. Obtaining a password for another’s computer account without the consent of the account owner. If you, as an authorized user, give our your account and password to another individual, you can still be held accountable for any actions that may arise that are associated with your account.

• Knowingly or carelessly performing any act that will interfere with the normal operation of computers, terminals, peripherals or networks, or data or software therein, or impair their security or integrity.

• Attempting to circumvent data protection schemes or uncover security loopholes. This includes creating or running programs that are designed to identify security loopholes or decrypt or access intentionally secure data. This also includes storing programs within an account, or under the ownership of an account, that are designed or associated with security cracking.

• Violating terms of applicable software licensing agreements or copyright laws.

• Using e-mail to harass others.

• Creating mail or other electronic distribution lists larger than 10 addresses that send electronic communications to other accounts without prior permission of the receiving individual, or sending excessive electronic communications to any user without consent.

• Moving large files across networks during peak usage periods or prime hours such that it degrades resource performance. Prime hours will be considered to be Monday through Friday from 10 a.m. to 6 p.m.

• Storing large files on the systems that could compromise system integrity or interfere with other users’ access to storage resources. The Information Technology Department staff may remove or compress any files that in their judgment are consuming excessive amounts of disk or other storage space, with or without prior notification.

• Masking the identity of an account or machine. This includes, but is not limited to, sending mail anonymously.

• Using university computing resources for any activity that is for profit, or that is commercial in nature, i.e., paid for by non-university funds. Commercial activities include, but are not limited to, consulting, typing services, developing software for sale, and advertising.

• Posting on electronic bulletin boards or other generally accessible locations materials that violate existing laws or the university codes of conduct.

• Posting on Internet services, or in any non-private location, information that may be slanderous or defamatory in nature.

• Displaying sexually explicit, graphically disturbing, or sexually harassing images or text in a public computer facility or other non-private location that can potentially be in view of other individuals, or transmitting such material to another without their advance consent.

• Attempting to monitor or tamper with another user’s electronic communications, or reading, copying, changing, or deleting another user’s files or software without the explicit agreement of the owner. Accounts and files owned by individual users are to be considered private property, whether or not they are accessible to other users.

Activities will not be considered misuse when authorized in writing by appropriate university officials for security or performance testing.

Notice Regarding Copyright

Under the provisions of Title 17, United States Code, as well as under the provisions of domestic and international law, the
reproduction of various copyrighted materials, both certain computer programs and other software, and also various other materials, including text and images, is forbidden under certain circumstances. Copyrighted material may not be reproduced or transmitted in any form or by any means, including storage in any information storage and retrieval system, unless permission of the copyright owner has been obtained, or the reproduction falls within the “fair use” or library reproduction rights provisions of the copyright law. Violation of copyright law can lead to penalties that include fines and imprisonment.

The university does not authorize or condone the use of university facilities that violates copyright law, and each user will be held personally liable for any reproduction, storage, or dissemination of any material in violation of copyright law.

**Drug and Alcohol Policy**

JFK University policy prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities. Such prohibition specifically includes, without limitation:
- Possession or use of any controlled substance, including heroin, barbiturates, cocaine, LSD, hallucinogens, and marijuana;
- The sale of any controlled substance which is in violation of local, state, or federal statutes;
- Giving alcohol to any person under the age of twenty-one (21) or the use of alcohol on campus, unless at a specifically authorized University activity; and
- Any other conduct which involves a drug-related violation of local, state, or federal statutes is included in this prohibition.

Violations of this policy will result in disciplinary action or referral for prosecution according to local, state, and federal statutes, or both. Disciplinary actions for violations by students will be determined by a Hearing Committee according to the process outlined in "Hearing Procedures" below.

**Academic Integrity**

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. In the academic community the high value placed on truth implies a corresponding intolerance of academic dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics.

Academic dishonesty includes cheating, plagiarism, and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means. Below is a list of some forms academic dishonesty may take.

- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise;
- Submitting work previously submitted in another course without the consent of the instructor;
- Sitting for an examination by surrogate or acting as a surrogate;
- Representing the words, ideas, or work of another as one's own in any academic exercise; and
- Conducting any act that defrauds the academic process;

Plagiarism is the presentation of another person's ideas or work as one's own. As such, plagiarism constitutes fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

If an instructor determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor may exercise one or more of the following options:
- Require a timed writing sample to be written on the assigned topic to determine the veracity of the suspicion;
- Require that the work be rewritten;
- Issue a lowered or failing grade for the assignment;
- Issue a lowered or failing grade for the course; and/or
- Request formal disciplinary action by the Chief Conduct Officer

If a student's assignment or course grade is lowered on the grounds of academic dishonesty, the instructor must inform the student that academic dishonesty figured into the calculation of the grade. The student may exercise his/her right to appeal the grade by requesting a disciplinary hearing, convened by the Chief Conduct Officer. The student must submit a written appeal to the Chief Conduct Officer within forty-five (45) days of the allegation.

It is the instructor's responsibility to report any reasonable suspicion of academic dishonesty to the Chief Conduct Officer so that such behavior may be monitored and repeat offenders identified. Notification may be made through one's program director. Upon request for disciplinary action or upon repeated offenses, the Chief Conduct Officer will initiate hearing proceedings that may result in disciplinary action such as probation, suspension, or expulsion.

**Avoiding Plagiarism**

Students must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not they should cite, they are encouraged to cite. They are also encouraged to ask their instructors for guidance on this issue. Students might also consult writing handbooks and/or refer to their departments for specific citation style within that discipline.
Civility in the Classroom: A Code of Classroom Etiquette

Freedom of speech and expression is valued not only throughout society but also, and particularly, in the academic setting. No more is this so than in the classroom. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established:

• When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
• Conflicting opinions among members of a class are respected and responded to in a professional manner.
• No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
• No offensive comments, language, or gestures are part of the classroom environment.
• Cell phones and other electronic devices (notebooks excepted) are placed in the “off” mode during class time.
• Children and pets (with the exception of service animals) are not brought to class.

Adherence to this code of etiquette will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.

Online Student Code of Conduct

Freedom of speech and expression is valued not only throughout society but also, and particularly, in the academic setting. Equally valued is the respect given to University computer systems and information technology. To that end, students will adhere to the following online code of conduct:

• Access JFK University courses only for lawful purposes;
• Respect the privacy of other members of the class and other students;
• Respect the integrity of the University’s computer systems;
• Respect the diversity of opinions among the instructor and members of the class and respond to them in a courteous manner;
• Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation to the instructor and members of the class. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidation by e-mail, or on discussion boards and other postings in course shells; and
• Abide by all rules and regulations published by the University and agree to be subject to disciplinary actions as described in the General Catalog.

Student Code of Conduct

Article I: Standards for Student Conduct

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community must choose behaviors that contribute toward this end. Student behavior that is not consistent with the Student Code of Conduct is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

Article II: Student Responsibilities

Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and University life.

Unacceptable Student Behaviors

The following behavior is subject to disciplinary sanctions:

• Dishonesty, including:
  • Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage;
  • Furnishing false information to a University official, faculty member, or campus official;
  • Forging, alteration, or misuse of a University document, key, or identification instrument; and
  • Misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries;
• Unauthorized entry into, presence in, use of, or misuse of University property;
• Willful, material and substantial disruption or obstruction of a University-related activity, or any University activity;
• Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community;
• Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity;
• Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community;
• Conduct that threatens or endangers the health or safety of any person within or related to the University including physical abuse, threats, intimidation, harassment, or sexual misconduct;
• Hazing or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student. In addition, any act likely to cause physical harm, personal degradation, or disgrace resulting in physical or mental harm. Neither the express or implied consent of a victim of hazing, nor the lack of active apathy or acquiescence in the presence of hazing, is not a neutral act and is also a violation of this section;
• Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia (except as expressly permitted by law and University regulations), or the misuse of legal
pharmaceutical drugs, or public intoxication related to illegal drug use while on campus or at a University-related activity;  
- Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University-related activity;  
- Theft of property or services from the University community, or misappropriation of University resources;  
- Unauthorized destruction or damage to University property or other property in the University community;  
- Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the University president) on campus or at a University-related activity;  
- Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose;  
- Misuse of computer facilities or resources, including:  
  - Unauthorized entry into a file, for any purpose;  
  - Unauthorized transfer of a file;  
  - Use of another’s identification or password;  
  - Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University Community;  
  - Use of computing facilities and resources to send obscene or intimidating and abusive messages;  
  - Use of computing facilities and resources to interfere with normal University operations; and  
  - Use of computing facilities and resources in violation of copyright laws;  
  - Violation of any published University policy rule, regulation or presidential order;  
  - Failure to comply with directions of, or interference with, any University official or any public safety officer while acting in the performance of his/her duties;  
  - Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations;  
  - Violation of the Student Conduct Procedures, including:  
  - Falsification, distortion, or misrepresentation of information related to a student discipline matter;  
  - Disruption or interference with the orderly progress of a student discipline proceeding;  
  - Initiation of a student discipline proceeding in bad faith;  
  - Attempting to discourage another from participating in the student discipline matter;  
  - Attempting to influence the impartiality of any participant in student discipline matter;  
  - Verbal or physical harassment or intimidation of any participant in a student discipline matter;  
  - Failure to comply with the sanction(s) imposed under a student discipline proceeding; and  
  - Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline; and  
- Any violation of the college specific polices as outlined in the handbook for the college in which the student is enrolled.

**Article III: Application of this Code**

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Members of the University community are also responsible for the conduct of their guests and will be held responsible for behavior of guests if it is in violation of the Student Code of Conduct.

**Article IV: Disposition of Fees; Campus Emergency; Interim Suspension**

The President of the University may place on probation, suspend, or expel a student for one or more of the causes enumerated above. No fees or tuition paid by or for such students for the semester, quarter, term or summer session in which he or she is suspended or expelled shall be refunded. If the student is readmitted before the close of the term in which he or she is suspended, no additional tuition or fees shall be required of the student on account of the suspension.

During periods of campus emergency, as determined by the President, the President may place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergent safeguard of persons and property and maintain educational activities.

The President or designee may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within ten (10) days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the President or designated representative, enter any campus of JFK University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

**Article V: Sanctions**

The following sanctions may be imposed upon any student found to have violated the Student Code:

- **Warning.** A notice in writing that a student has failed to meet some aspect of the University’s standards of conduct and behavioral expectations.

- **Probation.** A period of time during which the privilege of continuing in student status is conditional. The conditions may include, but are not limited to, loss of specified privileges which a current student would otherwise be entitled to and an acknowledgement by the student that any additional violations of the Student Code will result in a more serious sanction.

- **Suspension.** Separation of the student from student status at the University for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
• **Expulsion.** Permanent separation of the student from student status from the University.

• **Restitution.** Compensation for loss or damage to property leased, owned, or controlled by the University. This may take the form of monetary or material replacement.

• **Multiple Sanctions.** More than one of the sanctions listed above may be imposed for any single violation.

• **Denial of Access.** After a hearing, any suspension or expulsion based on conduct which disrupted the orderly operation of a campus or other facility and which also violates a provision of a California statute may include denial of access to the campus or facility as a condition of such suspension or expulsion for the period of the suspension or in the case of expulsion for a period not to exceed one year. A student who willfully and knowingly enters the campus or facility during the period for which access has been denied is guilty of a misdemeanor pursuant to Penal Code Section 626.2. In the case of a suspension, such entry may be grounds for further disciplinary action.

• **Denial of Admission or Readmission.** Admission or readmission may be qualified or denied to any person enrolled as a student, would be the basis for disciplinary action which disrupted the orderly operation of a campus or other facility and which also violates a provision of a California statute. In the case of a suspension, such entry may be grounds for further disciplinary action.

• **Record of Discipline.** Probation and suspension shall be made part of the student’s academic record during the term of the probation or suspension. Expulsion shall be made part of the student’s permanent academic record.

### Article VI: Interim Suspension

• **Grounds.** The President may immediately impose an interim suspension where there is reasonable cause to believe that it is required to protect personal safety or property and to ensure the maintenance of order.

• **Notification.** A student placed on interim suspension shall be given prompt notice of the charges and the opportunity for a hearing within ten (10) working days of the imposition of the suspension. The hearing shall be held pursuant to the provisions of Article VIII of these procedures.

• **Denial of Presence on Campus.** During the period of the interim suspension, the student shall not, without prior written permission of the President, enter any campus of JFK University or be present at any University sponsored activity.

### Article VII: Conduct By Applicants for Admission

Admission or readmission may be qualified or denied to any person who, while not enrolled as a student, commits acts which, were he or she enrolled as a student, would be the basis for disciplinary proceedings pursuant to Article IV or Article V of these procedures. Qualified admission or denial of admission in such case shall be determined by a hearing held pursuant to Article VIII of these procedures.

### Article VIII: Proceedings

**Complaint:**

Any member of the University community may file a complaint against any student for misconduct or for otherwise being in violation of the Student Code of Conduct.

• The complaint shall be prepared in writing and directed to the Chief Conduct Officer or designee.

• The written complaint should include the date, approximate time, location, and description of the incident and alleged offense. The name of the victim, offender, and any witnesses may be included.

• Any complaint should be submitted as soon as possible after the event takes place.

• A complaint is not necessary for the Chief Conduct Officer to determine that charges should be initiated.

• The Chief Conduct Officer shall investigate each complaint filed and determine whether or not a conference or hearing is warranted.

### Investigation:

The Chief Conduct officer or designee may review and investigate the complaint to determine if the allegations have factual merit, to identify violations of the Student Code, and to initiate disciplinary proceedings.

• An investigation may entail meeting separately with students or individuals named in the complaint or those who may have knowledge of the facts.

• Generally the investigation is completed within 14 days from the date the complaint is received.

• On completion of the investigation the Chief Conduct Officer or designee will prepare a written report summarizing the witness statements and the evidence. A copy will be maintained in the Office of Student Affairs and may be provided to each party named in the complaint.

### Conference:

Except when the student refuses to cooperate, the Chief Conduct Officer shall hold a conference with the student named in the complaint to obtain his or her response to the complaint, to determine whether the complaint has merit, and if they may be disposed of informally by mutual consent of the student charged and the Chief Conduct Officer. The student may have another person present to observe and consult with during the conference but that person may not be an attorney nor serve as legal counsel. In addition to the sanctions listed in Article V, an agreement reached during this conference may include voluntary actions by the student charged including but not limited to work assignments, service to a campus department, obtaining psychological counseling or compensations for loss, damage or injury.

### Notice of Hearing:

If the complaint has not been resolved by conference as provided in Section 2 of this Article and the Chief Conduct Officer determines that formal disciplinary action should be taken, the Chief Conduct Officer shall initiate the disciplinary action process by a written Notice of Hearing delivered in person or by certified mail return receipt requested to the student named in the complaint at the last known address on campus records.

The Notice of Hearing shall include the following:

• A statement of the specific subdivisions of the Student Code which the student allegedly violated.

• A factual description of the conduct upon which the complaint is based.

• A recommended sanction and notification that the hearing officer is not bound by the recommended sanction and may impose a more severe sanction than recommended by the University.
• The date, time and place of the hearing.
• The office at the campus where additional information regarding the evidence may be obtained.
• The name and title of the person conducting the hearing representing the campus who will serve as Hearing Officer. The Hearing Officer will be the Chief Conduct Officer or his/her designee.
• Notification that the student may be accompanied at the hearing by an advisor of his or her choice, who may act on his or her behalf. Such notification must state whether the advisor may be an attorney. If the student's advisor may be an attorney, notification that the student must inform the Chief Conduct Officer of the name and address of the student's attorney at least five (5) days prior to the hearing.
• Notification that the student named in the complaint may elect to waive his or her right to a hearing by accepting the recommended sanction.
• Such information as notice of an immediate suspension and/or withdrawal of consent to remain on campus where such action is appropriate.
• A copy of these procedures or notification of where the student may obtain a copy without cost. If consent to remain on campus has been withdrawn from the student at the time of the Notice of Hearing is sent, a copy of these procedures shall be enclosed with the notice.

The Notice of Hearing shall be provided to the the student(s) named in the complaint at least ten (10) working days prior to the hearing. If all parties agree, the ten day period may be waived.

The complaints stated in the Notice of Hearing may be amended at any time. If the amendment would require the student to prepare a response that is different from that required by the prior Notice of Hearing, any hearing which has been scheduled shall be postponed for a reasonable time. If the complaints are amended after a hearing has commenced, the Hearing Officer may postpone the hearing for a reasonable period of time.

Hearing:

All hearings held under these procedures shall be conducted according to the following:

Hearings shall be closed to all persons other than the Hearing Officer, the student named in the complaint (respondent), the Chief Conduct Officer (if they are not conducting the hearing), a single advisor for the student named, a single advisor for the Chief Conduct Officer, a person designated to record the hearing and those who may have knowledge of the facts.

The student may be accompanied by one advisor of his or her choice, who may act on his or her behalf. If the campus has elected to exclude attorneys from this part of the proceedings, the advisor may not be an attorney.

The Hearing Officer may be accompanied by one advisor of his or her choice. If the campus has elected to exclude attorneys from this part of the proceedings, the advisor may not be an attorney.

The campus and the respondent shall have the opportunity of presenting witnesses to the incidents described in the complaint.

The hearing need not be conducted according to technical rules relating to evidence and witnesses. Any relevant evidence shall be admitted if it is the sort of evidence on which responsible persons are accustomed to rely in the conduct of serious affairs. No evidence other than that received at the hearing shall be considered by the Hearing Officer.

The Hearing Officer shall make all rulings on matters relating to the conduct of the hearing, including matters regarding admission of evidence. Any evidence deemed relevant by the Hearing Officer shall be admitted.

A tape recording may be kept of the hearing at the request of the hearing officer or the respondent. The respondent may, at his or her own expense, request a copy of such recording. No tape recording by the respondent or other persons at the hearing shall be permitted.

The respondent shall not be found responsible for violating the Student Code solely because he or she fails to appear at the hearing. If the respondent does not appear, the hearing shall proceed without him or her and a decision shall be rendered on the information presented.

Arguments by the respondent or his or her advisor concerning the legal (as distinguished from factual) applicability, or legal validity of any provision with which the student is charged, or of these procedures shall not be addressed to the Hearing Officer, but to the President in writing within three (3) working days following the conclusion of the hearing. The President shall seek advice on the matter. Such advice shall be considered by the President before a final decision is rendered.

Where the person testifying is an alleged victim of sexual or physical assault which is the basis for the disciplinary action, that person may be accompanied at the hearing by another person. The other person is not permitted to speak or to participate directly in the hearing. Cross examination of the alleged victim shall be limited to the alleged incident leading to the charge and the events surrounding the charge.

The Hearing Officer is responsible for maintaining order, and may establish such rules as are necessary or appropriate to conducting a fair hearing. The Hearing Officer shall not permit any person to be subjected to abusive treatment. The Hearing Officer may eject or exclude anyone who refuses to be orderly.

Where more than one student is charged with conduct arising out of a single occurrence or out of connected multiple occurrences, if the Chief Conduct Officer and the students named in the complaint consent, a single hearing may be held for all of the students named. Students may request that their case be consolidated with others, or separated from others. The Chief Conduct Officer shall make determinations regarding consolidation. The separation of one or more cases from a group of cases previously set for a consolidated hearing shall not be considered to affect the remaining cases in the group.

At any time during the hearing process, the respondent may elect to waive the hearing and accept a sanction recommended by the Chief Conduct Officer. The waiver and acceptance of the recommended sanction shall be in writing.

Recommendation of the Hearing Officer:

After the hearing, the Hearing Officer shall make findings of fact and conclusions about whether the facts demonstrate a violation of the Student Code with which the student is charged. The Hearing Officer’s determination shall be made on the basis of whether it is more likely than not that the student charged violated the Student Code.
After having made its determination, the Hearing Officer, if not the Chief Conduct Officer, shall submit a written report to the Chief Conduct Officer or designee that includes a determination as to whether the respondent is responsible for violating the Student Code and recommended sanctions, if any. The Hearing Officer’s report shall be submitted within ten (10) working days of the conclusion of the hearing.

**Chief Conduct Officer Action:**

- After reviewing the Hearing Officer’s report, the Chief Conduct Officer or designee shall make the final decision regarding disciplinary action. The Chief Financial Officer may impose the sanction recommended, adopt a lesser sanction, refer the matter back to the Hearing Officer for further findings on specified issues or after reviewing the entire record may adopt a more severe sanction. If the Chief Financial Officer decides to adopt a more severe sanction, the Chief Financial Officer shall articulate the reasons for the more severe sanction in his or her decision. The Chief Financial Officer normally shall render a decision within five (5) working days of receipt of the Hearing Officer’s report.

- The Chief Financial Officer shall cause notification of his or her decision to be delivered to the respondent. The notification shall be delivered in person or sent by certified mail return receipt requested to the respondent. Notices addressed to the student at the last known address on campus records and deposited in the United States mail, postage prepaid, shall be presumed to have been received by the student. The report of the Hearing Officer shall be made available to the respondent upon request.

**Appellate Procedures:**

Students who believe they have been wrongfully or excessively penalized may appeal the Chief Conduct Officer or designee decision. Such an appeal must be submitted in writing within ten (10) working days of the notification of the action and must be directed to the President. The student must clearly establish sufficient cause for the appeal to be considered. It is the responsibility of the student to submit a clear, coherent, written statement providing the basis for the appeal, including any supporting documentation.

For an appeal to be granted, the student must present:

- A reasonable possibility that the unfavorable decision was clearly wrong, given the Hearing Officer’s interpretation of the evidence or the disciplinary action imposed.

- New evidence (although related to the original evidence) that was not available for presentation at the original hearing and which, if true, creates a reasonable probability of a different decision. A satisfactory explanation must be provided for the failure at present such evidence at the hearing.

- At the discretion of the President any disciplinary action previously imposed may be suspended pending disposition of the appeal. The President will make his or her decision within fifteen (15) working days and send written notification of the decision to the student. The decision is final.

**Health Insurance**

A student health insurance policy is available through E. J. Smith Company. Information on policies can be accessed through E. J. Smith's website: www.ejsmith.com. The University is not affiliated with E. J. Smith Company or its subsidiaries.

**Housing**

The University has no housing or dormitory facilities.

**Changes of Name or Address**

Students are responsible for filing a Change of Name/Address Form in the registrar’s office if name, residence, phone number, gender, or email address has changed since last registration. Name change requests must be accompanied by a copy of one of the following: court order, marriage certificate, dissolution decree, social security card, passport or driver’s license.

**Smoking**

It is University policy to respond to the concerns of nonsmokers who want to be protected against passive smoke as a health hazard. Smoking is not permitted at any time inside University facilities or within 20 feet of any entrance.

**Student Photo Identification Cards**

Student picture ID cards are distributed by the registrar’s office. Contact the registration office for available times when the photo id system is set up or to make an appointment for a time outside the regular schedule. The cards serve as student identification for a variety of on-campus services, including the library and computer labs, and must be updated each year for a student to have library borrowing privileges.

A current photo ID may be required for students to participate in internship and placement opportunities. IDs may be updated at the registrar’s office in Pleasant Hill or student service office on the San Jose or Berkeley campuses.

**Textbooks and Course Materials**

Textbooks and related course materials (called coursepacks) are available through the University’s virtual bookstore, MBSDirect. Students can access MBSDirect by visiting http://direct.mbsbooks.com/jfku.htm. Links to MBSDirect are also available from the University’s website. Course readers are available from Copy Central. Students can access Copy Central by visiting http://www.CopyCentral.com.

**Policy on Exception to University Policy**

This policy creates a baseline by which all students, faculty and staff have the reasonable expectation of equitable treatment in the review and decision-making process for exceptions to JFK University policies. This policy provides a process by which an exception to University policy is considered for circumstances that can arise, and which a University policy cannot anticipate. Submission and consideration of an exception request does not imply or guarantee

**Other Information**

**Fire Prevention**

In the interest of fire safety, the University prohibits any open flames, lit matches or lighters, or the burning of candles inside any University facility.
granting of that exception. Ignorance of University policy and procedures does not constitute valid criteria for granting an exception to University policy. Requests for exceptions must be submitted to the registrar’s office no later than ninety (90) calendar days from the end of the academic term in which the circumstance giving rise to the exception request occurred. Requests that are received beyond the ninety (90) calendar day limit will not be reviewed.

An exception to a University policy may be requested using as a basis one of the following reasons/criteria:

- Illness of self or family members;
- Death in the family;
- Military service;
- Job-related issues (e.g., re-location, required to work); and
- An error created by the University or its representative.

All exception requests must be accompanied by an Exception to University Policy form, available from the registrar’s office. Students must provide documentation of illness, death, military service, or job-related changes, or documentation of an error or errors made by the University person or persons acting in his/her/their official capacity. Requests are ordinarily initiated and signed by the student requesting the exception. All exceptions must be reviewed by the Dean of the College, with a recommendation to approve or not approve. In some cases, exceptions may be initiated by the University on behalf of a student in those extraordinary circumstances in which a student is not able to initiate the process, or to otherwise correct an injustice.

The registration office investigates all exception requests which are then forwarded to the Academic Vice President and Registrar for review and decision. Once the decision has been made, the registration office notifies the student and all impacted parties regarding the outcome. Questions regarding this policy may be directed to the Registrar.

**Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their educational records. These rights include:

- The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. (A list of the records that may not be reviewed by a student is available in the JFK University Policy and the Family Educational Rights and Privacy Act of 1974, expanded version, a copy of which may be obtained in the registrar’s office, Pleasant Hill; the College of Law, Pleasant Hill; and at the student services office, San Jose.)
- Students shall submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) they wish to inspect.
- If the records are not maintained by the University official to whom the request is made, that official shall advise the student of the correct official to whom the request should be addressed.
- The University official responsible for the records will make arrangements for access and notify the student of the time and place where the records may be inspected.
- The right to request the amendment of the student’s education records that the student believes is inaccurate.
- Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate.
- If the University decides not to amend the record, the University will notify the student of the decision in writing and advise the student of his or her right to a hearing.
- After the hearing, if the University still decides not to amend the record, the student has the right to place a statement with the records setting forth his or her view about the contested information.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by JFK University to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington DC 20202-5920

The University may disclose, without consent, directory information. At JFK University, directory information includes the following:

- Name;
- Major field of study;
- Period of enrollment;
- Awards and degrees received from JFK University; and
- Current enrollment status—full-time/half-time, inactive.

The University must have written permission from the student in order to release any information, other than directory information, from a student’s education record. However, FERPA allows colleges to disclose student records without consent to the following parties or under the following conditions:

To personnel within the University who maintain educational records and those with a legitimate educational interest including faculty or staff who deal with the student and carry out education duties and employees designated by them to assist in these tasks. JFK University defines “legitimate educational interest” as “needs the record(s) to carry out employment responsibilities.” Therefore, any University employee (or person acting on behalf of the university) may have access to student records without the student’s written consent if that person needs the access to carry out his or her employment responsibilities.

- Other colleges to which a student is transferring;
- Specified University officials or contracted agents for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the University;
- Accrediting organizations;
- Appropriate parties in compliance with a judicial order or lawfully issued subpoena; and
- Appropriate officials in cases of a health and safety emergency.

It is JFK University’s policy to release official transcripts only upon the written and signed consent of the student and upon payment of the fee for each. To protect each student, a record is kept for one
Financial Policies

Tuition and Fees

Tuition and fees are charged as indicated and are subject to change without notice. All tuition charges are per unit unless otherwise indicated. Tuition is payable by check, MasterCard, Visa, or American Express, and is due in full at the time of registration. Checks should be made payable to JFK University. A fee is assessed for checks returned because of insufficient funds (contact the accounting office for the current fee).

Tuition is refundable on a percentage basis according to the dates published by the registrar’s office. (Refer to the Registration section in this catalog.) Generally, fees—including course materials fees—are non-refundable. Students expecting to drop courses or to seek a refund of tuition or fees should consult with the appropriate offices beforehand.

Deferred Payment of Tuition

Students may be permitted to defer payment. Due dates for deferred payment are established by the accounting office. Students are only conditionally registered until the request for deferment is approved. Approval is not automatic; students are notified if the deferment is not approved.

A deferred payment fee is charged for this service and a late penalty per payment is charged for payments made beyond the deferred payment deadlines. Contact the accounting office for the current fees and penalties. A Deferred Tuition Agreement and Promissory Note must be filed with the accounting office. Withdrawing from classes does not relieve the student from the obligation for full payment of deferred tuition. All accounts must be paid in full prior to registration for the following term.

University Refund Policy

University fees are non-refundable beginning the first day of the term. Course fees are refundable unless the course schedule indicates otherwise.

Students enroll in classes with the understanding they will attend the entire course. Faculty contracts, commitment of space, and other University resources are allocated on that assumption, creating financial obligations that students who drop or withdraw must share. The University’s refund policy reflects this position. A student may drop a course prior to midnight (PST) of the fourteenth (14th) day of the session by contacting the registration office at (925) 969-3353, (408) 236-1120 (San Jose Campus) or through the student web portal, Express. A processing fee may be assessed when drops are performed by the registration office; there is no processing fee for schedule changes made through the web portal. The Express system will remain open for registration and registration changes through midnight of the 14th day of the term. After that, any registration changes (withdrawal) must be done by speaking directly with a registration assistant.

To accurately count session days, note that the first day of a session—and not the actual day a student attends class—counts as day one. This refund policy applies to all courses, including those that begin beyond the fourteenth (14th) day of the session and weekend courses. The session calendar is published by the Office of the Registrar and sent to students prior to the session in the Registration Letter, found in the University’s General Catalog and online at: www.jfku.edu. The University counts calendar days rather than business days for determining refunds. Therefore, if the first day of the session is a Monday, the student would need to drop prior to midnight (PST) of the Sunday, the fourteenth day of the session.

General Information
Tuition

Undergraduate Degrees/Certificates, per unit, per quarter:
- Bachelor’s Completion, Pleasant Hill and South Bay $440
- Bachelor of Fine Arts (BFA) Completion, Berkeley $410

Graduate Degrees/Certificates, per unit, per quarter:
- Arts & Consciousness $615
- Field Placement, Pleasant Hill $685
- MBA $615
- Museum Studies $615
- Other Masters, all sites $615
- Post Masters $615
- Doctorate, per unit, per quarter $730
- PsyD Internship Fee, per unit, per quarter $195
- Law, per unit, per semester $830
- Law, Audit, per unit, per semester $290
- Law, Alumni Audit, per unit, per semester $105

Other tuition-related fees:
- Audit, per unit, per quarter $198
- Alumni Audit, per unit, per quarter $83

Fees

Application fees:
- Bachelors/Masters Degree programs $65
- Doctoral/JD Programs $90
- Non-degree/Certificate $40
- Linked programs $35

Program-specific fees:
- Background check, internships $40
- Competency Exams, per exam $25
- Credit by Assessment, per assessment area $750
- Law exam fee, annual $60
- Law exam re-scheduling fee, per exam $125
- PsyD Comprehensive Exam $100
- PsyD Dissertation Fee $75

Registration fees:
- Change in registration: add/drop process per transaction $25
- Late registration, per course $105
- Adding a course after 2nd class meeting $75
- Adding a course after term has ended $200

General fees:
- Diploma replacement $50
- Transcript, per copy -Regular $10
- Rush $15
- PsyD $40

Petitions to Graduate:
- Certificate/Credential Program Completion $50
- Degree, Bachelor’s $130
- Degree, Master’s $160
- Degree, Doctoral/JD $175

Student Activities Fee
- Per quarter $12
- Per semester $15
- Per cohort $10

Technology Fee:
- Per quarter $75
- Per semester $100
- Per cohort $60

Library use fees (non-student individual or company):
- All - Individual - Daily use $5
- Individual - 3 months’ use $45
- Law - Individual - Bar prep use between exams $25
- Individual - 1 year, unlimited $150
- Law Firm - 1 year, limited to 4 users $350
- Law Firm - 1 year, unlimited use $750

Accounting fees:
- Deferred payment agreement, per term $50
- Charge for late or missed payment $30
- Returned Check Charge $35

If a student drops a course, tuition refunds are made according to the schedule below. The refund policy is the same for onsite, hybrid and online classes. Students who drop or withdraw from a course:
- prior to midnight (PST) of the seventh (7th) day of the session receive a 100% refund;
- prior to midnight (PST) of the fourteenth (14th) day of the session receive a 80% refund;
- after midnight (PST) of the fourteenth (14th) day through the end of the term receive no refund, and the course remains on the transcript with a grade of W that does not affect the grade point average (GPA).

For students receiving Federal Financial Aid, a separate Return to Title IV calculation is used. Please consult the Financial Aid section of this catalog, or contact the financial aid office at (925) 969-3385 for additional information.

Financial Aid

The Financial Aid Office provides financial assistance in the form of loans, grants, and scholarships. Aid is intended to help students who, because of limited resources, would otherwise be unable to attend college, or who, with the aid, are able to take additional courses and graduate at an earlier date. The philosophy underlying administration of federally funded financial aid places primary responsibility for meeting educational costs on students and their families. As a result, most financial aid is available only to help fill the gap between a student’s or family’s expected contribution and a student’s educational expenses.

Students considering applying for financial aid are urged to contact the financial aid office as eligibility for financial aid programs is very individualized. Several booklets containing detailed information about eligibility, procedures, and the financial aid programs available at the University are available from the Financial Aid Office. Basic eligibility requirements include half-time enrollment in an eligible program. In addition, no prior student loans may be in default status.

Financial aid regulations change frequently. Students should check with the Financial Aid Office for the latest information. Financial aid is available to students who are US. citizens, nationals or permanent residents of the U.S. or certain Pacific Islands (Freely Associated States) and any other eligible non-citizens (individuals who can provide documentation from the United States Citizenship and Immigration Services (USCIS) in the Department of Homeland Security (DHS) that they are in the United States for other than a temporary purpose with the intention of becoming a citizen or
Grants and Scholarships

Grants and scholarships are gifts of money that do not have to be repaid. These funds are extremely limited.  

Federal Pell Grants. Federal Pell Grants are federally funded entitlements for low-income undergraduates. Grant amounts range from $575 to $5,550 per year and are prorated for less-than-half, half-, three-quarter-, and full-time enrollment. Eligibility is based on financial need.  

Federal Supplemental Educational Opportunity Grants (FSEOG). Federal Supplemental Educational Opportunity Grants are federally funded grants for undergraduates, ranging from $200 to $1,000 per year. Eligibility is based on extreme financial need and priority is given to students with extremely limited resources.  

Cal Grants A and B. Cal Grants A and B provide scholarship funds to undergraduates to cover tuition, living expenses, and most fees. Cal Grant eligibility is determined by the California Student Aid Commission and is based on grade-point average and student’s or parents’ financial need. Applications for Cal Grants are due by March 2nd each year.  

JFK University Scholarships. JFK University scholarships are institutionally funded awards for graduate and undergraduate students. Scholarships range from $250 to $2,000 per year; they are designed to reduce students’ reliance on loans and enable additional students to attend the University. Eligibility is based on extreme financial need.  

The JFK University Law Honors Student Merit Scholarship and JFK University Law Honors Student Full-Tuition Merit Scholarships are available to JFK University Law students. These are merit-based scholarships. See Law School catalog for details.  

Other grants and scholarships are periodically available from the University and outside sources (e.g., private foundations). Notices regarding the application process for these awards are available in the Financial Aid Office, at the colleges, and on the JFK University website at www.jfku.edu.  

JFK University welcomes contributions to the University scholarship fund. All contributions are tax deductible and may be sent to:  
  JFK University  
  Office of University Advancement  
  100 Ellinwood Way  
  Pleasant Hill, CA 94523-4817  

Loans

Loans are funds that must be repaid with interest. Students should check with the Financial Aid Office for current information on loan limits, interest rates, and terms. Federal Direct Stafford Subsidized, Unsubsidized and PLUS student loans are disbursed through the Federal Direct Student Loan Program.  

Federal Direct Stafford Loans. Federal Direct Stafford Loans (subsidized and unsubsidized) are long-term, low-interest loans that are available from the U.S. Department of Education. Both undergraduate and graduate students are eligible for Federal Stafford Loans. Graduate students may borrow up to $20,500 per academic year; lower-division undergraduates, up to $9,500 for the first academic year and $10,500 for the second academic year; and upper-division undergraduates, up to $12,500 per academic year.  

New for 2012-13 - Beginning July 1, 2012, graduate students are no longer eligible for new Federal Direct Subsidized Loans.  

The Subsidized Federal Direct Loan. The Subsidized Federal Direct Loan exists to assist undergraduate students who demonstrate financial need. Interest does not accrue while the student is enrolled at least half-time status (undergraduate = 6 units; graduate = 4.5 units; law = 3 units) in an eligible program. Repayment begins and interest starts to accrue six months after graduation, withdrawal, or cessation of half-time enrollment, and can take up to ten years. There are additional repayment plans which may extend the repayment time. The interest rate for loans disbursed between July 1, 2012 and June 30, 2013 is fixed at 3.4% at time of repayment.  

The Unsubsidized Federal Direct Loan. The Unsubsidized Federal Direct Loan was created for middle- and higher-income borrowers. With the exception of demonstrating financial need, the Unsubsidized Federal Direct Loan has the same eligibility criteria as the Federal Subsidized Direct Loan. Family income or poor credit will not affect loan eligibility or disqualify a student from obtaining an Unsubsidized Federal Direct Loan. Interest on new loans is fixed at 3.4 percent. Unlike Subsidized Federal Direct Loans, interest does begin accruing after the loan is disbursed.  

The Federal Direct PLUS Loan. The Dependent Parent Direct PLUS and the Graduate Direct PLUS Loan provides additional federal funding beyond Direct subsidized and unsubsidized loans and offers a fixed 7.90 percent interest rate. Deferment options are available while in college. The annual award is up to the cost of attendance, as determined by the college, minus financial aid.  

U.S. Department of Education regulations (Code of Federal Regulations §34CFR682.604g) requires all recipients of Federal Direct Student Loans (subsidized and unsubsidized) and Federal Perkins Loans to attend or complete an entrance interview prior to loan certification and an exit interview prior to graduation or withdrawal from school. The exit interview includes information on the average indebtedness of students, the average anticipated monthly payments on the loan, and the options available to students for repayment and deferment of payment. Failure to complete an exit interview could result in a hold being placed on the student’s diploma and academic transcripts.  

Federal Perkins Loan. Federal Perkins Loans are 5.1% interest loans for graduate and undergraduate students. They are awarded by the financial aid office from funds consisting of a federal contribution, university contribution, and repayment from previous borrowers. Most Federal Perkins Loans range from $3,000 to $8,000 annually. Repayment begins nine months after graduation, withdrawal, or cessation of half-time enrollment. Repayment may take up to ten years. Eligibility is based on financial need. These funds are extremely limited.
Application Forms and Deadlines
The Free Application for Federal Student Aid (FAFSA) is used to calculate eligibility for the Federal Perkins Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), the JFK University Scholarship, Direct Loans, undergraduate and graduate Direct PLUS loans, and Cal Grants. The Cal Grant application requires a separate GPA verification as well as filing of the FAFSA by March 2 each year. Separate application forms are required for the Federal Subsidized Direct Loan, the Federal Unsubsidized Direct Loan and Direct PLUS loans (graduates and dependent parent borrowers). Private aid requires separate forms. Students should contact the Financial Aid Office with questions regarding any applications for financial aid. Students must apply each academic year (three terms) to receive financial aid. Any student who knowingly submits incorrect, misleading, or incomplete information in applying for or receiving financial aid will be subject to discontinuation of funds and may be subject to dismissal from the University.

Satisfactory Academic Progress Standards for Financial Aid

New Policy Effective Fall 2011 and Session SS11
Satisfactory academic progress is defined as reasonable and timely advancement by students toward completion of their educational goal. All students who apply for federal, state and most institutional financial aid at John F. Kennedy University must maintain satisfactory academic progress while receiving financial aid.

The Financial Aid Office at JFK University monitors academic progress each term, monitoring all units attempted and completed, including:
1. Units that were transferred from another institution and accepted by JFK University;
2. Units from JFK University that were attempted for which the student did not receive any aid; and
3. Units earned prior to a student’s change in program.

The University complies with federal regulations to monitor student aid recipients’ academic progress toward a degree or certificate in the following ways:

QUALITATIVELY – Ensuring students’ academic grades are consistent with requirements for receipt of a degree or certificate.

Students must maintain a minimum, cumulative grade point average (GPA) of:
1. 2.0 (C) if an undergraduate student;
2. 3.0 (B) if a graduate student;
3. 3.0 (B) in all undergraduate and graduate courses during the period of linking if student is linking a BA or BS to an MA program; and
4. a score of 70 if a law student.

QUANTITATIVELY – Ensuring students complete their program within a maximum time frame.

Because students at JFK University pursue a variety of educational objectives, the number of units required for completion will vary from program to program. A standard academic year at JFK University is defined as three terms (either three quarters or three semesters) or four sessions. In order to be considered making quantitative satisfactory academic progress, however, all financial aid applicants and recipients must adhere to the following guidelines:

a) Unit Completion Rate/Pace Requirement – Students must complete (receive credit for or earn units in) at least 80% of all cumulative units attempted. The following grades are not considered units successfully completed: I, W, UW, AU, NC, F, NR; and

b) Maximum Timeframe – Students are limited to taking no more than 150% of the units, including transfer units, of the published length of their program.

Repeating Courses to Achieve a Passing Grade – Repeated coursework may be included when determining enrollment status in a term if a student needs to meet an academic standard for a particular previously passed course, such as minimum grade.

Financial Aid Warning – Any student who fails to meet the satisfactory progress standards for either GPA and/or units completed percentage will be notified and placed on a Financial Aid Warning for one term. Students are still eligible to receive federal aid while on a Financial Aid Warning.

Juris Doctor Program Financial Aid Warning – Any Law student (only pertains to students enrolled in the Juris Doctor program at JFK University) who fails to meet the satisfactory progress standards for either GPA and/or units completed percentage will be notified and placed on a Financial Aid Warning for two semesters if a course is noted with an “In Progress” (IP) grade after the first semester of a two-semester (one-year) course. Students are still eligible to receive federal aid while on a Financial Aid Warning.

Financial Aid Termination – When grades have been posted at the end of the Financial Aid Warning period (one term), any student still failing to meet either the qualitative or quantitative standards for maintaining Satisfactory Academic Progress will be disqualified from receiving further financial aid. In addition, students are granted only one warning period while enrolled. Once a student has used his/her FA Warning Period and subsequently re-establishes eligibility, (s)he will automatically be disqualified if (s)he ever falls below the required minimums again.

Appeal Process/Financial Aid Probation – If the student is not making Satisfactory Academic Progress after the Warning Period their FA eligibility is terminated. A student may appeal to have their eligibility reinstated. The Financial Aid Appeals form is available in the JFK University Financial Aid Office in Pleasant Hill. The Financial Aid Director will review each appeal on a case-by-case basis within 30 days upon receipt of the appeal. If the Director approves the appeal, additional term(s) of probation may be offered. The student will continue to receive Financial Aid during the approved probationary period. Appeals may be accepted or denied at the discretion of the JFK University Financial Aid Office. No federal funds will be released until all final grades for a term in question are posted. Either of the following must be included in the appeal.

a) Extraordinary Circumstances – Any student who feels that there were extraordinary circumstances that were beyond their control that contributed to their being placed on a Financial Aid Warning may file a written appeal with the FA Director requesting a probationary period to continue FA eligibility, along with appropriate documentation of the extraordinary circumstances. Important Notice – The appeal cannot be based upon your need for assistance or your lack of knowledge that your assistance was in jeopardy.
1.) Extraordinary circumstances may include a student’s illness or injury, death in the family, or other serious factors that are outside the student’s control.

2.) In addition to documenting the extraordinary circumstances, the appeal must include what has changed in the student’s situation that would allow the student to demonstrate that they are or will be making Satisfactory Academic Progress in the future.

b) Academic Plan – A probationary period may require an approved Financial Aid Academic Plan that will ensure that the student is able to meet the institution’s Satisfactory Academic Progress standards by a point in time. The FA Academic Plan can come from and be approved by a Departmental Chair or AcademicAdvisor. If the student does not follow the requirements of the FA Academic Plan or fails to meet the Satisfactory Academic Progress standards by the date specified on the Plan, then the student will lose financial aid eligibility and will not be eligible to appeal.

Reinstatement – If, after a student has been disqualified from receiving federal aid, the student feels that (s)he has improved his/her academic standing to comply within the minimum financial aid academic standards, (s)he may petition the Director of Financial Aid to have his/her financial aid eligibility re-established from that point forward. Students may re-establish eligibility only one time.

These policies are subject to federal, state and institutional changes without prior notice. The Financial Aid Office will make every attempt to advise students of impending change but cannot guarantee such notice. All students are subject to current standards, not the standards which were in effect at the time of enrollment. This is necessary to comply with any change in federal and/or state statute, regulation or policy regarding student aid eligibility.

Return of Title IV Funds

Return of Title IV Funds is a federally mandated policy that applies only to students who receive federal financial aid and who fully withdraw, drop out or are dismissed prior to completing 60% of a term or cohort. Return to Title IV Funds will be used to determine how much aid, if any, must be returned to Title IV programs (Federal Direct Loans - subsidized and unsubsidized, Perkins Loans, Federal Direct PLUS Loans (graduate and dependent parents), Pell Grant, FSEOG and Cal Grants).

The Return to Title IV Funds calculation identifies two types of federal aid, earned and unearned. The “earned” aid is based on a percentage calculated by dividing the number of days the student completed by the number of days in the payment period.

\[
\text{% earned} = \frac{\# \text{ of days completed up to the withdrawal date}}{\text{Total # of calendar days in term}}
\]

A student who remains enrolled beyond the 60% point earns all disbursed (received) and disbursable aid. Disbursable aid includes aid received and the aid that could have been (but was not) disbursed as of the withdrawal date. If earned aid exceeds disbursed aid, a post-withdrawal disbursement may be made. JFK University will first credit post-withdrawal disbursements toward unpaid tuition and fees. JFK University will offer the student part of the post-withdrawal not credited to school charges. Within 30 days of determination that the student withdrew, the Financial Aid Office will provide the student with notification of any post-withdrawal funds that are available to the student. No post-withdrawal disbursements will be made if the student does not respond within 14 days of the notification.

Unearned aid is any disbursed aid that exceeds the amount of Title IV aid the student earned. The “unearned” aid amount is to be returned to the lender, a responsibility shared by JFK University and the student. JFK University is responsible for returning the lesser of the total amount of unearned aid or the JFK University institutional charges multiplied by the percentage of unearned aid.

\[
(100\% - \text{% earned}) \times \text{Amount of aid disbursed toward institutional charges}
\]

JFK University’s charges used in the Return to Title IV calculation can include the amount that had been assessed to the student’s account before the student’s withdrawal. The student is responsible for the difference between the total unearned amount and the JFK University share.

JFK University must return its share of unearned funds no later than 45 days after it determines that the student withdrew. Funds returned will be distributed in the following order: Federal Direct Loans - Subsidized and Unsubsidized, Perkins Loans, Federal Direct PLUS (graduate and dependent parent) Loans, Pell Grant, FSEOG and Cal Grants.

After the Return to Title IV Funds policy is applied, all student aid is subject to the JFK University institutional refund policy.

Withdrawal/Leave of Absence

All undergraduate and graduate students who wish to withdraw from JFK University during a quarter/semester must do so according to the schedule and instructions published by the registrar's office.

Reauthorization of the Higher Education Amendments, signed into law on October 7, 1998, resulted in a process in the federal regulations governing the refund or return of federal (Title IV) funds. When a student withdraws from the university, the withdrawal date used in determining the federal refund policy is the date:

* The student files the Add/Drop Form with the Registration Office;
* The student officially notifies in writing or by phone to Registration his/her intent to withdraw; or
* The date JFK University determines most accurately reflects the last day of attendance at an academically-related activity of the student.

If the student leaves without beginning the official withdrawal process or otherwise providing official notification of intent to withdraw, the withdrawal date will be the 50 percent point in the term. In this instance, JFK University could determine an earlier withdrawal date if documented circumstances beyond the student's control (e.g., illness) have prevented the student from beginning the official withdrawal process. The university could also determine the last date of an academically related activity of the student.

The date used to determine the return of federal funds may be different than the date used by the university to determine institutional refunds.

The financial aid office at JFK University does not recognize leaves of absence for financial aid purposes.
Veterans’ Benefits

JFK University degree programs are approved by the California State Approving Agency for Veteran’s Education (CSAAVE), and The Department of Veterans Affairs (VA).

Non-academic certificate programs are not approved for VA benefits. Veterans who expect to receive VA educational benefits must complete a notice to the Veteran’s Affairs Coordinator at the time of registration. Contact the Veteran’s Affairs Coordinator in the Veterans Success Center for current information.

Federal regulations mandate that educational institutions review all prior credit for all active military, former military and eligible dependants. Prior to being certified for benefits by the educational institution, all official transcripts, including military transcripts, must be submitted.

Montgomery G.I.-Bill Chapter 30

Monthly benefits for the Montgomery G.I.-Bill are based on the number of units taken each quarter, the scheduled meeting dates of each course taken, and the number of the veterans’ dependents. The minimum number of units for each classification is listed in the following table:

<table>
<thead>
<tr>
<th>Status</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>12</td>
<td>9.0</td>
<td>6</td>
</tr>
<tr>
<td>Three-Quarter-Time</td>
<td>9</td>
<td>6.0</td>
<td>4</td>
</tr>
<tr>
<td>Half-Time</td>
<td>6</td>
<td>4.5</td>
<td>3</td>
</tr>
</tbody>
</table>

Information on monthly benefits for the above attendance rates, for course attendance while on active duty, or for less than half-time attendance may be obtained by visiting www.gibill.va.gov. Disabled veterans are advised to contact the Vocational Rehabilitation and Counseling Division located at 1301 Clay Street, Oakland, CA 94612-5209. Disabled veterans should also contact the University’s Office of Disability Services to review accommodation needs.

Children of veterans qualify for benefits only if the veteran has a 100 percent service-related disability.

All applicants and recipients of veterans’ benefits must maintain a cumulative grade-point average (GPA) of 2.0 (C) if an undergraduate, 3.0 (B) if a graduate student or 70 if a law student. Linked students must maintain a cumulative GPA of 2.0 (C) in all undergraduate courses and a cumulative GPA of 3.0 (B) in all graduate courses during the period of articulation.

Students who fail to meet the minimum satisfactory GPA requirements will be placed on academic probation and notified. If a student remains on academic probation beyond two quarters or semesters, the University will report a termination of benefits to the Department of Veterans’ Affairs. The University may not continue to certify the enrollment of a veteran or eligible person whose academic progress remains below graduation requirements.

The University must report the assignment of non-punitive grades (e.g., Incompletes) to the Department of Veterans’ Affairs within 30 days from the date the grades are assigned. The student is required to submit corroborative evidence to substantiate the student’s claim of mitigating circumstances. This is necessary to ensure compliance with statutory restrictions on benefit payments. If, at the end of one year from the date the Incomplete was assigned, the student’s records still reflect a non-punitive grade for the course, the Department of Veterans’ Affairs will inform the student that the benefit payments for the course must be retroactively terminated.

Post 9-11 G.I.-Bill

The Post-9/11 G.I. Bill provides financial support for education and housing to individuals with at least 90 days of aggregate service on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post-9/11 G.I. Bill. For further assistance please set-up an appointment with the Veteran Affairs Coordinator at (925) 969-3332.

Yellow Ribbon Program

JFK University participates in the Yellow Ribbon Program. The University provides tuition assistance to a limited number of eligible Post-911 (Ch.33) veterans. In order to be eligible for this program a veteran must be 100% eligible for the Post-9/11 (Ch.33) G.I. Bill. For further information on Yellow Ribbon program eligibility please visit the G.I. Bill website at www.gibill.va.gov. Veterans interested in applying for the Yellow Ribbon program should contact the Veteran Affairs Coordinator, at (925) 969-3332.

Veterans Success Center

The JFK University veterans success center is a resource for all former military members, active military members and dependants of all military members. The center includes computer work stations, information on available community resources and information about VA benefits. The center hosts workshops from community veteran organizations and the VA. For additional information about the center please contact the Veteran Affairs Coordinator at vsc@jfku.edu or call (925) 969-3478.
COLLEGE OF UNDERGRADUATE STUDIES brings together undergraduate completion programs in business, health sciences, law enforcement leadership, legal studies, liberal studies and psychology to provide a rich, diverse learning environment. The community thrives on the values of building critical thinking skills, honoring diverse perspectives, creating space for dialogue, and engaging the whole person in a transformative learning experience.

The academic excellence of the College's programs prepares students to pursue graduate degrees, advance their careers, follow a new career path, return to the job market, or advance their own personal growth. The curriculum is continually reviewed to ensure that coursework is grounded, relevant, conceptually interesting and dynamic.

The College's dedicated faculty and staff create a supportive learning community, encouraging students along the path of achieving their educational goals. Classes in Business Administration and Legal Studies are taught by successful practitioners in their fields so that the content is current and lessons learned in class can be readily applied on the job.

To further assist students in realizing their educational goals, the College offers two unique programs:

- **Credit by Assessment.** Students in the Business Administration and Law Enforcement Leadership programs can earn credit up to 30 quarter units of undergraduate credit for work-related projects, including corporate training, professional workshops, and volunteer training; and

- **Linking Program.** Qualified undergraduate students who are accepted into one of the JFKU master’s programs can apply graduate-level units toward both a bachelor’s and master’s degree. Participation students:
  - Save time and money by completing an undergraduate degree while earning up to 21 units towards an MA or MBA degree.
  - Expand their depth of learning by attending graduate-level classes and through with working graduate students; and
  - Broaden their selection of available courses.

Students interested in the linking option can obtain details about the linking process from their undergraduate program chair or advisor.

The admissions process to the College of Undergraduate Studies examines both the academic and personal qualifications of applicants to ensure that students accepted into its programs have the ability to benefit from and contribute to the University’s integrated educational experience. All applicants must complete the University’s general admissions requirements as stated in the front of this catalog. Individual programs have additional requirements which can be found in the following sections.
BUSINESS ADMINISTRATION

BS in Business Administration

The Bachelor of Science in Business Administration (BSBA) completion program provides an in-depth look at the diverse human resource, management, economic and technical challenges that exist in today’s business climate as well as a foundation in basic business management practices and core skill development. It fosters critical thinking processes that examine business operations within the greater social, cultural, economic, technological and political-regulatory environment. The program challenges students to pursue their educational goals in professionally rewarding and personally meaningful ways, and to utilize their education in making directed career and life transitions.

The BSBA program is intended for those students who are interested in completing their undergraduate business degree. A maximum of 105 lower division quarter transfer units (70 semester units) may be accepted and applied toward the degree.

Students in the BSBA program may choose an optional 12-unit specialization in either Management or Marketing.

Linked Degree Option

JFK University offers a linked bachelor’s and master’s degree program in the field of Business Administration. Linked degree programs allow qualified students to apply graduate-level units towards both the undergraduate and graduate degrees. Students interested in seeking a linked degree must have been admitted to the undergraduate business program and have:

- Completed 159 undergraduate units;
- Completed all requirements for the BSBA program, except for 12 units in the specialization or general electives or a combination of both; and
- Achieved a minimum of 3.0 cumulative GPA.
- Students must submit an application to the Master in Business Administration program (MBA).

Linking Program Process

To apply for the linked program, students must:

- Meet with a program chair to review linking program requirements;
- Complete a request of linked eligibility review form and a petition for degree form for the program; and
- Submit both forms to the registrar’s office with applicable, non-refundable fees along with the required documentation for admission to the MBA program.

Credit by Assessment Program

Students may earn up to 30 quarter units of undergraduate credit for knowledge gained through corporate training, professional workshops, and supervised volunteer training. To earn credit, students must take the prior learning course where they evaluate their personal and professional experiences and prepare essays summarizing them. These essays are evaluated and students can receive 3-6 units for each content area. Students receive personalized coaching throughout this process.

Program Learning Outcomes

- General Business Knowledge and Management Application. Students will demonstrate knowledge in the following management areas including computer information systems, accounting, marketing, economics, human resources, finance, and basic management principles.
- Ethics and Social Responsibility. Students will identify and evaluate ethical issues and understand the business enterprise and its work force, from a corporate citizenship perspective.
- Communication and Collaboration Effectiveness. Students will be able to communicate in a variety of modalities, including written and oral communication, electronic information, and communication systems, while developing communication in a variety of work networks and in a diverse workforce.
- International and Global Perspective. Students will demonstrate an understanding of business operations and markets and recognize the opportunities and risks associated with a borderless society, while developing skills to interact with diverse, multi-cultural leadership, team members, and customers.
- Information Utilization and Problem Solving. Students will learn how to use business tools to gather information, access facts and draw upon resources to make effective business decisions.

Admission Requirements

Applicants must have completed a minimum of 45 lower division quarter units (30 semester units) and have a 2.0 GPA. Applicants must submit a JFK University application and forward official transcripts from all universities they attended and a Statement of Intent, describing their professional and educational experience and their interest in attaining a BSBA degree.

When all application materials are received, the program will contact the applicant to schedule an interview.

Degree Requirements

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>LOWER DIVISION GENERAL EDUCATION</td>
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<td></td>
</tr>
<tr>
<td>BREADTH REQUIREMENTS (45 units)</td>
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<td></td>
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</tbody>
</table>

Students may complete the lower division coursework by taking recommended courses from local community colleges, earning credit through the College Level Examination Program (CLEP), or taking approved College of Undergraduate Studies’ courses.

<table>
<thead>
<tr>
<th>Course No</th>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>COMPOSITION Composition/Critical Thinking and Writing (9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUMANITIES Must have completed at least one 3 unit course in two areas (12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NATURAL SCIENCE (9)</td>
<td></td>
<td></td>
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<tr>
<td>MATHEMATICS (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIAL SCIENCE  Must have at least one 3 unit course in two areas (12)</td>
<td></td>
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</tr>
</tbody>
</table>
All courses are 4 quarter units unless otherwise indicated.

FOUNDATIONAL COURSES
These courses are not required and are assigned as needed by the Program Chair:

- COR 1000 Prior Learning Experience and Portfolio Development (3)
- BUS 2010 Microeconomics (3)
- BUS 2015 Macroeconomics (3)
- BUS 2500 Math for Managers (3)

REQUIRED COURSES
Students receiving a grade of C- or below in any required course must repeat the course.

- BUS 3002 BSBA Student Orientation (0)

CORE UNDERGRADUATE (6 units)
- COR 3100 Critical Thinking and Writing
- COR 3146 Information Literacy (2)

Courses marked with an asterisk (*)are waived for linking students, replaced with graduate courses.

GENERAL MANAGEMENT COURSES (16 units)
- BUS 3030 Business Law
- BUS 3151 Principles of Management
- BUS 3405* Ethics in Society
- BUS 3590 International Business

BUSINESS QUANTITATIVE COURSES (12 units)
- BUS 3000 Financial Accounting
- BUS 3020 Business Finance
  Prerequisite: BUS 3000
- BUS 3041 Statistics and Research Applications

ORGANIZATIONAL BEHAVIOR COURSES (12 units)
- BUS 3032* Essentials of Human Resource Management
- BUS 3160 Organizational Behavior
- PLS 3113 Social, Cultural, Political Issues in Business

ORGANIZATIONAL COLLABORATION COURSES (8 units)
- BUS 3033 Problem Solving and Managerial Decision Making
- BUS 3400 Business Communication

E-BUSINESS COURSES (16 units)
- BUS 3414 Project Management
- BUS 4005 Marketing
- BUS 4040* Management Information Systems
- BUS 4043 E-Business and Commerce

CAPSTONE COURSE (6 units)
- BUS 4996 Business Capstone I (3)
- BUS 4997 Business Capstone II (3)
  Prerequisite: BUS 4996

OPTIONAL SPECIALIZATION COURSES
Specialization units fulfill the units-to-180 requirement, or may be in addition to the total unit for degree requirement, depending on the number of lower and upper division transfer units.

Choose one specialization (12 units).

MANAGEMENT SPECIALIZATION
- BUS 4058 Managing Change
- BUS 3196 Entrepreneurship
- BUS 4385 Culture and Comparative Management Styles

MARKETING SPECIALIZATION
- BUS 4037 New Ventures: Market Planning
- BUS 4189 Integrated Marketing Communication
- BUS 4385 Culture and Comparative Management Styles

LOWER DIVISION BREADTH REQUIREMENTS 45 UNITS
Degree requirements 76
Units to reach 180 varies

Total units for degree 180 UNITS

HEALTH SCIENCES

BA in Health Sciences

The mission of the Bachelor of Arts (BA) in Health Sciences program is to graduate highly competent professionals who are well prepared to apply the contents of public health sciences with regard to ethical, cultural, historical and social contexts.

The BA in Health Sciences incorporates multidisciplinary approaches to the study of health, illness, and disease in diverse human populations. The BA in Health Sciences builds upon a set of core courses, which provide a foundation in critical thinking, writing, research methods and statistics. Grounded in the discipline of Public Health, the program draws on the Social-Ecological Model a framework to examine the multiple effects and interrelatedness of social elements in an environment on health outcome. Students apply this model in the study of the determinants of health to include, the social and environmental influences on disease risk, development of health promotion and disease prevention strategies for diverse populations, health services utilization, and the intersection between social justice and U.S. health policy.

We value the whole person - mind, body and spirit - and explore the meaning of illness and healing through an engaging and cutting edge curriculum which includes lecture, discussion, debate, problem-solving and experiential learning. Students explore and examine the relationships and interactions of the biological, social, behavioral, environmental and historical factors that influence health and health outcome in diverse cultural groups, and among both domestic and global populations.

Through a two-quarter research-based practicum students explore ways to eliminate health inequalities. They learn how to assess unmet community health needs and examine the determinants of health vulnerability. Students deeply explore the proximal, medial and distal factors, which mediate health status and examine the factors that create and perpetuate inequalities in health outcome.

Health Sciences graduates are prepared with the essential skills, both theoretical and practical, needed in community public health practice. The program prepares graduates for jobs in community health and for graduate study in public health; health education; health care administration; and business, just to name a few. Our graduates have developed essential ways of understanding, relating, creating and being that is so vital for professionals, and have become successful professionals in a variety of fields, including health education, advances-practice nursing, public health practice, global health, teaching and mental health counseling.
ADN-MSN Pathway

JFK University in conjunction with the University of California, San Francisco (UCSF) School of Nursing offers the ADN-MSN Pathway, a unique opportunity for RNs with an Associate Degree in Nursing (ADN) to pursue a Master of Science in Nursing (MSN) at UCSF. Pathway participants learn ways to enhance their academic credentials and the likelihood of admissions to UCSF. Pathway students complete their undergraduate degree in 18-24 months at JFK University and are then eligible to apply as Pathway students for admissions to the graduate program in nursing at UCSF.

BA Health Sciences - MPH | MSPAS Pathway

JFK University and Touro University California offer the BA Health Sciences - MPH | MSPAS Pathway, an initiative to facilitate students’ transition from the BA Health Sciences degree to the Master of Public Health (MPH) or Master of Science - Physician Assistant Studies (MSPAS) at Touro University California. Pathway participants learn ways to enhance their academic credentials and the likelihood of admissions to Touro University. Pathway students complete their undergraduate degree in 18-24 months at JFK University and are then eligible to apply as Pathway students for admissions to the MPH program at Touro University California.

Linked Degree Option

JFK University’s College of Undergraduate Studies and College of Graduate and Professional Studies offer the opportunity to link the Bachelor’s in Health Sciences with graduate programs, including the Master’s in Holistic Health Education, Sport Psychology and Business Administration (MBA). Linked degree programs allow qualified students to apply to graduate-level units toward both the bachelor’s and master’s degrees. Students interested in seeking a linked degree must have been admitted to the undergraduate BA in Health Sciences program and have:

- Completed 159 undergraduate units;
- Completed all requirements for the BA program, and
- Achieved a minimum of 3.0 cumulative GPA.
- Students must submit an application to the graduate program.

Linking Program Process

To apply for the linked program, students must:
- Meet with a Program Chair to review linking program requirements;
- Complete a Request of Linked Eligibility Review form and a Petition for Degree form for the program; and
- Submit both forms to the Registrar’s office with applicable, non-refundable fees along with the required documentation for admission to the MA program.

Program Learning Outcomes

After completing a Bachelor’s degree in Health Sciences, students will possess the knowledge, skills and abilities to:

- Multi-disciplinary. Draw on multiple disciplines and research traditions to identify and explain the social, behavioral, and biological determinants of health, wellness, and disease in human communities and populations.
- Determinants of Health. Understand that health is an outcome of factors that occur on many levels ranging from the social, environmental and cultural context to cellular and intracellular processes.
- Critical Thinking, Writing, and Research. Demonstrate proficiency in critical thinking and writing, and the application of these skills in critical writing and research.
- Quantitative Literacy. Demonstrate capacity in quantitative reasoning and ability to analyze statistical and graphical data.
- Analytical Abilities and Problem Solving. Demonstrate capacity to use research skills for problem-solving and critical thinking in the areas of epidemiology, health care planning, and community health needs assessment.
- Health Care Systems. Understand the basic structure, organization, and financing principles of contemporary health care systems.
- Social and Ethical Responsibility. Demonstrate social and ethical responsibility in the application of the core principles of health promotion and disease prevention to specific problems in diverse populations.
- Collaborative Work. Demonstrate effective team-building traits and ability to articulate the essential characteristics of collaborative problem solving and systematic approaches to decision-making.
- Cultural Contexts. Understand how health needs, and perceptions of health needs, as well as the organizational and social structures through which health services are delivered and received, vary cross-culturally.
- National and International Perspectives. Articulate the basic elements of the health policy processes and identify and describe the major institutional players in health policy, both domestically and internationally.

Admission Requirements

Applicants must have completed a minimum of 45 lower division quarter units (30 semester units) and have a 2.0 GPA. Applicants must submit a JFK University application and provide official transcripts from all colleges and universities they attended and a three-page personal statement.

When all application materials are received, the program will contact the applicant to schedule an interview.

Degree Requirements

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>LOWER DIVISION GENERAL EDUCATION BREADTH REQUIREMENTS (45 units)</td>
<td></td>
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<tr>
<td>COMPOSITION Critical Thinking and Writing (9)</td>
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<tr>
<td>HUMANITIES Must have completed at least one 3 unit course in two areas (12)</td>
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<tr>
<td>NATURAL SCIENCE Must have at least one 3 unit course in Biology (with a lab) (9)</td>
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<tr>
<td>(Biology may be substituted by a course in Anatomy, Physiology or Human Biology with lab; course must meet CSU/UC transfer requirements for science majors.)</td>
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<tr>
<td>MATHEMATICS (3)</td>
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<tr>
<td>SOCIAL SCIENCE Must have at least one 3 unit course in two areas (12)</td>
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</table>
All courses are 4 quarter units unless otherwise indicated.

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<thead>
<tr>
<th>Course No</th>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>COR 3001</td>
<td>Introduction to the College of Undergraduate Studies</td>
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</tr>
<tr>
<td>COR 3146</td>
<td>Information Literacy</td>
<td>2</td>
</tr>
<tr>
<td>COR 3100</td>
<td>Critical Thinking and Writing</td>
<td></td>
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<tr>
<td></td>
<td>Prerequisite: COR 3146</td>
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<tr>
<td>COR 3303</td>
<td>Statistics for the Social Sciences</td>
<td></td>
</tr>
<tr>
<td>COR 3300</td>
<td>Research Methods</td>
<td></td>
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<tr>
<td></td>
<td>Prerequisites: COR 3100, HSC 3145, Corequisites COR 3300</td>
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<table>
<thead>
<tr>
<th>Health Sciences Major Courses (67 Upper Division Units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation in Health Sciences (16 units)</td>
</tr>
<tr>
<td>HSC 4105: Introduction to Public Health Sciences</td>
</tr>
<tr>
<td>HSC 3145: Critical Review and Writing in the Health Sciences</td>
</tr>
<tr>
<td>HSC 4100: Introduction to Epidemiology</td>
</tr>
<tr>
<td>HSC 4220: Bioethics: Ethical Issues in Modern Medicine</td>
</tr>
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<table>
<thead>
<tr>
<th>Social, Environmental, Behavioral &amp; Biological Determinants of Health (24 Units)</th>
</tr>
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<tbody>
<tr>
<td>HSC 4117: Race, Class, Gender and Health Disparities</td>
</tr>
<tr>
<td>HSC 4227: Health Behavior Theory and Health Education</td>
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<tr>
<td>HSC 3110: Anatomy &amp; Physiology - Dynamic Living Systems Perspectives</td>
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</tbody>
</table>

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<tr>
<th>Community Health in Diverse Populations (20 Units)</th>
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<tbody>
<tr>
<td>HSC 4200: Practicum A: Social-Ecology of Human Health in Global and Community Populations</td>
</tr>
<tr>
<td>HSC 4205: Practicum B: Social-Ecology of Human Health in Global and Community Populations</td>
</tr>
<tr>
<td>HSC 4225: Introduction to Media Studies in Health Promotion</td>
</tr>
<tr>
<td>HSC 4315: Vulnerable Populations: Health and Social Justice</td>
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<tr>
<td>HSC 4000: Public Health Management and Leadership</td>
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<tr>
<th>Capstone in Health Sciences (7 Units)</th>
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<tbody>
<tr>
<td>HSC 4998: Capstone Seminar in Health Sciences (3)</td>
</tr>
<tr>
<td>HSC 4999: Capstone in Health Sciences</td>
</tr>
</tbody>
</table>

Lower division breadth requirements 45 units
Degree requirements 81
Units to reach 180 varies

Total units for degree 180 units

**LAW ENFORCEMENT LEADERSHIP**

**BS in Law Enforcement Leadership**

The Bachelor of Science in Law Enforcement Leadership (BSLEL) completion program offers an opportunity for students to link to the graduate programs in business administration. Unlike many undergraduate law enforcement degrees, the BSLEL provides the breadth and depth of interdisciplinary education that characterizes business and public administration, as well as other undergraduate offerings.

The law enforcement field is thriving. The U.S. Bureau of Labor Statistics reports employment for Correctional, Law Enforcement, Security, Gaming, and Probation Officers; and Private Detectives and Investigators is projected to increase as much as 21% from 2010 to 2020. The projected 21% growth rate for the law enforcement field is faster than the projected 14% average growth rate for all occupations from 2010 to 2020. Numerous advances in technology and a post-September 11 emphasis on homeland security have fueled a demand for a new breed of law enforcement professional equipped to meet the changes in national security, which includes the private sector, i.e. corporate security and investigations. Advanced education is a primary tool used by government agencies to screen for suitability for specialty positions and promotion; therefore, the number of those seeking degrees will increase incrementally.

The BSLEL program is built upon the foundation of the BSBA program by developing key competencies, which results from the extensive use of critical thinking, quantitative and qualitative methodologies to address social problems relating to criminal and unethical behavior. The BSLEL program provides an opportunity for students to obtain leadership positions, which includes supervisory, middle, and executive management in the public and private sectors with an emphasis in a law enforcement, corporate security, or corporate investigations environment. Students will complete the BSLEL program in an online environment, which facilitates intense interaction among local, national, and international students. Students will gain greater networking opportunities that could lead to enormous opportunities for leadership positions globally.

A maximum of 105-quarter transfer units (70 semester units) may be accepted and applied toward the degree.

**Linked Degree Option**

JFK University offers a linked Bachelor and Master degree program in the field of Business Administration. Linked degree programs allow qualified students to apply graduate-level units towards both the undergraduate and graduate degrees. Students interested in
seeking a linked degree must have been admitted to the undergraduate business program and have:

- Completed 159 undergraduate units;
- Completed all requirements for the BS LEL program, except for 12 units in general electives;
- Achieved a minimum of 3.0 cumulative GPA;

Students must submit an application to the Master in Business Administration program (MBA).

**Linking Program Process**

To apply for the linked program, students must:
- Meet with a Program Chair to review linking program requirements;
- Complete a Request of Linked Eligibility Review form and a Petition for Degree form for the program; and
- Submit both forms to the Registrar's office with applicable, non-refundable fees along with the required documentation for admission to the MBA program.

**Credit for Life and Work Experience**

Students may earn up to 30 quarter units of undergraduate credit for knowledge gained through corporate training, professional workshops, and supervised volunteer training. To earn credit, students must take the prior learning course where they evaluate their personal and professional experiences and prepare essays summarizing them. These essays are evaluated and students can receive 3-6 units for each content area. Students receive personalized coaching throughout this process.

**Program Learning Objectives**

- Civic Leadership: Students will demonstrate a vision of professional leadership rooted in ethics, cultural sensitivity, social justice, and service to the community.
- Organizational Management: Students will demonstrate an understanding of law enforcement organizations and their operations and be able to interact with diverse leadership styles and manage multicultural teams.
- Workforce Engagement: Students will demonstrate skills in hiring appropriate workplace talent, and in developing team-oriented work environments that engage workers and enable them to take ownership of their jobs.
- Community Development: Students will demonstrate an ability to listen to and understand diverse communities, and assist them to identify their needs and to develop strategies to address violence and crime.
- Change Management: Students will demonstrate how to identify needed change and both design and facilitate quality of the change management processes.
- Thinking and Writing: Students will apply critical thinking, writing, and academic research skills.

**Admission Requirements**

Applicants must submit a JFK University application and provide official transcripts from all colleges and universities they attended. Applicants must also submit a personal essay describing their professional and educational experience as well as their interest in attaining a BS LEL degree, letter of recommendation, copy of Basic P.O.S.T. (Peace Officers Standards and Training) Certificate (if applicable).

When all application materials are received, the program will contact the applicant to schedule an interview.

**Degree Requirements**

**LOWER DIVISION GENERAL EDUCATION**

**BREADTH REQUIREMENTS** (45 units)

Students may complete the lower division coursework by taking recommended courses from local community colleges, earning credit through the College Level Examination Program (CLEP), or taking approved College of Undergraduate Studies’ courses.

**COMPOSITION** Composition/Critical Thinking and Writing (9)

**HUMANITIES** Must have completed at least one 3 unit course in two areas (12)

**NATURAL SCIENCE** (9)

**MATHEMATICS** (3)

**SOCIAL SCIENCE** Must have at least one 3 unit course in two areas (12)

All courses are 4 quarter units unless otherwise indicated.

<table>
<thead>
<tr>
<th>Course No</th>
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</thead>
<tbody>
<tr>
<td>COR 3100</td>
<td>Critical Thinking and Writing</td>
<td>3</td>
</tr>
<tr>
<td>COR 3146</td>
<td>Information Literacy</td>
<td>2</td>
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<tr>
<td>COR 4000</td>
<td>Collaborative Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>LEL 3100</td>
<td>Principles of Administration &amp; Law Enforcement</td>
<td>3</td>
</tr>
<tr>
<td>LEL 3200</td>
<td>Change Management: Contemporary Civic &amp; Public Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LEL 3201</td>
<td>Organizational Structure, Culture, Politics, &amp; Change</td>
<td>3</td>
</tr>
<tr>
<td>LEL 4100</td>
<td>Introduction to Organizational Problems &amp; Issues in Law Enforcement</td>
<td>3</td>
</tr>
<tr>
<td>LEL 4300</td>
<td>Advanced Study of Organizational Problems &amp; Issues in Law Enforcement</td>
<td>3</td>
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<tr>
<td>BUS 3151</td>
<td>Principles of Management</td>
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</tr>
<tr>
<td>BUS 3160</td>
<td>Organizational Behavior</td>
<td>3</td>
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<tr>
<td>PYC 4307</td>
<td>Forensic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PLS 3033</td>
<td>Public Benefits Law</td>
<td>3</td>
</tr>
<tr>
<td>PLS 3105</td>
<td>Jurisprudence</td>
<td>3</td>
</tr>
<tr>
<td>PLS 3109</td>
<td>Constitution, Supreme Court &amp; American Democracy</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses marked with an asterisk (*) are waived for linking students, replaced with graduate courses.
LEGAL STUDIES

JFK University is the only school in northern California to offer an American Bar Association (ABA) approved bachelor’s degree in Legal Studies along with an ABA-approved paralegal certificate.

Mission

The program’s mission is to provide a curriculum that focuses on the practical application of the substantive law while encouraging critical thinking, ethical conduct, and social responsibility. With this in mind, students will gain the knowledge, practical application skills, attitudes, and values that are necessary to excel as legal professionals. Graduates are able to pursue careers as paralegals working for lawyers, law offices, corporations, and governmental agencies.

Note that the policies and procedures in this section of the catalog apply to both the paralegal certificate and the BA program.

Goals and Objectives

The Legal Studies program will provide students with the knowledge, skills, tools, and values necessary to be effective members of a legal team. We will provide students with:
• Analytical and critical thinking ability;
• Strong written communication skills;
• Proficiency in legal research and legal writing;
• The knowledge of the ethical guidelines and limitations governing the profession in the public and private sectors; and
• The ability to navigate the use of various legal technologies.

By graduation, all students should be able to:
• Demonstrate proficiency in legal writing;
• Describe and assess the ethical obligations and limitations of legal professionals in specific factual situations;
• Demonstrate proficiency in legal research;
• Be proficient in software applications used in legal environments; and
• Practice analytical and critical thinking ability.

Note: Paralegals cannot provide legal advice except as directed by an attorney nor can they establish a client/business relationship or represent a client.

Our curriculum complies with CA Business and Professions Code Sections 6450-6456 requiring paralegals to be educated at an accredited institution offering a minimum of 37 quarter units of legal specialty coursework.

Paralegal Certificate

Approved by the American Bar Association, our Paralegal certificate curriculum provides students with the practical skills, knowledge, and values necessary to become effective members of a legal team. Outstanding faculty comprised of practicing attorneys guide students in their coursework and their professional goals. Students and alumni of this program are supported by an extensive on-campus law library, access to LexisNexis, and job assistance. Our certificate program offers the most relevant and recent cutting-edge education available.

The Paralegal certificate curriculum includes 12 legal specialty courses (43 upper-division units) that are applied to the BA in Legal Studies. Students may complete the program in one year.

Admission Requirements

Applicants must have 54 quarter units (36 semester units) of college transferable credit which include at least 27 quarter units (18 semester units) of general education. For consideration into the program, applicants must submit a JFK University application, forward official transcripts from all universities previously attended and complete the specific writing sample contained in the admissions packet for the program.

Degree Requirements

All courses are 4 quarter units unless otherwise indicated.

<table>
<thead>
<tr>
<th>CORE (31 units)</th>
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<tbody>
<tr>
<td>PLS 3001</td>
<td>Introduction to Law</td>
</tr>
<tr>
<td>PLS 3002</td>
<td>Legal Research</td>
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<tr>
<td>PLS 3003</td>
<td>Legal Writing</td>
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<td></td>
<td>Prerequisite: PLS 3002</td>
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<tr>
<td>PLS 3004</td>
<td>Legal Ethics (2)</td>
</tr>
<tr>
<td>PLS 3005</td>
<td>Tort Law</td>
</tr>
<tr>
<td>PLS 3008</td>
<td>Litigation I</td>
</tr>
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<td></td>
<td>Prerequisite: PLS 3008</td>
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<tr>
<td>PLS 3009</td>
<td>Litigation II</td>
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<tr>
<td>PLS 3010</td>
<td>Legal Technology Applications and Management</td>
</tr>
<tr>
<td>PLS 3011</td>
<td>Paralegal Capstone (1)</td>
</tr>
<tr>
<td>ELECTIVES (select 12 units from the following courses)</td>
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<tr>
<td>PLS 3006</td>
<td>Contract Law</td>
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<tr>
<td>PLS 3007</td>
<td>Property</td>
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<tr>
<td>PLS 3015</td>
<td>Will, Trusts &amp; Estate Planning</td>
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<tr>
<td>PLS 3019</td>
<td>Bankruptcy Law</td>
</tr>
<tr>
<td>PLS 3021</td>
<td>Real Estate Law</td>
</tr>
<tr>
<td>PLS 3023</td>
<td>Criminal Law</td>
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</table>

Lower division breadth requirements 45 units
Degree requirements 90 units
Units to reach 180 varies
Total units for degree 180 units
BA in Legal Studies

The Bachelor of Arts (BA) in Legal Studies builds upon the foundational legal specialty courses that make up the certificate curriculum, by enhancing the students’ critical thinking, analytical and theoretical skills. This combination of legal specialty, business, and liberal arts coursework ensures that each student develops an understanding of and respect for different ways of knowing and a desire for lifelong learning. This degree offers students an excellent foundation for graduate school.

Admission Requirements

Applicants with a bachelor’s degree, associate degree or the equivalent may be admitted to the degree program. Applicants must have 54 quarter units (36 semester units) of college transferable credit which include at least 27 quarter units (18 semester units) of general education. At least 4.5 quarter units of freshman English or college composition must be completed with a C or better prior to admission.

To be considered, applicants must submit a JFK University application, forward official transcripts from all colleges and universities they attended, and complete the specific writing sample as outlined in the admission packet for the program.

Transfer of Legal Specialty Courses

At the discretion of the Legal Studies program, students may be given credit for other Legal Specialty Courses (LSC) taken at another school or university provided the course is also offered in this program. To be eligible to receive credit for a previously-taken LSC all the following must exist:

- The LSC must be equivalent in content, length and nature to JFK University’s course;
- The LSC must be from an ABA approved paralegal program and taken within the last seven years;
- The student must have earned a C or better in the LSC; and
- The LSC must carry upper-division academic credit.

Up to eight (8) legal specialty courses may be credited towards the BA in Legal Studies.

Linked-Degree Option

JFK University’s College of Undergraduate Studies and College of Graduate and Professional Studies offer a linked Bachelor of Arts (BA) in Legal Studies and Master in Business Administration (MBA) degree program in the fields of Legal Studies and Business Management. Linked degree programs allow qualified students to apply to graduate-level units toward both the bachelor’s and master’s degrees. Students interested in seeking a linked degree must have been admitted to the undergraduate BA in Legal Studies program and have:

- Completed 159 undergraduate units;
- Completed all requirements for the bachelor’s of arts program, except for 20 units (five 4-unit courses) in the undergraduate major; and
- Achieved a minimum of 3.0 cumulative GPA.

Degree Requirements

LOWER DIVISION GENERAL EDUCATION

BREADTH REQUIREMENTS (45 units)

Students may complete the lower division coursework requirements by taking recommended courses from local community colleges, earning credit through the College Level Examination Program (CLEP), or taking approved College of Undergraduate Studies’ courses.

COMPOSITION Critical Thinking and Writing (9)

HUMANITIES Must have completed at least one 3-unit course in two areas (12)

NATURAL SCIENCE (9)

MATHEMATICS (3)

SOCIAL SCIENCE Must have at least one 3-unit course in two areas (12)

Note: This Program does not offer LDGE courses. Students should have completed or come close to completing these lower division required units prior to admission.

Any student who receives a D or below in a required course will not receive credit for that course and must re-take the course and earn a C- or better for credit.

All courses are 4 quarter units unless otherwise indicated.

CORE REQUIREMENTS for Legal Studies (20 units)

BUSD 3180  Math for Managers (3)

COR 3000  Education, Self & Community (2)

COR 3100  Critical Thinking and Writing

BUS 3400  Business Communication

COR 3146  Information Literacy (2)

PLS 3002  Legal Research

PLS 3011  Capstone (1)

MAJOR (58 upper division units)

This course must be taken in the first term of enrollment:

PLS 3001  Introduction to Law

PLS 3002  Legal Writing

PLS 3003  Legal Writing

PLS 3004  Ethics (2)

PLS 3005  Tort Law

PLS 3006  Contract Law

PLS 3008  Litigation I

PLS 3009  Litigation II

PLS 3010  Legal Technology Applications

PLS 3029  Evidence

PLS 3033  Public Benefits Law
PLS 3105 Jurisprudence
PLS 3107 History of the US since WWII
PLS 3109 Constitution, Supreme Court and American Democracy
PLS 3111 Law and Social Justice
PLS 3113 Social, Cultural & Political Issues in Business

ELECTIVES (select 12 units from the following courses)
PLS 3007 Property Law
PLS 3015 Wills, Trusts & Estate Planning
PLS 3019 Bankruptcy Law
PLS 3021 Real Estate Law
PLS 3023 Criminal Law
PLS 3027 Family Law
PLS 3031 Intellectual Property
PLS 3035 Immigration Law
PLS 3037 Environmental Law
PLS 3038 Employment Law
PLS 3039 Elder Law
PLS 3040 Internship (4)
PLS 3042 Skills Workshop (1)
PLS 3044 E-discovery and E-Filing

Prerequisites: PLS 3002

Lower division breadth requirements 45 units
Degree requirements 90
Units to reach 180 varies
Total units for degree 180 units

LIBERAL STUDIES

BA in Liberal Studies

The Bachelor of Arts (BA) in Liberal Studies prepares students to think critically and holistically, to live creatively and ethically, and to work responsibly and sustainably in a dynamic global society. Students gain global and historical perspectives on the major Liberal Arts disciplines: psychology, political science, economics, sociology, literature, religion, art, and science and technology. Using a holistic approach, they learn to analyze, integrate, and apply this knowledge to academic questions, social problems, and occupational challenges. Issues, persons, populations, events, trends, and artifacts are examined in their historical and cultural contexts. Students not only learn to make creative connections across disciplines but also to think and act innovatively in their personal and professional lives. This powerful blend of knowledge, skills, and experiences is highly valued in today’s global workforce and helps our students thrive in a fast-changing world.

The program strengthens critical, creative, and integrative thinking by employing a holistic and transformative approach to education. This dynamic approach focuses on educating the whole person—body, mind, heart, and spirit—and on understanding individuals in relation to their families, communities, societies, and ecospheres. To accomplish this, a variety of pedagogies are used: lecture, class discussion, small group conversation, pairs dialogue, experiential exercises, service learning, field study, online activities, contemplative exercises, debates, creative projects, and collaborative social projects. This transformative approach facilitates self-awareness, deepens understanding and appreciation of diversity, and strengthens commitment to ethical, ecological, and socially responsible action. Hybrid courses give students valuable online skills.

The program offers an optional specialization in Leadership.

Because we prize good relationships, we are devoted to supporting the growth and well-being of our students and to fostering a sense of community among students, faculty, and staff. Personalized advising, coupled with a dynamic interdisciplinary curriculum, facilitates both academic development and personal transformation and so serves as a powerful pathway to professional or graduate work.

Linked Degree Option

JFK University’s College of Undergraduate Studies and College of Graduate and Professional Studies offer the opportunity to link the BA in Liberal Studies with Master’s programs in Business Administration, Counseling Psychology, Holistic Health Education and Sport Psychology.

Students interested in seeking a linked degree must have been admitted to the undergraduate BA program and have:
• Completed 159 undergraduate units;
• Completed all requirements for the bachelor’s of arts program, except for 21 units (five 4-unit courses and one 1-unit capstone) in the undergraduate major; and
• Achieved a minimum of 3.0 cumulative GPA.

Linking Program Process

To apply for the linked program, students must:
• Meet with a Program Chair to review linking program requirements;
• Complete a Request of Linked Eligibility Review form and a Petition for Degree form for the program; and
• Submit both forms to the Registrar’s office with applicable, non-refundable fees along with the required documentation for admission to the Master’s program.

Program Learning Outcomes

Students completing the BA degree program are expected to demonstrate proficiency in:
• Critical and creative thinking and writing;
• Information literacy and conducting academic research;
• Understanding global and multicultural perspectives on ideas, persons, events, and trends;
• Comparing disciplinary, interdisciplinary, trans-disciplinary, and holistic perspectives;
• Integrating and applying academic learning to complex problems in innovative, effective, and sustainable ways; and
• Collaborating and communicating effectively to solve academic and social problems.
Admission Requirements

Applicants must have completed a minimum of 45 lower division quarter units (30 semester units) and have a 2.0 GPA. Applicants must submit a JFK University application and provide official transcripts from all colleges and universities they attended and a three-page personal statement.

When all application materials are received, the program will contact the applicant to schedule an interview.

Degree Requirements

LOWERS DIVISION GENERAL EDUCATION BREADTH REQUIREMENTS (45 units)

Students may complete the lower division coursework requirements by taking recommended courses from local community colleges, earning credit through the College Level Examination Program (CLEP), or taking approved College of Undergraduate Studies’ courses.

COMPOSITION Composition/Critical Thinking and Writing (9)
HUMANITIES Must have completed at least one 3 unit course in two areas (12)
NATURAL SCIENCE (9)
MATHEMATICS (3)
SOCIAL SCIENCE Must have at least one 3 unit course in two areas (12)

PSYCHOLOGY

Bachelor of Arts in Psychology

The Bachelor of Arts (BA) in Psychology program in Pleasant Hill and San Jose engages students in a lively process of intellectual inquiry, self-discovery, critical thinking, creative synthesis, and interpersonal communication. We explore traditional and contemporary theories and methods that provide a strong foundation in the field of psychology. We also offer a uniquely expansive and integrative approach that explores emerging trends and innovative applications in psychology and allied fields. Our creative curriculum includes lecture, dialogue, and experiential and online processes. Our students investigate a variety of theoretical and methodological approaches: psychodynamic, behavioral, cognitive, somatic, humanistic, transpersonal, cross-cultural, family systems, ecological, and postmodern. We value the whole person—mind, body, heart, and spirit—and study human behavior, consciousness, and development within various contexts.

Because we prize good relationships, we are devoted to supporting the growth and well-being of our students and to fostering a sense of community among students, faculty, and staff. Personalized advising, coupled with a dynamic interdisciplinary curriculum, facilitates both academic development and personal transformation and so serves as a powerful pathway to professional or graduate work.

Our graduates have developed vital and ethical ways of understanding, creating, relating, and being that have made them successful professionals in a variety of fields: counseling, psychotherapy, coaching, research, human resources, marketing, management, teaching, law, and many others.

The program offers signature courses that explore somatic, transpersonal, humanistic, creative, and theoretical and applied aspects of psychology.

Linking Program Option

JFK University’s College of Undergraduate Studies and College of Graduate and Professional Studies offer the opportunity to link the BA in Psychology with most of the Master’s degree programs. Qualified students can apply graduate-level units towards both the undergraduate and graduate degrees. Students interested in seeking a linked degree must have been admitted to the undergraduate BA program and have:

- Completed 162 undergraduate units;
- Completed all requirements; and
- Achieved a minimum of 3.0 cumulative GPA.

Program Learning Outcomes

Students completing the BA Psychology program are expected to demonstrate proficiency in:

- Critical and creative thinking and writing;
- Conducting academic research and using information technologies;
- Quantitative thinking, especially statistical skills;
College of Undergraduate Studies

- Bringing interdisciplinary and intradisciplinary perspectives to issues and problems;
- Recognition, understanding, and respect for multicultural perspectives;
- Knowledge and familiarity with major concepts, theories, research findings, techniques, and historical trends in psychology;
- Interpersonal communication skills; and
- Integrate and implement psychological knowledge, experience, and values in occupational pursuits.

Admission Requirements

Applicants must have completed a minimum of 45 lower division quarter units (30 semester units) and have a 2.0 GPA. Applicants must submit a JFK University application and provide official transcripts from all colleges and universities they attended and a three-page personal statement. The potential student will meet with the Program Chair who makes the final decision on acceptance into the program.

Note: BA in Psychology major courses are offered in Pleasant Hill (PYC) and San Jose (PYJ). For simplicity, all courses listed in this catalog will have the PYC prefix. All courses are 4 units unless otherwise indicated.

Degree Requirements

LOWER DIVISION GENERAL EDUCATION

BREADTH REQUIREMENTS (45 units)

Students may complete the lower division coursework requirements by taking recommended courses from local community colleges, earning credit through the College Level Examination Program (CLEP), or taking approved College of Undergraduate Studies’ courses.

COMPOSITION Composition/Critical Thinking and Writing (9)
HUMANITIES Must have completed at least one 3 unit course in two areas (12)
NATURAL SCIENCE (9)
MATHEMATICS (3)
SOCIAL SCIENCE Must have at least one 3 unit course in two areas (12)

UNIVERSITY UNDERGRADUATE TRANSFER CREDIT COURSES

JFK University Undergraduate Transfer Credit courses provide students a broad-based, multi-disciplinary foundation of up to 80 credits towards their bachelor degree. Acceptance of completed credits is at the discretion of the university to which the student seeks transfer. Each institution has its own policies for transfer credit and students are advised to contact the receiving institution to determine the transferability of JFK University coursework. JFK University courses taken credit/no credit may not be accepted by other institutions.

JFK University Undergraduate Transfer Credit provides students with a range of Lower Division General Education Breadth courses as well as an introduction to popular majors through selected courses in Business, Engineering, Information Technology, Health Sciences and Liberal Arts. Students can earn transfer credit leading to advanced standing at most universities. Students can gain exposure to possible career options and areas of interest through this program.

JFK University Undergraduate Transfer Credit is intended for those students seeking to transfer their credits to an American bachelor degree program.
COLLEGE OF UNDERGRADUATE STUDIES COURSES

Course Delivery Key:

Onsite: Unless otherwise noted, all courses are delivered onsite as face-to-face meetings. Onsite classes may make have an e-companion component which is an online resource where students can view course materials and assignments.

Hybrid: These courses require some face-to-face meetings, found in the Schedule of Classes; a significant amount of the coursework is completed through an online format using the eCollege platform.

Online: These courses are conducted entirely through an online format using the eCollege platform. In an online course, students can view the syllabus and assignments, participate in threaded discussions, ask questions of the instructor and view their exam and assignment grades.

CREDIT BY ASSESSMENT [CBA] COURSES

LOWER DIVISION

CBA 100 Credit by Assessment 1-5
Units earned through assessment of prior learning experience such as corporate training; professional workshops, seminars, and conferences; licensure or certification; independent scholar ship; and appropriately supervised volunteer training.

CBA 106 Credit by Assessment 6-10
Units earned through assessment of prior learning experience such as corporate training; professional workshops, seminars, and conferences; licensure or certification; independent scholar ship; and appropriately supervised volunteer training.

CBA 112 Credit by Assessment 11-15
Units earned through assessment of prior learning experience such as corporate training; professional workshops, seminars, and conferences; licensure or certification; independent scholar ship; and appropriately supervised volunteer training.

CORE CURRICULUM [COR] COURSES

LOWER DIVISION

COR 1000 Prior Learning Experience and Portfolio Development I 3
Many students at JFKU have returned to college with a wealth of experience in many areas of their lives. Often these experiences can be examined for academic credit. Through a series of steps, beginning with an evaluation of your experiences, and using Kolb’s Experiential Model the student will develop; documentation of the learning can be submitted for a request for academic credit. The process is called Credit by Assessment or Prior Learning Assessment. In order to register for this course, you must meet with your advisor to discuss the rationale for your pursuit of CBA credit. This course will prepare the student to submit a Portfolio to the evaluators for review and a request for units, the maximum number of units in any one-competency area is six units. The course introduces Kolb’s Learning Model that will be the foundation of the Prior Learning Essays. The student must demonstrate writing standards acceptable at the college level, with content at either the upper or lower division level. The instructor will work with each student to ensure that the portfolio meets the requirements for quality and completeness; all required sections are completed, with sample syllabi for professional coursework, documentation for each prior learning experience and correct petition for credit.

COR 1100 Effective College English I 4.5

COR 1130 Introduction to Mass Communications 4.5

COR 1150 Information Literacy and Report Writing 4.5

COR 1170 College Algebra and Trigonometry 4.5
A continuation course in intermediate algebra that examines higher degree polynomials, rational functions, trigonometry and matrix algebra needed for more specialized study in mathematics, computer science, engineering and other related fields. Computer usage is encouraged. This course satisfies computer science prerequisites. Graphing calculator is required.

COR 2100 Introduction to Academic Writing 4.5
This course emphasizes the mechanics and process of writing. Students hone their writing skills through essay and journal exercises, editing, discussion, and revision. Common writing difficulties are addressed. Course may be applied toward the lower-division general-education communication breadth requirement.

BUSINESS ADMINISTRATION [BUS] COURSES

LOWER DIVISION

BUS 2010 Microeconomics 3
This course introduces students to microeconomic concepts including supply, demand, elasticity, pricing strategy, profit maximization, cost minimization, market structures, externalities and government regulation. Students will learn how to apply...
microeconomic principles to solve common challenges faced by individuals, business, and government.

**BUS 2015 Macroeconomics** 3
This course provides students with an opportunity to examine the world of macroeconomic theory. Students will be able to use practical applications of economics in strategic planning, business management and investing. Prerequisite: BUS 2010.

**BUS 2500 Math for Managers** 3
This course focuses on the basic mathematical principles used to analyze, interpret, and solve the financial challenges of everyday business situations. This course will prepare students for the computational business disciplines of accounting, finance, and economics.

**UPPER DIVISION COURSES**

**BUS 3002 BSBA Student Orientation** 0
This course is an introduction to JFK University, to the College of Undergraduate Studies and to the BSBA program. Students will be given information on registration, academic policies, and support systems. General guidelines about coursework and e College will be discussed. Emphasis will be placed on assisting students in successfully completing the BSBA program.

**BUS 3000 Financial Accounting** 4
This course addresses accounting both for producing and understanding financial statements and for managing organizations. Students will learn about the process of accounting; the identification and recording of transactions and the generation of reports based on the recorded information.

**BUS 3020 Business Finance** 4
This is an introductory course in the principles and objectives of corporate finance. Students will be able to use present value methodologies to evaluate capital budgeting projects, value bonds and common stock, analyze financial statements and evaluate current asset management techniques. Prerequisite: BUS 3000.

**BUS 3030 Advanced Business Law** 4
This course provides students with the basic principles of law that are applicable to business transactions and the legal system. Topics include the legal and social forces that shape our government and business society. In addition, this course examines, analyzes and applies the nature, formation and system of law to the modern business environment.

**BUS 3032 Essentials of Human Resource Management** 4
This course critically examines the fundamental principles of human resource management for organizations, focusing on the building, management and development of an organization's workforce. Students will be able to better understand the critical role of human resources in an organization's success.

**BUS 3033 Problem Solving and Managerial Decision Making** 4
This course helps students develop basic skills in decision making and conflict resolution in business, government and not-for-profit sector. Students will study a systematic approach to decision making and apply it to practical problems.

**BUS 3041 Statistics and Research Applications** 4
This course prepares students to apply statistics and probability concepts to business decisions. Students learn important criterion for developing effective research questions, including the creation of appropriate sampling populations and instruments. Prerequisite: BUS 3180.

**BUS 3151 Principles of Management** 4
This course explores management theory and practice as both science and art. Students will understand why organizations need managers and will be able to articulate the various functions of management.

**BUS 3160 Organizational Behavior** 4
This course examines the theoretical and practical issues of ethics and multi-national systems to the conduct of business between and within organizations.

**BUS 3180 Entrepreneurship** 4
This course is designed to provide students with an understanding of the process for identifying and evaluating entrepreneurial opportunities. Students will learn how strategy, marketing, financing, legal matters, and cash flow impact opportunities in terms of execution and growth and how to position a new business for success.

**BUS 3400 Advanced Business Communication** 4
This course addresses basic skills needed by students to both write effectively and understand verbal and non verbal communication. Students will develop competencies in business presentations, professional business writing, team communication and identifying techniques to improve effective communication among diverse workplace audiences.

**BUS 3405 Ethics in Society** 4
This course examines the theoretical and practical issues of ethics in today's society. Students learn how to manage ethical issues on personal, business and environmental levels.

**BUS 3414 Project Management** 4
This course focuses on the theory and core methodology used to manage projects. Students will learn how to use project management techniques to plan, organize, control, document, and close out the project successfully with minimum risk.

**BUS 3590 Advanced International Business** 4
This course provides students with an introduction to international/global business. Students will develop a basic fundamental understanding of the concept of international/global business, and the significance of cultures, national environments and multi-national systems to the conduct of business between and among nations.
BUS 4005 Marketing  4
This course studies the application of marketing as an integrative process. Students will learn about analysis of markets, planning and product strategies, and developing a balance in marketing decisions that considers prices, channels of distribution, physical movement of goods, communications, advertising, sales force, and other factors.

BUS 4037 New Ventures: Market Planning  4
This course builds upon core business and marketing principles. Students critically examine the skills, behaviors and business intelligence required to create and grow new business ventures.

BUS 4040 Management Information System  4
This course focuses on management information systems as integral to business functions. Students will learn key management information principles and how to effectively manage management information system issues.

BUS 4043 e-Business and Commerce  4
This course examines the evolution of eBusiness and provides an opportunity to study the integration of internet-based information technology with organizational competitive advantage. Students will be able to explain what eBusiness is, the role it plays in organizations and how to use eBusiness technology strategically.

BUS 4058 Managing Change  4
This course examines and applies the process of change management, continuous improvement and quality management. It covers methodologies, models and best practices associated with innovative behavior, improvement and risk-taking.

BUS 4189 Integrated Marketing Communication  4
This course provides a solid foundation of key integrated marketing communication concepts. Students will be able to analyze successful corporate branding and image elements, examine effective strategies in advertising, and apply the concepts learned to construct an integrated marketing communication campaign.

BUS 4385 Cultures and Comparative Management Styles  4
This course is a study of the processes by which shared beliefs and expectations develop in private and public organizations. Students will have the ability to recognize organizational culture, and its applicability to the vision and goals of the organization.

BUS 4900 Topics in Business Administration  3
Topics vary according to student interest. Past topics have included nonprofit management, total quality management, and women, money, and empowerment. Course may be repeated for credit with a change of topic.

BUS 4995 Independent Study in Business Administration  1-6
To be arranged with consent of instructor and approval of the dean. Course may be repeated for credit with a change of topic.

BUS 4996 Business Capstone 1  3
This course is the first of two Capstone courses for undergraduate business students. The capstone provides an opportunity for students to integrate and apply learning from their academic studies in a comprehensive manner. In this course, students will conduct the research described in their proposal (BUS 4996), analyze the findings, and make recommendations. Prerequisite BUS 4996

BUS 4997 Business Capstone 2  3
This course is the second of two Capstone courses for undergraduate business students. The capstone provides an opportunity for students to integrate and apply learning from their academic studies in a comprehensive manner. In this course, students will conduct the research described in their proposal (BUS 4996), analyze the findings, and make recommendations. Prerequisite BUS 4996

CORE CURRICULUM [COR] COURSES

UPPER DIVISION

COR 3000 Education, Self and Community  2
This course explores various dimensions of the learning process including the influence of prior learning experiences; the social construction of knowledge; the impact of culture, class, race, age, and gender on our educational experiences; and the possibilities for developing stimulating and fulfilling learning practices. At the same time, the course provides new students with a survey of the BA program—it’s vision, objectives and requirements—and offers them guidance in choosing a major and formulating a study plan.

COR 3001 Introduction to the Bachelor of Arts Program  0
This course is an introduction and orientation to undergraduate programs in the College of Undergraduate Studies.

COR 3100 Critical Thinking and Writing  4
Focuses on academic essay writing, rhetorical analysis, and critical thinking; designed particularly to help upper-division students craft better academic essays. Students work on the organization, mechanics, and coherence of their writing and build greater confidence in their ability to write. Students also discuss and practice the fundamental tools of critical thinking, analyze rhetorical devices and targeted audiences of different texts, and attempt to apply their understanding to their own expression. The course helps students examine thesis, types of evidence, and counterarguments as well as movements between concrete and abstract, personal and universal. Each quarter, the course will be organized around a different interdisciplinary theme. Prerequisite: Any lower-division composition course, COR 3146. Hybrid.

COR 3145 Research Writing  4
This course focuses on the writing of an academic research paper. Coursework is directed toward formulating and revising a topic, researching information, writing, and reviewing a quality academic paper. This course emphasizes the importance of critical thinking and rhetorical analysis. The course will focus on a different interdisciplinary theme each quarter. Prerequisite: COR 3100; COR 3146. Hybrid or Online.
**COR 3146 Information Literacy** 2

This course is designed to be taken prior to or concurrently with COR 3100 Critical Thinking and Writing. Students receive an introduction to library and electronic research, including the skills to successfully find, retrieve, evaluate, and use information. Students then focus on the process of conducting research using library and electronic resources in relation to a topic of their choice. This intensive course provides hands-on work in the computer lab with guidance from the instructor. Hybrid or Online.

**COR 3300 Research Methods** 4

Students will learn about some of the basic concepts of research and how it might be relevant in their lives. Knowledge claims behind the two distinctly different approaches of quantitative and qualitative research will be explored. The course will then concentrate on qualitative research as a method of inquiry that best fits with many questions asked in the social sciences. Student will be exposed to the most common qualitative research approaches through seeking out and reading research with a specific methodology in their field of interest. Prerequisites: COR 3100 and either COR 3146, HSC 3145, PLS 3002. Special Requirements or Information: Hybrid.

**COR 4000 Collaborative Problem Solving** 4

Major problems in society are not solved by individuals acting solo, nor are they solved instantly. In this course, students explore the problem solving process and apply theoretical concepts to addressing an identified community-level problem. Working in interdisciplinary teams, social-ecological theory is applied in the assessment of the problem and in identifying strategies to address the problem.

**COR 4106 Autobiography** 4

This course focuses on identifying major themes, exploring inner meanings, and writing the first phase of an autobiography. As a supplement to this substantial writing project, instructors may design this course to involve an emphasis on some or all of the following: reading published autobiographies, dramatically performing elements of one's autobiography, painting or drawing a self-portrait, and researching the social-historical context of one's autobiography. Hybrid.

**COR 4800 Introduction to Service Learning** 1

This course provides an opportunity for experiential learning, exploring career paths, and contributing to the community. With the service project coordinator, students select an internship appropriate to their specialization or interests and spend an average of six hours per week over two academic quarters applying theories learned in the classroom to supervised training and practice. With instructor's approval, students may forgo the second quarter of internship and instead engage in other service projects such as researching and presenting a public policy proposal or writing a grant request for a nonprofit agency.

**COR 4805 Practicum in Service Learning/Field Study** 3

This course is a continuation and conclusion of Introduction in Service Learning. Students engage in service relevant to their program and career goals or field study where they integrate theory and practice. Prerequisites: COR 4800.

**COR 4900 Topics in Core Studies** 3

Topics vary according to instructor and student interest. Course may be repeated for credit with a change in topic.

**COR 4995 Independent Studies in Interdisciplinary Core** 4

Studies and projects to be arranged with the instructor and the program chair. Course may be repeated for credit with a change of topic.

**HEALTH SCIENCES [HSC] COURSES LOWER DIVISION**

The following courses are weekend science intensive courses. Each course lasts four (4) weeks and is offered at the San Jose campus of Palmer College of Chiropractic.

**HSC 1100 Anatomy and Physiology I** 6

This series will present the principles and concepts of human anatomy and physiology. Anatomy and Physiology I will cover: Organization – chemical organization at the cellular and tissue levels, the integumentary system, homeostasis, DNA to mRNA to proteins, and mitosis and meiosis; Support and Movement – skeletal tissue, the axial and appendicular skeletons, with articulations. Course is presented in a weekend intensive format. Laboratory included.

**HSC 1100L Anatomy and Physiology I – Laboratory Only** 1.5

This is only the laboratory portion of Anatomy and Physiology I and should not be taken by anyone intending to complete any course in the Anatomy and Physiology series. Using anatomical models and histology slides, this laboratory course will cover topics including: cellular and tissue organization and structure, the integumentary system, mitosis and meiosis; skeletal tissue, the axial and appendicular skeletons, with articulations. Not intended for students planning to take the full Anatomy and Physiology series. Laboratory-only courses are intended for students who only need to fulfill a laboratory requirement for a specific course.

**HSC 1110 Anatomy and Physiology II** 6

This course builds on the previous course in the series and begins addresses: Support and Movement —muscle tissue and groups; Control Systems - nervous tissue and the central nervous system (including the brain and cranial nerves), and the sensory, motor and integrative systems; Maintenance - the respiratory and digestive systems. Course is presented in a weekend intensive format. Prerequisite: Anatomy and Physiology I. Laboratory included.

**HSC 1110L Anatomy and Physiology II – Laboratory Only** 1.5

This is only the laboratory portion of Anatomy and Physiology II and should not be taken by anyone intending to complete any course in the Anatomy and Physiology series. Using anatomical models and histology slides, this laboratory course will cover topics including: muscle tissue and groups, nervous tissue, the central nervous system (including the brain and cranial nerves), the sensory, motor and integrative systems, the respiratory system, and the digestive system. Not intended for students planning to take the full Anatomy and Physiology series. Laboratory-only courses are...
intended for students who only need to fulfill a laboratory requirement for a specific course.

**HSC 1300 Microbiology I**  
This series of courses will study microorganisms of the environment, including disease producing organisms, their actions, detrimental effects, and their reactions. Microbiology I will cover: an introduction to cells and prokaryotic cell structure and function; microbial metabolism; microbial genetics; nonspecific host defenses; adaptive, specific immunity and immunization; disorders in immunity; elements of microbial nutrition, ecology, and growth; and diagnosing infections. Prerequisite: At least one college level class in both chemistry and biology. Course is presented in a weekend intensive format. Laboratory included.

**HSC 1300L Microbiology I – Laboratory Only**  
This is only the laboratory portion of Microbiology I and should not be taken by anyone intending to complete any course in the Microbiology series. The laboratory experiments for Microbiology I cover the basic skills in isolating, culturing, staining, and identifying microbial organisms. In addition, the effects of antibiotics and other chemical agents on microbes will be explored. Not intended for students planning to take the full Microbiology series. Laboratory-only courses are intended for students who only need to fulfill a laboratory requirement for a specific course. Prerequisite: At least one college level class in both chemistry and biology.

**HSC 1400 General Chemistry I**  
This course will cover the basic tools of chemistry: atoms, molecules, and ions; chemical reactions; stochiometry; thermochemistry; gases and their behavior; the structure of the atom; atomic electron configurations; chemical periodicity; atomic structure and electron configurations; and theories and models of chemical bonding. Course is presented in a weekend intensive format. Prerequisite: At least one college level class in mathematics or equivalent. Laboratory included.

**HSC 1400L General Chemistry I – Laboratory Only**  
This is only the laboratory portion of General Chemistry I and should not be taken by anyone intending to complete any course in the General Chemistry series. Concepts addressed by the laboratory experiments include: chemical reactions; stochiometry; thermochemistry; chemical properties and periodicity; and molecular shape. Prerequisite: At least one college level class in mathematics or equivalent. Not intended for students planning to take the full General Chemistry series. Laboratory-only courses are intended for students who only need to fulfill a laboratory requirement for a specific course.

**HSC 2120 Anatomy and Physiology III**  
The final course in the series will study: Maintenance – the cardiovascular system (including the heart, blood vessels and hemodynamics), the lymphatic system and immunity, the endocrine system, the urinary system, fluid, electrolyte, and acid-base homeostasis, the reproductive systems, and special senses; Continuity - metabolism and nutrition. Course is presented in a weekend intensive format. Prerequisite: Anatomy and Physiology II. Laboratory included.

**HSC 2120L Anatomy and Physiology III – Laboratory Only**  
This is only the laboratory portion of Anatomy and Physiology III and should not be taken by anyone intending to complete any course in the Anatomy and Physiology series. Using anatomical models and histology slides, this laboratory course will cover topics including: the cardiovascular system (including the heart and blood vessels), the lymphatic system, the endocrine system, the urinary system, the reproductive systems, and special senses. Not intended for students planning to take the full Anatomy and Physiology series. Laboratory-only courses are intended for students who only need to fulfill a laboratory requirement for a specific course. Prerequisite: Anatomy and Physiology II.

**HSC 2300 Microbiology II**  
The second course in the series, Microbiology II will address: viruses and infectious diseases; eukaryotic cells and microorganisms; medical parasitology; medical mycology; emerging infectious diseases; infectious diseases and special environments; public health and prevention of infectious diseases; and epidemiology and special problems with special patients. Course is presented in a weekend intensive format. Prerequisite: Microbiology I. Laboratory included.

**HSC 2300L Microbiology II – Laboratory Only**  
This is only the laboratory portion of Microbiology I and should not be taken by anyone intending to complete any course in the Microbiology series. The Microbiology II experiments expand on basic microbial laboratory techniques to examine: clinical bacteriology, food and water microbiology, and eukaryotic microbial organisms (such as fungi and parasites). Not intended for students planning to take the full Microbiology series. Laboratory-only courses are intended for students who only need to fulfill a laboratory requirement for a specific course. Prerequisite: Microbiology I.

**HSC 2400 General Chemistry II**  
This course builds on the previous course in the series and addresses: intermolecular forces, liquids, solids; solutions and their behavior; chemical kinetics; chemical equilibrium; acids and bases; buffers and titrations; solubility and complexation; chemical thermodynamics; and basic electrochemistry. Laboratory participation required.) Course is presented in a weekend intensive format. Prerequisite: General Chemistry I. Laboratory included.

**HSC 2400L General Chemistry II – Laboratory Only**  
This is only the laboratory portion of General Chemistry II and should not be taken by anyone intending to complete any course in the General Chemistry series. The experiments in this laboratory course explore topics including: intermolecular forces and colligative properties, chemical kinetics, chemical equilibrium, acids and bases, buffers, and chemical thermodynamics. Not intended for students planning to take the full General Chemistry series. Laboratory-only courses are intended for students who only need to fulfill a laboratory requirement for a specific course. Prerequisite: General Chemistry I.

**HSC 2500 Organic Chemistry I**  
This course explores the structure and reactions of carbon-based compounds with a focus on: alkanes, alkenes, and alkynes; cyclic carbon structures; stereochemistry; and aromatic compounds.
Course is presented in a weekend intensive format. Prerequisite: one year of general chemistry. Laboratory included.

**HSC 2500L Organic Chemistry I – Laboratory Only 1.5**

This is only the laboratory portion of Organic Chemistry I and should not be taken by anyone intending to complete any course in the Organic Chemistry series. This laboratory course focuses on basic skills in purification and isolation of organic molecules as well as in the determination of physical properties useful in identification. The experiments also begin to explore the characteristic reactions of specific organic functional groups. Not intended for students planning to take the full Organic Chemistry series. Laboratory-only courses are intended for students who only need to fulfill a laboratory requirement for a specific course. Prerequisite: one year of general chemistry.

**HSC 2510 Organic Chemistry II 6**

The second course in a series, organic chemistry II continues with discussions about: alcohols and ethers; phenols and quinones; aldehydes and ketones; carboxylic acids and their derivatives; amines; carbohydrates; lipids; and amino acids, proteins, and nucleic acids. Course is presented in a weekend intensive format. Prerequisite: Organic Chemistry I. Laboratory included.

**HSC 2510L Organic Chemistry II – Laboratory Only 1.5**

This is only the laboratory portion of Organic Chemistry II and should not be taken by anyone intending to complete any course in the Organic Chemistry series. This laboratory course focuses on characteristic reactions of specific organic functional groups. Experiments also continue to develop techniques in synthesis, isolation, and purification, leading to characterization of the organic molecule. Not intended for students planning to take the full Organic Chemistry series. Laboratory-only courses are intended for students who only need to fulfill a laboratory requirement for a specific course. Prerequisite: Organic Chemistry I Lab inclusion.

**HSC 2600 Physics I 6**

This course focuses on mechanics and covers the following topics: motion in one and two dimensions; Newton’s laws; statics; work, energy, and power; equilibrium and momentum; waves and sound; thermodynamics; and properties of solids and fluids. Course is presented in a weekend intensive format. Prerequisite: At least one college level class in mathematics or equivalent. Laboratory included.

**HSC 2600L Physics I – Laboratory Only 1.5**

This is only the laboratory portion of Physics I and should not be taken by anyone intending to complete any course in the Physics series. The experiments in this laboratory course focus on mechanics and explore: forces and vectors, gravity, motion and friction, and torque. This course will also emphasize proper methods for treatment of error in measurements. Not intended for students planning to take the full Physics series. Laboratory-only courses are intended for students who only need to fulfill a laboratory requirement for a specific course. Prerequisite: At least one college level class in mathematics or equivalent.

**HSC 2610L Physics II – Laboratory Only 1.5**

This is only the laboratory portion of Physics II and should not be taken by anyone intending to complete any course in the Physics series. This laboratory class focuses on the properties of materials, including: density, heat capacity, phase changes, and thermal expansion. Experiments will also cover resistance and conductance in basic electronic circuitry and reflection/refraction in mirrored systems. Not intended for students planning to take the full Physics series. Laboratory-only courses are intended for students who only need to fulfill a laboratory requirement for a specific course. Prerequisite: Physics I.

**UPPER DIVISION COURSES**

**HSC 3010 Biology of Humans 4**

This course provides an introduction to molecular, cellular and systems biology. Emphasis is placed on relating knowledge to the interrelationship of these systems and to the nature of disease. Exploration is given to the interdependence of human biology and the environment and the factors that may have an impact on disease. This course includes a lab and provides a firm foundation for further study in the biomedical sciences. This course may be applied toward the lower-division general-education science breadth requirements. Corequisites: COR 3100.

**HSC 3100 Introduction to Living Systems 4**

The basic concepts of systems theory as they relate to life processes are explored including both the dynamics and the levels of complexity in natural and artificial systems and the interdependence of microscopic and macroscopic orders. Special emphasis is given to consciousness, self-replication, and self-regulation via feedback that introduces concepts such as Autopoiesis and bifurcation points. This course may be applied toward the lower-division general-education science breadth requirements. Corequisites: COR 3100, COR 3146.

**HSC 3110 Anatomy and Physiology: Dynamic Living Systems Perspective 4**

This course explores the structure and function of the human body from a dynamic systems perspective. A traditional overview of all body systems and anatomical features will be presented. Additionally, the course will explore the intersection of anatomy and physiology systems with the wellness and psycho-emotional dimensions of embodiment. A variety of visual, auditory, and kinesthetic learning methods will be utilized to facilitate optimum retention and practical application of primary terms and concepts. Prerequisite: COR 3100.

**HSC 3145 Critical Review and Writing in the Health Sciences 4**

This course focuses on the development of research and writing skills appropriate for scholarly communication in the broad field of public health sciences. Broadly these skills include (but are not limited to) understanding how to research the public health literature and the ability to demonstrate scientific writing that
conforms to the disciplinary expectations. Assignments include essays, article critique, a literature review, and scholarly communication. Corequisite: HSC 4105.

**HSC 3300 Mind, Body, Spirit and Healing** 4

In a lecture, discussion, and experiential format, the following topics will be explored: foundations and practices of mind-body medicine, neuroscience and healing, guided imagery as a transformational tool, psychology and illness, the role of creativity in health and healing, emotions and health, breathing, movement, mindfulness, and somatic awareness.

**HSC 3305 Biology and Consciousness** 4

This course provides an introduction to the nature, origins, contents, and theories of consciousness. Biological foundations of perception, awareness, and consciousness will be emphasized. The course will consider the phenomenology and causation of normal and pathologic consciousness. Corequisites: COR 3100.

**HSC 3320 The Soul of Caregiving** 1-4

In a lecture, discussion, and experiential format, the following topics will be explored: the challenges and rewards of care-giving, self-care, avoiding burnout, stress management, communication skills for caregivers, boundaries, emotional dilemmas, interpersonal challenges, and the psycho-spiritual dimensions of illness. Corequisites: COR 3100.

**HSC 3500 Sustainability** 4

Through case-study analyses, this course critically examines key issues facing modern society. Factors such as energy conversation and usage, water resources, pollution, and new technologies will be discussed in light of political and social contexts. Students are encouraged to think critically through the lens of public health sciences as they explore and examine environmental sciences, social-ecology, psychology, politics and economics relative to sustainable health among culturally diverse populations operating in a global economy. Prerequisites: HSC 4105, HSC 4315. Corequisite: COR 3300, COR 3303.

**HSC 4100 Introduction to Epidemiology** 4

Designed to provide an exploration of the basic principles of epidemiology, students learn how to identify and describe problems, formulate research hypotheses, select appropriate research study designs, and apply the results to prevent and control disease and health-related events. Students come away with a solid foundation of basic causal theory for identifying determinants of adverse health-related states or events and will gain a better understanding of the biological principles underlying the natural cause of disease. Corequisite: COR 3100.

**HSC 4105 Introduction to Public Health Sciences** 4

This course provides a population prospective on the determinants of health and disease and the tools available to protect and promote health. Options for intervention are explored including use of the health care system, the public health system, and society-wide systems such as laws and taxation. Through case studies, vignettes, and extensive examples, students learn to apply frameworks for thinking about the issues of public health and gain an understanding about the health sciences. Corequisite: COR 3100.

**HSC 4117 Race, Class, Gender and Health Disparities** 4

Health continues to be an asset associated with higher education, employment, access to preventive health services and the timely adequate provision of health care services. However, racial/ethnic and gender disparities in health persist even after controlling for the beneficial effects of, and advantage conferred by, education and economic well-being. This course explores socio-political, historical, economic, environmental, and cultural factors to elucidate the influence they may have on the development and perpetuation of health inequalities. Prerequisites: HSC 3145, HSC 4315. Corequisite: COR 3300, COR 3303.

**HSC 4120 PsychoSpiritual Dimensions of Illness and Healing** 1-4

Through lecture, discussion and experiential format the experience of illness and healing are explored with a focus on the spiritual dimensions of healing. Corequisites: COR 3100, COR 3146.

**HSC 4150 Cancer, Health and Politics** 4

This course studies the complicated political and social forces that shape the research and treatment of cancer. The course addresses concerns of cancer risk and explores both conventional and alternative approaches to understanding cancer causes and control. Corequisites: COR 3100, COR 3146.

**HSC 4200 Practicum A: Social-Ecology of Health in Global and Community Populations** 4

Practicum A, is Part 1 of a two-part course sequence. The Practicum considers the complex interplay between the individual, community, and societal-level factors relative to addressing health disparities and inequalities in health outcome in global and community populations. Students examine the multiple effects and interrelatedness of social elements in society and in the environment as mediators of health along a continuum. In Practicum A, students begin the process of developing a Social-Ecological Assessment, which will include conducting and organizing a literature review, conducting field observations, and working with community-partners, collecting and/or analyzing other forms of data to elucidate the unmet health care needs of a selected population Prerequisite: HSC 4117.

**HSC 4205 Practicum B: Social-Ecology of Health in Global and Community Populations** 4

In this two-quarter Practicum course sequence, students will develop a Social-Ecological Assessment which will include conducting and organizing a literature review, conduct field observations and working with community-partners, collect other forms of data to elucidate unmet health care needs in a selected population. In Practicum Part B, students complete the data collection process, organization, code and analyze data, write up
results and present the findings of their Social Ecological Assessment. The outcomes of the assessment is shared with the community-partner agency. Prerequisites: HSC 4200

HSC 4215 Genetics: Living with Our Genes 4

This course examines the promises and challenges of genetic engineering to provide better crops, prevent incurable diseases, and perhaps even extend life. The course looks at basic genetics, cloning, and forensic science. The prospects of molecular biology are evaluated in the context of ethical judgments. Corequisites: COR 3001, COR 3100.

HSC 4217 Addiction, Health and the Community 4

Addiction, Health and Community is an interdisciplinary and integrative course for understanding and developing a broader repertoire of the social construction of chemical dependency, and progressive modalities for community health advocacy and healing. Aspects of drug pharmacology and comparative studies of other global communities are also included. These issues will be examined through readings, participatory discussions, film, case studies, small group work experiences, and a final collaborative project. Corequisites: COR 3001, COR 3100.

HSC 4220 Bioethics: Ethical Issues in Modern Medicine 4

As technology increases our ability to intervene in the course of natural events, the question arises as whether we ought to. Beyond the conventional wearing of eyeglasses or using a cane or hearing aid, we enter the problematic realm of xenogenic organ transplantation, animal experimentation, mechanical prosthesis, cosmetic surgery, gene manipulation, in vitro fertilization, surrogacy, life extension, and euthanasia. Selective breeding and the notion of eugenics has been around for centuries, but now we have the means to effect great change rapidly. This course considers the far-reaching impact of such tampering and also explores potential costs and benefits within the context of fairness and access with a mind to counseling individuals faced with such dilemmas. Prerequisite: COR 3100.

HSC 4223 Evolution of the metaphysical Heart 4

This course is a journey, an exploration of both the physical and metaphysical realms of the heart. The journey includes inquiry into the relationship between intellect and the heart. While students will learn the anatomical and physiological aspects of the heart, they also will experience the heart through the process of exploring the spiritual, emotional and intellectual manifestations of the heart. Students will consider the metaphorical meanings of the heart in health and healing, relationships, ethics and in judgment. Corequisites: COR 3100, COR 3146.

HSC 4227 Health Behavior Theory & Health Education 4

This course examines the theoretical constructs of health behavior theory and explores the intersection between lifestyles and health behaviors as they relate to disease risk and health outcome. Health beliefs are explored in the process of determining ways of understanding what causes people to adopt a healthy lifestyle or change a risky health-related behavior. Corequisite: HSC 4117.

HSC 4230 U.S. Health Care System and Health Policy 4

Health care delivery systems must adjust to social forces in society such as rising expectations, population aging, increasing prevalence of disability and dynamic population changes over time due to immigration. This course provides an introduction to the U.S. health “system” and together we will examine the components and characteristics of the U.S. health care system and explore current issues confronting the system, as well as potential means for resolving these issues. Prerequisite: HSC 4117.

HSC 4233 Nutrition in Living Systems 4

A survey of energy production and use in living systems including the roles of proteins, carbohydrates, lipids, fiber, vitamins, and minerals; the effects of genetic inheritance, age, diet, and lifestyle; and the interaction of diet and the psyche. Corequisite: COR 3100.

HSC 4234 Women’s Health and Social Transformation 4

This course examines the forces that impact women’s lives and women’s health. Students engage a close inquiry of the intersectionalities of the forces - the social, cultural, historical and political forces and systems that shape the lives and health outcomes of women in society. Prerequisites: COR 3100, COR 3146.

HSC 4235 Vulnerable Populations: Health and Social Justice 4

The reasons for health disparities are varied. This course explores the characteristics of vulnerable populations such as ethnicity, urban and rural poor, undocumented immigrants, people with disabilities or multiple chronic conditions, to understand how social forces puts members of these groups at risk for adverse health outcomes. Corequisite: COR 3100.

HSC 4238 Integrative Health Practices and Healing 4

An examination of alternative models of health care including subtle energies, holism, chiropractic, acupuncture, homeopathy, orthomolecular nutrition, kinesthetic therapies, various herbal remedies, lifestyle changes, and a range of hands-on interactive
approaches that enhance the body’s curative powers. Using case studies and recent research, non-Western, new, and ancient modalities will be evaluated as alternatives to current standard methods. Corequisites: COR 3100, COR 3146.

**HSC 4325 Cross-Cultural Dimensions of Human Aging** 4

This course is designed to examine the aging processes seen during both normal and diseased aging and to explore the meaning of aging from a holistic perspective examining meaning within multicultural perspectives. Students apply an integral approach to understanding aging and to addressing the cultural perspectives and challenges associated with aging in the discovery of new possibilities. This approach fosters an understanding of the holistic, person-centered, and dynamic process of health and wellness during the aging process. The implications of aging are considered within the context of a society that is experiencing significant demographic and socioeconomic shifts. Prerequisites: COR 3100, COR 3146.

**HSC 4332 Culture, Illness and Healing** 4

Culture informs everything we do. Our view of health and illness and how we treat illness is culturally constructed. This course explores the intersection between culture, health and illness. Case studies will be used to explore folk medicine from a number of cultures, traditions, and contemporary, western and non-western societies. We will also examine social, historical, and ethical aspects in the application of medical anthropology and end with exploring the future role of biomedicine in a pluralistic global society. Prerequisite: HSC 4117. Corequisites: COR 3100, COR 3146, HSC 4105.

**HSC 4337 Stress and Health** 4

The objective of this course is to understand the most typical physical and psychological causes of stress. The course explores the underlying physiological mechanisms of stress adaptation and how toxic situations first involve maladaptive behaviors that then might manifest as either physical or psychological diseases. Corequisites: COR 3100, COR 3146.

**HSC 4350 Health Literacy in Diverse Populations** 4

This course takes a critical look at the growing field of health literacy. Students explore the multiple meanings of literacy and how limited literacy has been linked to poor health outcomes. This course explores the predominate debates in this arena from a cross-cultural perspective. Prerequisites: COR 3100, COR 3146, HSC 4105.

**HSC 4352 HIV/AIDS and Other Emerging Diseases** 4

This course will present to the student an overview of HIV/AIDS and other Emerging Infectious Disease, not only in the United States, but also internationally. Selected topic in order of significance to public health will be examined, with an emphasis on the epidemiology of the infection and its public health impact, either potential or actual. Prerequisites: COR 3100, COR 3146, HSC 4105.

**HSC 4900 Topics in Health Sciences** 1-4

Topics vary according to curriculum design and integrity as well as instructor and student interest. Course may be repeated for credit with a change of topic. Prerequisites: COR 3100, COR 3146.

**HSC 4995 Independent Studies in Health Sciences** 1-4

Studies and projects to be arranged with the instructor and the program chair. Course may be repeated for credit with a change of topic. Prerequisites: COR 3100, COR 3146, COR 3300, HSC 3145, HSC 4105, HSC 4100.

**HSC 4998 Capstone Seminar in Health Sciences** 3

The Senior Seminar is a discussion-based course and will include significant research and oral presentation of literature by all participants. The primary outcomes for this course is the preparation of the learning Portfolio and development of the Capstone Proposal. Prerequisites: HSC 4200, HSC 4205. Approval of Program Chair.

**HSC 4999 Capstone in Health Sciences** 4

The Senior Capstone provides students the opportunity to thoroughly examine a defined area of research of their choice relevant to the health sciences discipline. In the Senior Capstone thesis paper students demonstrate a synthesis of knowledge within their discipline building from the portfolio presented in the Senior Seminar. Students present their research in both oral and written formats. The Senior Thesis paper must demonstrate a depth and synthesis of knowledge appropriate for candidates for the Bachelor of Arts in Health Sciences. Prerequisites: COR 3300, HSC 3145, HSC 4100, HSC 4200, HSC 4998, Approval of Chair.

**HSC 4999A Capstone A** 2-4

This course is provided for students that need additional time to fulfill requirements of the Capstone in Health Sciences. In this course, students will receive additional academic support and opportunity to concentrate on rewriting, editing and generally polishing their senior thesis paper in preparation for final submission. The final grade will be submitted on completion of the required work. Prerequisite: HSC 4998, HSC 4999. Approval of Chair.

**LAW ENFORCEMENT LEADERSHIP [LEL] COURSES**

**LEL 3101 Principals of Administration & Law Enforcement** 4

The course addresses administrative functions that are use for solving practical problems, comprehending a network of local, regional, state, and federal agencies and programs; operating procedures and systems within agencies and organizations; and information management. Discussion will differentiate between the public domain and law enforcement operations, including public relations. Online.

**LEL 3200 Change Management: Contemporary Civic & Public Leadership** 4

This course examines the historical roots of change in society and its acceleration over time. Students will be able to identify the origins of change management models, and analyze different change efforts in terms of key change criteria. Students will determine similarities and differences among the various change management models, and analyze leadership requirements to balance change in the organization. Students will apply models of change to short-term and small-scale change as well as long-term, large-scale change. Students will assess resistance to change and develop useful
strategies to overcome resistance to change in the organization. Students will develop a plan for managing change, e.g., roles and responsibilities, customizing to the culture, and cultivating buy-in. Online.

**LEL 3201 Organizational Structure, Culture, Politics, and Change**

Students will demonstrate a vision of ethical, cultural sensitivity, social justices, and service to the community. The course presents a historical, theoretical, and practical application to current programs, i.e., community policing, problem focused enforcement, community courts and correction. The student will become familiar with law enforcement providers, public service providers and other government providers and services. Online.

**LEL 3202 Introduction to Budgeting and Financial Management**

This introductory course addresses the concepts and methodologies of financial accounting and organizational finance. The course provides practical application for comprehending and preparing accounting statements, reports, and financial budgets. Additionally, the course provides an overview of the financial decision-making process in organizations. Prerequisite: BUS 3180 or Equivalent. Online.

**LEL 3203 Advanced Budgeting and Financial Management**

This advanced course addresses the concepts and methodologies of managerial accounting and financial management. The course provides practical application for analyzing the financial condition of the organization and developing methodologies to improve efficient and effective operation of the organization. Additionally, the course provides a detailed synopsis of financial decision-making within organizations. Prerequisite: LEL 3202. Online.

**LEL 4100 Introduction to Organizational Problems and Issues in Law Enforcement**

This course provides an introduction and overview of law enforcement administration. The course will concentrate upon administration issues, i.e., organizational theory, personnel-selection, training, decision-making, change management, and other organizational issues. Online.

**LEL 4300 Advanced Study of Organizational Problems and Issues in Law Enforcement**

This course presents an advanced comprehensive management perspective and overview of contemporary issues and problems associated with the criminal justice system. The course provides an in-depth examination of current and vital issues in criminal justice, i.e., current research trends, policy development, implementation, and review, liability issues, personnel matters, as well as political and ethical obligations involving social justice. Prerequisite: LEL 4100. Online.

**LEL 4995 Capstone: Law Enforcement Leadership Project**

This course provides the students the opportunity to integrate and apply learning from their professional studies in a comprehensive manner. Students will reflect on their personal and professional growth. Ethics, decision-making, and application of course work will be applied to law enforcement case study. Both primary and secondary research will be included in the project. Prerequisites: Completion of all required Core and LEL courses. Online.

**LEGAL STUDIES [PLS] COURSES**

**PLS 3001 Introduction to Law**

This course provides students with an overview of the American legal system and introduces students to various legal fields and topics. Legal vocabulary and legal writing will be emphasized. This course will also provide an overview of the role of paralegals in a work environment while concentrating on the various regulations and ethical guidelines governing the work of paralegals.

**PLS 3002 Legal Research**

This course provides an introduction to legal research. It is designed to provide the student with a comprehensive knowledge of research materials and tools including giving the student a working knowledge of the use of primary and secondary sources with emphasis on research strategies. Students will learn how to locate sources of law, the use of proper citation method, how to Shepardize case law, and research codes and statutes. This course will also focus heavily on the use of computer-assisted legal research. Prerequisite: PLS 3001.

**PLS 3003 Legal Writing**

This course is the advanced writing course, reinforcing the art of analyzing legal problems, writing clear and concise legal memoranda and briefs. This course will emphasize the writing component of the paralegal profession by requiring the student to research various legal problems and communicate their findings in their proper written format. Prerequisite: PLS 3002.

**PLS 3004 Legal Ethics**

This course provides an overview of the legal ethics facing paralegals today. This course will extensively cover the ethical rules governing paralegals developed by the American Bar Association in conjunction with the various local and state regulations pertaining to the professional work of paralegals. Emphasis will be placed on the evaluation of real-life ethical dilemmas encountered by paralegals in the workforce.

**PLS 3005 Tort Law**

This course will introduce the student to the broad area of civil tort law including negligence, intentional torts, strict liability, product liability, and nuisance. Privileges and defenses to various torts will also be introduced. Students will acquire the knowledge to define and evaluate tort law to specific factual situations.

**PLS 3006 Contract Law**

This course is designed to introduce the student to the area of contract law. Contract information will be emphasized along with evaluation of contract disputes, discharge of performance and resulting damages, and the various remedies available for breach of contract.

**PLS 3007 Property Law**

This course will provide an overview of real property law. Students will be introduced to the various causes of action and defenses
surrounding basic real property disputes, along with the types of remedies available.

PLS 3008 Litigation I  4
This course is designed to introduce the student to civil litigation in federal and state courts. The rules of civil procedure will be the focus, with emphasis in the drafting of complaints, answers, and motion practice. Students will be responsible for the drafting of numerous legal documents by way of practical exercises. Additionally, this course will provide students with various interviewing and investigating skills relevant to paralegal work in a law office setting.

PLS 3009 Litigation II  4
This course covers evidence, discovery, trial preparation, trial practice, appeals, and non-judgment matters. Students will continue building expertise in drafting legal documents and will develop skills in organizing documents and preparing for trial including the use of technology.

PLS 3010 Legal Technology Applications and Management  4
This course is designed to introduce students to various types of technology often used in legal environments. The student will interact directly with the technology throughout the course. The student will be exposed to the management of a law office, including software utilized by firms.

PLS 3011 Capstone  1
This is the capstone course for the Paralegal Certificate Program. Students will use their skills and knowledge acquired throughout the curriculum to interview clients, prepare pleadings and discovery, and perform legal analysis through the drafting of legal memoranda.

PLS 3015 Wills, Trusts & Estate Planning  4
This course will introduce the student to the concepts and principles of estate planning with emphasis on the drafting of wills and trusts.

PLS 3019 Bankruptcy Law and Creditor's Rights  4
Students will be introduced to bankruptcy law and procedure. Emphasis will be placed on forms utilized in bankruptcy court under chapters 7, 13, and 11. In addition, the rights of creditors will be explored including garnishments and other judicial attachments.

PLS 3021 Real Estate Law  4
This course will provide an introduction to real estate law including property rights, property, contracts, land ownership and sale, recording of deeds, principles of leasing agreements, and other real estate concepts. Emphasis will be placed on working a real estate file from the drafting of real estate documents from inception through closing.

PLS 3023 Criminal Law  4
This course is designed to introduce the student to the area of criminal law along with the roles and responsibilities of paralegals working in the private and public sector of criminal law. Criminal procedure is the focus with emphasis placed on pre-trial investigation techniques, pre- and post-trial criminal motions, trial preparation, and criminal appeals.

PLS 3025 Business Organizations/Corporations  4
This course will provide the student with the introduction to the formation, operation, and dissolution of various kinds of business organizations including the different types of corporations, sole proprietorships, and partnerships.

PLS 3027 Family Law  4
This course will introduce the student to the broad area of family law including the fundamental principles underlying the marital relationship, dissolution, child custody, and support. Students will learn how to become an effective paralegal in a family-law practice by the drafting of the various documents relating to domestic relations.

PLS 3029 Civil Evidence  4
This is a survey course designed to examine the basic principles of evidence in the civil trial arena. This course will focus on both the federal and California rules of evidence as well as the application of those rules in the civil trial process.

PLS 3031 Intellectual Property  4
This is a survey course of the principal types of intellectual property—trade secrets, patents, copyrights, and trademarks—as set forth in federal and state statutes and further defined by case law.

PLS 3033 Public Benefits Law  4
This course examines the law and regulations surrounding our public benefits in both our state and federal government systems. Emphasis is placed on healthcare law, social security, the ADA, welfare, and regulations governing the rights of the elderly.

PLS 3035 Immigration Law  4
This course is a practice-oriented overview of immigration law and procedures. The course will cover the development of US immigration law, policy and procedures, and focus on legal terminology and forms utilized in immigration practice.

PLS 3037 Environmental Law  4
This is a survey course that will give students a broad, practical understanding of some important Federal and State environmental statutes and case law. The course is designed to introduce students to the fascinating variety of important environmental challenges addressed by environmental laws, the difficult policy issues surrounding environmental problems and the legal complexities of environmental regulatory and administrative schemes. The course will explore the practical considerations in regulating air and water usage and its impact on human life and animal life and the roles of the government, business owners and private citizens in accomplishing the goals of the Legislature.

PLS 3040 Internship  3
This course will provide the student an opportunity to gain practical paralegal work experience in an office environment. The student must work a certain number of hours in the office environment under the supervision of an attorney or experienced paralegal. (Note: Students are strongly encouraged to take an internship as one of their three). There is also a classroom component to this course, offering advice in resume writing, interview skills, and issues of employability.
**PLS 3042 Skills Workshop**  1  
This one-unit workshop focuses on resume writing, interview skills, and job readiness. Additionally this course covers the practical aspects of working in a legal environment, including law office protocol and management via panel discussions and practical exercises designed to better prepare the student for work within the legal profession. This course is required concurrently for all students taking PLS 3040.

**PLS 3105 Jurisprudence**  4  
This course studies the nature, purpose, and philosophy of law. It provides the student exposure to the roots of law historically and places the legal system in perspective by examining its antecedents in religion, sociology, and philosophy.

**PLS 3107 History of the US Since WWII**  4  
This course is designed to provide a thought-provoking treatment of the American past, focusing on the latter half of the 20th century, which at least one historian has called the age of extremes. It is intended to put into historical perspective the dominant public events of the times. It comprises an approach to the study of history that seeks to identify possible connections among many factors—the political, social, economic and cultural developments that have shaped and reshaped our society.

**PLS 3109 Constitution, Supreme Court and American Democracy**  4  
This course introduces the student to major constitutional law decisions of the Supreme Court in selected areas and explores the role of the Supreme Court in the American government system and the political impact of its actions.

**PLS 3111 Law and Social Justice**  4  
This is a survey course examining the civil rights of the various groups studied including people of color, people with disabilities, and gays and lesbians. Sexual discrimination against both women and men will be studied as well.

**PLS 3113 Social, Cultural & Political Issues in Business**  4  
This course addresses the interaction of law and business and the societal issues that must be a part of successful and responsible business activities.

**LIBERAL STUDIES [LIB] COURSES**

**LIB 3300 Social Systems and Policies Around the World**  4  
This course compares social systems and policies around the world and examines challenges to and strategies for furthering local, national, and global change that is sustainable.

**LIB 3303 World Literature**  4  
This course is a historical survey of novels, poems, stories, and essays from around the world from classic texts to contemporary ones. Students examine these literary texts in historical, cultural, and authorial context.

**LIB 3405 World Religions**  4  
This course surveys the major religions of the world, including: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. It focuses on worldviews, teachings, and the nature of mysticism.

**LIB 33415 Ethics and Social Values Around the World**  4  
This course introduces basic concepts of ethical assessment through direct application of ethical concepts to challenging issues facing society today. Different ethical systems from the East and the West are compared. Ethical systems and social values applicable to a global society are explored. Course may be applied toward the lower-division general-education humanities breadth requirement.

**LIB 4100 Consciousness, Creativity, and Transformation**  4  
This course examines the nature and structure of consciousness, creativity, and transformation at the individual and collective levels. Students consider the implications and applications for psychology, healthcare, and business.

**LIB 4115 Global Economy and Sustainability**  4  
This course examines basic concepts in micro- and macroeconomics and offers perspectives on today’s global economy. Students in this course investigate economic and environmental sustainability, social equity, and government regulation.

**LIB 4117 World Cultures and Art**  4  
Students examine art throughout history as seen from a variety of cultural perspectives. Topics include visual art, architecture, music and dance as well as philosophical and religious concepts from numerous traditions including Greco-Roman, classical Chinese, shamanism, Buddhism, Christianity, and Islam.

**LIB 4119 Global Politics**  4  
This course examines political systems, processes, and policies around the world as well as key global political problems, including environmental and trade issues.

**LIB 4121 History of Science and Technology**  4  
This course is a historical survey of key scientific discoveries, paradigms, and technological inventions, and their impact on society, culture, and the environment.

**LIB 4123 Leadership Models, Theories, and Types**  4  
Students examine various leadership models, theories, and types with a special emphasis on 21st century transformative leadership and sustainable change. Organizational behavior, power, and politics and the challenges facing organizational leaders in a dynamic global society is examined in this course.

**LIB 4125 Organizational Communication**  4  
This course examines the characteristics of effective interpersonal communication, the nature of workplace information flow, and how to design strategic information and communication systems that enable knowledge sharing. Students explore organizational social networking in a digital age.
LIB 4127 Engagement and Collaboration 4
This course explores strategies to build engagement and collaboration in teams, organizations, partnerships, communities, and networks.

LIB 4129 Change and Conflict Management 4
Students explore concepts in conflict, crisis, change, and negotiation that are relevant to working in teams, organizations, and partnerships. Various approaches to initiating and managing sustainable change in organizations, networks, communities, and society are reviewed.

LIB 4999 Senior Capstone 4
Students select a social or professional problem which they research and then propose an innovative and sustainable solution. The project must integrate concepts and theories from three or more Liberal Arts disciplines and must involve input from individuals or organizations outside of the university.

PSYCHOLOGY [PYC] COURSES
NOTE: Psychology courses are offered in Pleasant Hill (PYC) and San Jose (PYJ). For simplicity’s sake, all courses listed in this catalog will have the PYC prefix, although they also may be offered as PYJ.

PYC 3000 History of Psychology 4
This course investigates the origins and history of psychology, focusing on key questions, systems, processes, and methods, and how they have influenced contemporary trends. Prerequisites: Course Number PYC 3005.

PYC 3005 Exploring Psychology 4
Students will learn about motivation and learning, neuroanatomy, sensation, perception and motor abilities, sleep emotionality, development, personality and clinical theories, psychopathology, and clinical psychology. Special attention will be paid to the generality of many of these “Western” notions of human behavior to people of different cultures. This course is required for students who have not completed Introduction to Psychology.

PYC 3100 Developmental Psychology 4
This course is an exploration of infant, child, and adolescent behavior and growth within the context of developmental psychology and the human life cycle. Course may be applied toward the lower-division general-education social science breadth requirement.

PYC 3105 Psychology of Adulthood 4
This course provides a study of the psychology of adulthood including individual development, sexuality, marriage, family life, work and career choices, social environment, mind and body interactions, and peak experiences. Course may be applied toward the lower-division general-education social science breadth requirement.

PYC 3110 Aging and Personal Growth 4
Psychophysical processes and personal growth opportunities in aging are considered in a study of meaning and purpose in late adulthood. Issues include dying, grief, loss and transcendence. Course may be applied toward the lower-division general-education social science breadth requirement.

PYC 3115 Death, Dying, and Bereavement 4
Students explore the problems and processes associated with death, dying, and bereavement. Theories of dying and death from psychological and religious perspectives are considered.

PYC 3200 Personality and Psychotherapy 4
Students study the major personality theories and therapeutic applications in clinical psychology, including body-oriented and transpersonal psychotherapies. Theorists include Freud, Jung, Ellis, Perls, and Rogers. Course may be applied toward the lower-division general-education social science breadth requirement.

PYC 3210 Social Psychology 4
This course examines how social factors influence the feelings, beliefs, and behaviors of others. Topics explored include: conformity, mass communication, propaganda, persuasion, social cognition, self-justification, aggression, prejudice, liking, loving, and interpersonal sensitivity. Course may be applied toward the lower-division general-education social science breadth requirement.

PYC 3220 Biological Psychology 4
This course explores the acquisition and processing of sensory information, the neural control of movement, the biological bases of complex behaviors (such as sleep, learning, memory, sex, language, and addiction), as well as the basic functioning of the nervous system. It focuses on the brain’s interrelations with the mind and behavior and how brain malfunctions produce mental disorders.

PYC 3305 Counseling Psychology 4
Course content explores the basic concepts of the helping professions including exercises to integrate practical skills with a conceptual framework. This course is for students who have little or no experience in the field. Course may be applied toward the lower-division general-education social science breadth requirement.

PYC 3310 Group Dynamics 4
This course considers theories and techniques for improving communication in personal and professional situations, including interviewing and counseling methods as well as practical exercises in communication and group dynamics.

PYC 3330 Psychology of Relationships 4
This course explores the psychology of relationships, both the dynamics of healthy relationships and patterns of relationships under stress it examines significant aspects of relationships including codependence and addictive relationships, loving relationships, and relationships in transition. Course may be repeated for credit with a change of topic.

PYC 4000 Community Psychology 4
This course examines how the field of psychology can be applied to the community. Students explore how psychology relates to and can offer help on such issues as the nature of community, community involvement, community organizations, conflict resolution, mediation, and diversity.
**PYC 4005 Learning and Cognition**  
This survey course addresses historical and current theoretical assumptions and approaches to learning and cognition. Special attention is given to the relationship between learning and cognitive process. Topics addressed include operant conditioning, social learning theory, learning styles, perception, memory, problem solving, thinking, and intelligence.

**PYC 4010 Psychological Assessment and Outcomes**  
This course examines the scope and use of various psychological assessment tools including the assumptions, limits, and challenges to psychological assessment. Course material focuses on the construction and evaluation of psycho- logical tests and their performance in clinical situations. Students will be engaged in self-assessment during their learning experience.

**PYC 4020 Emotional Intelligence and Awareness**  
Although emotions have long been considered to be secondary, if not detrimental, to our mental efficiency in finding success in life, mounting evidence demonstrates that thinking is literally impossible without feeling, that it plays an organizing role in thought itself, and that true success is totally dependent upon a highly developed emotional life. EQ is as important as, if not more so than, IQ. This course will examine the evidence and search for practical ways of developing an intelligent heart and a compassionate mind.

**PYC 4200 Jungian Psychology**  
This course examines Carl Jung’s life and works, including the basic structures of Jungian theory, the nature and structure of the psyche, and the four functions of consciousness.

**PYC 4202 Psychology of Religion**  
This course explores psychological perspectives on the nature of religious belief, experience, ritual, values, and spiritual development. We will consider not only the psychological dimensions of religion but also the religious dimensions of the psyche and psychotherapy. Early formulations by James, Freud, Jung, and others are studied as well as subsequent theories by Fromm, Frankl, Fowler, Maslow, Wilber, and others. These perspectives include psychodynamic, phenomenological, existential, humanistic, transpersonal, and experimental approaches. Contemplative exercises will help students to explore their own relationship to religious experiences, ideas, and practices.

**PYC 4203 Humanistic Psychology**  
This course explores the major concepts, theories, techniques, applications, and trends in the field of humanistic psychology, often called the Third Force in psychology. Influenced by humanism, existentialism, and phenomenology, humanistic psychology is fundamentally interested in human capacities and potentials. Humanistic psychology helped to birth the human potential movement, transpersonal psychology, and positive psychology. The course examines the nature of self, love, creativity, spontaneity, play, warmth, ego-transcendence, autonomy, responsibility, authenticity, meaning, transcendental experience, courage, and other topics of vital human interest.

**PYC 4205 Transpersonal Psychology**  
Course material explores the higher and deeper dimensions of human experience. Topics include: the nature, validity, development, and value of these extraordinary experiences from the diverse disciplinary perspectives of psychology, philosophy, sociology, anthropology, and religion. The philosophical and empirical foundations of transpersonal psychology and the transpersonal principles used in counseling are discussed. Theorists include Roberto Assagioli, Ken Wilber, Stanislav Grof, Francis Vaughn, A.H. Almaas, and John Welwood.

**PYC 4207 Integral Psychology**  
This course introduces the five elements of Ken Wilber’s integral theory, including quadrants, levels, lines, states, and types, and examines their relevance to psychology and as a framework for today’s world. Also explores the theories of Jung, Assagioli, Almaas and Grof. Topics include models of consciousness and human development, the relationship of Self/self, and the potential of Integral Psychology to promote personal psycho-spiritual development and social-global change.

**PYC 4209 Spiritual Counseling**  
This course introduces the basic approaches, knowledge, and skills involved in interfaith spiritual counseling. Interfaith spiritual counseling is a companioning process that helps individuals to sense, savor, and integrate the presence and movement of spirit in their lives and to cultivate their spiritual lives. We will study interfaith and cross-cultural perspectives on spiritual experience, examine different approaches to spiritual discernment, discuss the spiritual counseling process, learn contemplative listening skills, explore the nature of prayer, and practice offering spiritual support and guidance.

**PYC 4211 Evolutionary Psychology**  
The course is designed to introduce and critically assess the exciting and often controversial movement of Evolutionary Psychology. The emerging new field of psychology is emphatically interdisciplinary, involving all of the following: evolutionary theory, paleo-anthropology, cognitive psychology, philosophy, ethics, sociology, religion, and political theory. The course will be a focused engagement that will give the student a working familiarity with both the breadth of inquiry and the goals of Evolutionary Psychology.

**PYC 4217 Creativity and Intuition**  
The course explores psychological and spiritual approaches to creativity and intuition. Students examine various theories and research findings as well as experience powerful transformative practices. Practices include: methods for inviting intuitions; techniques for overcoming creative blocks and elaborating insights; meditations that clear, focus and energize the mind; and practices that support intuition and sustain creative activity. Creative thinking, writing, drawing, and living are explored.

**PYC 4218 Healing Stories**  
This course explores how stories and myths powerfully influence our perceptions, desires, values, and behaviors. Indeed, they shape our personal and social identities. By becoming aware of the nature of stories and storytelling, we learn to deconstruct false and disempowering stories and to create truer and more empowering ones. In this course we will examine powerful stories that not only portray the themes of healing and transformation but also have the power to heal and transform us. As bilbao-therapy reveals, when we study the stories of others’ lives, we learn new ways of seeing, valuing, and acting in the world. We will also share stories from our
own lives and experiment with telling our life stories in new and more empowering ways.

**PYC 4219 Neuropsychology**

This course is an introduction to neuropsychology. Neuropsychological assessment is a powerful tool used by both clinical and experimental psychologists to aid in the diagnosis, treatment, and rehabilitation of individuals with various brain disorders. Neuropsychology focuses on identifying the behavioral deficits that arise from brain pathology. This pathology includes diseases such as Alzheimer’s and Parkinson’s as well as other brain related conditions such as stroke, tumors, and head injury. Through this course students will learn about the history of neuropsychology, details of brain anatomy, various neuropsychological assessments, and the examination of behavioral deficits and neuropsychological profiles associated with a variety of brain disorders and brain conditions.

**PYC 4220 Cross-cultural Psychology**

This course explores the major concepts, theories, and research in the field of cognitive psychology, and examines how people perceive, learn, remember, and think about information. Topics include: perception, attention, consciousness, memory, knowledge (rehabilitation, organization, and manipulation), problem solving, reasoning, decision making, language, and intelligence.

**PYC 4221 Abnormal Psychology**

This course explores the definitions, categories, and characteristics of abnormal behaviors from biological, psychosocial, and socio-cultural perspectives. Students examine various treatment concepts while maintaining a sensitivity to cultural constructions of “abnormality.”

**PYC 4222 Cognitive Psychology**

This course explores the major concepts, theories, and research in the field of cognitive psychology. We will examine how people perceive, learn, remember, and think about information. Topics include: perception, attention, consciousness, memory, knowledge (representation, organization, and manipulation), problem solving, reasoning, decision making, language, and intelligence.

**PYC 4223 Writing as a Psychospiritual Tool**

Scientific research has recently documented how putting pen to paper can improve physical health and decrease psychological pain. Writing is also a powerful tool to develop our creativity, access our intuition, and connect with the soul. In a lecture, discussion and experiential format, students will experiment with various writing exercises for emotional healing and spiritual growth. This is not a writing skills class and the sharing of our writing is optional.

**PYC 4225 Psychology of Women**

This course is a study of how major 20th-century theories including feminist, psychoanalytic, Jungian, and transpersonal have addressed women’s psychological issues.

**PYC 4226 Psychology of Men**

Students explore fundamental male issues including father-son and male-female relationships, work, play, and questions of power. Developments in male attitudes toward love, death, the family, and aging are also examined.

**PYC 4229 Somatic Psychology**

The historical foundations of historical psychology are examined as well as how various somatic psychology practices are applied to the development and evolution of the self. The course reviews somatic understandings of topics such as anxiety, excitement, stress, and personal development. Understanding emotional expression, family systems, family interaction patterns, and self development as somatic issues are examined. Discusses body practices such as work with breath, movement, gesture, and guided self-experience. This work can be applied clinically, socially, and personally.

**PYC 4235 Psychosynthesis: Principles and Practice**

The course curriculum covers the basic concepts and techniques of psychosynthesis including presence and the art of guiding, sub-personality work, imagery, and identification and dis-identification.

**PYC 4237 Kabbalah and Psychology**

Kabbalah (Jewish mysticism) offers profound psycho-spiritual insights into individual and social consciousness, action and development. In this seminar, we examine key Jewish mystical ideas and practices and discuss their relevance to contemporary psychology and spirituality. We explore the Kabbalists’ experience of an androgynous divinity, the mapping of God’s creative androgynous powers onto human beings, and their evolutionary view of the unfolding self and cosmos. We also experience some of their transformative and healing practices: prayers, blessings, rituals, songs, chants, meditation. Comparisons are made with other spiritual traditions. No knowledge of Judaism is needed.

**PYC 4241 Healing and Transformation through Poetry**

This course explores how reading, studying, and writing poetry can catalyze profound healing, growth, and transformation. We examine powerful poems by William Wordsworth, Emily Dickinson, Langston Hughes, T.S. Eliot, Maya Angelou, and other master poets. Students also have the opportunity to write their own poems.

**PYC 4243 Choice, Empowerment and the Body**

Through somatic understanding and practices, we can shift away from reactive and conditioned responses. When present, grounded, and centered in our bodies, we are empowered to make conscious choices. Students will learn the benefits of being centered and discover how to apply this principle in their daily lives. In a lecture and experiential format, students will learn about the wisdom of the body and ways of integrating somatic awareness, a key to living more fully in the present.

**PYC 4302 Psychology of Organizations**

This course presents an overview of the field of organizational psychology. Topics include organizational culture, leadership and management, group dynamics, conflict and negotiation, empowerment and coaching, and work stress.

**PYC 4995 Independent Study in Psychology**

Students design studies and projects in conjunction with the instructor and the program chair. Course may be repeated for credit with a change of topic.
PYC 4999 Senior Capstone 4
This culminating course offers students the opportunity to integrate and apply their knowledge and understanding of major psychological concepts, theories, techniques, research findings, and practices. A significant topic will be explored from the multiple perspectives of the major subfields of psychology.

UNDERGRADUATE TRANSFER COURSES

The following courses follow a semester calendar, and all units listed are semester credits. These courses are offered primarily in Sri Lanka through partnership with American National College (ANC) through American Education Centre LTD. Course syllabus, outcomes and metrics are fully reviewed and compliant with JFK University's educational standards.

ART 2210 Art History and Appreciation 3
This course provides students with the conceptional knowledge and fundamental experience with the elements and principles of design in the visual arts. It provides a selective overview of the arts from different cultures and periods. No prior knowledge is necessary for this course. The first part of the course provides a focus on introduction to the vocabulary and various media of art. The second half of the course will focus on the theoretical historical highlights of the world of art history. This course is offered primarily in Sri Lanka.

BIO 1540 Biology I with Lab 5
This is an introductory course in scientific thinking, classification and explanation of the natural processes of life. Students will gain a broad perspective on the field of biology to establish a foundation for further study in biology, including discussion of: basic cellular biology, heredity, ecology, biological diversity, and evolution. (Laboratory participation required.) This course is offered primarily in Sri Lanka.

BIO 1620 Biology II with Lab 5
This course will cover the chemistry of cellular functions by exploring cellular structure, energy flow, and information flow in cells. Topics include: bioenergetics; enzymes; membranes and membrane transport; glycolysis and fermentation; aerobic respiration; photosynthesis; the cell cycle; the genetic code and transcription; protein synthesis; and the regulation of gene expression. (Laboratory participation required.) Prerequisite: Biology I. This course is offered primarily in Sri Lanka.

BIO 2000 Anatomy and Physiology 3
This course explores the structure and function of the human body from a dynamic systems perspective. A traditional overview of all body systems and anatomical features will be presented. Additionally, the course will explore the intersection of anatomy and physiology systems with the wellness and psycho-emotional dimensions of embodiment. A variety of visual, auditory, and kinesthetic learning methods will be utilized to facilitate optimum retention and practical application of primary terms and concepts. This course is offered primarily in Sri Lanka.

BIO 2500 Introduction to Genetics 3
The course examines the promises and challenges of genetic engineering to provide better crops, prevent incurable diseases, and perhaps even extend life. The course looks at basic genetics, cloning, and forensic science. The prospects of molecular biology are evaluated in the context of ethical judgments. This course is offered primarily in Sri Lanka.

BUS 1009 Financial Accounting I 3
This course is an introduction to bookkeeping procedures: emphasis on the development of skills for both cash and accrual methods of recording, including adjusting and closing entries, cash controls and bank reconciliation, coverage of accounting systems, internal control procedures and procedures for completion of an accounting cycle. This course is offered primarily in Sri Lanka.

BUS 1010 Financial Accounting II 3
This course continues coverage of the fundamental principles of accounting, how financial data is accumulated and reported, and the uses and limitations of financial data. Introduction is made to the investing and financial cycles of a service and merchandise business, including the acquisition for sale of long-term assets (property, plant and equipment, intangible assets and investments), interest-bearing debt, and equity. This course emphasizes the corporate form of business and includes equity. The course emphasizes the corporate form of business and includes coverage of partnerships. Course content also includes the preparation of the statement of cash flows and financial statement analysis. The course will include the use of spreadsheets for problem solving and analysis, and analysis of company's financial statements. Students will be introduction to software for accounting and reports. Prerequisite: BUS 1009. This course is offered primarily in Sri Lanka.

BUS 2220 Microeconomics 3
This course of study introduces basic economic concepts, principles and issues of scarcity and unlimited wants. The central theme of this course is to understand how markets solve fundamental economic problems through efficient allocation of resources. It emphasizes a good understanding of the element of market economy and how decisions by market agents--firms, individuals, government and society--work in a trade-off. This course is offered primarily in Sri Lanka.

BUS 2221 Macroeconomics 3
This course is an introduction to economic theory and analysis with emphasis on monetary and fiscal policy. Topics include: gross domestic product, business cycles, inflation, recession, the Keynesian model of unemployment, money and the Federal Reserve System. In this broad introductory survey, special attention is given to the role of economic principles in analyzing and understanding current economic problems. Emphasis is placed on examining the functioning of the economy, and on dealing with such matters as unemployment, inflation and recession. This course is offered primarily in Sri Lanka.

BUS 2250 Principles of Management 3
This course explores management theory and practice as both science and art. Students will understand why organizations need managers and will be able to articulate the various functions of management. This course is offered primarily in Sri Lanka.

BUS 2275 Principles of Marketing 3
This course studies the application of marketing as an integrative process. Students will learn about analysis of markets, planning and
product strategies, and developing a balance in marketing decisions that considers prices, channels of distribution, physical movement of goods, communications, advertising, sales force, and other factors. This course is offered primarily in Sri Lanka.

**CHM 1200 General Chemistry I with Lab**  5

This course will cover the basic tools of chemistry: atoms, molecules, and ions; chemical reactions; stoichiometry; thermochemistry; gases and their behavior; the structure of the atom; atomic electron configurations; chemical periodicity; atomic structure and electron configurations; and theories and models of chemical bonding. (Laboratory participation required.) Prerequisite: At least one college level class in mathematics or equivalent. This course is offered primarily in Sri Lanka.

**CHM 1210 General Chemistry II with Lab**  5

This course builds on the previous course in the series and addresses: intermolecular forces, liquids, solids; solutions and their behavior; chemical kinetics; chemical equilibrium; acids and bases; buffers and titrations; solubility and complexation; chemical thermodynamics; and basic electrochemistry. Laboratory participation required.) Prerequisite: General Chemistry I. This course is offered primarily in Sri Lanka.

**CHM 2210 Organic Chemistry I with Lab**  4

This course explores the structure and reactions of carbon-based compounds with a focus on: alkanes, alkenes, and alkynes; cyclic carbon structures; stereochemistry; and aromatic compounds. (Laboratory participation required.) Prerequisite: one year of general chemistry. This course is offered primarily in Sri Lanka.

**CHM 2220 Organic Chemistry II with Lab**  4

The second course in a series, organic chemistry II continues with discussions about: alcohols and ethers; phenols and quinones; aldehydes and ketones; carboxylic acids and their derivatives; amines; carbohydrates; lipids; and amino acids, proteins, and nucleoproteins. (Laboratory participation required.) Prerequisite: Organic Chemistry I. This course is offered primarily in Sri Lanka.

**CIS 1010 Computer Literacy**  3

This is an introductory course in information processing and fundamental computer concepts. The course is intended for individuals with no previous computing experience or competence. It includes the history of computers, a survey of how computers are used today, the basic components of computers and computer terminology, and laboratory experiences using application software. Included are practical exercises using Microsoft Office application software. Experiences planned for this course include work with PC Operating Systems, word processing, and spreadsheet assignments, power point presentations and database functionality using MS Access. Individuals will explore contemporary computer applications and social implications of computers. This course is offered primarily in Sri Lanka.

**COM 1146 Communication**  3

This course is designed to help students communicate more effectively through a study of the terms, concepts and current theories in the field of communication. Several levels of communication are examined: intrapersonal, interpersonal, nonverbal, small group, intercultural and mass media. Through speech and writing assignments, students have an opportunity to develop their verbal and written communication skills. This course is offered primarily in Sri Lanka.

**ENG 1010A Reading and Composition**  3

Students in this course will read essays and other texts, including short fiction; one longer, significant work; models for writing; writing a sequence of expository essays; introduction to argumentation; and instruction in formulating the thesis. This course is offered primarily in Sri Lanka.

**ENG 1010B Critical Thinking, Reading & Writing**  3

This course continues ENG 101A, including refined applications of format, documentation, the thesis statement, argumentative organization of paragraphs. ENG 101B is devoted to writing arguments on civil rights themes and issues. Students will develop the basic techniques for offering reasons in support of a conclusion and for gathering information to be used in a substantial argumentative research paper. This course is offered primarily in Sri Lanka.

**ENG 2200 Modern World Literature**  3

This course is a comparative introductory study of literature from the 19th-, 20th- and 21st- centuries. A variety of genre are addressed and a focus on the short story as a literary form across cultures, societies, and traditions. Influences of author and audience diversity and background are examined in the context of plot structure, story form, characterization and point of view. This course is offered primarily in Sri Lanka.

**ENG 2900 Technical Writing for Business**  3

Students will study the genres of technical communication for business and will practice writing a variety of documents such as formal and informal reports, letters and resumes, proposals, instructions, descriptions, and specifications. Emphasis is on communicating in the business world. Topics include establishing a clear purpose, analyzing audience, gathering appropriate materials, organizing various kinds of documents, revising and editing, and supplying visual aids. This course is offered primarily in Sri Lanka.

**ENG 2910 Technical Writing for Science and Engineering**  3

Students will study the genres of technical communication for business and will practice writing a variety of documents such as formal and informal reports, letters and resumes, proposals, instructions, descriptions, and specifications. Emphasis is on reading, interpreting and responding to scientific articles. Topics include establishing a clear purpose, interpreting what has already been written about the topic, analyzing audience, gathering appropriate materials, organizing various kinds of documents, revising and editing, and supplying visual aids. This course is offered primarily in Sri Lanka.

**HIS 2130 Human Civilization I**  3

This course examines the political, social, cultural and economic history of human civilization from its beginnings to about 1715. The major focus will be on near Eastern, Mediterranean, and European developments. Students will also be introduced to Asian, African, and pre-Columbian American civilizations. This course is offered primarily in Sri Lanka.
**HIS 2140 Human Civilization II**  
3  
This course examines the political, social, cultural and economic history of human civilization from about the middle-ages to the present. The major focus in this course will be on social, economic, political, and intellectual developments during the period under consideration. This course is offered primarily in Sri Lanka.

**HUM 1020 Introduction to World Cultures and Customs**  
3  
This course explores cultural values and their expression, and the theories and tools with which to compare and contrast them in a diversity of cultural contexts. The course will involve an introduction to cultural anthropology with particular emphasis on oral history, cultural relativity, folk tradition, socialization, colonization, and the political struggles of indigenous and culturally marginalized people. This course is offered primarily in Sri Lanka.

**MTH 1150 College Algebra**  
3  
Topics discussed in this course include functions and graphs; rational functions; exponential and logarithmic functions; systems of equations. This course is offered primarily in Sri Lanka.

**MTH 1350 College Statistics**  
3  
This course is an introduction to descriptive and inferential statistical concepts and methods. Topics include: grouping of data; measures of central tendency and dispersion; probability concepts; sampling; statistical estimation; and statistical hypothesis testing. This course is offered primarily in Sri Lanka.

**MTH 2200 Pre-Calculus**  
3  
This course prepares student for calculus or other courses requiring depth of algebraic background, including: inequalities; theory of equations; sequences and series; matrices; functions and relations; logarithms; and exponential functions. This course is offered primarily in Sri Lanka.

**MTH 2300 College Calculus I**  
4  
This course covers: limits and derivatives; differentiation rules; applications of differentiation; curve sketching; optimization problems; antiderivatives; definite integral and indefinite integrals. Prerequisites: College Algebra and Pre-Calculus. This course is offered primarily in Sri Lanka.

**MTH 2310 College Calculus II**  
4  
Topics in this course include: areas between curves; volume; volumes by cylindrical shells; techniques of integration; improper integrals; arc length; area of a surface of revolution; applications to physics and engineering; modeling with differential equations; Euler's Method; separable equations; parametric equations and polar coordinates; and conic sections. Prerequisite: MTH2300. This course is offered primarily in Sri Lanka.

**MTH 2320 College Calculus III**  
4  
This course covers: infinite sequences and series; absolute convergence; power series; Taylor and Maclaurin Series; and vectors. The geometry of space is covered including: equations of lines, planes, cylindrical and quadric surfaces; vector functions; derivatives and integrals of vector functions; functions of several variables; partial derivatives; double integrals; iterated integrals; and some selected topics in vector calculus including Green's Theorem. Prerequisite: MTH2310. This course is offered primarily in Sri Lanka.

**MTH 2420 Discrete Mathematics**  
3  
Topics in discrete mathematics including: elementary logic, set theory, and relations; induction, enumeration techniques, recurrence relations, trees and graphs; Boolean algebra; and algorithm analysis. This course is offered primarily in Sri Lanka.

**MTH 2600 Differential Equations**  
3  
This course covers the following topics: first order differential equations; the existence and uniqueness theorem; second order linear equations; higher order linear equations; The Laplace transform; systems of first order linear equations; nonlinear differential equations and stability. This course is offered primarily in Sri Lanka.

**MTH 2870 Linear Algebra**  
3  
Students cover the elementary theory of vector spaces. Topics include linear independence, bases, dimension, linear maps and matrices, determinants, orthogonality, eigenvalues and eigenvectors. This course is offered primarily in Sri Lanka.

**PHL 2430 Critical Thinking**  
3  
Students develop the skills to express their thoughts and form judgments clearly logically and effectively, using appropriate and adequate evidence for a variety of purposes and audiences. Students also learn to reflect on and challenge their own values and assumptions and form positions which demonstrate sensitivity and tolerance of various viewpoints and interpretations. This course is offered primarily in Sri Lanka.

**PHY 1000 Physics I with Lab (for non-engineering major)**  
5  
This course focuses on mechanics, covering the following topics: motion in one and two dimensions; Newton's laws; statics; work, energy and power; momentum. Laboratory required. (Algebra-based). This course is offered primarily in Sri Lanka.

**PHY 1100 Physics II with Lab (for non-engineering major)**  
5  
This course includes discussion of elastic properties of materials; gases; fluids; thermodynamics; electric forces, fields and potentials; direct currents; optics. Laboratory required. (Algebra-based). This course is offered primarily in Sri Lanka.

**PHY 1600 College Physics I with Lab**  
5  
This calculus-based course focuses on mechanics and covers the following topics: one and two dimensional kinematics; Newton's laws of motion and gravitation; work, energy, and power; equilibrium and momentum; properties of fluids; harmonic motion, waves and sound; and thermodynamics. The General Physics series is aimed at students in the engineering or natural science disciplines. Differential and integral calculus and simple vector analysis are used throughout this course. (Laboratory participation required.) Prerequisite: At least one college level class in Calculus or equivalent. This course is offered primarily in Sri Lanka.
**PHY 1610 College Physics II with Lab** 5

This calculus-based course continues the series with a focus on applied physics and examines: electrostatics (conductors, insulators, and potentials); electronic circuits; electromagnetism (magnetic fields and electromagnetic radiation); light and optics (reflection, refraction, mirrors, and lenses); and atomic and nuclear physics and associated elementary particles (atomic structure, radioactive decay, fission, fusion). The General Physics series is aimed at students in the engineering or natural science disciplines. Differential and integral calculus and simple vector analysis are used throughout this course. (Laboratory participation required.) Prerequisite: PHY1600. This course is offered primarily in Sri Lanka.

**PHY 2410 Statics** 3

This course applies the fundamental concepts of statics to examine forces, equilibrium, friction, centroids, and moments of inertia to analyze and solve problems associated with rigid bodies. The course also explores the ideas of friction and virtual work. Prerequisites: PHY1600 and MTH2300. This course is offered primarily in Sri Lanka.

**PHY 2420 Dynamics** 3

This course focuses on the analysis of motion and forces of both particles and rigid bodies, including relative motion, velocity, acceleration, work and energy, and momentum. The course will also include further development of mathematical modeling and problem solving, utilizing vector mathematics where necessary. Prerequisite: PHY2410. This course is offered primarily in Sri Lanka.

**POL 2410 American Government** 3

A study of the principles and problems of American government, including the U.S. Constitution and the concept of Federalism, and the organization and functions of federal, state, and local governments. This course is offered primarily in Sri Lanka.

**PSY 2210 General Psychology** 3

Students are introduced to the principal areas, problems, and concepts of psychology: perception, thinking, motivation, personality and social behavior. This course is offered primarily in Sri Lanka.

**SOC 2300 Sociology** 3

This course is an introduction to society, culture and personality. Major problem areas examine interaction of culture and personality, socialization, social change, prejudice and group behavior. This course is offered primarily in Sri Lanka.
College of Graduate and Professional Studies
The College of Graduate and Professional Studies provides an academic environment that is rigorous, supportive, and transformative. Aspiring artists, clinicians, educators, managers, museum professionals, therapists, and consultants are offered an array of opportunities to develop the knowledge, skills, and understanding needed to reach their potential.

Our graduate-level degree and certificate programs provide a solid foundation in the theoretical bases of the field of study, opportunities for specialized study, and an abundance of supervised traineeships, internships, or other types of field studies. All of our programs are also designed to help graduates solidify their commitment and confidence to be effective change agents in their communities and the world. The programs offered are:

- Clinical Psychology
- Consciousness & Transformative Studies
- Counseling Psychology
- Counseling Psychology – Holistic
- Holistic Health Education
- Integral Psychology
- Integral Theory
- Management
- Museum Studies
- Sport Psychology
- Transformative Arts

The faculty of the College of Graduate and Professional Studies are practitioner-scholars who bring their real-world experiences into the classroom to enrich your educational experience. They are also dedicated to the success of our students – they will encourage, challenge and mentor you through your studies at JFK University.

Intrinsic to all of the programs in the College of Graduate and Professional Studies is an appreciation for ethical decision-making, human dignity, character, integrity, and social advocacy. We strive to create an environment in the classroom that reflects these tenets and that encourages student self-exploration and integration of the whole-person perspective into their educational experience and, ultimately, their future professional lives.

The admissions process to the College of Graduate and Professional Studies examines both the academic and personal qualifications of applicants to ensure that students accepted into its programs have the ability to benefit from and contribute to the University’s integrated educational experience. All applicants must complete the University’s general admissions requirements as stated in the front of this catalog. Individual programs have additional requirements which can be found in the following sections.
Arts & Consciousness

Arts & Consciousness (A&C) offers programs for artists who are interested in exploring the deepest personal, social, and spiritual dimensions of art. The curriculum encompasses studio art, academic investigation, personal growth, arts and healing, and community arts. The spiritual aspect of art is emphasized as it relates to the individual, the community, and the role of the artist in contemporary society.

All courses are designed to encourage the integration of body, mind, and spirit through the exploration of individual creative sources and the cultural and philosophical contexts which give art meaning. The program stresses the student’s use of direct experience as an artist for the creation of objects, events, and activities which facilitate growth and transformation in others. Sometimes this takes the form of professional performances and exhibitions, sometimes it manifests as teaching, healing, or ritual. Students are encouraged to explore a variety of media as part of their creative investigation. Media such as painting, drawing, printmaking, digital media, video art, poetry, and book arts may be explored in courses offered as part of the degree program. Students also work independently in such diverse media as sculpture, ceramics, film, music, and photography.

Mentorships

A&C students often choose to work with specially selected artists and organizations in the Bay Area. These mentorships are an integral part of the A&C curriculum and allow students to explore a broader range of technical and professional perspectives than would be possible in a more traditional academic environment. Students select artists or community organizations whose work is related to their own interests and they work individually with the mentor for a specified period, with clearly stated goals and objectives. Individual mentorships often form the basis for long-term professional relationships with other artists and they introduce A&C students to the Bay Area arts community. Community mentorships give A&C students an opportunity to use their training to serve the community as healers and teachers. Group mentorships allow students to work in small groups with a single mentor in order to facilitate collaborative works or to explore areas of special interest.

Exhibitions

The A&C gallery, located in the arts annex, offers a significant exhibition and performance space for Bay-area artists—particularly those working with some aspect of art and spirituality. Exhibitions and gallery lectures by invited artists give students direct contact with the art and artists who are transforming the world. These exhibitions also allow the larger community to participate in the exciting new developments in A&C. Approximately 3,500 people each year visit the A&C gallery. Student group exhibitions are also held throughout the year related to their studies in Transformative Arts.

Visiting Artists

An important aspect of the A&C program is the frequent presence of prominent visiting artists, whose work gives students a sense of their own connection to the outside art world. Gallery lectures are generally offered by artists whose work is exhibited in the A&C gallery. In addition, each quarter, visiting artists are invited to offer special classes to A&C students as part of the regular A&C curriculum (as a way of facilitating dialogue with artists whose work connects to the mission of A&C). Many classes taught throughout the year feature invited guests whose lectures are open to all A&C students.

Master of Arts in Transformative Arts

The Master of Arts (MA) in Transformative Arts degree emphasizes creative process as a vehicle for transformation, professional development and community change. Students develop expertise in the investigation and facilitation of creative empowerment, which can be applied to any field or human endeavor. With equal emphasis on transformative processes and the development of professional skills, tools and practices, students may choose career concentrations in the fields of Leadership, Entrepreneurship, Healing or Education, according to each student’s individual interests and stated focus. All concentrations have the potential for linking to certificate programs at JFK University. Students develop a strong foundation for careers as leaders, consultants, and educators in Transformative Arts.

Coursework consists of experiential creative practices, studio arts, theory and discussion. Some courses are supplemented with an online component for additional dialog and resources.

Students in the MA in Transformative Arts program acquire the knowledge to become innovative shapers of culture through the practice and study of the creative process. Our alumni are artists, teachers, healers, creative facilitators, business owners, and cultural leaders who are generating innovative approaches that link creativity, community service, human growth and consciousness.

Program Learning Outcomes

- Artistic Development, Practice, Process and Personal Transformation. Demonstrates dedication and commitment to ongoing creative practice and skill development. Demonstrates a unique, personal approach in utilizing expressive qualities of media or medium to achieve psycho-spiritual growth. Demonstrates knowledge of creative process and practice in relationship to intention and outcomes of specific works;
- Cultural Inquiry/Research and Influences. Demonstrated awareness of links between spirituality, personal and cultural transformation and creative self-expression. Identifies artistic influences in creative works and philosophical/cultural/contemporary context for artistic practice;
• Professional Development. Demonstrates personal inquiry, research and professional preparation through coursework, mentorships and development of a cohesive and professional portfolio of transformative art-based projects. Demonstrates a capacity to facilitate creative and transformative process with others; and
• Academic Achievement. Demonstrates critical thinking, research and scholarly investigation in relationship to creative process and critical writing. Quality of submitted portfolio demonstrates excellence and creative professionalism. Review presentation demonstrates preparedness, self-reflection and adequate body of artwork.

Admission Requirements
Applicants to the MA in Transformative Arts program must have a bachelor’s degree from an institution whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA). An undergraduate degree in art is not required for admission. However, it is essential that students have some previous background in creative practices. This may include visual work, writing, music, movement etc.

The application to Arts & Consciousness includes:
• Personal/artist statement. A double-spaced, three-page, typed essay, edited for content, grammar and style that answers the following questions:
  ○ What is the role of creativity in today’s world?
  ○ What are your professional goals in relation to Transformative Arts?
  ○ How has your personal experience and education prepared you for graduate study in Transformative Arts?
• Portfolio of art work. Applicants must submit a portfolio of original creative work (10-15 images) done within the last three years.
  ○ A portfolio may be submitted as slides or CD/DVD;
  ○ Portfolios may include non-visual media, e.g., poetry, dance and movement, or writing;
  ○ Each work in the portfolio should be labeled with the following information: applicants name, title of work, medium, size and year of completion. Please include a hard copy of the information as well. Portfolios will not be returned.
• Three letters of recommendation.
• Official transcripts from all universities and colleges attended.

A pre-admission interview with a faculty advisor will be scheduled when all application materials are received.

Degree Requirements
Admission to the MA in Transformative Arts program is based on the nature, extent, and quality of undergraduate preparation, including courses in studio art, psychology, and other academic subjects. Quality of studio preparation is best judged through a portfolio of creative or visual work and written material. Any student having earned an undergraduate degree that is not prepared entirely for a graduate-level program may be required to complete undergraduate courses. Prior to admission, the graduate faculty will determine an applicant’s deficiencies in studio art, psychology, and general studies and inform the student of its findings. Any coursework taken at the undergraduate level will not contribute to the minimum number of credits required for the MA in Transformative Arts degree. The department Chair or Core faculty may determine in the first year or first 45 units if a student needs additional preparation and, if so, the student may be required to complete additional credits for the degree. Upon admission, all students must demonstrate writing competency as determined by program evaluation of writing ability. Some students may be required to take courses in writing in addition to the 68 unit requirement for the degree.

Curriculum
All courses are 3 quarter units unless otherwise indicated.
CNS 5010 Paradigms of Consciousness
A&C 5100 Introduction to Transformative Arts
This a repeatable course and must be taken multiple times to total the number of units indicated:
A&C 5200 Transformative Arts Education (6 total)
This is a repeatable course and must be taken multiple times to total the number of units indicated:
A&C 5255 Transformative Arts Seminar (6 total)
A&C 5260 Transformative Arts Teaching Practicum
A&C 5310 Art and the Symbolic Process
A&C 5312 Creativity and Consciousness
A&C 5360 Beyond the Studio: Community Collaboration A
A&C 5361 Beyond the Studio: Community Collaboration B
A&C 5675 Artist Resources: Career Pathways
Select from the following: (6)
A&C 5010 Image and Process
A&C 5300 Applied Alchemy
A&C 5305 Art and Altered States of Consciousness
A&C 5315 Dreams and the Arts (2)
A&C 5342 History of Sacred Arts
A&C 5350 Artist in Society
A&C 5530 Art, Archetypes and Creative Process
Midpoint Review
A&C 5555 MA Transformative Arts: Mid-Point Review (1)
Studio Arts
A&C 5331 Media of Sacred Arts (6)
A&C 5670 Studio Practice (6)
Master’s Project
A&C 5988 Transformative Arts: Final Project A (2)
A&C 5989 Transformative Arts: Final Project B (2)
General Electives: Can include up to (6) units of Individual, Group or Community Mentorships (9)
Total units required 68

Master of Fine Arts in Studio Arts
NOTE: No new students are admitted to this program after Fall, 2011. Students currently enrolled will be able to complete this program. Current students should consult their program advisor or chair for details. Prospective students should contact the Admissions Office.

The Master of Fine Arts (MFA) in Studio Arts expands the connections among art, culture, and spirituality into a highly intensive use of critique and advanced philosophical inquiry. Students learn to contextualize their spiritual and artistic search within the framework of contemporary social-cultural dialectic. Emphasis is placed on technical and conceptual achievement as well as the development of critical skills based on academic study and intensive studio critique.

The Specialization in Performance Art offers students a performance program that integrates body, mind and spirit with
Program Learning Outcomes

- **Artistic Development and Practice.** Demonstrates dedication and commitment to ongoing creative practice and skill development. Achieves technical proficiency and formal resolution in creative works. Clearly defines formal considerations, themes and context of work. Demonstrates a unique, personal approach in utilizing expressive qualities of media or medium;
- **Creative Process and Personal Transformation.** Clearly articulates knowledge of creative process and practice in relationship to intention and outcomes of specific works. Demonstrated awareness of links between spirituality, personal and cultural transformation and creative self-expression;
- **Cultural Inquiry.** Clearly identifies and articulates historical, cultural, global, spiritual and/or stylistic influences and context in creative work and practice;
- **Professional Development.** Demonstrates extensive personal inquiry, research and preparation for chosen career path, through coursework, mentorships and the development of a cohesive and professional body of artwork. Demonstrates a capacity to produce and professionally exhibit a cohesive body of artwork; and
- **Academic Achievement.** Transcripts, submitted paper, body of work and oral review demonstrate excellence in learning and commitment to academic achievement. Demonstrates critical thinking and research in relationship to creative process.

These undergraduate courses or their approved equivalents are prerequisite to the MFA program. Students who have not completed them prior to admission are required to do so during the first year of graduate study.

Clinical Psychology

Clinical psychology is the largest branch of the field of psychology that integrates science, theory, and clinical practice to assess and treat a broad spectrum of mental health and behavioral medicine concerns. Clinical psychologists work in a variety of settings, including community mental health agencies, hospitals, college counseling centers, corporations, independent or group practices, wellness clinics, health insurance agencies, prisons, universities and other research settings, as well as Veteran Affairs (VA) medical centers.

The demand for mental health professionals, particularly those with doctoral degrees, is expected to increase over the next decade. Factors contributing to this increase in the need for psychologists include the significant number of veterans experiencing post-traumatic distress, the increasing number of people who are aging, the growing acknowledgement of the role of behavioral medicine techniques in treating chronic disease, and the ever present demands of dealing with the stress and pressures of everyday life and work.

The Doctor of Psychology (PsyD) in Clinical Psychology at JFK University is designed for individuals seeking the highest level of training to become hands-on practitioners in the field of psychology.

We have created a program with a diverse faculty, student body, and curriculum. Our mission is to train practitioner-scholars who will provide comprehensive and culturally sensitive services to a variety of communities. Our particular focus on multicultural competency sets us apart from other doctoral programs.

Doctor of Psychology

The Doctor of Psychology (PsyD) degree was first recognized by the American Psychological Association (APA) in 1973. Today, many PsyD programs are offered nationwide. The PsyD program is designed for individuals seeking the highest level of training to become applied psychologists. Graduates are prepared for the key roles that contemporary psychologists must fill to competently serve their communities: clinician, evaluator, assessment expert, and critical consumer of psychological research. We also provide training in the fundamentals of consultation, supervision, program administration, and education. Our program welcomes students who demonstrate a strong commitment to working with under-privileged and underserved populations.

At JFK University, a dedicated faculty of practitioner-scholars offers a student-faculty ratio of approximately thirteen-to-one. In the selection of faculty, staff, and students, the PsyD program aims to...
reflect the diversity of California’s community including gender, race, physical ability, sexual orientation, and socio-economic status. The PsyD program incorporates issues of diversity into all courses in the curriculum.

Students may choose to attend the program under the full-time, intensive, or part-time plan. The full-time plan of study takes five years to complete. Full-time students complete four years of coursework (four quarters per year) including a weekly practicum during year one, three, and four of the program, and then a year-long internship. Students may choose to enroll in an intensive program whereby all coursework is completed in three years and then go to internship in their fourth year. Part-time students work with their advisor to develop a modified schedule tailored to each individual student’s needs. In addition to the coursework, practica and internship, students are also required to complete a clinical dissertation project. All students must meet the residency requirement, taking a minimum of 36 units in a year (over four quarters) for at least one of the years they are in the program. At present, about two-thirds of our graduates finish the program in five years or less.

Accreditation

The PsyD program at JFK University is accredited by the American Psychological Association (APA). Interested parties may contact the APA at:

Commission on Accreditation
American Psychological Association
750 First Street NE
Washington DC 20002-4242
(202) 336-5979

*Accredited – on probation

Fingerprints and Malpractice Insurance

Students must have fingerprints registered with the Department of Justice, and must have student malpractice insurance, obtainable from American Psychological Association of Graduate Students (APAGS), before beginning their practicum placements.

Integrated Professional Seminar

The Integrated Professional Seminar (IPS) is a key component of the program. This composite of courses is designed to integrate students’ practicum experiences with their coursework throughout the program. During each practicum year, small groups of students meet together with a faculty member. Depending on the year, IPS emphasizes different elements of work with diverse populations. These include, for example, examining one’s own belief systems, worldview, and biases through group process and clinical case presentations. The IPS provides a supportive setting in which students may collaboratively integrate their applied and academic experiences.

Practicum I

In contrast to both Practicum II and Practicum III, which are clinical placements, Practicum I is an ethnographic experience. The first year ethnographic practicum lays the foundation for culture- and diversity-sensitive training as well as practice in self-reflection and self-awareness. The ethnographic experience involves immersion in environments that provide unique and diverse cultural experiences for the trainees. This immersion establishes an understanding of diversity and the relationships of power, privilege, and oppression in the practice of psychology.

The purpose of the ethnographic practicum (Practicum I) is to provide first-year doctoral trainees with experience in an unfamiliar culture/setting. For a minimum of eight hours per week, first-year trainees engage in a cultural immersion experience in a setting specifically selected to expose trainees to a population with whom they have had little or no prior contact.

Practicum I trainees are not permitted to engage in clinical work. This placement is, however, integrally related to trainee development as clinical psychologists. It is one of the principal means by which trainees establish the foundation necessary to work with the diversity of clients that they will encounter in their subsequent clinical placements as well as their future work as professionals.

Practicum II

Practicum II is a clinical placement at one of over 60 available sites. The focus of Practicum II is on the supervised integration and application of knowledge gained from Practicum I and ongoing doctoral coursework. In Practicum II, trainees work 16–20 hours per week to develop skills in assessment, case conceptualization, and treatment of clients using a multicultural perspective.

Practicum III

Practicum III is an advanced clinical placement at one of over 60 available sites for 20–24 hours per week. The focus of Practicum III is on the supervised integration and application of knowledge gained from previous practica, and ongoing doctoral coursework. At a more complex level than Practicum II, trainees develop skills in comprehensive assessment, conceptualization, and formulation of client cases from a multicultural/diversity perspective. However, the focus in Practicum III is extended to include advanced skills in the development of systematic and evidence-based plans for intervention with individuals, groups, or communities.

Pre-Doctoral Internship

Trainees apply for pre-doctoral internship when they are in the fourth year of the full-time curriculum. Trainees need to be registered for the relevant number of internship units for each quarter in which they are accruing internship hours. JFK University PsyD trainees may apply for full-time or part-time internship programs that are accredited by APA or approved by CAPIC and/or APPIC. To be considered full time, trainees must work a minimum of 35 hours per week. A full-time internship is completed in four quarters at nine units per quarter for a total of 36 units.

Comprehensive Written Examination (Comps)

This examination, typically given in the summer of Year 3 of the full-time curriculum, is similar to the Examination for Professional Practice in Psychology (EPPP), which is one of the requirements for California licensure. The exam consists of 200 multiple-choice questions and is taken after successful completion of required first-, second-, and third year courses. Passing this exam is a requirement for advancement in both the academic and clinical portions of the program.

There is a $100 fee paid at the time of this exam that covers this exam and the Clinical Proficiency Exam.
Clinical Proficiency Examination (CPE)

In the spring of Year 4 of the full-time curriculum, students present a written clinical case report to two faculty members who assess the student on nine domains of their presentations. Passing this exam is a requirement for advancement in both the academic and clinical portions of the program.

The $100 fee paid at the time of the Comps covers the CPE exam.

Licensure Examination Preparation

All areas of study assessed on the comprehensive exams and national licensing exam are augmented with materials from Taylor Study Method (TSM). TSM provides students with a shadow curriculum including key terms, flash cards, mind maps, and practice exam questions.

There is a $100 yearly fee for this preparation.

Advisement

After matriculating into the program, students are assigned a faculty advisor with whom they meet at least once per quarter. Student performance in coursework and practica is evaluated on an ongoing basis, with formal yearly reviews. Each year must be completed satisfactorily for students to advance in the program. Failure to meet requirements for advancement will result in a referral to the Review and Advisement Committee to clarify and remediate the difficulty. In some instances, students may be required to supplement or repeat certain areas of the program, to take a leave from the program, or be terminated from the program.

See the PsyD Student Handbook for Review and Advisement procedure.

Satisfactory Progress

Students are evaluated annually to determine if they are making satisfactory progress to advance in the program. Failure to meet requirements for advancement to the next year may result in a student’s being required to supplement or repeat certain areas of the program or in a student’s termination from the program.

Master of Arts Degree in Clinical Psychology

A student will be awarded a MA degree in Clinical Psychology when he or she has satisfactorily completed all required first-, second-, and third-year courses, is in good standing, and has passed the comprehensive written examination. This degree is non-terminal and non-licensable. Students who come into the PsyD program with an MA in Psychology are not awarded a second master’s degree.

Clinical Dissertation Project

The clinical dissertation project is an intensive study in an area of interest. Projects must reflect the program’s emphasis on diverse or underserved populations, as well as the PsyD clinical focus. The dissertation integrates research findings, relevant literature, and original thought, deriving input from the population under study and contributing to the field of applied psychology. Traditional quantitative methodologies may be utilized or students can explore and use other research modalities. Projects may take the form of a program evaluation, theoretical exploration, meta-analysis, case study, phenomenological study, ethnography, or grounded-theory exploration. A dissertation proposal must be successfully defended prior to ranking of pre-doctoral internship, and a successful final defense of the dissertation is required. There is a $75 dissertation publishing fee paid upon completion of the dissertation.

Dissertation Extension

Students must register for PSD 7302 dissertation completion (0.5 units) and pay a tuition for each quarter until the dissertation is successfully defended. PSD 7302 may be taken a maximum of three times for credit (1.5 units). The student must continue to retake PSD 7302 until the dissertation is complete, but will not receive more than 1.5 units in total.

Advancement to Candidacy

In order to advance to candidacy prior to internship, each student must have satisfactorily completed all coursework, all practica, the Comprehensive Written Examination, the Clinical Proficiency Examination, and the Clinical Dissertation Proposal Defense. Students enter into an approved internship after completing 144 academic units.

Individual Psychotherapy

All students in the PsyD program are required to complete at least 50 hours of individual psychotherapy within an 18-month time period prior to beginning their internships. Psychotherapy must be with a licensed therapist. Students do not receive academic credit for psychotherapy.

Licensure

Completion of the PsyD program from JFK University makes students eligible to apply for licensure as a psychologist. The licensure process is regulated by the California Board of Psychology, and the requirements currently include a minimum of 3,000 hours of verified supervised professional experience. Licensing statutes and regulations are subject to future legislative and/or administrative revisions. The PsyD students will be kept informed about licensing requirements and any changes that occur. The PsyD program maintains an active relationship with the licensing board.

The Board of Psychology may be contacted directly at:
1625 North Market Blvd. Suite N215
Sacramento, CA 95834
phone: (916) 574-7720/(866) 503-3221
e-mail: bopmail@dca.ca.gov
website: http://www.psychboard.ca.gov

Model, Goals, and Objectives

The PsyD Program subscribes to a practitioner-scholar model of clinical training. The goals of the PsyD Program with their underlying objectives are as follows:

**GOAL #1:** Students acquire knowledge of the foundational concepts and guiding principles of scientific psychology.

- **Behavioral Science.** Students demonstrate knowledge of the science that forms the foundations of clinical psychology.
- **History and Ethics.** Students demonstrate knowledge of the history, philosophy, and ethical principles governing clinical psychology.
- **Development and Difference.** Students demonstrate knowledge of norms and theories of human development across the lifespan, as well as knowledge about cultural differences.
• Psychological Measurement. Students demonstrate knowledge of principles of psychological measurement, research design, and techniques of data analysis.

• Professional Roles. Students demonstrate knowledge of the theoretical and empirical foundations of supervision, management, consultation, and education in a multicultural professional environment.

GOAL #2: Students acquire developmentally appropriate skills in each of these areas of professional psychology: Relationship, Assessment, Intervention, and Research and Evaluation.

• Relationship. Students develop, describe, and maintain constructive and culturally sensitive clinical relationships with clients, supervisors, and others with whom they interact professionally.

• Assessment. Students assess clinically relevant client characteristics, and use the information gathered to describe, conceptualize, and diagnose within sociopolitical and cultural context.

• Intervention. Students engage in effective, theory-informed, research-based, culturally appropriate activities that promote, restore, sustain, or enhance positive functioning and a sense of well-being in clients through preventive, developmental, or remedial services.

• Research and Evaluation. Students demonstrate the ability to interpret, design, and implement clinically and culturally appropriate research.

GOAL #3: Students demonstrate the personal and professional attributes of multicultural-competent practitioner-scholars.

• Multicultural Awareness. Students recognize, value, and work consciously with individual and cultural differences within intersecting systems.

• Professional Conduct. Students conduct themselves in accordance with professional standards, laws, and ethics.

• Scholarship. Students demonstrate their commitment to the practitioner-scholar model of clinical psychology.

Admission Requirements

In addition to the University requirements listed previously in this catalog, applicants to the PsyD program must provide the following:

• Official transcripts from all colleges and universities attended. NOTE: An undergraduate GPA of 3.0, or a graduate GPA of 3.5, is required;

• For those who do not have or are not currently pursuing a degree in psychology or a related field, transcripts must include a minimum of four completed undergraduate or graduate courses in psychology or a closely related field at the time of application;

• A bachelor’s degree from an institution that is regionally accredited or has other recognized accreditation (International applicants to the PsyD program must have the equivalent of a U.S. bachelor’s degree);

• A personal statement, no longer than four double-spaced, typewritten pages. The statement should reflect the applicant’s interest in the field of psychology and diversity, and rationale for applying to this program;

• A resume/vitae;

• A recent and representative sample of academic writing (sample academic paper). The sample should be no longer than ten pages and should include the applicant’s name; and

• Three letters of recommendation which attest to the applicant’s suitability for a PsyD program are required; two of the three recommendations will preferably be from former or current instructors.

Applications will be evaluated by the PsyD Admissions Committee. Applicants deemed most appropriate for admission will be contacted by the program to schedule an interview. Applicants are admitted for the fall quarter only.

The following four classes are required prior to enrollment in the PsyD program. These classes need to have been taken from an institution that is regionally accredited or has other recognized accreditation within the past ten years with a grade of C or better in an undergraduate program or a B- or better in post-undergraduate work:

• Diversity-related class;

• Introduction to Psychology;

• Survey course on Theories of Personality; and

• Statistics.

Transfer Credit

The maximum number of approved credits that may be transferred into the PsyD program from master-level courses is 18. Students requesting course transfer credit must have attained a grade of “Credit” or a letter grade of B or higher from an institution that is regionally accredited or has other recognized accreditation. The course(s) in question must have been taken within the last eight years. A maximum of 30 credits of doctoral-level course work in clinical/applied psychology may be transferred. Although transfer credit may reduce the cost of the program, it will not reduce the overall length of the program.

Degree Requirements

To receive the PsyD degree, the student must meet the following requirements:

• The Comprehensive Written Examination and the Clinical Proficiency Examination must be passed.

• Fifty hours of personal psychotherapy must be completed.

• All training logs and supervisors’ evaluations must be submitted to the Training Office.

• The dissertation must be successfully defended.

• After admission to the PsyD program, all academic requirements must be completed in residence, except for transfer credit units.

• A full-time load of 36 units must be carried for a minimum of one year.

• A minimum grade of B- is required in each course applied to the degree.

• An overall grade-point average of 3.0 must be achieved in all work for the PsyD program.

• All program requirements must be completed within eight calendar years of matriculation.

• Candidates for doctoral degrees are required to file a Petition for Degree and pay the required fee by February 15 of the year prior to beginning internship.
**Curriculum**

**Prerequisites**

These courses or their approved equivalents are prerequisites to the PsyD program. All prerequisite courses must be completed prior to attending first-year PsyD courses, with official transcripts documenting successful completion on file in the registrar’s office. Prerequisite courses completed after the awarding of the bachelor’s degree must have a grade of B- or better. Prerequisite courses may be taken at an institution that is regionally accredited or has other recognized accreditation.

- Introduction to Psychology
- Statistics
- Diversity-related course
- Theories of Personality

*The following is the full-time curriculum with four years of academic work. All courses are 3 quarter units unless otherwise indicated.*

**YEAR 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7007</td>
<td>Clinical Interviewing Skills</td>
</tr>
<tr>
<td>PSD 7008</td>
<td>Clinical Interviewing Skills II</td>
</tr>
<tr>
<td>PSD 7015</td>
<td>Adult Psychopathology I</td>
</tr>
<tr>
<td>PSD 7016</td>
<td>Adult Psychopathology II</td>
</tr>
<tr>
<td>PSD 7025</td>
<td>History and Systems of Professional Psychology</td>
</tr>
<tr>
<td>PSD 7035</td>
<td>Practicum I (6 total)</td>
</tr>
<tr>
<td>PSD 7046</td>
<td>Group Process (3 total)</td>
</tr>
<tr>
<td>PSD 7047</td>
<td>Multicultural Awareness in Professional Psychology</td>
</tr>
<tr>
<td>PSD 7052</td>
<td>Writing Like a Psychologist <em>(may be required)</em></td>
</tr>
<tr>
<td>PSD 7104</td>
<td>Social and Cultural Bases of Behavior</td>
</tr>
<tr>
<td>PSD 7114</td>
<td>Psychometrics: The Basics of Assessment</td>
</tr>
<tr>
<td>PSD 7122</td>
<td>Psychodynamic Theory and Its Application to Diverse Populations</td>
</tr>
<tr>
<td>PSD 7123</td>
<td>Cognitive Behavioral Theory and Its Application to Diverse Populations</td>
</tr>
<tr>
<td>PSD 7141</td>
<td>Ethical and Legal issues in Professional Psychology</td>
</tr>
<tr>
<td>PSD 7131</td>
<td>Psychology of Addiction</td>
</tr>
</tbody>
</table>

These are repeatable courses and must be taken multiple times to total the number of units indicated:

- PSD 7035 Practicum I (6 total)
- PSD 7046 Group Process (3 total)
- PSD 7047 Multicultural Awareness in Professional Psychology (6 total)

**YEAR 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7003</td>
<td>Research and Systems of Professional Psychology</td>
</tr>
<tr>
<td>PSD 7151</td>
<td>Research Methods and Statistics I</td>
</tr>
<tr>
<td>PSD 7250</td>
<td>Research Methods and Statistics II</td>
</tr>
<tr>
<td>PSD 7225</td>
<td>Lifespan Development I: Child and Adolescent</td>
</tr>
<tr>
<td>PSD 7226</td>
<td>Lifespan Development II: Adulthood and Aging</td>
</tr>
<tr>
<td>PSD 7107</td>
<td>Biological Bases of Behavior</td>
</tr>
<tr>
<td>PSD 7108</td>
<td>Cognitive and Affective Bases of Behavior</td>
</tr>
<tr>
<td>PSD 7115</td>
<td>Assessment I/Intellectual/Cognitive Assessment and Lab (4)</td>
</tr>
<tr>
<td>PSD 7116</td>
<td>Assessment II/Personality Assessment I and Lab (4)</td>
</tr>
<tr>
<td>PSD 7117</td>
<td>Assessment III/Personality Assessment I and Lab (4)</td>
</tr>
<tr>
<td>PSD 7118</td>
<td>Assessment Practicum (0-3) <em>(may be required)</em></td>
</tr>
<tr>
<td>PSD 7124</td>
<td>Family Systems Theory/Application to Diverse Populations</td>
</tr>
<tr>
<td>PSD 7131</td>
<td>Psychology of Addiction</td>
</tr>
</tbody>
</table>

**YEAR 3**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7135</td>
<td>Practicum II (6 total)</td>
</tr>
<tr>
<td>PSD 7146</td>
<td>Advanced Group Process (3 total)</td>
</tr>
<tr>
<td>PSD 7147</td>
<td>Multicultural Proficiency in Professional Psychology (3 total)</td>
</tr>
<tr>
<td>PSD 7160</td>
<td>Psychopharmacology</td>
</tr>
<tr>
<td>PSD 7251</td>
<td>Qualitative Research: Critical Review</td>
</tr>
<tr>
<td>PSD 7252</td>
<td>Clinical Dissertation Proposal I (2)</td>
</tr>
<tr>
<td>PSD 7253</td>
<td>Clinical Dissertation Proposal II (2)</td>
</tr>
<tr>
<td>PSD 7254</td>
<td>Clinical Dissertation Proposal III (1)</td>
</tr>
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</table>

**YEAR 4**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PSD 7215</td>
<td>Consultation and Education in Psychology</td>
</tr>
<tr>
<td>PSD 7230</td>
<td>Management and Supervision: Self, Other, and Organization</td>
</tr>
</tbody>
</table>

**MA in Clinical Psychology**

Students in good standing who have passed the comprehensive written examination will be awarded an MA degree in Clinical Psychology after satisfactorily completing all first-, second-, and third-year courses. This degree is non-terminal and non-licensable. It is not awarded to students who already have a Master’s degree in psychology.

- Comprehensive Written Examination (0)

**YEAR 5**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7400</td>
<td>Internship (36)</td>
</tr>
</tbody>
</table>

Electives (18.5 units minimum)

Clinical Proficiency Examination (0)

Advancement to Candidacy (0)

**Total units required** 180

1The maximum number of credits that apply to the degree is 1.5, but students are required continue to enroll in this course and pay tuition until the dissertation is successfully defended.
Consciousness & Transformative Studies

Consciousness & Transformative Studies offers a multifaceted approach to the exploration of consciousness, particularly in relation to vocation, mentorship, sustainability and new paradigm thinking. This holistic curriculum integrates five major fields of study—psychology, philosophy, spirituality, deep ecology, sustainability and new science.

**Master of Arts in Consciousness & Transformative Studies**

The Master of Arts (MA) in Consciousness & Transformative Studies degree provides a 68-unit curriculum with courses that challenge students’ beliefs, examine the relationship between consciousness and the world, and explore new possibilities for personal, social, and global transformation.

Courses are designed to provide a new scientific paradigm for the study of consciousness and transformation. Personal growth and creativity are explored through courses in myth, symbol, dreams, and indigenous knowledge. The examination of East/West traditions presents different paths to spiritual awareness. The nature of intelligence, insight, and human consciousness is explored through courses in transpersonal and integral psychologies.

Learning outcomes for the program include awareness and understanding systems theory, innovative thinking, psycho-spiritual transformation, whole-brain learning and metacognition, intra- and interpersonal intelligence, transformational change, and life service.

Students may choose 5–7 units of electives plus an additional two units of self-exploration from various programs throughout the University. There are two options for completing the degree program, either a four-unit thesis or a two-unit integrative project.

Students who wish to focus their MA more deeply in one area may elect to declare an optional specialization in one of the following areas:

- Consciousness and Healing;
- Culture and Consciousness;
- Deep Sustainability;
- Dream Studies;
- East-West Philosophy and Religion; and
- Science and Consciousness

Students who wish to pursue a more in-depth study of the field of deep ecology may pursue a certificate in Ecotherapy along with the MA in Consciousness & Transformative Studies. Students may combine the certificate with the MA without additional units beyond the 68-unit MA degree program.

**Program Learning Outcomes**

Learning outcomes for the program include awareness and understanding systems theory, new paradigm thinking, psycho-spiritual transformation, whole-brain learning and metacognition, intra- and interpersonal intelligence, transformational change, and life service.

**Academically, students will be able to:**
- Explain key theories of consciousness from the perspectives of transpersonal psychology, philosophy of consciousness, quantum physics, living systems theory, and spiritual systems;
- Create a holistic paradigm of consciousness that integrates the above five perspectives;
- Apply a holistic paradigm of consciousness to the development of emotional intelligence and interpersonal communication;
- Apply a holistic paradigm of consciousness to a professional interest or career objective; and
- Apply a holistic paradigm of consciousness in some concrete application that fosters social change in the world.

**Personally and professionally, students will demonstrate the ability to:**
- Engage in whole-brain learning that fosters experiential engagement and creative expression as well as knowledge acquisition and skills development;
- Recognize different world views operating in our own lives and society at large and apply that knowledge to personal and global issues that confront us;
- Engage in psycho-spiritual self-reflection and self-inquiry to obtain deeper awareness of our own physical, mental, emotional, and spiritual states;
- Recognize and appropriately acknowledge their own and others' needs, assumptions, values, and perspectives; and
- Recognize the values and contributions of people of different races, genders, sexual orientations, cultures and spiritual traditions and apply that understanding in their interactions with others.

**Admission Requirements**

In addition to a completed application, an applicant must submit:
- One set of official transcripts of the conferred BA degree and any post-Bachelor credits or degrees.
- A personal statement that is 5-to-10 double-spaced, typewritten pages describing any personal or professional growth work or events that have shaped the applicant’s life, reasons for applying to the area of specialization, any study (academic or otherwise) pursued in this area of interest and future professional and personal goals.

Letters of recommendation are strongly recommended, but not required. Letters should be from friends, professional associates, teachers, supervisors or others who can comment on emotional, spiritual, intellectual and practical development, as well as assess capacity for graduate study in the degree area.

Upon receipt of a completed application, an admissions interview will be scheduled.

**Degree Requirements**

This undergraduate course or its approved equivalent is prerequisite to the graduate program. Students who have not completed it prior to admission are required to do so during the first year of graduate study.

**Undergraduate Prerequisites**

COR 3145  Research Writing (4)
All courses are 2 quarter units unless otherwise indicated.

Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5049</td>
<td>Introduction to Consciousness and Transformative Studies (0)</td>
</tr>
<tr>
<td>CNS 5010</td>
<td>Paradigms of Consciousness (3) Corequisite: COR 3145</td>
</tr>
<tr>
<td>CNS 5015</td>
<td>Body Consciousness/Body Wisdom</td>
</tr>
<tr>
<td>CNS 5017</td>
<td>Introduction to Integral Theory (1)</td>
</tr>
<tr>
<td>CNS 5020</td>
<td>Archetypal Mythology (3) Prerequisite: CNS 5030</td>
</tr>
<tr>
<td>CNS 5023</td>
<td>Shamanic Traditions</td>
</tr>
<tr>
<td>CNS 5025</td>
<td>Cosmology &amp; Consciousness (3) Prerequisite: CNS 5010</td>
</tr>
<tr>
<td>CNS 5027</td>
<td>Non-Ordinary States of Consciousness</td>
</tr>
<tr>
<td>CNS 5030</td>
<td>Sleep, Dreams, and States of Consciousness Prerequisite: PYC 3200</td>
</tr>
<tr>
<td>IPP 5049</td>
<td>Transpersonal Psychology (3)</td>
</tr>
<tr>
<td>CNS 5035</td>
<td>Consciousness and Philosophy of Mind (3) Prerequisite: CNS 5010</td>
</tr>
<tr>
<td>CNS 5037</td>
<td>Neuro-Philosophy of Consciousness Prerequisite: CNS 5010</td>
</tr>
<tr>
<td>CNS 5039</td>
<td>Self-Exploration (topics vary)</td>
</tr>
<tr>
<td>CNS 5120</td>
<td>Diversity, Community &amp; Consciousness (3)</td>
</tr>
<tr>
<td>IPP 5033</td>
<td>Living Systems and Creative Potential</td>
</tr>
<tr>
<td>CNS 5126</td>
<td>Qualitative Research A (1) Prerequisite: COR 3145</td>
</tr>
<tr>
<td>CNS 5127</td>
<td>Qualitative Research B Prerequisite: CNS 5126</td>
</tr>
<tr>
<td>CNS 5284</td>
<td>Consciousness and Sustainability: Solutions for the 21st Century Prerequisite: CNS 5010</td>
</tr>
<tr>
<td>IPP 5012</td>
<td>Effective Communication A: Emotional Dynamics (3)</td>
</tr>
<tr>
<td>IPP 5013</td>
<td>Effective Communication B: Intersubjectivity (3) Prerequisite: IPP 5012</td>
</tr>
<tr>
<td>CNS 5455</td>
<td>Exploring Professional Identity A (1)</td>
</tr>
<tr>
<td>CNS 5460</td>
<td>Exploring Professional Identity B Prerequisite: CNS 5455 (1)</td>
</tr>
<tr>
<td>CNS 5515</td>
<td>Six Domains of Consciousness: Personal Synthesis</td>
</tr>
</tbody>
</table>

This requirement must be satisfied by taking IPP courses 5300—5399. Consult an advisor for guidance: IPP53XX Religious Studies (4) units

Professional Development (6) units

Select 3 of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5615</td>
<td>Media and Publishing</td>
</tr>
<tr>
<td>CNS 5670</td>
<td>Advanced Writing and Publishing</td>
</tr>
<tr>
<td>CNS 5410</td>
<td>Teaching Practicum A</td>
</tr>
<tr>
<td>CNS 5411</td>
<td>Teaching Practicum B</td>
</tr>
<tr>
<td>CNS 5415</td>
<td>Curriculum Development</td>
</tr>
<tr>
<td>CNS 5453</td>
<td>Personal and Professional Coaching</td>
</tr>
<tr>
<td>CNS 5465</td>
<td>Starting Your Own Business</td>
</tr>
</tbody>
</table>

Integrative Project or Thesis

Students taking the Integrative Project option complete seven units of electives. Students writing a thesis complete five units of electives. Electives may be chosen from graduate courses offered throughout the University. Students admitted to certificate programs in the College of Graduate and Professional Studies may also apply these courses toward their electives.

Select either Integrative Project or Thesis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5610</td>
<td>MA Integrative Project (2) Prerequisite: CNS 5127</td>
</tr>
<tr>
<td>Electives (7)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>CNS 5600</td>
<td>Planning a Thesis (4)</td>
</tr>
<tr>
<td>CNS 5615</td>
<td>Thesis Prerequisite: CNS 5600</td>
</tr>
<tr>
<td>Electives (5)</td>
<td></td>
</tr>
</tbody>
</table>

Total units required 68—72

Consciousness and Healing Specialization

The relationship between consciousness and physical, mental, emotional, and spiritual healing has been well documented in recent years. Many studies show a direct relationship between objective brain/body functioning and subjective states of mind and consciousness. The 16 units in this specialization allow students to explore the fascinating implications of the mind/body/spirit equation in terms of physical health, psycho logical well-being, and personal longevity.

The specialization in Consciousness and Healing explores the relationship between consciousness and our ability to heal ourselves, physically, mentally, emotionally and spiritually.

Required Courses (16)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5015</td>
<td>Body Consciousness/Body Wisdom</td>
</tr>
<tr>
<td>CNS 5027</td>
<td>Non-Ordinary States of Consciousness</td>
</tr>
<tr>
<td>IPP 5012</td>
<td>Effective Communication A: Emotional Dynamics (3) Prerequisite: PYC 3200</td>
</tr>
<tr>
<td>Electives, Select among the following (9):</td>
<td></td>
</tr>
<tr>
<td>CNS 5039</td>
<td>Writing Your Story (1)</td>
</tr>
<tr>
<td>IPP 5045</td>
<td>Psychosynthesis</td>
</tr>
<tr>
<td>CNS 5620</td>
<td>Issues in Consciousness Studies (varies)</td>
</tr>
<tr>
<td>HHE 5125</td>
<td>Energy Models of Healing</td>
</tr>
<tr>
<td>IPP 5054</td>
<td>Enneagram Assessment (3)</td>
</tr>
</tbody>
</table>

Culture and Consciousness Specialization

The role of culture throughout the world has been to provide personal and collective meaning that supports and enriches our human experience. The increasing fragmentation of post-modern Western society and our planetary ecological crisis is bringing with it a profound loss of personal and collective meaning. This 16-unit specialization allows students to explore the deeper levels and patterns of our personal and collective experience to create new meaning for the future.

The Culture and Consciousness specialization explores the impact of culture and cultural awareness in expanding individual and collective consciousness.

Required Courses (16)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5015</td>
<td>Body Consciousness/Body Wisdom</td>
</tr>
<tr>
<td>CNS 5027</td>
<td>Non-Ordinary States of Consciousness</td>
</tr>
<tr>
<td>IPP 5012</td>
<td>Effective Communication A: Emotional Dynamics (3) Prerequisite: PYC 3200</td>
</tr>
<tr>
<td>Electives, Select among the following (8):</td>
<td></td>
</tr>
<tr>
<td>CNS 5039</td>
<td>Writing Your Story (1)</td>
</tr>
<tr>
<td>IPP 5045</td>
<td>Psychosynthesis</td>
</tr>
<tr>
<td>CNS 5620</td>
<td>Issues in Consciousness Studies (varies)</td>
</tr>
<tr>
<td>HHE 5125</td>
<td>Energy Models of Healing</td>
</tr>
<tr>
<td>IPP 5054</td>
<td>Enneagram Assessment (3)</td>
</tr>
</tbody>
</table>
CNS 5830  Ecotherapy as Cultural Work (3)
IPP 5347  Spirituality, Symbols, Dreams

**Deep Sustainability Specialization**

The Deep Sustainability Specialization addresses the increasingly urgent need to position academic and professional work within an environmental context. Students within this specialization learn important and intimate interconnections between self, consciousness, and world. Courses prepare students to be environmentally awake community mentors for the necessary transition toward a life-sustaining civilization that respects and serves human and planetary needs.

**Required Courses (16)**

All courses are 2 units unless otherwise indicated.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5010</td>
<td>Paradigms of Consciousness (3)</td>
</tr>
<tr>
<td>CNS 5284</td>
<td>Consciousness and Sustainability</td>
</tr>
<tr>
<td>IPP 5033</td>
<td>Living Systems and Creative Potential</td>
</tr>
<tr>
<td>CNS 5023</td>
<td>Shamanic Traditions of our Ancestors</td>
</tr>
</tbody>
</table>

**Electives, SELECT among the following (7):**

(Courses such as CNS5XXX, HHE5XXX, A&C 5XXX may be used to satisfy this requirement)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5039</td>
<td>Ancestral Consciousness and Healing</td>
</tr>
<tr>
<td>HHE 5173</td>
<td>From Farm to Table (3)</td>
</tr>
<tr>
<td>HHE 5145</td>
<td>Health, Environment, Sustainability</td>
</tr>
</tbody>
</table>

**Dream Studies Specialization**

The Dream Studies specialization is one of the few accredited interdisciplinary dream studies curricula in existence. The 16 units of courses that make up the specialization are taught by experts, authors, and researchers who have dedicated their lives to exploring this important state of consciousness. Graduates who complete the dream studies specialization use their specialized dream studies knowledge in a variety of careers, including teaching, personal coaching, research, writing, art, and other creative endeavors.

This specialization is open to students in all JFK University programs that have adequate electives to accommodate the specialization. This is an interdisciplinary exploration of dreams from scientific, psychological, spiritual, indigenous and contemporary perspectives.

**Required Courses (16)**

All courses are 2 units unless otherwise indicated:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5030</td>
<td>Sleep, Dreams, and States of Consciousness</td>
</tr>
<tr>
<td>CNS 5039</td>
<td>Stones, Shamans, &amp; Goddess Dreams (1)</td>
</tr>
<tr>
<td>CNS 5216</td>
<td>Lucid Dreaming</td>
</tr>
<tr>
<td>CNS 5280</td>
<td>Dreams, Archetypes, and Personal Mythology</td>
</tr>
<tr>
<td>CNS 5282</td>
<td>Dreams: Initiation and Indigenous Ways of Knowing</td>
</tr>
<tr>
<td>CNS 5345</td>
<td>Shamanism &amp; Dreams (1)</td>
</tr>
<tr>
<td>CNS 9210</td>
<td>Dream Studies Fieldwork (0)</td>
</tr>
<tr>
<td>CNS 5212</td>
<td>Psychology of Dreams</td>
</tr>
<tr>
<td>CNS 5215</td>
<td>Integral Approach to Dream Work</td>
</tr>
<tr>
<td>IPP 5347</td>
<td>Spirituality, Symbols, Dreams</td>
</tr>
</tbody>
</table>

**East-West Philosophy and Religion Specialization**

In this increasingly global society, beset by deep schisms in philosophies and spiritual traditions, it is crucial that we expand our understanding of both Eastern and Western philosophic and spiritual perspectives. The 16 units in this specialization allow students to focus deeply on the wisdom of both the East and the West to foster new awareness of self and the global community.

**Required Courses (16)**

All courses are 2 units unless otherwise indicated:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5035</td>
<td>Philosophy of Mind (3)</td>
</tr>
<tr>
<td>CNS 5037</td>
<td>Neuro-Philosophy of Consciousness</td>
</tr>
<tr>
<td>IPP 5027</td>
<td>World Spirituality</td>
</tr>
<tr>
<td>IPP 5349</td>
<td>Integral Life Practice</td>
</tr>
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</table>

**Electives (7)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5027</td>
<td>Non-Ordinary States of Consciousness</td>
</tr>
<tr>
<td>CNS 5800</td>
<td>Issues in Philosophy (varies)</td>
</tr>
<tr>
<td>IPP 5307</td>
<td>Issues in Religious Studies (varies)</td>
</tr>
</tbody>
</table>

**Science and Consciousness Specialization**

Emerging research in quantum physics, neuro-physiology and brain science is revealing remarkable new mind/body connections with important correlations for understanding human consciousness. The 16 units in this specialization allow students to explore these emerging topics and their dramatic implications for consciousness.

**Required Courses (16)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5025</td>
<td>Quantum Approaches to Consciousness (3)</td>
</tr>
<tr>
<td>CNS 5037</td>
<td>Neuro-Philosophy of Consciousness</td>
</tr>
<tr>
<td>IPP 5025</td>
<td>Somatic Psychology (3)</td>
</tr>
</tbody>
</table>

**Electives, (7)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5027</td>
<td>Non-Ordinary States of Consciousness</td>
</tr>
<tr>
<td>CNS 5037</td>
<td>Neuro-Philosophy of Consciousness</td>
</tr>
<tr>
<td>IPP 5025</td>
<td>Somatic Psychology (3)</td>
</tr>
</tbody>
</table>

**Certificate in Ecotherapy**

The Ecotherapy Certificate offers training in evidence-supported approaches for transforming the human relationship to nature in the service of healing and well-being. These deep approaches, fashioned for both personal- and community-level work, include horticultural therapy, animal-assisted therapy, cultivating conscious relationship with place, critically analyzing cultural practices according to their sustainability, engaging with the subjective states associated with environmental trauma and eco-anxiety, and engaging the body as an extension of earth.

The Certificate is a one-year program open to everyone holding a Bachelor of Arts or Bachelor of Science degree. Students will learn theory and practice online and deepen practice by participating in three three-day intensive meetings in person. This is the only academically-based ecotherapy program in the world, offers as a combination of online and classroom-based learning.
Program Learning Outcomes

Students completing the Certificate in Ecotherapy will be able to:

• Apply a variety of nature-based techniques for use in social and psychological healing;
• Understand and discuss the research supporting the field of ecotherapy;
• Mentor their communities of origin in the psychological, scientific, somatic, and systemic dimensions of sustainability. This includes a capacity for translating ecological concepts into understandable terms and educational images in a variety of media;
• Enter intelligently into the scientific, financial, and political discourse surrounding sustainability, localization, alternative energy, food production, and climate change;
• Engage with the subjective states related to environmental trauma;
• Offer constructive alternatives to "eco-anxiety," the deep fears aroused by accelerating climate change;
• Challenge and change entrenched attitudes and biases that prevent adaptation to environment ally wise solutions and habits;
• Identify a personal area of focus and apply learnings gained within an internship work setting.

Counseling Psychology

Master of Arts in Counseling Psychology (formerly Marriage and Family Therapy)

The Master of Arts (MA) in Counseling Psychology program supports the mission of JFK University and the College of Graduate and Professional Studies (CGPS) by providing a curriculum emphasizing student learning with faculty involvement that integrates academic vigor, clinical practice, while promoting the unique development of each student. The goal of this program, which is to develop excellent future practitioners, is successfully achieved by providing intimate classroom learning experiences with experienced faculty, offering hands-on supervisory feedback in various clinical practicum settings, and encouraging personal exploration and growth in the student's own psychotherapy experience. Graduates of the MA in Counseling Psychology program proceed to licensure and professional positions providing mental health services in a variety of settings. The necessity of post-degree learning is encouraged and emphasized.

This unique MA in Counseling Psychology program offers two specializations: 1) MFT specialization which fulfills all educational requirements for the California Marriage and Family Therapy (MFT) license as prescribed by the Board of Behavioral Sciences (BBS). 2) PCC specialization meets the BBS requirements for the California Marriage and Family Therapist (MFT) license. This practice includes relationship and premarriage counseling. "The application of marriage and family principles and methods includes, but is not limited to, the use of applied psychotherapeutic techniques, to enable individuals to mature and grow within marriage and the family ..."

Scope of Practice – Licensed Marriage and Family Therapist

The Scope of Practice of a Marriage and Family Therapist is defined by Section 4980.02 of the Business and Professions Code. This provision allows practitioners to perform services “...with individuals, couples, or groups wherein interpersonal relationships are examined for the purpose of achieving more adequate, satisfying, and productive marriage and family adjustments. This practice includes relationship and premarriage counseling.” "The application of marriage and family principles and methods includes, but is not limited to, the use of applied psychotherapeutic techniques, to enable individuals to mature and grow within marriage and the family ...

Scope of Practice – Licensed Professional Clinical Counselor

The Scope of Practice of a LPCC is defined by 4999.20 of the Business and Professions Code. "Professional Clinical Counseling means the application of counseling interventions and psychotherapeutic techniques to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems." “Professional Clinical Counseling is focused exclusively on the application of counseling interventions and psychotherapeutic techniques for the purpose of improving mental health and is not intended to capture other, nonclinical forms of counseling for the purposes of licensure. For the purposes of this paragraph, “nonclinical” means nonmental health.

Professional clinical counseling does not include the assessment or treatment of couples or families unless the professional clinical counselor has completed additional training and education, as

Admission Requirements

In addition to a completed application, an applicant for the Ecotherapy Certificate program must submit:

• One set of official transcripts of the conferred BA degree and any post-Bachelor credits or degrees,
• A personal statement of 5 to 8 pages describing their interest in the program, prior experience (if any) in the healing and teaching arts, and how they plan to use what you learn professionally.

Upon receipt of a completed application, an admissions interview will be scheduled.

Certificate Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CNS 5820</td>
<td>Intensive I: Ecotherapy Methods and Practices I (2)</td>
</tr>
<tr>
<td>CNS 5822</td>
<td>Dimensions of Holistic Sustainability (3)</td>
</tr>
<tr>
<td>CNS 5824</td>
<td>Horticultural Therapy (3)</td>
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<tr>
<td>CNS 5826</td>
<td>Healing the Human-Nonhuman Relationship (3)</td>
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<td>CNS 5828</td>
<td>Intensive 2: Ecotherapy Methods and Practices II (2)</td>
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<tr>
<td>CNS 5832</td>
<td>A, B, C, Earth, Body, Spirit A, B, C (1) (1) (1)</td>
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<tr>
<td>CNS 5830</td>
<td>Ecopsychology and Ecotherapy as Cultural Work (3)</td>
</tr>
<tr>
<td>CNS 5833</td>
<td>Intensive 3: Ecotherapy Methods and Practices III (2)</td>
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<td>CNS 5834</td>
<td>Ecotherapy Internship (3)</td>
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required under Business and Professions Code section 4999.20(a)(3)(A). Our program offers this additional course work in the MFT specialization. The LPCC license also permits assessments for the purpose of establishing counseling goals and objectives to empower individuals to deal adequately with life situations, reduce stress, experience growth, change behavior, and make well-informed rational decisions.

**California Educational Licensing Requirements**

The Marriage and Family Therapy (MFT) specialization in the MA in Counseling Psychology program meets the educational requirements for the California MFT license. Licensing statutes and regulations are subject to future legislative or administrative revisions. Students will be kept informed about the MFT licensing requirements and any changes that occur. A description of the requirements of the law (Business and Professional Code Sections 4980.37 and 4980.38) and how the program meets these requirements is available from the College of Graduate and Professional Studies office.

The Professional Clinical Counseling specialization in the MA in Counseling Psychology program meets the educational requirements for the California LPCC license. Licensing statutes and regulations are subject to future legislative or administrative revisions. Students will be kept informed about LPCC licensing requirements and any changes that occur. A description of the requirements of the law (Business and Professions Code Section 4999.10) and how the program meets these requirements is available at the College of Graduate and Professional Studies office.

**Master of Arts in Counseling Psychology Curriculum**

The Master of Arts in Counseling Psychology course of study is designed to provide the prospective student with an opportunity to select a specialization in either Marriage and Family Therapy (MFT) or Professional Clinical Counseling (PCC). Coursework for the elected specialization will meet the educational requirements as set forth by the California Board of Behavioral Sciences (BBS) for the Licensed Marriage and Family Therapist license (LMFT) or the Licensed Professional Clinical Counselor (LPCC). Students may also elect to complete additional coursework designed to meet the educational requirements for both the LMFT and LPCC, thereby acquiring both specializations while in the Master of Arts (MA) in Counseling Psychology program.

The MA in Counseling Psychology program curriculum covers a depth of core knowledge and breadth of skills in the field through a variety of theoretical orientations to therapy. The program is designed to teach and train future clinicians through a combination of didactic and experiential classroom learning modalities and supervised intensive practicums. Essential themes are interwoven throughout the sequential coursework including wellness, resiliency, and recovery; cultural diversity; systemic thinking; collaborative treatment; community mental health practice; and the impact of continued social stressors.

The program is committed to promoting the development of the Self of the Therapist by increasing the student’s self-knowledge through an ongoing examination of the student’s own values, beliefs, cultural background and contexts, abilities and growth areas. The guiding philosophy of the program resides on the perspective that achieving proficiency in these areas prepares future clinicians to provide effective culturally-sensitive services for a wide range of clinical situations, from those that may be brief to those most severe, co-occurring and persistent. The program reflects contemporary issues in the field and essential skills of effective practitioners.

The faculty members are respected practitioner-scholars who bring the most current knowledge and practical experience from their fields into the classroom. They will challenge students to discover and realize their unique talents in research, scholarship, clinical service, consultation and social advocacy in order to become leaders in the profession.

At the Pleasant Hill and San Jose Campuses the MA in Counseling Psychology Program offers students a choice of full or part-time programs which are comprised mostly of the traditional late afternoon/evening classes and some weekend coursework required. These campuses also offer a morning track option beginning in each year in the Fall which meets on Monday, Wednesday and Friday mornings with some weekend coursework required. Phase I students choosing the morning track must continue through the summer quarter in order to complete the required coursework in preparation for Phase II and start their practicum/internship without incurring a delay.

At the Berkeley campus, an accelerated full-time cohort program is available. Cohort size is limited to 20 students and classes meet on Thursday evenings and all day Saturdays. Additional workshop and elective coursework may be required on weekends and may at times, be held at the Pleasant Hill campus. At all campuses the student body is highly motivated and diverse.

Alumni of this program enjoy a high pass rate on the state's MFT examinations. They are considered some of the best, most comprehensively trained providers of counseling psychology and psycho-therapeutic counseling services in the San Francisco and greater Bay Area, and are highly sought after by agencies and other employers upon graduation and licensure.

**Program Phases**

This innovative applied 90 unit program is composed of three phases: Phase I - coursework; Phase II - practicum, coursework, and written comprehensive examination and; Phase III - practicum, coursework, and oral comprehensive examination. Successful completion of each phase is required in order to advance to the next phase.

**Phase I**: Foundation courses of Phase I combine current and traditional theory applied within the context of the class room using didactic and experiential methods. Coursework includes the core competencies of the program: theory, diagnosis and assessment, clinical skills, legal and ethical issues, treatment approaches and modalities, and evaluation of treatment.

**Phase II**: The focus shifts to clinical training as students begin fieldwork practicums while simultaneously completing additional coursework. Most students have their first direct clinical experience at a JFK University Community Center or at a clinical placement in a the School Based Counseling Program or the Family Resiliency Project. The JFK University Community Centers provide an in-vivo, dynamic, and immensely rewarding experience for the training student-psychotherapists in practicum and their clients. Students who decide to do an external practicum may choose from a wide
A variety of community-based mental health agencies, schools, and hospitals within the greater Bay Area. At the end of this component, students complete the written portion of the MA comprehensive examination, modeled after the state's MFT licensure examination.

**Phase III:** While continuing advanced coursework, students in the MFT specialization continue to focus on their practicum experience, receiving both individual and group supervision, and attending 2-hour group didactic trainings. Students in the PCC specialization concentrate on completing the PCC coursework and a lesser amount of practicum hours. Late in Phase III, students in the MFT or PCC specialization complete the oral portion of the MA comprehensive master's examination. Students who choose to complete an optional, in-depth MA thesis do so during this phase.

During Phases II and III, the MFT specialization practicum will be augmented by weekly clinical case seminars for a total of four quarters/sessions.

**Academic Advisement and Mentoring**

Student advising is readily available with a faculty or staff advisor. Students are required to meet with an advisor or participate in a group advisement meeting once per quarter/session to plan each upcoming quarter/session’s coursework and schedule. If additional questions arise during the group advisement, the student will be referred to their academic advisor. Students can schedule an additional meeting with their advisor at any time during a quarter/session.

**Course Grading**

Letter grading is given for the following MA in Counseling Psychology Program courses: PSY/PSJ/PSB 5001, 5070, 5112, 5115, 5120 I, F, C, 5154, 5156, 5157, 5179, 5303/5304, 5310, 5403/5404, 5405, 5406, 5435, 5436, 5613, 5635 and 5780. All other courses and workshops are normally graded on a Credit/No Credit basis.

Students are responsible for meeting course requirements, assignment deadlines, and grading criteria outlined in each course syllabus. The grade of B- is acceptable but MA in Counseling Psychology Program considers any grade below B- as not passing and results in an automatic referral to Review and Advisement (see below) and the course must be retaken. University policy requires that a master’s student achieve and maintain a cumulative grade point average (GPA) of 3.0 or above. A cumulative GPA 2.9 or below will place a student on university academic probation. MA Counseling Psychology Program upholds the University policy regarding academic misconduct such as plagiarism and cheating.

**Review and Advisement**

Following admission, an ongoing process of student evaluation begins. When such evaluation indicates that a student’s performance falls below the standards expected of a member of the MA in Counseling Psychology program learning community, the student will be referred to the Review and Advisement (R&A) Committee. Such issues to be addressed in R & A may be related to academics or conduct expected of a member of the profession and a plan is developed to address the identified concern and provide further mentoring and direction for the student. Please refer to the specific policies, procedures and guidelines in the Student Handbook as well as to the JFK University 2012-2013 catalog.

**Supervised Practicum**

The supervised practicums completed in Phases II and III provide the student with the opportunity to apply their academic coursework, and may not be completed in less than five quarters. Except for the Berkeley Cohort, students may do the first three academic quarters of their practicum experience at one of JFK University's Community Centers, or at the School Based Counseling Program, an approved external site in a community. The JFK University’s Community Centers draw upon the teaching and supervisory skills of psychologists, marriage and family therapists, clinical social workers, who are all licensed in their respective disciplines.

At our JFK University Community Centers, students counsel individuals (adults and children), couples, families, and groups. Relationship difficulties, parent-child conflicts, and adjustment problems of adolescents and children are among the many family issues encountered at the centers. Various teaching tools, including one-way mirrors and audio- and video-aids, provide direct feedback and help students develop their therapeutic skills. Students are responsible for the intake procedure with new clients and participate in the administrative operations of the center.

During the first three quarters of practicum, students participate in weekly clinical group supervision in which each student makes at least one comprehensive case presentation. The supervisor facilitates discussion of the theory and practice relevant to the issues at hand. The group supervision also serves as a support group for students as they meet the challenges of providing therapy to clients. Additionally, for four quarters/sessions, MFT specialization students are required to take and participate in 2.5-hour weekly clinical case seminars taught by faculty.

During this time, PCC specialization students will focus on taking the PCC specialization coursework. completing the first three quarters of the practicum, Pleasant Hill and San Jose students must apply in order to remain at one of the University’s Community Centers in a different capacity, to complete an advanced program, or to begin an external practicum. If approved to go on to an external practicum, students meet with the external practicum coordinator at least one academic quarter before the quarter in which they will begin their external practicum.

The MA in Counseling Psychology maintains ongoing relationships with a range of agencies throughout the greater San Francisco Bay Area. These include community mental health programs, private nonprofit outpatient clinics, residential treatment programs, and inpatient and outpatient hospital settings and veteran's centers. Other placements include substance abuse treatment centers and settings that use specialized techniques, such as sport psychology or expressive arts therapy.

MA in Counseling Psychology students are required to have 225 hours of direct client contact within their graduate studies in order to pursue MFT licensure. PCC students are required to have a minimum of 280 hours of face-to-face in order to pursue LPCC licensure. Typically, students satisfy this requirement during their practicums. Occasionally, students who are unable to achieve these minimum hours of direct contact must enroll in PSY/PSJ/PSB 5266 Supervised Supplemental Experience for an additional quarter/session of fieldwork. Units earned in PSY/PSJ/PSB 5266 Supplemental Fieldwork Experience do not apply toward the 90 graduate units required for the degree.

**Letter of Recommendation**

The letter of recommendation shall be addressed to the Review and Advisement (R&A) Committee. Such issues to be addressed in R & A may be related to academics or conduct expected of a member of the profession and a plan is developed to address the identified concern and provide further mentoring and direction for the student. Please refer to the specific policies, procedures and guidelines in the Student Handbook as well as to the JFK University 2012-2013 catalog.
In addition, all students are required to purchase their own malpractice insurance and be fingerprinted prior to beginning practicum. Students who have concerns about the fingerprinting requirement are encouraged to speak with the Program Chair and also to contact the BBS early in their educational process to determine any impact with regard to licensure. For more information on practicums, please refer to the student handbook.

**Didactic Training**

As part of our commitment to helping students meet practicum and workshop hours for licensure, students attend a didactic training series that covers specialized topics in the field of psychology. Speakers from public and private agencies, the health care industry, and schools address the latest theories and ideas in community mental health and disparities in mental health care in traditionally marginalized communities. This is in keeping with recent changes in BBS requirements which incorporate principles of wellness, recovery, resilience cultural competence, and community mental health. The didactic training series is a required part of the practicum experience in that JFK University Community Center including the school Base Counseling Program or Counseling Program practicums.

**Comprehensive Master’s Examination**

All students in the MA in Counseling Psychology program are required to demonstrate an understanding of theoretical material and their capacity to function effectively and ethically as professional clinicians. As part of the assessment of these competencies, students must complete a two-part comprehensive master’s examination similar in format to that of the California MFT exam licensure.

Offered twice a year, the written master’s examination is taken in Phase II of the program and it covers all of the Phase I coursework. Students must register through the registrar’s office for the written comprehensive examination, PSY/PSJ/PSB 9091, and pay the non-refundable fee and attend a scheduled orientation meeting and optional practice session held six weeks prior to the date of the examination. Students who are required to retake the written examination must re-register and pay the appropriate non-refundable fee. Students have three opportunities to pass the written examination. A student who fails the written examination must meet with the Review and Advisement Committee.

At the end of the fifth or sixth quarter/session of practicum, students complete the oral component of the comprehensive master’s examination. Students must register through the registrar’s office for the oral comprehensive examination, PSY/PSJ/PSB 9091, and pay the appropriate non-refundable fee. The examination consists of two parts beginning with a case presentation by the candidate of their own clinical work to two examiners, followed by predetermined questions. Both parts of the oral examination provide students with the opportunity to demonstrate competence, breadth, and the depth of knowledge necessary to become an effective therapist. Students have three opportunities to pass the oral examination. Students who are required to retake the oral examination must re-register and pay the appropriate non-refundable fee. A student who fails the oral examination must meet with the Review and Advisement Committee.

**Master’s Thesis**

A master’s thesis consists of a detailed, systematic, original exploration of a topic. The thesis revolves around one key research question that formulates your approach to the topic. Thesis work is recommended for students who intend to be published, to work in or with academia as part of their career, or to consider eventual doctoral work.

For the master’s thesis option, the required sequence of courses is:

1. PSY/PSJ/PSB 5054 Research Methods: Quantitative and Qualitative
2. PSY/PSJ/PSB 5990 Master’s Thesis Proposal, 
3. PSY/PSJ/PSB 5646 Advanced Study in Research, and 
4. Three quarters (two units each) of PSY/PSJ/PSB 5991 Master’s Thesis, namely PSY/PSJ/PSB 5991A, PSY/PSJ/PSB 5991B, and PSY/PSJ/PSB 5991C.

In terms of sequence, students must complete PSY/PSJ/PSB 5054 Research Methods before enrolling in PSY/PSJ/PSB 5990 Master’s Thesis Proposal. Students will design and develop their thesis research in that class, including the submission of the master’s thesis proposal to the Human Participants Committee (HPC) for review and approval. Students must complete and submit their master’s thesis proposal to the HPC prior to the maximum time limit of three quarters from their first enrollment in PSY/PSJ/PSB 5990. Students are required to repeat PSY/PSJ/PSB 5990 (maximum of three times) until their master’s thesis proposals have been submitted to and approved by the HPC. Students must receive credit for PSY/PSJ/PSB 5990 Master’s Thesis Proposal before enrolling in PSY/PSJ/PSB 5991A Master’s Thesis A.

Before enrolling in PSY/PSJ/PSB 5991A and starting on the master’s thesis itself, Students need to take the PSY/PSJ/PSB 5646 Advanced Study in Research (this course may be taken concurrent with PSY/PSJ/PSB 5991A).

Once students finish the proposal and enroll in PSY/PSJ/PSB 5991A, they must progress to PSY/PSJ/PSB 5991B and PSY/PSJ/PSB 5991C without missing any quarters in between. This means being registered for a minimum of three consecutive quarters. Upon completion of PSY/PSJ/PSB 5991A and PSY/PSJ/PSB 5991B, students will receive an in-progress (IP) mark on their transcript. After submission of the final bound thesis, the IPs will convert to credits. However, units of the PSY/PSJ/PSB 5991 classes are not applied toward the total unit requirements for the MA degree for MFT and PCC students. All thesis coursework units applied toward the total unit requirements for the MA degree for the Individualized Program of Study in Psychology.

Students who have not completed their thesis at the end of SY/PSJ/PSB 5991C will be required to take PSY/PSJ/PSB 5992 Supplemental Thesis Assistance for one unit each quarter until the thesis is completed. These supplemental units do not count toward the degree’s unit requirements. Students must complete and receive credit for their master’s theses prior to the maximum time limit of six quarters from their initial enrollment in PSY/PSJ/PSB 5991A. The thesis must be completed and approved before the degree can be awarded.

Students who wish to do a Master’s Thesis must arrange an initial conference with the Research Director (Thesis Coordinator) of the
MA in Counseling Psychology Program or the MA in Psychology Individualized Program of Study at least one year before expected graduation. In consultation with the Research Director (Thesis Coordinator), the student prepares a formal application and receives thesis instructions specific to the Program (i.e., specified in the Master’s Thesis Student Handbook). Approval for permission to enroll in PSJ/PSY/PSB 5990 Master’s Thesis Proposal class must be obtained from the Research Director prior to registration.

The required number of quarters of practicum is six for MFT students. However, Pleasant Hill and San Jose students who elect to complete a master’s thesis may also elect to do only five quarters of practicum. With the BBS requirement of 225 face-to-face client hours in order for MFT students to graduate, it is highly recommended to plan to do six quarters of practicum in order to acquire the necessary hours. PCC students are required to have 280 hours of face-to-face in order to pursue LPCC licensure. Students enrolled in the Berkeley Cohort who desire to write a master’s thesis may elect to do so after completing the academic coursework in the cohort, thus extending their time in the MA in Counseling Psychology program.

Note that there will be no leave of absence granted throughout this research process unless there are urgent extenuating circumstances and you obtain permission from the instructor.

### Professional Development Workshops

As a part of the MA in Counseling Psychology program, students attend a series of workshops designed to enhance their development as professionals as well as their post-master’s internship and employment opportunities. For new students enrolling in the program in Fall 2012 in Phase I, students enroll in PSY/PSJ/PSB 9000 Child Abuse Assessment, Reporting and Treatment prior to entering the first quarter of Field Practicum. The workshop satisfies BBS requirements for seven hours of coursework covering legal definitions, reporting requirements and processes as well as crisis intervention, counter-transference issues and community resources for families and abusers.

Phase I students will also take PSY/PSJ/PSB 9001 Diversity Awareness, which is a prerequisite to PSY/PSJ/PSB 5620 Multicultural Competence. PSY/PSJ/PSB 9007 Introduction to School Based Counseling Program is the orientation to, and training required during the first quarter of the School Based Counseling Program practicum.

Phase III students enroll in PSY/PSJ/PSB 9008 Aging and Long-Term Care, which satisfies BBS requirements for persons who begin graduate studies on or after January 1, 2004, to complete a minimum of ten hours of course work in aging and long-term care. PSY/PSJ/PSB 9010 Issues with HIV and AIDS, satisfies BBS requirements for seven hours of coursework covering characteristics and methods of assessment and treatment of people living with HIV.

In the last quarter/session of the program, students enroll in PSY 9100 Professional Development: Post Master’s Preparation. This workshop is the culmination of the MA in Counseling Psychology program and prepares students to complete the paperwork requirement to register for their MFT intern status or PCC’s with the BBS.

### Personal Psychotherapy

Throughout their course of study, students are encouraged to take responsibility for their personal development and knowledge of self so to become sensitive to the impact that they have on those around them. Consistent with this focus on developing the Self of the Therapist, there is a non-credit requirement that students participate in at least 50 sessions of personal (individual, couple, family, or group) psychotherapy. Guidelines for the student psychotherapy experience are available in the CGPS office. Students who receive therapy from a licensed therapist may count those hours toward BBS hours of experience requirements.

Students are encouraged to begin their personal psychotherapy in Phase I when they begin PSY/PSJ/PSB 5232, Clinical Skills Training C: MFT Techniques 2, as they are required to be in therapy at the beginning of Field Practicum. **Students register for PSY/PSJ/PSB 9075 Personal Psychotherapy in the quarter they will complete the 50 hours.** The Personal Psychotherapy Experience Form must be filled out and turned into the Instructor of Record during the quarter in which the student is registered in order to receive credit for this requirement.

### Cohort Program

JFK University offers an accelerated, 11-session (approximately 26-months), MA in Counseling Psychology program in Berkeley. The cohort program duplicates the content of the successful Pleasant Hill and San Jose MFT specialization program, emphasizing experiential learning, psychological theories and substantial practicum, satisfying the educational requirements for licensure in MFT, but with some unique differences.

The curriculum is divided into eleven, 9-week sessions and is a full-time program with 16-20 students in the cohort learning community. During the first year (5 sessions) one class is held on a designated weeknight and two classes are held on Saturdays. In years two (5 sessions) and three (1 session), students attend one weeknight course and attend one Saturday class in the morning while accumulating practicum hours at an external practicum site. There are four required workshops, (3) elective units and two comprehensive master’s examinations that take place within the 26-month program and are scheduled on assorted weekend-days and may be held at a different campus location.

The practicum component of the program emphasizes our community service orientation as well as hands-on training and will give students direct contact with their own counseling clients. Students complete their practicums at carefully identified community-based agencies in geographically convenient locations where they receive both individual and group supervision from licensed counseling psychologists, licensed clinical social workers (LCSW), and licensed Marriage and Family Therapists (LMFT) Pleasant Hill and San Jose programs, this fieldwork will help students collect significantly more hours toward licensure than many other MA in Counseling Psychology or Counseling Psychology programs in Northern California while also giving them a competitive edge when applying to post-master’s internships.

Approximately half of the cohort students choose to complete the PCC specialization making them eligible for the LPCC license, and stay on for two additional 9-week sessions of PCC coursework comprising of 13.5 units. Students interested in creating their own individualized specialization may do so under the close direction of
Individualized Program of Study Leading to the Master of Arts in Psychology Degree

Students interested in earning a MA in Psychology without pursuing a professional license have the option to create their own individually designed MA in Psychology. Students who choose this option must clearly be aware that this program does not fulfill the educational requirements of the BBS for MFT or PCC licensure. This MA degree must follow the generic rules as outlined in the Graduation Requirements chapter of the JFK University General Catalog. A program designed according to these rules must be clearly different from any MA program already offered by the College of Graduate and Professional Studies. Typically, an individual program emphasizes a special area of interest or cross-disciplinary emphases such as program administration, teaching in higher education, and/or consulting/training in organizations and community-based agencies. The program must include a thesis that focuses on the particular area of interest. It should be at least 75 units total and needs to be approved by two advisors, the coordinator of individualized programs, the Program Chair, the Dean, the Registrar, and the Vice President for Academic Affairs.

Clinical Training Certificate

The post-master’s clinical training offers advanced, individualized training to clinicians who have completed a master’s degree in psychology or a related field, and are registered with the BBS as a MFT or PCC intern or as a pre-licensed associate social worker. The advanced degree must have been received from an institution with regional accreditation, an example being the Western Association of Schools and Colleges (WASC).

Students accepted into a post-master’s clinical training have the opportunity to acquire new skills through academic coursework while earning hours toward licensure. Each person in the post-master’s clinical training program has an individualized program established to meet his or her unique needs and is designed with the intention for it to be completed within one academic year. Courses and fieldwork make up the certificate. The number of units comprising the program certificate depends on student needs. Examples of concentrations of interest could be child therapy, systemic therapy, couple and family therapy, or expressive arts therapy. Other interests and specialties are open to consideration. A combination of courses and clinical placements are used for the acquisition of new skills.

Interested parties in completing post-master’s clinical training must go through the application process through the Office of Admissions.

Community Programs

JFK University Community Centers

JFK University operates two community centers in conjunction with its Pleasant Hill and San Jose campuses. The Community Centers’ mission is to provide supervised training for advanced students in the MA in Counseling Psychology program and to offer high-quality, affordable counseling and psychotherapy to the community. The centers offers individual, couple, family, and group counseling services where a wide range of concerns are addressed including family conflicts, parenting, anxiety, alcohol and drug issues, depression, grief, trauma, aging, and sexuality.

The University opened its first community counseling center in 1974. Today the center, currently located near the Pleasant Hill campus, is one of the largest community-based, outpatient mental health facilities in the greater San Francisco Bay Area. Over 75 graduate Counseling Psychology trainees and PsyD students serve approximately 5,000 client sessions per year at this facility, including assessment services performed by PsyD students, while under the supervision of licensed professionals.

The Community Center in Sunnyvale is located at the Cupertino Union School District’s Center for Children and Families. Counseling services are provided by graduate Counseling Psychology trainees, who may also serve as counselors on-site in the school district’s elementary and junior high schools.

School Based Counseling Program

Graduate-level psychology students and post-master’s interns provide on-site counseling services at elementary, middle, and high school campuses. JFK University counselors are supervised by experienced clinicians licensed in psychology, social work, and marriage and family therapy. Services to schools include individual and group counseling with children and adolescents, as well as meetings with the youths’ parents. JFK University students may also provide psycho-education, parent workshops, and teacher and administrative consultation.

Issues addressed in the School-Based Counseling Program include behavior problems, abuse, academic difficulties, peer relationship conflicts, self-esteem, grief and loss, anxiety, depression, family changes, and other developmental and adjustment challenges. Counseling utilizes a variety of treatment approaches, such as expressive arts, play therapy, cognitive behavioral techniques, talk therapy, and group work. Services are tailored to the needs of the clients and interests of the schools being served.

Family Resiliency Project

The Family Resiliency Project (FRP) is funded by the Dean & Margaret Lesher Foundation and the Thomas J. Long Foundation as a grant funded collaborated between the John F. Kennedy University Community Center in Pleasant Hill and the Mount Diablo Unified School District. Students may choose to apply to the FRP as a field practicum, receiving weekly didactic training and group supervision to meet the BBS requirements for hours experience. The focus of students in the FRP is to provide family therapy with school age children and their families not solely on changing a child’s behaviors, but rather on shifting the way family members relate with each other.

The MA in Counseling Psychology program is considering expanding FRP into an East Bay school district and South Bay school district for students at the San Jose and Berkeley campuses. Students who are bi-lingual, particularly in Spanish, gain a great deal of experience conducting therapy in a language other than English, as many families are not English speaking. Students do not need to be bi-lingual to apply.

Expressive Arts Camps

The MA in Counseling Psychology program offers Expressive Arts Camps for latency-aged children to explore the creative process through a variety of art modalities including visual arts, movement,
and drama. These camps provide a unique setting in which children acquire new skills in the arts and enhance their self-confidence and self-expression while our MA in Counseling Psychology students have the opportunity to apply their classroom learning through supervised internships. An additional expressive arts course is required for students wishing to participate. The Expressive Arts Camps are an excellent example of how the MA in Counseling Psychology program offers services to families in our communities while also broadening the opportunities for our student-practitioners to earn additional clinical training hours towards their graduation and BBS requirements. For more information, see the JFK University website at: www.jfku.edu.

Program Learning Outcomes

Both the American Counseling Association (ACA) and the American Association of Marriage and Family Therapists (AAMFT) have established standards and criteria related to the training of professional clinical counselors and marriage and family therapists. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), the accrediting arm of the American Counseling Association (ACA), published the competency-based standards for the knowledge, skills, and practices for the training of professional clinical counselors (CACREP, 2009). The American Association of Marriage and Family Therapists (AAMFT) published core competencies for marriage and family therapy in 2004 emphasizing the six domains of knowledge and requisite skills in each domain that comprise the practice of marriage and family therapy. The faculty of the John F. Kennedy University MA in Counseling Psychology Program (with emphases in Professional Clinical Counseling and/or Marriage and Family Therapy) selected from these two publications the domains that best describe the program’s desired learning results. From the CACREP core competencies and the AAMFT six domains of knowledge and requisite skills in each domain, faculty developed the following Program Learning Outcomes (PLOs):

- **Knowing the self.** Students can articulate and evaluate the role of the self in marriage and family therapy and in professional clinical counseling along with developing strong professional identities as therapists and counselors and demonstrating leadership and advocacy applicable to furthering the professions.

- **Understanding the client.** Students can assess and diagnose client problems systematically and contextually.

- **Connecting with the client.** Students can establish, maintain, evaluate, and utilize the therapeutic relationship to serve the mental health needs of diverse clients.

- **Facilitating improved interpersonal relationships and mental health.** Students can utilize concepts, structures, theories, models, and technologies appropriate to the practice of marriage and family therapy and professional clinical counseling.

- **Providing psychotherapy and counseling within legal and ethical mandates.** Students can identify, explain, and apply state, federal, and local laws that govern the provision of psychotherapy and counseling and can employ ethical decision-making processes.

- **Providing culturally sensitive services.** Students can recognize their own potential biases and deliver culturally sensitive assessment, advocacy, education, and treatment.

- **Evaluating outcomes of clinical work.** Students will be aware of, evaluate, and respond to measurable outcomes of their work with clients using the research tools and methods in the field and employing evidence-based practices in psychotherapy and counseling interventions, assessments, and program evaluations.

Admission Requirements

In addition to the University requirements listed previously in this catalog, applicants to the MA in Counseling Psychology Program must submit the following:

- Official transcripts from the bachelor conferring institution and any post-master bachelor credits (including other master’s degrees). A 3.0 or better GPA is required for admission. In rare cases, lower GPAs may be considered at the discretion of the faculty.

- A bachelor’s degree from a regionally accredited institution. (International applicants to the program must have the equivalent of a U.S. bachelor’s degree.)

- A personal statement, four to six double-spaced, typed written pages, plus a title page. The statement should reflect the applicant’s interest in the field and rationale for applying to this program.

- Three signed letters of recommendation which attest to the applicant’s suitability for the program, preferably from former or current professors.

Degree Requirements

NOTE: Counseling Psychology courses are offered in Pleasant Hill (PSy), San Jose (PSJ), and Berkeley (PSB). For simplicity, all courses listed in this catalog will have the PSy prefix, although they also may be offered as PSJ or PSB. All courses are three (3) quarter/session units unless otherwise indicated.

The following courses are core MA Counseling Psychology requirements for both the MFT and PCC specializations.

### Phase I

Successful completion of Phase I required to advance to first field practicum. Courses listed in Phases II & III may be taken earlier in the program if their prerequisites have been met.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSy 5000</td>
<td>New Student Orientation</td>
<td>0</td>
</tr>
<tr>
<td>PSy 5054</td>
<td>Research Methods: Quantitative and Qualitative</td>
<td></td>
</tr>
<tr>
<td>PSy 5112</td>
<td>The Family Life Cycle</td>
<td></td>
</tr>
<tr>
<td>PSy 5070</td>
<td>Theories and Practices of Community Mental Health</td>
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This course is taken in the last quarter of Phase I:

<table>
<thead>
<tr>
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<td>Student Portfolio Review</td>
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<tr>
<td><strong>Prerequisite:</strong> PSy 52312</td>
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<tr>
<td>PSy 5115</td>
<td>Theories of MFT Practices I</td>
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<tr>
<td>PSy 5156</td>
<td>Theories of MFT Practices II</td>
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<tr>
<td><strong>Prerequisite:</strong> PSy 5115</td>
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<tr>
<td>PSy 5157</td>
<td>Theories of MFT Practices III</td>
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<tr>
<td><strong>Prerequisite:</strong> PSy 5156</td>
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<td></td>
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<tr>
<td>PSy 5230</td>
<td>Clinical Skills Training A: Self as Clinician</td>
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<tr>
<td>PSy 5231</td>
<td>Clinical Skills Training B: MFT Techniques I</td>
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<tr>
<td><strong>Prerequisites:</strong> PSy 5156, 5230</td>
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<tr>
<td>PSy 5232</td>
<td>Clinical Skills Training C: MFT Techniques II</td>
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<tr>
<td><strong>Prerequisite:</strong> PSy 5231</td>
<td></td>
<td></td>
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<tr>
<td>PSy 5303</td>
<td>Child, Adolescent and Family Therapy: Assessment &amp; Treatment A</td>
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<tr>
<td><strong>Prerequisites:</strong> PSy 5157</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSy 5403</td>
<td>Diagnosis and Assessment of Psychopathology A</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Prerequisites</td>
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<tr>
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<tr>
<td>PSY 5635</td>
<td>Ethics and the Law</td>
<td>Prerequisite: PSY 5230; Corequisite: PSY 5231</td>
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<tr>
<td>PSY 9000</td>
<td>Child Abuse Assessment, Reporting &amp; Treatment Workshop (0)</td>
<td>Prerequisite: PSY 5635</td>
</tr>
<tr>
<td>PSY 9001</td>
<td>Diversity Awareness Workshop (0)</td>
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**Total Phase I Course Work (36)**

**Phase II**

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<tr>
<td>PSY 5154</td>
<td>Couple Therapy</td>
<td>Prerequisite: PSY 5304, Corequisite: PSY 5249 or 5260</td>
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<tr>
<td>PSY 5179</td>
<td>Family Treatment of Addiction</td>
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<td>PSY 5304</td>
<td>Child, Adolescent and Family Therapy: Assessment and Treatment B</td>
<td>Prerequisite: PSY 5303 with same instructor</td>
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<tr>
<td>PSY 5310</td>
<td>Group Therapy</td>
<td>Prerequisite: Phase I</td>
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<tr>
<td>PSY 5404</td>
<td>Diagnosis and Assessment of Psychopathology B</td>
<td>Prerequisite: PSY 5403 with same instructor</td>
</tr>
<tr>
<td>PSY 5434</td>
<td>Family Violence (2)</td>
<td>Prerequisite: PSY 5635</td>
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<tr>
<td>PSY 5613</td>
<td>Human Sexuality (2)</td>
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<tr>
<td>PSY 5620</td>
<td>Multicultural Competence</td>
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<tr>
<td>PSY 9007</td>
<td>Introduction to School Based Counseling Program (0)</td>
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<tr>
<td>PSY 9090</td>
<td>Written Master’s Examination (0)</td>
<td>Prerequisite: PSY 9000, 5154, 5304, 5434, 5404, 5620, 5250 or 5261</td>
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</tbody>
</table>

**Select from the following course sequences (6):**

- PSY 5249-51 Field Practicum A-C - External (2/2/2)
  Prerequisites: PSY 5635, 5080

- OR
  PSY 5260-62 Field Practicum A-C - Internal (2/2/2)
  Prerequisites: PSY 5635, 5080

**Total Phase II Course Work and Practicum (28)**

**Phase III**

**Select TWO of the following 5120 courses categories C, F, or I (6 units):**

- PSY 5120C Specific Theories of Change: Child Therapy
  Prerequisite: PSY 5251 or 5262

- PSY 5120F Specific Theories of Change: Family Therapy
  Prerequisite: PSY 5251 or 5262

- PSY 5120I Specific Theories of Change: Individual Therapy
  Prerequisite: PSY 5251 or 5262

- PSY 5252 Field Practicum D - External (2)
- OR
  PSY 5263 Field Practicum D - Internal (2)

- PSY 5436 Crisis and Trauma
- PSY 9008 Aging & Long Term Care Workshop - Internal (0)
- PSY 9010 Issues with HIV and AIDS (0)
- PSY 9075 Personal Psychotherapy (0)
- PSY 9091 Oral Examination (0)
  Prerequisite: PSY 5252 or 5263, Passed Written Master’s Exam

- PSY 9100 Professional Development: Post Master’s Preparation (0)

**Total Phase III Course Work and Practicum (11)**

**Core units required 75**

### Specialization Course Requirements

#### Marriage and Family Therapy Specialization

The following courses are requirements for the MFT specialization, amounting to 15 units of MFT course work, which when combined with the 75 core requirements, total to the required 90 degree units for the MA in Counseling Psychology degree with a specialization in Marriage and Family Therapy.

This course must taken 4 consecutive quarters for a total of 8 units:

- PSY 5247 Clinical Case Seminar (2/2/2/2)
  Prerequisite: PSY 5249 or 5260

Must take total of 3 units in Phase III of this course:

- PSY 5309 Seminar in MFT (1/1/1)
  Prerequisite: PSY 5251 or 5262

**Select from the following course sequences (4):**

- PSY 5253-54 Field Practicum E-F - External (2/2)
  Prerequisite: PSY 5252

- OR
  PSY 5264-65 Field Practicum E-F - Internal (2/2)
  Prerequisite: PSY 5263

**Total MFT Specialization Course Work and Practicum (15)**

#### Professional Clinical Counseling Specialization

The following courses are requirements for the MFT specialization, amounting to 15 units of PCC course work, which when combined with the 75 core requirements, total to the required 90 degree units for the MA in Counseling Psychology degree with a specialization in Professional Clinical Counseling.

- PSY 5780 Theories of Career Development (4.5)
- PSY 5405 Psychological Testing
- PSY 5406 Psychopharmacology
- PSY 5407 Recent Advances in Pediatric & Geriatric Psychopharmacology (1.5)
- PSY 5646 Advanced Studies in Research (1.5)
  Prerequisite: PSY 5054

**Select from the following courses (2):**

- PSY 5269 Additional Field Practicum - External (1.5) (not required if doing both PCC and MFT specializations)
  Prerequisite: PSY 5252

- PSY 5268 Additional Field Practicum - Internal (1.5) (not required if doing both PCC and MFT specializations)
  Prerequisite: PSY - External 5263

**Total Professional Clinical Counseling Specialization Course Work and Practicum (15)**

**Total units required FOR DEGREE WITH MFT AND PCC SPECIALIZATIONS (103.5)**
Master of Arts in Counseling Psychology – Holistic

Specializations in Expressive Arts, Holistic Studies, Integral Psychotherapy, Somatic Psychology, and Transpersonal Psychology

The Counseling Psychology - Holistic program offers a Master of Arts (MA) degree in Counseling Psychology - Holistic with five specializations: Expressive Arts and Holistic Studies (an integration of somatic and transpersonal), offered at the San Jose campus, Integral Psychotherapy, Somatic Psychology and Transpersonal Psychology offered at the Pleasant Hill campus. Built on the traditions of modern psychology, the foundation of the specializations adds a holistic perspective that integrates body, mind, spirit, and culture into the curriculum.

The MA degree in Counseling Psychology offered in this program is designed for students who are interested in working psychotherapeutically with individuals, couples, families, and groups. Students receive a strong foundation in basic counseling theory and practice while meeting the educational requirements for the CA MFT license. With some additional coursework, students can also meet the requirements of the California Licensed Professional Clinical Counselor (LPCC) license. Both licenses allow clinical work in private practice settings and county and community based agencies.

The curriculum encompasses core courses in holistic studies, basic counseling skills, diagnosis and assessment, marriage and family counseling courses, and courses in the student’s chosen specialization. The three-year program is divided into three areas of emphasis. Year one focuses on basic counseling psychology theory and the acquisition of personal therapy skills such as receptivity, presence, tracking, and therapeutic communication. Year two emphasizes the development of core clinical skills in the area of assessment and treatment, marriage and family interventions, and training in the specializations. In the third year students work in their supervised field placement and all courses are focused on work with clients.

Central to the program is the perspective that holistic learning occurs both cognitively and experientially. Only through knowing oneself can the therapist obtain the clarity, compassion, and wisdom necessary to help others. The curriculum therefore places significant emphasis upon the student’s self-exploration and personal growth combined with critical thinking and the acquisition of clinical skills. Graduates of the program know themselves well as skilled and capable professionals. They competently use the counseling skills of empathic listening, clear and direct communicating presence, and self-reflection. Graduates understand and know professional theories of individual and family development and therapy, as well as develop basic professional skills in clinical diagnosis and assessment. Students of the program also learn the importance of attunement to issues relating to diversity, ethnicity, and multiculturalism in providing professional services. They know the laws of the State of California as they pertain to the profession of counseling psychology and are practiced in making ethical choices and decisions.

Field Placement

Students in the MA in Counseling Psychology - Holistic degree program gain therapeutic experience and develop clinical skills through required 12 units of field placement. Students complete their field placement at the University’s Center for Holistic Counseling in Oakland, Community Counseling Center in Sunnyvale, or at another approved community-based site.

The 12 units (four consecutive quarters) of supervised field placement are integral to students’ clinical training. Students are trained to conduct screening interviews, crisis intervention, assessment, referral, and community outreach. Students have ample opportunity to share their clinical experience with other trainees and to receive feedback on their work from skilled practitioners. Working with the guidance of experienced, licensed therapists, trainees are assisted in developing therapeutic skills through a variety of means, including individual and group supervision, training sessions, individual and family case seminars, direct observation through one-way mirrors, and use of audio and video. Students may sometimes be required or have the option to take a fifth quarter of field placement.

Supplemental field placement is for students who wish to gain clinical experience in addition to their required 12 units of field practicum and wish to count those hours of experience towards BBS licensure. In order to be eligible a student must complete at least 18 quarter units of graduate coursework in the counseling program. Those 18 units must include Therapeutic Communication A–B (HSJ 5105–06, SPC 5323–24, or TPC 5213–14), Group Process A–C (HSJ 5101–03, SPC 5004–06, or TPC 5004–06), and Ethics and the Law (HSJ 5235, HPC 5235, SPC 5631, or TPC 5235). After receiving permission from the field placement coordinator and the program chair or director, a student must register for the one-unit supplemental fieldwork course for each quarter.

Individual Psychotherapy

The program considers it essential that a practicing therapist understand the therapy process on a first-hand and personal basis. All students in the counseling psychology program are required to complete at least 48 hours of weekly individual psychotherapy with a licensed therapist. In some cases students may be required to complete more than 48 hour minimum requirement. Students receive no academic credit for this and must make financial arrangements directly with the therapist. Students must start their psychotherapy on or before the beginning of the second year in the program.

Individual therapy gives students the opportunity to work on personal concerns and issues that may affect their work with clients. The therapist acts as an exemplar: students studying to become therapists have an opportunity to extend their expertise by direct supervision from an experienced professional. These hours can be applied toward MFT licensing requirements if done with a fully licensed practitioner.

Spiritual/Somatic/Arts Practice Requirement

In keeping with the program’s recognition that daily spiritual/somatic/arts practice is fundamental to growth in consciousness, students in the program are required to practice a discipline. Sitting meditation, somatic disciplines such as tai chi, yoga, aikido, or movement, arts based practices or the practice of other comparable disciplines are all acceptable possibilities. Students determine which discipline best serves their needs and are
expected to articulate how the discipline has contributed to their individual growth in writing or during the year-end review.

**California Marriage and Family Therapy Licensing Requirements**

The MA degree in Counseling Psychology - Holistic with a specialization in Expressive Arts, Holistic Studies, Integral Psychotherapy, Somatic Psychology and Transpersonal Psychology meets the educational requirements for the MFT license. Licensing statutes and regulations are subject to future legislative or administrative revisions. (Counseling psychology students will be kept informed about MFT licensing requirements and changes as they occur.)

A description of the requirements of the law (Business and Professional Code §§4980.37 and 4980.38), and the way in which the program meets these requirements are available from the College of Graduate and Professional Studies.

**LPCC Licensing Requirements**

For students interested in being eligible for the LPCC license, you must take additional courses and accrue additional client hours during your practicum. In addition to the courses on your flowchart, which meet Marriage and Family Therapy (MFT) licensing requirements for the state of California, you will need to add the following courses to be eligible for the LPCC license:

1. PSY 5780: Theories of Career Development (4.5)
2. PSY 5405: Psychological Testing (3)
3. PSY 5054: Research Methods (3)
4. PSY 5406: Psychopharmacology (3)

**Transpersonal Students will also need to add:**
5. SPC 5621: Somatic Psychology Approaches to Trauma and PTSD B (2)
6. SPC5612: Supervised Practicum in Somatic Psychology: Somatic Trauma Approaches (.5)

Also be aware that you will need to complete a minimum of 280 face-to-face client hours during your practicum year in your program. MFT students need to complete 225 hours, If you are unable to complete 280 hours during 4 quarters, you will be required to complete a 5th quarter or more of field placement.

**Performance Review and Evaluation**

Following admission, there is an ongoing evaluation of each student’s academic performance and readiness to continue in the program. When an evaluation indicates that a student’s performance falls below the standards of the Department of Counseling Psychology, a student may be required to take additional coursework, complete additional supervised field experience, undertake personal growth work, take a leave of absence, or withdraw from the program. The final decision is made by the Department chair in consultation with the dean of College.

After one year in the program and completion of the courses listed below, students are given a year-end progress review. This year-end review is a supportive team process involving the review of written faculty feedback and evaluation, grade standing, and an assessment of the individual’s overall readiness to proceed further in the program.

**Center for Holistic Counseling**

The Center for Holistic Counseling in Oakland provides supervised training for advanced students in the counseling psychology program and offers high-quality, affordable psychotherapy to the community. The Center has provided comprehensive and confidential counseling services to the diverse ethnic and socioeconomic communities of the East Bay for over 25 years.

The Center offers a safe setting where adults, children, adolescents, and seniors have the opportunity to find inner strength and direction through personal counseling. Clients are actively supported as they grow personally and spiritually from the challenges and joy found in their everyday experiences and relationships. A wide variety of issues are addressed, including family conflicts and parenting, relationship problems, anxiety and depression, sexuality, grief, and spiritual crises.

The Counseling Center provides a one-year traineeship for students preparing for MFT license. Advanced students are offered a supportive atmosphere to work with clients in a therapeutic setting. The center also helps students ground their spiritual aspirations in practical service to others. Students receive extensive training in clinical skills, while working with individuals, children, couples, families, and groups under the supervision and guidance of experienced, licensed therapists.

**Program Learning Outcomes**

Students completing the MA in Counseling Psychology - Holistic will be able to:
- Display the capacity to build a therapeutic relationship with client;
- Demonstrate a high level of clinical skills;
- Articulate theoretical comprehension and apply critical thinking;
- Exhibit holistic self-awareness; and
- Articulate and apply the principles of the program specializations (Transpersonal, Somatic, Holistic, Integral or Expressive Arts).

**Specialization in Expressive Arts**

The Master of Arts (MA) in Counseling Psychology – Holistic, specializing in Expressive Arts prepares students for careers as psychotherapists with a special emphasis on multi-modal expressive arts approaches to psychotherapy. This program is offered at our San Jose campus only.

This degree specialization offers a strong foundation in basic counseling theory and practice. The program combines theoretical and experiential learning modalities and emphasizes personal growth and development. Students engage in self-reflection throughout the program. Core coursework allows students the opportunity to develop awareness of their own process while developing counseling, interpersonal, and communication skills. Students also explore the integration of the expressive arts including, dance, visual art, music, drama and poetry in their work through content in holistic psychotherapies, expressive arts interventions and humanistic psychology.

The Expressive Arts specialization utilizes many of the same methods as traditionally-oriented therapies and also incorporates art-based interventions that help clients externalize internal
experiences. Grounded in deep humanistic theory, expressive arts psychology emphasizes the quality of presence, authenticity and the ability to provide containment in the therapeutic relationship. It values a client centered approach which trusts in the client's innate health and inner guiding wisdom. The use of the arts and power of art to externalize and contain deep interpersonal emotion are the cornerstones of the field and key to this specialization. The coursework in expressive arts psychology deepens students' knowledge of the role of art, movement, dreams, sensate experiences, and ritual in fostering psychological well-being.

Master classes are offered once a year in a special seminar quarter, where students are given the opportunity to work deeply and intensely with leaders in the field of expressive arts. Students are encouraged to pursue a personal arts based practice as a foundation for their work with others. This specialization encourages a commitment to work in the community and all students are required to participate in planning and executing a community based art experience. In addition, the program provides focused emphasis in Dance Therapy in partnership with the American Dance Therapy Association toward their credential program.

Program Learning Outcomes

- Display the capacity to build a therapeutic relationship with your client;
- Demonstrate a high level of clinical skills;
- Articulate theoretical comprehension and apply critical thinking;
- Exhibit holistic and artistic self-awareness; and
- Articulate and apply the principles of the Expressive Arts.

Admission Requirements

In addition to a completed application, an applicant must submit:

- One set of official transcripts of the conferred BA degree and any post-Bachelor credits or degrees.
- A personal statement that is 5-to-10 double-spaced, typewritten pages describing any personal or professional growth work or events that have shaped the applicant's life, reasons for applying to the area of specialization, any study (academic or otherwise) pursued in this area of interest and future professional and personal goals.
- A portfolio of an arts-based practice that shows expertise in visual arts, music, drama, or creative writing.

Letters of recommendation are strongly recommended, but not required. Letters should be from friends, professional associates, teachers, supervisors or others who can comment on emotional, spiritual, intellectual and practical development, as well as assess capacity for graduate study in the degree area.

Upon receipt of a completed application, an admissions interview will be scheduled.

Degree Requirements

Undergraduate Prerequisites

These undergraduate courses or their approved equivalents are prerequisite to the graduate program. Students who have not completed them prior to admission are required to do so during the first year of graduate study.

Undergraduate Prerequisites:
PYJ 3200  Theories of Personality (0-4)
HSC 3110  Anatomy and Physiology (0-4)

All courses are 3 quarter units unless otherwise indicated.

Core Curriculum

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<th>Course</th>
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<td>EXJ 5000</td>
<td>Introduction to Expressive Arts Therapy Program (0)</td>
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<tr>
<td>HSJ 5100</td>
<td>Seminar in Holistic Studies (2)</td>
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<tr>
<td>HSJ 5100</td>
<td>Intensive Master Classes A (5)</td>
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<tr>
<td>EXJ 5100</td>
<td>Intensive Master Classes B (5)</td>
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<td>EXJ 5200</td>
<td>Foundations of Expressive Arts</td>
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<td>EXJ 5210</td>
<td>Community Arts Practice A (2)</td>
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<td>EXJ 5211</td>
<td>Community Arts Practice B (2)</td>
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<td>EXJ 5101</td>
<td>Group Process A (2)</td>
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<td>EXJ 5102</td>
<td>Group Process B (2)</td>
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<td>EXJ 5103</td>
<td>Group Process C (2)</td>
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<td>EXJ 5105</td>
<td>Therapeutic Communication A</td>
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<td>EXJ 5106</td>
<td>Therapeutic Communication B</td>
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<td>HSJ 5201</td>
<td>Diagnosis, Assessment and Therapeutic Strategy A</td>
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<td>HSJ 5243</td>
<td>Community Mental Health</td>
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<td>HSJ 5120</td>
<td>Individual Development and Family Life Cycle A</td>
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<td>HSJ 5121</td>
<td>Individual Development and Family Life Cycle B</td>
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<td>HSJ 5126</td>
<td>Cross-Cultural Issues in Counseling</td>
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<td>Child Therapy</td>
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<td>EXJ 5215</td>
<td>Marriage and Family Counseling A</td>
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<td>EXJ 5216</td>
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<td>HSJ 5225</td>
<td>Basic Addiction Studies</td>
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<td>HSJ 5230</td>
<td>Sexuality (2)</td>
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<td>HSJ 5235</td>
<td>Ethics and the Law</td>
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<td>Approaches to Trauma (2)</td>
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<tr>
<td>HSJ 5313</td>
<td>Advanced Clinical Skills: Being a Psychotherapist (2)</td>
</tr>
<tr>
<td>HSJ 5315</td>
<td>Counseling Case Seminar</td>
</tr>
<tr>
<td>HSJ 5330</td>
<td>Clinical Skills: Partner &amp; Spousal Abuse, Elder Care (2)</td>
</tr>
<tr>
<td>HSJ 9005</td>
<td>Personal Psychotherapy (0)</td>
</tr>
<tr>
<td>HSJ 9015</td>
<td>Child Abuse Assessment</td>
</tr>
<tr>
<td>HSJ 5301</td>
<td>Supervised Field Practicum A</td>
</tr>
<tr>
<td>HSJ 5302</td>
<td>Supervised Field Practicum B</td>
</tr>
<tr>
<td>Prerequisite: HSJ 5301</td>
<td></td>
</tr>
<tr>
<td>HSJ 5303</td>
<td>Supervised Field Practicum C</td>
</tr>
<tr>
<td>Prerequisite: HSJ 5302</td>
<td></td>
</tr>
<tr>
<td>HSJ 5304</td>
<td>Supervised Field Practicum D</td>
</tr>
<tr>
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</tr>
<tr>
<td>HSJ 5350</td>
<td>Final Integrative Project A (1)</td>
</tr>
<tr>
<td>HSJ 5351</td>
<td>Final Integrative Project B (2)</td>
</tr>
<tr>
<td>Prerequisite: HSJ 5350</td>
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</tr>
</tbody>
</table>

Total units required 91-99

Specialization in Holistic Studies

The Master of Arts (MA) degree in the Counseling Psychology - Holistic program with a specialization in holistic studies prepares
students for careers as psychotherapists with a special emphasis on transpersonal and somatic approaches to psychotherapy. This program is offered at our San Jose campus only.

This degree specialization offers a strong foundation in basic counseling theory and practice. The program combines theoretical and experiential learning modalities and emphasizes personal growth and development. Students engage in self-reflection throughout the program. Core coursework allows students the opportunity to develop awareness of their own process while developing counseling, interpersonal, and communication skills. Students also explore the integration of body, mind, emotions, and spirit in their work through content in body-oriented psychotherapies, transpersonal counseling, Jungian psychology, and humanistic psychology.

Transpersonal psychology addresses many of the same client issues and utilizes many of the same methods as more traditionally oriented therapies. However, transpersonal psychology also emphasizes the quality of presence and authenticity of the therapist, an openness to expanded states of consciousness, and a trust in the client’s innate health and inner guiding wisdom. Transpersonal therapists may also utilize meditation, breath awareness, or imagery methods. The coursework in transpersonal psychology deepens students’ knowledge of the role of meditation, dreams, archetypes, myth, and ritual in fostering psychological and spiritual well-being.

Somatic psychology courses investigate the ways emotions, attitudes, and beliefs are often embedded in one’s physical structure, posture, expression, or voice. Movement seminars explore the reciprocal relationship between movement and the psyche. Students learn to utilize movement and body meditation techniques, work through emotional and energetic blocks, and cultivate body-mind-spirit integration. Students are encouraged to pursue both spiritual practices and somatic disciplines as a foundation for their work with others. In addition the program provides focused emphasis in Buddhist Psychology and Queer Consciousness competency.

**Admission Requirements**

In addition to a completed application, an applicant must submit:

- One set of official transcripts of the conferred BA degree and any post-Bachelor credits or degrees.
- A personal statement that is 5-to-10 double-spaced, typewritten pages describing any personal or professional growth work or events that have shaped the applicant’s life, reasons for applying to the area of specialization, any study (academic or otherwise) pursued in this area of interest and future professional and personal goals.

Letters of recommendation are strongly recommended, but not required. Letters should be from friends, professional associates, teachers, supervisors or others who can comment on emotional, spiritual, intellectual and practical development, as well as assess capacity for graduate study in the degree area.

Upon receipt of a completed application, an admissions interview will be scheduled.

**Degree Requirements**

**Undergraduate Prerequisites**

These undergraduate courses or their approved equivalents are prerequisite to the graduate program. Students who have not completed them prior to admission are required to do so during the first year of graduate study.

**Undergraduate Prerequisites:**

- LIB 3405 World Religions (0-4)
- PHJ 4412 Intro to Eastern Meditative Practices (0-2)
- PYJ 3200 Theories of Personality (0-4)
- HSC 3110 Anatomy and Physiology (0-4)

*All courses are 3 quarter units unless otherwise indicated.*

**Core Curriculum**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>HSI 5000</td>
<td>Introduction to Holistic Studies Program (0)</td>
</tr>
<tr>
<td>HSI 5010</td>
<td>Paradigms of Consciousness</td>
</tr>
<tr>
<td>HSI 5100</td>
<td>Seminar in Holistic Studies (4 total)</td>
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<tr>
<td>HSI 5115</td>
<td>Fundamentals of Transpersonal Psychology</td>
</tr>
<tr>
<td>Prerequisite: PYC 3200</td>
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<tr>
<td>HSI 5130</td>
<td>Movement Seminar</td>
</tr>
<tr>
<td>Prerequisite: HSI 5205</td>
<td></td>
</tr>
<tr>
<td>HSI 5205</td>
<td>Body-Oriented Psychotherapies</td>
</tr>
<tr>
<td>Prerequisite: HSC 3110</td>
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<tr>
<td>HSI 5220</td>
<td>Jungian Psychology</td>
</tr>
<tr>
<td>Prerequisites: HSI 5115, HS J5115</td>
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<tr>
<td>HSI 5101</td>
<td>Group Process A (2)</td>
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<tr>
<td>HSI 5102</td>
<td>Group Process B (2)</td>
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<tr>
<td>HSI 5105</td>
<td>Therapeutic Communication A</td>
</tr>
<tr>
<td>HSI 5106</td>
<td>Therapeutic Communication B</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>HSI 5201</td>
<td>Diagnosis, Assessment and Therapeutic Strategy A</td>
</tr>
<tr>
<td>Prerequisite: HSI 5201</td>
<td></td>
</tr>
<tr>
<td>HSI 5202</td>
<td>Diagnosis, Assessment and Therapeutic Strategy B</td>
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<tr>
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<tr>
<td>HSI 5520</td>
<td>Psychopharmacology (1)</td>
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<td>HSI 5120</td>
<td>Individual Development and Family Life Cycle A</td>
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<tr>
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<tr>
<td>HSI 5121</td>
<td>Individual Development and Family Life Cycle</td>
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<tr>
<td>HSI 5126</td>
<td>Cross-Cultural Issues in Counseling</td>
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<tr>
<td>HSI 5210</td>
<td>Child Therapy</td>
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<tr>
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</tr>
<tr>
<td>HSI 5215</td>
<td>Marriage and Family Counseling A</td>
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<td>Prerequisite: HSI 5121</td>
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<td>HSI 5216</td>
<td>Marriage and Family Counseling B</td>
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</tr>
<tr>
<td>HSI 5225</td>
<td>Basic Addiction Studies</td>
</tr>
<tr>
<td>HSI 5230</td>
<td>Sexuality (2)</td>
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<tr>
<td>HSI 5235</td>
<td>Ethics and the Law</td>
</tr>
<tr>
<td>HSI 5243</td>
<td>Community Mental Health</td>
</tr>
<tr>
<td>HSI 5620</td>
<td>Approaches to Trauma and PTSD A (2)</td>
</tr>
<tr>
<td>HSI 5313</td>
<td>Advanced Clinical Skills: Being a Psychotherapist (2)</td>
</tr>
<tr>
<td>HSI 5315</td>
<td>Counseling Case Seminar</td>
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<tr>
<td>HSI 5330</td>
<td>Clinical Skills: Partner &amp; Spousal Abuse, Elder Care (2)</td>
</tr>
<tr>
<td>HSI 9005</td>
<td>Personal Psychotherapy</td>
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<td>HSI 5301</td>
<td>Supervised Field Practicum A</td>
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<tr>
<td>HSI 5302</td>
<td>Supervised Field Practicum B</td>
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<tr>
<td>Prerequisite: HSI 5301</td>
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<tr>
<td>HSI 5303</td>
<td>Supervised Field Practicum C</td>
</tr>
<tr>
<td>Prerequisite: HSI 5302</td>
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</tr>
<tr>
<td>HSI 5304</td>
<td>Supervised Field Practicum D</td>
</tr>
<tr>
<td>Prerequisite: HSI 5303</td>
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</tr>
<tr>
<td>HSI 5350</td>
<td>Final Integrative Project A (1)</td>
</tr>
</tbody>
</table>

96  College of Graduate and Professional Studies

JOHN F. KENNEDY UNIVERSITY
Specialization in Integral Psychotherapy

NOTE: No new students are admitted to this program after Spring, 2012. Students currently enrolled will be able to complete this program. Current students should consult their program advisor or chair for details. Prospective students should contact the Admissions Office.

The Integral Psychotherapy Specialization is based on the All Quadrant, All Level (AQAL) framework of Ken Wilber and others. The content and pedagogy of this specialization is drawn from courses already offered in the MA degree in Integral Psychology. The Integral Psychotherapy Specialization uses the AQAL Model as a framework for the study of psychotherapy and counseling and the inclusion of an Integral Life Practice.

The integral specialization furthers the evolution of modern psychology by bringing the integrated perspective as articulated in the AQAL model. The AQAL model brings a multi-perspective and systematic view of psychology that recognizes the importance of the individual and collective subjective and the individual and collective objective dimensions of the human experience that are the four quadrants of mind, body, culture and systems. The model further recognizes the importance of developmental levels as well as lines of development. These developmental lines include cognitive, moral, and interpersonal among others. The model also recognizes the various states and types of consciousness that are aspects of the human experience.

Having originally emerged from transpersonal psychology, integral psychotherapy includes the techniques for psychotherapy that have proven useful over the last 40 years; therefore students share many clinically oriented courses with the transpersonal psychology specialization. Integral psychotherapy also includes traditional, modern, and post-modern approaches in an integrated and systematic way, using the AQAL model as its framework.

The Integral Life Practice is also a unique aspect of the program. ILP consists of “modules” that are engaged by students to deepen their development and transformation both in terms of depth and breadth. The core modules include Body, Mind, Spirit, and Shadow. This ILP practice would take the place of the spiritual or somatic practice requirement in the transpersonal, somatic and holistic specializations.

Clinicians with an MA degree in counseling psychology with a specialization in integral psychotherapy are uniquely suited to administer to a growing population of people interested in a more integral approach. By sharing courses with the students and faculty in the MA degree program in Integral Psychology the students in the Integral Psychotherapy Specialization are engaged in an exchange of ideas and perspectives that furthers the important study of human consciousness and psychology.

Program Learning Outcomes

- Display the capacity to build a therapeutic relationship with client;
- Demonstrate a high level of clinical skills;
- Articulate theoretical comprehension and apply critical thinking;
- Exhibit holistic self-awareness and embody professionalism; and
- Articulate and apply the principles of the Integral specializations.

Admission Requirements

In addition to a completed application, an applicant must submit:

- One set of official transcripts of the conferred BA degree and any post-Bachelor credits or degrees.
- A personal statement that is 5-to-10 double-spaced, typewritten pages describing any personal or professional growth work or events that have shaped the applicant’s life, reasons for applying to the area of specialization, any study (academic or otherwise) pursued in this area of interest and future professional and personal goals.

Letters of recommendation are strongly recommended, but not required. Letters should be from friends, professional associates, teachers, supervisors or others who can comment on emotional, spiritual, intellectual and practical development, as well as assess capacity for graduate study in the degree area.

Upon receipt of a completed application, an admissions interview will be scheduled.

Degree Requirements

Undergraduate Prerequisites:
These undergraduate courses or their approved equivalents are prerequisite to the graduate program. Students who have not completed them prior to admission are required to do so during the first year of graduate study.

Undergraduate Prerequisites:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIB 3405</td>
<td>World Religions</td>
<td>(0-4)</td>
</tr>
<tr>
<td>PYC 3200</td>
<td>Theories of Personality</td>
<td>(0-4)</td>
</tr>
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</table>

All courses are 3 quarter units unless otherwise indicated.

Core Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5010</td>
<td>Paradigms of Consciousness</td>
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</tr>
<tr>
<td>HPC 5000</td>
<td>Introduction to the Holistic Studies Counseling Psychology Program</td>
<td>(0)</td>
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<tr>
<td>IPP 5017</td>
<td>Integral Psychology A: Human Development</td>
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<tr>
<td>IPP 5018</td>
<td>Integral Psychology B: Worldviews and Applications</td>
<td>Prequisite: IPP 5017</td>
</tr>
<tr>
<td>IPP 5349</td>
<td>Integral Life Practice (2)</td>
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<tr>
<td>IPP 5350</td>
<td>Integral Life Practice for Therapists (1)</td>
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<tr>
<td>IPP 5015</td>
<td>Social Psychology and Social Transformation</td>
<td>Prequisite: IPP 5018</td>
</tr>
<tr>
<td>IPP 5025</td>
<td>Somatic Psychology: Integrating Body and Soul</td>
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<tr>
<td>IPP 5054</td>
<td>Enneagram Assessment</td>
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<tr>
<td>IPP 5049</td>
<td>Transpersonal Psychology</td>
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General Counseling

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<th>Units</th>
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<tr>
<td>TPC 5004</td>
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<tr>
<td>TPC 5005</td>
<td>Group Process B (2)</td>
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<tr>
<td>TPC 5006</td>
<td>Group Process C (2)</td>
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<tr>
<td>HPC 5200</td>
<td>Diagnosis, Assessment and Therapeutic Strategy A</td>
<td>Prequisite: PYC 3200</td>
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Total units required 91-105

HSJ 5351    Final Integrative Project B (2)  Prequisite: HSJ 5350

John F. Kennedy University

97
The Master of Arts (MA) in Counseling Psychology program with an emphasis in Somatic Psychology is a professional training that offers a strong foundation in counseling theory and practice from an integrative, whole-person model. It is built upon the central relationship between movement and the psyche. Students learn to integrate movement and somatic awareness techniques to work through emotional blocks, allow tension patterns to unwind, and cultivate body-mind-spirit integration. Classes focusing on trauma and stress negotiation provide students with the clinical understanding of hyper- and hypo aroused physiological states, the importance of working within the “window of tolerance,” and practical resourcing skills. Courses on family, community, and societal dynamics develop critical thinking about the cultural body.

As an integrative program the JFK University Somatic Psychology program is informed by several disciplines, including attachment theory, psychodynamic and humanistic therapy models, prenatal psychology, neurodevelopment and psychobiological perspectives, traumatology, psychoevolutionary theory, and ethology. In addition to a core curriculum, the somatic program offers students the opportunity to explore contemporary schools of somatic psychology, such as neo-Reichian work, Hakomi, Biodynamics, Authentic Movement, Biosynthesis, Somatic Experiencing, Sensorimotor Psychotherapy, and Psycho-Physical Therapy. Students are encouraged to pursue both spiritual practices and somatic disciplines as a foundation for their work with others.

### Admission Requirements

In addition to a completed application, an applicant must submit:
- One set of official transcripts of the conferred BA degree and any post-Bachelor credits or degrees.
- A personal statement that is 5-to-10 double-spaced, typewritten pages describing any personal or professional growth work or events that have shaped the applicant’s life, reasons for applying to the area of specialization, any study (academic or otherwise) pursued in this area of interest and future professional and personal goals.

Letters of recommendation are strongly recommended, but not required. Letters should be from friends, professional associates, teachers, supervisors or others who can comment on emotional, spiritual, intellectual and practical development, as well as assess capacity for graduate study in the degree area.

Upon receipt of a completed application, an admissions interview will be scheduled.

### Core Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CNS 5010</td>
<td>Paradigms of Consciousness</td>
<td>3</td>
</tr>
<tr>
<td>HPC 5000</td>
<td>Introduction to Holistic Studies Counseling Psychology Program</td>
<td>0</td>
</tr>
</tbody>
</table>

All courses are 3 quarter units unless otherwise indicated.
### Somatic Psychology Specialization

- **SPC 5220** Principles of Somatic Psychology
- **SPC 5241** The Cultural Body: Society, Body, Image and the Self (2)
- **SPC 5430** Movement Seminar A: The Self in Movement (2)  
  *Prerequisite: HSC 3110*
- **SPC 5431** Movement Seminar B: Clinical Technique  
  *Prerequisite: SPC 5430*
- **SPC 5512** Somatic Psychology Perspectives on Stress and Psychobiomimunology (2)
- **SPC 5572** Body-Oriented Psychotherapies (2)

This course is a topics course (one-half unit per election), and subsequent registrations count for additional credit. Somatic Psychology students are required to take a total of three units (six elections) of this course:

- **SPC 5612** Supervised Practica in Somatic Psychology
- **SPC 5620** Holistic/Somatic Psychology Approaches to Trauma and PTSD (2)
- **SPC 5621** Somatic Psychology Approaches to Trauma and PTSD B. Prerequisite SPC 5620 (2)

### General Counseling

- **SPC 5004** Group Process A (2)
- **SPC 5005** Group Process B (2)  
  *Prerequisite: SPC 5004*
- **SPC 5006** Group Process C (2)  
  *Prerequisite: SPC 5005*
- **HPC 5200** Diagnosis, Assessment and Therapeutic Strategy A  
  *Prerequisite: PYC 3200*
- **HPC 5205** Diagnosis, Assessment and Therapeutic Strategy B  
  *Prerequisite: HPC 5200*
- **SPC 5323** Therapeutic Communication A
- **SPC 5324** Therapeutic Communication B  
  *Prerequisite: SPC 5323*
- **HPC 5245** Psychopharmacology (1)
- **SPC 5103** Applied Clinical Philosophy (1)

### Marriage and Family Therapy

- **SPC 5115** Cross-Cultural Issues in Counseling
- **SPC 5216** Sexuality (2)
- **SPC 5243** Community Mental Health and Principles of Recovery
- **SPC 5250** Basic Addiction Studies
- **SPC 5535** Individual Development and the Family Life Cycle A
- **SPC 5536** Individual Development and the Family Life Cycle B  
  *Prerequisite: SPC 5535*
- **HPC 5158** Child Therapy  
  *Prerequisites: SPC 5536*
- **SPC 5551** Marriage and Family Counseling A  
  *Prerequisites: SPC 5535, SPC 5536*
- **SPC 5552** Marriage and Family Counseling B  
  *Prerequisite: SPC 5531 or permission of the advisor*
- **HPC 5325** Ethics and the Law
- **HPC 5703** Clinical Skills: Partner and Spousal Abuse, Elder Care (2)
- **SPC 5705** Counseling Case Seminar: Individuals (2)  
  *Prerequisite: SPC 5762*
- **HPC 9005** Personal Psychotherapy (0)

### Field Placement

- **SPC 5761** Field Placement A
- **SPC 5762** Field Placement B  
  *Prerequisite: SPC 5761*
- **SPC 5763** Field Placement C  
  *Prerequisite: SPC 5762*

### Integrative Final Project

- **SPC 5993** Professional Integrative Final Project A (1)
- **SPC 5994** Professional Integrative Final Project B (2)  
  *Prerequisite: SPC 5994*

**Total units required** 92-100

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## Specialization in Transpersonal Psychology

The transpersonal perspective includes the wisdom and methods of the psychoanalytic, behaviorist, and humanistic orientations, and expands them to create a more integral/holistic perspective that includes the spiritual aspects of human experience.

This perspective emphasizes the counselor’s presence, openness, and authenticity as central to the therapeutic process. It maintains a respect for the client’s self-healing capacities and views emotional dysfunction as an opportunity for growth. Transpersonal psychotherapists are interested in exploring the interaction and integration of personality, feelings, and spirit, empowering their clients to connect with their essential self and to fulfill their soul’s purpose. Using traditional psychotherapeutic tools, as well as dream work, presence, guided visualization, expressive arts, and meditation, transpersonal therapists facilitate processes that support their clients’ self-discovery and access their inner wisdom. Students are asked to pursue embodied spiritual practices as a foundation for their work with others.

The program offers a strong foundation in basic counseling theory and practice. It combines theoretical and experiential learning modalities and emphasizes personal growth and development. Transpersonal psychology courses investigate the relationship between self and spirit, self and body, and body and spirit. In addition to the in-depth core curriculum of the Counseling Psychology - Holistic program, students explore contemporary schools of transpersonal, holistic, and integral psychology. Students are encouraged to pursue both spiritual and psychological practices as foundation for their work with others.

### Program Learning Objectives

- Display the capacity to build a therapeutic relationship with client;
- Demonstrate a high level of clinical skills;
- Articulate theoretical comprehension and apply critical thinking;
- Exhibit holistic self-awareness and embody professionalism; and
- Articulate and apply the principles of the transpersonal specialization.

### Admission Requirements

In addition to a completed application, an applicant must submit:

- One set of official transcripts of the conferred BA degree and any post-Bachelor credits or degrees.
- A personal statement that is 5-10 double-spaced, typewritten pages describing any personal or professional growth work or events that have shaped the applicant’s life, reasons for applying to the area of specialization, any study (academic or otherwise) pursued in this area of interest and future professional and personal goals.
Letters of recommendation are strongly recommended, but not required. Letters should be from friends, professional associates, teachers, supervisors or others who can comment on emotional, spiritual, intellectual and practical development, as well as assess capacity for graduate study in the degree area.

Upon receipt of a completed application, an admissions interview will be scheduled.

**Degree Requirements**

**Undergraduate Prerequisites**

These undergraduate courses or their approved equivalents are prerequisite to the graduate program. Students who have not completed them prior to admission are required to do so during the first year of graduate study.

**Undergraduate Prerequisites:**

LIB 3405  World Religions (0-4)
PYC 3200  Theories of Personality (0-4)

All courses are 3 quarter units unless otherwise indicated.

**Core Curriculum**

CNS 5010  Paradigms of Consciousness
HPC 5000  Introduction to the Holistic Studies Counseling Psychology Program (0)

**Transpersonal Psychology Specialization**

TPC 5140  Expressive Movement
TPC 5141  Spiritual Systems (topics vary) (4 total)
TPC 5161  Fundamentals of Transpersonal Counseling A (2)
TPC 5162  Fundamentals of Transpersonal Counseling B (2)
Prerequisite: TPC 5161
TPC 5171  Systems of Transpersonal Counseling A
Prerequisites: LIB 3405, PYC 3200
TPC 5172  Systems of Transpersonal Counseling B
TPC 5205  Diagnosis, Assessment and Therapeutic Strategy C (2)

**General Counseling**

TPC 5004  Group Process A (2)
TPC 5005  Group Process B (2)
Prerequisite: TPC 5004
TPC 5006  Group Process C (2)
Prerequisite: TPC 5005

**Professional Integrative Project Sequence**

TPC 5104  Professional Integrative Project A (1)
TPC 5105  Professional Integrative Project B (2)
Prerequisite: TPC 5104

**Marriage and Family Therapy**

TPC 5152  Marriage and Family Counseling A
Prerequisites: TPC 5006, TPC 5161, TPC 5193
TPC 5153  Marriage and Family Counseling B
Prerequisite: TPC 5152

**HPC 5158  Child Therapy**

TPC 5192  Individual Development and the Family Life Cycle A
TPC 5193  Individual Development and the Family Life Cycle B
Prerequisite: TPC 5192

**HPC 5231  Sexuality (2)**
TPC 5243  Community Mental Health and Principles of Recovery
TPC 5250  Basic Addiction Studies
HPC 5325  Ethics and the Law
TPC 5422  Cross-Cultural Issues in Counseling
TPC 5620  Approaches to Trauma and PTSD A (2)
HPC 5703  Clinical Skills: Partner and Spousal Abuse, Elder Care (2)

**TPC 5705  Counseling Case Seminar (2)**
Prerequisite: TPC 5751

**HPC 9005  Personal Psychotherapy (0)**

**Field Placement**

TPC 5751  Field Placement A
TPC 5752  Field Placement B
Prerequisite: TPC 5751
TPC 5753  Field Placement C
Prerequisite: TPC 5752
TPC 5754  Field Placement D
Prerequisite: TPC 5753

**Total units required**  92-100

**Holistic Health Education**

The Holistic Health Education (HHE) program offered at JFK University’s Pleasant Hill campus reflects cutting-edge understanding of theory and practice in health education from a holistic perspective, embracing body, mind, spirit, and a community. One of the most important values of this paradigm applied to health is a focus on wellness. All courses aim to enable graduates to be leaders in integrating alternative and mainstream approaches, East and West thought approaches, science and spirit, and concept and applications.

Graduates are professionally prepared to enter the field of health education. Health Educators work in hospital and clinical settings, schools and universities, and for health care corporations including insurance companies and corporate wellness programs developing, delivering, and managing health education programs. Graduates have also created their own educational platforms, consulting businesses, and health coaching practices. For more information about the professional role of the health educator, visit the US Department of Labor, Bureau of Labor Statistics Occupational Outlook Handbook for Health Educators at: [http://www.bls.gov/ooh/Community-and-Social-Service/Health-educators.htm](http://www.bls.gov/ooh/Community-and-Social-Service/Health-educators.htm).
Master of Arts in Holistic Health Education

Holistic Health Education Program Mission Statement

The mission of the Holistic Health Education Program is to develop a cadre of health educators who promote and embody a holistic vision of health both professionally and personally, acting from the highest values including:

- Profession ethics;
- Respect for diversity and commitment to access to health education for all;
- Interest in integrative approaches incorporating conventional and complementary and alternative (CAM) models;
- Desire to serve and to act as an agent of change; and
- Active and responsible participation in our communities, local to global.

Program Learning Outcomes

1. Demonstrate a holistic approach to health education, addressing body, mind, spirit, and community.
2. Explain the basic philosophies of health and healing and the basics of diagnosis and treatment (to the level appropriate for health educators) in a variety of modalities of health care, both conventional and alternative, East and West, demonstrating an integrative approach.
3. Demonstrate an understanding of and proficiency in performing basic competencies associated with the professional role of health educator. Graduates will be able to:
   - Assess needs, assets and capacity for health education.
   - Plan health education.
   - Implement health education.
   - Conduct evaluation and research related to health education.
   - Serve as a health education resource person.
   - Communicate and advocate for health and health education.
4. Demonstrate knowledge of multiple approaches and frameworks for delivering health education content and services, including:
   - Prevention and wellness.
   - Self-care (as a topic, not a personal practice).
   - Change and adult education.
   - Stress management.
   - Nutrition.
   - Coaching.
   - Community-based research and delivery.

Admission Requirements

In addition to a completed application, an applicant must submit:
1. One set of official transcripts of the conferred BA degree and any post-Bachelor credits or degrees. Copies of all transcripts.
2. Two copies of a 5-to-10 double-spaced, typewritten statement, covering the following areas:
   - How do you define health?
   - What brought you to apply to the Holistic Health Education program?
   - How does your choice to come to this program fit with who you are and your life or career aspirations?
   - What significant experiences or events in your life journey contribute to your readiness for this program?
   - What do you foresee your future work to be? And, how will this degree support that?
3. Two letters of recommendation. Letters should be from professional associates, teachers, supervisors or others who can assess capacity for graduate study in the degree area, as well as comment on professional and personal development.

Upon receipt of a completed application, an admissions interview will be scheduled. Applicants may be asked to submit additional documentation to assess their capacity for success in the HHE program, including an additional writing sample.

Degree Requirements

Undergraduate Prerequisites

These undergraduate courses or their approved equivalents are prerequisite to the graduate program. Students who have not completed them prior to admission are required to do so during the first year of graduate study.

Undergraduate Prerequisites:
- LIB 3405 World Religions (0-4)
- HSC 3110 Anatomy and Physiology (0-4)

All courses are 2 quarter units unless otherwise indicated.

Curriculum:
- HHE 5001 Introduction to Holistic Health Education (0)
- HHE 5505 Student Review: Midpoint (0)
- HHE 5574 Preparing for Internship (0)
- HHE 5608 Demonstrating Mastery (0)
- CNS 5010 Paradigms of Consciousness (3)
- CNS 5410 Teaching Practicum A
  Prerequisites: HHE 5225, HHE 5120, HHE 5512
- HHE 5120 Integrative Health
  Prerequisite: HHE 5225
- HHE 5225 Foundations of Holistic Health Education
  Prerequisite: HHE 5001
- HHE 5007 HHE Research and Writing
- HHE 5125 Energy Models of Healing
  Prerequisites: HHE 5225, LIB 3405
- HHE 5126 Asian Approaches to Healing
  Prerequisites: LIB 3405, HHE 5001
- HHE 5425 Moving and Sensing (3)
  Prerequisite: HHE 5001
- HHE 5130 The Collective Body
  Prerequisite: HHE 5225
- HHE 5135 Healthcare Economics and Policy
  Prerequisites: HHE 5200, HHE 5505
- HHE 5140 Culture, Community, and Health
  Prerequisite: HHE 5158
- HHE 5145 Health, Environment and Sustainability
  Prerequisite: HHE 5225
- HHE 5158 The Challenge of Change
  Prerequisite: HHE 5225
- HHE 5150 Mind/Body Approaches to Self-Care
  Prerequisites: HHE 5512, CNS 5410
- HHE 5155 Foundations of Holistic Nutrition
  Prerequisite: HHE 5001
- HHE 5156 Comparative Dietary Approaches
  Prerequisites: HHE 5155
HHE 5512  Physiology and Psychology of Stress (3)
Prerequisites: HHE 5001, HSC 3110

HHE 5147  Research in Health Education B (3)
Prerequisites: HHE 5200

HHE 5200  Research in Health Education A (3)
Prerequisites: HHE 5225, HHE 5007, HHE 5120, HHE 5158

HHE 5575  Supervised Internship (1)
Requires permission of instructor

HHE 5160  Embodying Spirit
Prerequisite: HHE 5001

This is a half-unit course which must be taken six times to total three units.
More than one course per quarter can be taken.
HHE 5615 Practicum in Holistic Health (3 units total)
HHE 5429  Whole Health Coaching Foundations (3)
Prerequisite: HHE 5001
HHE 5430  Whole Health Coaching Practicum (3)
Prerequisite: HHE 5430
HHE 5609  MA Integrative Project A (1)
Prerequisite: HHE 5147. Permission of Instructor required.
HHE 5610  MA Integrative Project B (1)
Prerequisite: Minimum 65 units completed. HHE 5609 MA Integrative Project A

Electives
Electives may be chosen from the Holistic Health Education course listings or from a graduate program within the university. Students admitted to certificate programs offered by the program and the College of Graduate and Professional Studies may also apply these courses toward their electives.
Electives (13)

Total units required 70-78

The Holistic Health Education program offers optional specializations in Health, Consciousness, and Spirituality and Holistic Nutrition. Units beyond the degree requirements may be required to fulfill the requirements of the specializations.

Integral Psychology

The Integral Psychology program explores the profound levels of human existence and the potential of human beings to engage in creative action that supports and engenders transformative personal and social change. Through the study of psychology, a strong theoretical and practical foundation of western psychology and world spirituality, students receive the skillful means for applying these principles to personal and professional life. The curriculum also explores the spectrum of human development as the unfolding of self through matter, body, mind, soul and spirit. The impact of each of these stages on ecological and social issues of the planet is also addressed.

Health, Consciousness, and Spirituality Specialization Curriculum

All courses are 2 quarter units unless otherwise indicated.

CNS 5010  Paradigms of Consciousness (3)
HHE 5125  Energy Models of Healing
Prerequisites: HHE 5225, PHR 3405
CNS 5027  Non-Ordinary States of Consciousness
HHE 5160  Embodying Spirit
A&C 5900  Art and Healing
HHE 5163  Spirituality in Healthcare
IPP 5307  Grief, Loss & Transformation (1)

Select from the following courses (6)
A&C 5331  Media of the Sacred Arts (1-3)
A&C 5327  Faces of the Soul (3)
A&C 5305  Art & Altered States of Consciousness
A&C 5315  Dreams and the Arts (3)
IPP 5328  Alchemy and Spiritual Practice

Total units required 20

Holistic Nutrition Specialization Curriculum

All courses are 2 quarter units unless otherwise indicated.

HHE 5155  Foundations of Holistic Nutrition
Prerequisite: HHE 5001
HHE 5156  Comparative Dietary Approaches
Prerequisite: HHE 5155
HHE 5010  Applied Nutritional Biochemistry
Prerequisite: HHE 5001
HHE 5167  Nutritional Consultation and Coaching
Prerequisite: HHE 5156
HHE 5169  Healing Foods A
Prerequisites: SCI 3110, HHE 5010, HHE 5155
HHE 5171  Healing Foods B
Prerequisites: HHE 5169
HHE 5172  Healing Foods C
Prerequisite: HHE 5171
HHE 5173  From Farm to Table (3)
HHE 5175  Holistic Approaches to Weight Management (3)
Prerequisites: HHE 5156, HHE 5152
HHE 5615  Practicum in Holistic Health: Dietary Planning; and Building a Nutritional Consulting (required)
HHE 5429  Whole Health Coaching (3)
Prerequisite: HHE 5001

Total units required 25

Master of Arts in Integral Psychology

Note: No new students are admitted into this program after Fall, 2012. Students currently enrolled will be able to complete the program. Current students should consult their program advisor or chair for details. Prospective students should contact the admissions office.

The 55 unit Master of Arts (MA) degree in Integral Psychology is an interdisciplinary program designed to educate the next generation of scholar-practitioners to skillfully apply profound psychological insights to real world challenges. The program
employs diverse content and multiple modalities of learning to provide studies that broaden socio-cultural, relational, ecological, and global awareness. It also provides an opportunity for students to engage in self-development processes, spiritual inquiry and transformative leadership practices in service of the world.

The two year program includes the study of human psycho-spiritual development and stages of consciousness in a variety of contexts, including humanistic/existential, cultural, social, transpersonal, and integral. The program also fosters deep understanding and application of interpersonal dynamics, effective communication and conflict transformation skills, as well as the capacity for self-reflection and self-inquiry necessary for personal and spiritual development. All courses integrate academic principles, experiential application, social awareness and personal growth.

The coursework in the Integral Psychology program consists of a core curriculum, as well as elective and professional development courses such as teaching practicum: presentations and workshops; curriculum development; publishing and media; personal and professional coaching; social entrepreneurship; and transformative leadership for sustainable change. At the end of the coursework, students complete a final comprehensive paper that integrates personal experience, academic content and professional goals. Graduates of the program apply this degree in fields as diverse as education, consulting, coaching, organizational transformation, community development and sustainability work with a global emphasis.

**Program Learning Objectives**

Graduates will be able to apply:

- Integral psychology as a comprehensive framework of knowledge to personal growth and spiritual development;
- Principles from different schools of psychology to individual, interpersonal and social situations;
- Integral psychology principles to professional development and career goals in a way that fosters creative insight and transformative change;
- Sacred psychology spiritual practices of inquiry and meditation to daily life; and
- Integral methodologies to psychological research and social change.

**Admission Requirements**

In addition to a completed application, an applicant must submit:

- One set of official transcripts of the conferred BA degree and any post-Bachelor credits or degrees.
- A personal statement that is 5-to-10 double-spaced, typewritten pages describing any personal or professional growth work or events that have shaped the applicant’s life, reasons for applying to the area of specialization, any study (academic or otherwise) pursued in this area of interest and future professional and personal goals.
- Letters of recommendation are strongly recommended, but not required. Letters should be from friends, professional associates, teachers, supervisors or others who can comment on emotional, spiritual, intellectual and practical development, as well as assess capacity for graduate study in the degree area.

Upon receipt of a completed application, an admissions interview will be scheduled.

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**Degree Requirements**

All courses are 2 quarter units unless otherwise indicated.

**Core Curriculum (46)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>IPP 5007</td>
<td>Fundamentals of Psychology: Principles and Practices (3)</td>
</tr>
<tr>
<td>IPP 5033</td>
<td>Living Systems and Creative Potential</td>
</tr>
<tr>
<td>IPP 5412</td>
<td>Transformative Leadership, Right Livelihood and Service (3)</td>
</tr>
<tr>
<td>IPP 5015</td>
<td>Social Psychology and Social Transformation (3)</td>
</tr>
<tr>
<td>IPP 5017</td>
<td>Integral Psychology A: Human Development (3)</td>
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<tr>
<td>IPP 5018</td>
<td>Integral Psychology B: Worldviews &amp; Applications (3) Prequisite: IPP 5017</td>
</tr>
<tr>
<td>IPP 5025</td>
<td>Somatic Psychology: Integrating Body and Soul</td>
</tr>
<tr>
<td>IPP 5027</td>
<td>World Spirituality: Evolving Paths, Universal Principles</td>
</tr>
<tr>
<td>IPP 5049</td>
<td>Transpersonal Psychology (3)</td>
</tr>
<tr>
<td>IPP 5051</td>
<td>Integral Research A (1)</td>
</tr>
<tr>
<td>IPP 5052</td>
<td>Integral Research B Prequisite: IPP 5051</td>
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<tr>
<td>IPP 5054</td>
<td>Enneagram Assessment (3)</td>
</tr>
<tr>
<td>IPP 5349</td>
<td>Integral Life Practice</td>
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<tr>
<td>IPP 5012</td>
<td>Effective Communication A: Emotional Dynamics (3)</td>
</tr>
<tr>
<td>IPP 5335</td>
<td>Diamond Heart: Psychology &amp; Spirit</td>
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<tr>
<td>CNS 5284</td>
<td>Consciousness and Sustainability</td>
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<tr>
<td>IPP 5410</td>
<td>Conflict Transformation: Reconciliation and Renewal (3)</td>
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<tr>
<td>IPP 5550</td>
<td>Degree Completion (0)</td>
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<tr>
<td>IPP 5610</td>
<td>Final Integrative Project</td>
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<tr>
<td>IPP 5510</td>
<td>Psychosynthesis: Psychology and Spirit</td>
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**Professional Development and Electives (9)**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>IPP 5800/02/04</td>
<td>Leadership for Sustainable Change (15)</td>
</tr>
<tr>
<td>CNS 5410</td>
<td>Teaching Practicum A</td>
</tr>
<tr>
<td>CNS 5411</td>
<td>Teaching Practicum B</td>
</tr>
<tr>
<td>CNS 5415</td>
<td>Curriculum Development</td>
</tr>
<tr>
<td>CNS 5447</td>
<td>Advanced Writing and Publishing</td>
</tr>
<tr>
<td>CNS 5453</td>
<td>Personal &amp; Professional Coaching</td>
</tr>
<tr>
<td>CNS 5505</td>
<td>Starting Your Own Business</td>
</tr>
<tr>
<td>CNS 5507</td>
<td>Media and Publishing</td>
</tr>
<tr>
<td>IPP 5347</td>
<td>Spirit, Symbols and Dreams</td>
</tr>
<tr>
<td>CNS 5020</td>
<td>Archetypal Mythology</td>
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<tr>
<td>CNS 5025</td>
<td>Quantum Approaches to Consciousness (3)</td>
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<tr>
<td>IPP 5507</td>
<td>Seminar in Integral Studies: Sacred Psychology (1-3)</td>
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<tr>
<td>IPP 5045</td>
<td>Integral Inquiry (1-3)</td>
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<tr>
<td>IPP 5995</td>
<td>Independent Study (1-3)</td>
</tr>
</tbody>
</table>

**Total units required**  55

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**Leadership for Social Transformation Certificate**

This leadership certificate is a 14 graduate unit program that trains leaders for transformative change and social responsibility in any field, including business, education, ecology, community and organizational development, arts, health, social entrepreneurship and conflict transformation, among others. Students learn leadership skills and practices necessary to identify and address systemic and root causes of challenges facing organizations and communities. They also learn design skills that create results-oriented projects for solving problems, shifting systems and sourcing inner wisdom,
compassion and self-empowerment for creative expression and service in the world. This program is a learning-in-action, highly experiential process that includes self-inquiry, emotional intelligence, deep integrity, and a commitment to make a difference in whatever situation arises. Participants attend three 4-day weekend intensives over 9-months. Over the course of the program, students complete reading and writing assignments, apply leadership skills to their projects, and receive feedback and coaching from faculty via emails and phone calls.

The leadership program can be taken as a stand-alone certificate or as part of a master’s degree program which offers specializations.

**Admission Requirements**

In addition to a completed application, an applicant must submit:

- One set of official transcripts of the conferred BA degree and any post-Bachelor credits or degrees.
- A personal statement that is 2-to-3 double-spaced, typewritten pages describing personal and/or professional reasons for applying to the leadership certificate, as well as their personal and/or professional goals with respect to leadership.
- A 1-2 page typewritten statement answering the following questions:
  - What is the objective of the project you are envisioning or are already engaged in?
  - As a result of your project, what change do you envision occurring in your work, organization or community?
  - In what area would your project make a difference — e.g. education, ecology, health, religion, politics, economics, business, media, other?
  - What strengths and values do you now have that will facilitate the success of your project?
  - How does this project reflect or coincide with your personal or professional goals?

Upon receipt of a completed application, an admissions interview will be scheduled.

**Certificate Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPP 5800</td>
<td>Being the Change: Visionary Leadership in Action</td>
<td>5</td>
</tr>
<tr>
<td>IPP 5802</td>
<td>Designing Change: Creating Shifts and New Leadership Practices</td>
<td>5</td>
</tr>
<tr>
<td>IPP 5804</td>
<td>Leading Change: Actualizing Your Vision and Project</td>
<td>5</td>
</tr>
</tbody>
</table>

Total units required: 14 units

**Integral Theory**

**NOTE:** This program is not offered after Summer, 2011. Students currently enrolled will complete this program provided all requirements are met before the end of Fall, 2013. No new students are being admitted to the program. Please consult with department chair for details.

Over the last decade, JFK University established itself as the world’s premier university for the study and exploration of the integral model. Pioneered by Ken Wilber, the integral model is a unifying and comprehensive framework that resonates with people seeking more integrative ways to understand and respond to the complexity of today’s world.

**Master of Arts in Integral Theory**

The Master of Arts in Integral Theory at JFK University is the most rigorous and complete training available in the integral model.

This 68-unit online program is designed to educate the next generation of integrally informed scholar-practitioners to skillfully apply the integral approach to real-world challenges in a variety of fields. The online program will include students from around the globe and will form the heart of the world’s first integral theory learning community.

The courses, taught by leading integral scholar-practitioners, deliver a practical and theoretical foundation in all aspects of the integral model. The curriculum interweaves experiential learning, perspective taking, academic inquiry, integral research, and professional application. Transformational self-inquiry and intellectually rigorous scholarship are emphasized within a highly supportive student community. A sense of community is fostered by weekly online and telephone contact in addition to two residential intensives per year.

**Program Learning Outcomes**

Graduates will be able to:

- Communicate to/with the value schemas generated by traditional, modern, and postmodern levels of the values/worldview line.
- Take/write-from first-person, second-person, and third-person perspectives as differentiated phenomena available to all humans.
- Use/employ multiple methodologies as defined by the quadrants and zones of integral theory.
- Apply the five elements of integral theory: quadrants, levels, lines, states, and types.
- Engage successfully in an ongoing integral life practice as defined by integral theory.

**Degree Requirements**

**Curriculum**

*All courses are 2 quarter units unless otherwise indicated.*

<table>
<thead>
<tr>
<th>Core Theory</th>
</tr>
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<tbody>
<tr>
<td>ITH 5005 Integral Theory: The Five Elements (3)</td>
</tr>
<tr>
<td>ITH 5006 Integral Theory: Integral Methodological Pluralism (3)</td>
</tr>
<tr>
<td>ITH 5009 Integral Theory: Applications (3)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Core Applied</th>
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<tbody>
<tr>
<td>ITH 5043 Integral Life Practice</td>
</tr>
<tr>
<td>ITH 5101 Integral Research (3)</td>
</tr>
<tr>
<td>ITH 5610 Integral Final Project (4)</td>
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</table>

<table>
<thead>
<tr>
<th>Core Integral Courses</th>
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</thead>
<tbody>
<tr>
<td>ITH 5039 Developmental Psychology (3)</td>
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</tbody>
</table>
Certificate in Integral Theory

The Integral Theory certificate program at JFK University explores the integration of body, mind, and spirit in the realms of self, culture, and cosmos. This 24-unit, online program emphasizes the value of utilizing multiple perspectives by offering students an in-depth understanding of the integral (AQAL) model associated with integral theory. The fundamental purpose of the integral model is to ensure that one's analysis considers all the pertinent aspects of a problem or issue situated in its context.

The Integral Theory Certificate program provides students in-depth understanding of ways to integrate knowledge from different disciplines, areas, or domains. The integral model is ideal for realizing more effective solutions to complex social and organizational problems and enhancing personal development.

The online Integral Theory Certificate program is delivered using a cohort system in which a strong sense of community emerges among students. A cohort of 10 to 24 students begins every fall and progresses through the program at the same rate. Students take on average 6-units each quarter for four quarters (one year). This part-time format is ideal for working adults and students who have full-time careers or families and allows more time for student integration of the course material. The online delivery also offers round-the-clock course access, providing students maximum scheduling flexibility.

There are two face-to-face meetings each year—one in the fall, and one in the spring. These gatherings last from three to five days. One takes place in Denver, where the Integral Institute is located, and the other in the San Francisco Bay Area, where JFK University is located.

Courses comprising the 24-unit certificate are divided into two categories—core theory courses and core element courses. A core theory course is offered each quarter, providing the theoretical foundations for the integral model. Core element courses (also taught each quarter) provide professional development by training students to successfully apply the integral model to personal and professional goals and purposes.

Program Learning Outcomes

Graduates will be able to:
- Communicate to/with the value schemas generated by traditional, modern, and postmodern levels of the values/worldview line.
- Take/write-from first-person, second-person, and third-person perspectives as differentiated phenomena available to all humans.
- Use/employ multiple methodologies as defined by the quadrants and zones of Integral Theory.
- Apply the five elements of Integral Theory: quadrants, levels, lines, states, and types.
- Engage successfully in an ongoing Integral Life Practice as defined by Integral Theory.

Degree Requirements

Curriculum

All courses are 3 quarter units.

Core Theory

ITH 5005 Integral Theory: The Five Elements
ITH 5006 Integral Theory: Integral Methodological Pluralism
ITH 5009 Integral Theory: Applications
ITH 5043 Integral Life Practice

Core Elements—Professional Development

ITH 5039 Developmental Psychology
ITH 5054 Types: Enneagram
ITH 5057 Multiple Intelligences
ITH 5059 States of Consciousness

Total units required 68
Business Administration and Management

Master in Business Administration

JFK University’s Master in Business Administration (MBA) program enables professionals to become socially responsive entrepreneurial leaders who can innovatively address current issues and create a more sustainable future. It provides professionals an opportunity to develop the perspectives, values, skills and critical reflection abilities that will allow them to make a difference in today’s organizations with their challenging economic issues, competitive international marketplace dynamics, and complex global work environment. Being able to balance profitability with human development and community demands for an interdependent world, such leaders can make contributions in both their chosen line of work and in the wider society.

The MBA program is designed to prepare for-profit, nonprofit and public sector professionals to meet the challenges facing organizations today and tomorrow by envisioning and implementing fiscally sound alternative models and sustainable principles while critically understanding the economic, global and cultural context and issues in which organizations operate. The MBA program is interdisciplinary, focusing on developing insightful leaders who can network with diverse people, and collaboratively design innovative strategic solutions rooted in systems thinking principles. Its four specializations—Leadership, Strategic Management, Entrepreneurial Leadership, and Program Management—allow individuals to tailor the program to meet their professional and career needs, or learn how to start their own businesses or nonprofit organization, if that is an objective. Students also have an option to design a customized MBA specialization under the guidance of the Program Chair if they wish.

Utilizing a transformative learning model rooted in business management, the social sciences and the humanities, the MBA program enables experienced professionals to:

- Broaden their knowledge about business principles, organizational systems, workforce dynamics, and entrepreneurship;
- Enhance their collaborative management, networking, and innovative decision making skills; and
- Further develop their professional confidence, character, code of ethics, and capacity to partner with and contribute to local communities.

Besides its core value of fostering leader and organizational integrity, hallmarks of the program are its foundation in a socio-technical conceptualization of the distributed organization, the vital role of knowledge cultures, information systems, social networking, and cultural appreciation in establishing engaging workplace environments, and the development of leaders’ ability to innovatively problem solve, envision and implement alternative solutions, and assess ramifications prior to taking action.

Understanding the work and personal demands of professionals, the MBA program deploys a flexible educational process that blends face-to-face courses with hybrid ones (courses with 2-4 onsite classes coupled with online learning resources and activities) to form a learning community that fosters on-going dialogue among faculty and students. With courses being offered year round, the 48 quarter unit program accommodates full-time or part-time students.

Having a “theory-to-practice” educational approach, MBA courses are taught by scholar-practitioners who enable students to analyze foundational business, leadership, organization and ethical concepts, plus accepted practices, and current situations from multiple angles. This allows them to develop their own perspectives and practical applications drawn from their inquiry, discussions and insights. In this manner students learn how to critically explore and address complex issues that require dialogue and collaboration with professionals from multiple disciplines or differing perspectives.

Specializations

While students master a general core of knowledge in the MBA program, they focus on career interests through their choice of one of the following specializations: Leadership, Strategic Management, Entrepreneurial Leadership, Program Management. A customized specialization in a particular professional area of interest can also be sought. (A student can seek to study for two specializations if (s)he wishes to take more than 48 units.) At time of admittance or within the first two to three quarters students declare their specialization. Each specialization is 12 units and is comprised of the elective courses listed under the specializations in the chart below. Customized specializations can include courses from academic programs outside the MBA program. Because of the evolving nature of business, management and organizations, required specialization courses can change.

- **The Leadership Specialization** focuses on expanding one’s management skills by examining how to develop talent, create engaging work environments and apply emotionally intelligent human resource management perspectives and practices. Students choosing to complete the Program Management specialization will be required to utilize the knowledge and skills gained in this area in the case study analysis component of their MBA Capstone Project.
- **The Strategic Management Specialization** focuses on cutting-edge business principles, successfully operating business ventures, and how to implement change processes.
- **The Program Management Specialization** is for project management professionals who want to broaden their understanding of enterprise relationship management and how to manage large scale projects. Students choosing to complete the Program Management specialization will be required to utilize the knowledge and skills gained in this area in the case study analysis component of their MBA Capstone Project.
- **The Entrepreneurial Leadership Specialization** offers students an opportunity to create a business plan for their own business, nonprofit organization or social entrepreneurial venture and develop a strategy on how to implement it. Students choosing to complete the Entrepreneurial Leadership specialization will be required to utilize the knowledge and skills gained in this area in the business case study analysis component of their MBA Capstone Project.
- **The Customized Specialization** provides students an opportunity to create a specialization course of study individualized to their particular career path. This specialization may be a cross-disciplinary concentration integrating courses from more than one degree program. A customized
specialization can be created by either a) identifying and completing 12 units of graduate-level courses that form a cohesive academic unit and are of special professional interest to the student, or b) by selecting a pre-developed customized specialization that has an established set of courses. Refer to the General Information section of this catalog for more information about designing an individualized program.

Customized specializations must be approved by the MBA chair before beginning any coursework towards the specialization. Students choosing to complete a customized specialization will be required to utilize the knowledge and skills gained in the specialization in the case study analysis component of their MBA Capstone Project.

Pending final University approval the following pre-developed customized specializations will be available: Human Resource Management, Marketing, Financial Management, Social Entrepreneurship, Leadership for Social Transformation, Sport Psychology, and Business-Management for Non MBA Majors.

Joint Degree Programs
The College of Graduate and Professional Studies offers two joint MBA degrees: the Juris Doctor (JD/MBA) in conjunction with the College of Law and the Museum Studies (MA/MBA). To participate in either of the joint degrees one must be fully admitted to the MBA program and the other selected professional degree. Information about the requirements for the JD/MBA are included later in this program section; information on the MA Museum Studies/MBA dual degree is contained in the Museum Studies program section.

Program Learning Objectives

- **Ethical Leadership Style.** Ability to apply collaborative, team-oriented leadership principles in an ethical and socially responsible manner;
- **Systemic Approach to Organizational Vision, Managerial Practices and Operational Processes.** Ability to devise and implement an organization’s vision, strategic goals, operational processes, and managerial practices from a systems-thinking approach;
- **Distributed Diverse Workforce Management Approach.** Ability to apply to the management of a diverse dispersed workforce a human resource philosophy that creates a flexible, engaging work environment, and the opportunity for meaningful work;
- **Transformational Approach to Organizational Learning and Complex Change.** Ability to apply organizational learning and transformational change management principles and processes to organizational innovation and growth;
- **Interdisciplinary Perspective to Problem-Solving Organizational Issues.** Ability to proactively analyze and problem-solve issues from an interdisciplinary, cross-functional perspective founded in an understanding of the organization as a complex, adaptive socio-technical network; and
- **Conscious Professional Development.** Ability to take ownership of one’s professional development and career path as required to prosper in a continuously changing international business arena and virtual workplace.

Admission Requirements

Candidates for the MBA program can come from the corporate, small business, nonprofit and public sectors, or may be social entrepreneurs. They:

- Have an Bachelor’s degree cumulative Grade Point Average (GPA) of 3.0.
- Have 2-3 years of work experience in organizations, and can critically reflect upon this practical experience to analyze material studied, problem solve, and devise their own perspectives and applications;
- Seek leadership roles and increased organizational responsibilities, are interested in starting a for-profit business or nonprofit organization and/or pursuing a social entrepreneurial venture;
- Can study, research, write and orally present at the graduate level, including analyzing, making reasoned arguments and devising innovative practical applications;
- Have the desire and ability to work in a distance learning environment;
- Are committed to their academic studies and professional development, including taking ownership of their learning process, making their learning a priority, being willing to put in the required time and effort it takes to be a graduate student, and being proactive in managing their educational responsibilities;
- Have the needed personal management skills and support network to successfully meet the demands of a graduate course of studies while also managing their personal and work responsibilities;
- Are open to diverse and alternative perspectives, and are willing to critically examine their current perspectives and practices in dialogue with other professionals.

Exceptions to the required 3.0 GPA and 2-3 years of professional work experience will be considered on a case-by-case basis. Those with a strong potential for successful graduate work and who are granted exceptions can be required to take a pre-MBA module to prepare them for challenging academic studies in socially responsive leadership, business strategy, operations and marketing, financial management, and collaborative organizational dynamics. The module will be part of the conditions for full acceptance into the MBA Program and must be completed by achieving at least a B grade in each of the module components. If less than a B is received in any one component, full admission to the MBA program will not be granted. The pre-MBA module must be successfully completed prior to taking any of the MBA program core or elective courses.

In addition to the University requirements listed previously in this catalog, applicants to the MBA program must submit the following:

- Bachelor’s degree from an institution whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA). The awarding of the degree must be indicated on an official transcript;
- A statement of purpose (at least three double-spaced, typewritten pages) that includes a discussion of:
  - Personal qualities and professional experiences that qualify one to participate in an MBA program;
  - Why JFK University’s MBA Program—philosophy, content and instructional style—is the best MBA program for one’s career path;
  - How JFK University’s MBA degree will enable one to grow as a person, organizational leader and professional;
○ What potential career opportunities this degree could open up; and
○ One’s commitment to studying for an MBA at this time.
- Transcripts from all other colleges and universities attended;
- Two letters of recommendations (one from a former instructor and one from a manager or work colleague); and
- A resume of work experience detailing professional background.

While the Graduate Management Admissions Test (GMAT) is usually not required for admission, the program may require the applicant to take the exam.

Besides providing vital professional background and academic study intentions, the statement of purpose serves as an initial opportunity to assess an applicant’s graduate level writing and analysis skills. Upon admission or within the first three quarters of the MBA program, after taking several courses, if a student’s writing, critical thinking, communication and/or math skill level is deemed to need improvement, a student may be required by the Program Chair to take needed supplemental courses to improve these skills. If a student is qualified to be admitted to the MBA but needs supplemental study in particular core business-management principles and their application, the Program Chair may require additional courses be taken. Such supplemental courses, including those in writing, math, communication and critical thinking, are in addition to the required 48 units.

**Degree Requirements**

In addition to 16 courses, full participation in the MBA orientation process and activities is required.

*All courses are 3 quarter units*

**Curriculum**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5008</td>
<td>Operations and Supply Chain Management</td>
<td></td>
</tr>
<tr>
<td>BUS 5020</td>
<td>Financial Management</td>
<td>BUS 3020 or BUS 5096</td>
</tr>
<tr>
<td>BUS 5035</td>
<td>Visionary Leadership and Sustainability</td>
<td></td>
</tr>
<tr>
<td>BUS 5040</td>
<td>Marketing Management</td>
<td></td>
</tr>
<tr>
<td>BUS 5052</td>
<td>Managerial Economics</td>
<td></td>
</tr>
<tr>
<td>BUS 5055</td>
<td>MBA Capstone: Managing Strategy, Planning and Innovation</td>
<td>BUS 5020, BUS 5035, BUS 5040, BUS 5052, BUS 5099, BUS 5151, BUS 5385, BUS 5475</td>
</tr>
<tr>
<td>BUS 5096</td>
<td>Accounting for Managers</td>
<td></td>
</tr>
<tr>
<td>BUS 5099</td>
<td>Organizational Ethics and Corporate Social Responsibility</td>
<td></td>
</tr>
<tr>
<td>BUS 5151</td>
<td>Systems Approach to Business Models and Management</td>
<td></td>
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<tr>
<td>BUS 5152</td>
<td>Information Systems in the Digital Enterprise</td>
<td></td>
</tr>
<tr>
<td>BUS 5385</td>
<td>Leading A Global Workforce</td>
<td></td>
</tr>
<tr>
<td>BUS 5475</td>
<td>Organizational Communications, Collaboration and Social Networking</td>
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</tbody>
</table>

**SPECIALIZATIONS (one required):**

**Entrepreneurial Leadership**

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>BUS 5037</td>
<td>Venture Capital and the Conversion of Ideas into Business</td>
</tr>
<tr>
<td>BUS 5263</td>
<td>Venture Capital and Private Equity Investments</td>
</tr>
<tr>
<td>BUS 5450</td>
<td>Emerging Business Models</td>
</tr>
<tr>
<td>BUS 5483</td>
<td>Entrepreneurship and New Venture Creation Leadership</td>
</tr>
<tr>
<td>BUS 5030</td>
<td>Power, Leader Integrity and Conflict Resolution</td>
</tr>
<tr>
<td>BUS 5325</td>
<td>Dispersed Team Dynamics</td>
</tr>
<tr>
<td>BUS 5025</td>
<td>Talent and Human Resource Management</td>
</tr>
<tr>
<td>BUS 5460</td>
<td>Organizational Culture and Emotionally Intelligent Work Environments</td>
</tr>
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**Program Management**

<table>
<thead>
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<th>Course Title</th>
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<tbody>
<tr>
<td>BUS 5315</td>
<td>Program Metrics and Measurements</td>
</tr>
<tr>
<td>BUS 5320</td>
<td>Enterprise Relationship Management</td>
</tr>
<tr>
<td>BUS 5325</td>
<td>Dispersed Team Dynamics</td>
</tr>
<tr>
<td>BUS 5455</td>
<td>Design Thinking and Organizational Transformation</td>
</tr>
</tbody>
</table>

**Strategic Management**

<table>
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<td>BUS 5025</td>
<td>Talent and Human Resource Management</td>
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<tr>
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<tr>
<td>BUS 5450</td>
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</tr>
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<td>BUS 5455</td>
<td>Design Thinking and Organizational Transformation</td>
</tr>
</tbody>
</table>

**Total units required:** 48 units

**Juris Doctor/Master of Business Administration**

In conjunction with the College of Law, the College of Graduate and Professional Studies offers a joint Juris Doctor and Master of Business Administration (JD/MBA) degree for legal and business professionals who want an interdisciplinary education grounded in social justice, community service and socially responsible leadership. Students completing this four-year curriculum of full-time study will receive two degrees: a Juris Doctor and a Master of Business Administration. Students may also enroll part-time. Juris Doctor courses are offered on JFK University’s Pleasant Hill Campus. The MBA is a hybrid program with some face-to-face courses offered in Pleasant Hill and some courses fully or partially online.

The curriculum is designed to build students’ core knowledge and skills in both disciplines, preparing them to take leadership roles in the legal field and in organizations.

The JD/MBA is comprised of rigorous graduate coursework in both the legal and business administration fields and is designed to be completed in four years if studying full-time. Students may also enroll part-time.

Usually students begin their studies by taking two years of law studies. Then, during the summer session of their second year, they begin their MBA coursework. Over the four-year period, students take all courses required for the JD degree (84 semester units) and all the core courses required in the MBA program (36 quarter units), including the MBA capstone project. The JD core curriculum is supplemented with a number of law electives relevant to businesses and not-for-profit organizations (e.g., commercial law, tax law, employment and labor law, environmental law).

**Admission Requirements**

In addition to meeting the admission requirements for the MBA program and being accepted, all JD/MBA applicants must be admitted to the College of Law under the criteria established for all JD applicants. This includes a bachelor’s degree, the Law School Admissions Test (LSAT), and a complete report from the Law...
School Admissions Council demonstrating an ability to successfully complete the rigors of law school. Letters of recommendation, a personal statement and an interview with a core faculty member also are required under the admissions criteria. The College of Law is accredited by The Committee of Bar Examiners of the State Bar of California. See the JFK University’s College of Law catalog for program and application details.

Students may apply for admission to the JD/MBA program during their initial application to JFK University’s College of Law or they may apply to the JD program first and then apply for the joint program during their first or second year of law studies. Students pursuing an MBA at JFK University may apply to be accepted into the JD/MBA program. For students already in the JFK University law program, a minimum grade point average of 75 is required for admission to the joint degree program. (Students may be conditionally accepted into the joint degree program pending receipt of grades.)

**Degree Requirements**

*For descriptions of the Law courses, please consult the College of Law catalog.*

**CURRICULUM**

**Year One: Law Studies**

- LAW 214 A/B Civil Procedure A/B (6) Sem.
- LAW 112A/B Torts A/B (6) Sem.
- LAW 115A/B Contracts A/B (6) Sem.
- LAW 116 Examination Skills Lab (0)
- LAW 117 Legal Methods (2) Sem.
- LAW 125 Legal Research and Writing (2) Sem.
- LAW 312 Electronic Research (2) Sem.
- LAW 120 Criminal Law (3) Sem.

**Year Two: Law Studies/MBA**

- LAW 216 A/B Evidence A/B (5) Sem.
- LAW 212A/B Real Property A/B (6) Sem.
- LAW 418 Professional Responsibility (2) Sem.

**Law Electives of Choice (2) Sem.**

| BUS 5052 | Managerial Economics (3) Qtr. |
| BUS 5099 | Organizational Ethics and (3) Qtr. Corporate Social Responsibility |

**Year Three: Law Studies/MBA**

- LAW 315 Wills and Trusts (3) Sem.
- LAW 313 Community Property (3) Sem.
- Law Electives of Choice (6) Sem.
- BUS 5151 Systems Approach to Business (3) Qtr. Models & Management
- BUS 5035 Visionary Leadership and Sustainability (3) Qtr.
- BUS 5385 Leading a Global Workforce (3) Qtr.
- BUS 5475 Organizational Communication, Collaboration and Social Networking (3) Qtr.
- BUS 5152 Information Systems in the Digital Enterprise (3) Qtr.
- BUS 5008 Operations and Supply Chain Management (3) Qtr.
- BUS 5040 Marketing Management (3) Qtr.
- LAW 310 Trial Advocacy (3) Sem.

**Year Four: Law Studies and MBA Capstone**

- LAW 318 Criminal Procedure (3) Sem.
- LAW 425 Business Associations (3) Sem.
- LAW 414 Appellate Advocacy
- OR
- LAW 416 Moot Court (3) Sem.
- LAW 420 Remedies (3) Sem.
- LAW 428 Advanced Legal Writing (3) Sem.

**Law Elective of Choice (2) Sem.**

- BUS 5096 Accounting for Managers (3) Qtr.
- BUS 5020 Financial Management (3) Qtr.
- BUS 5055 MBA Capstone: Business Strategy and Planning (3) Qtr.

**Law Electives**

- LAW 642 Federal Income Taxation (2) Sem.
- LAW 638 Employment Law (2) Sem.
- LAW 614 Bankruptcy Law (2) Sem.
- LAW 656 International Law (2) Sem.

| BUS 5052 | Managerial Economics (3) Qtr. |
| BUS 5099 | Organizational Ethics and (3) Qtr. Corporate Social Responsibility |

**Total units required:** JD 84 Sem. Units / MBA 36 Qtr. Units

**Museum Studies**

The Museum Studies program is committed to preparing museum professionals to meet the demands of an increasingly complex profession. Today’s museum professionals must have the knowledge and skills to serve diverse audiences, create collaborative partnerships with communities, design innovative exhibitions and programs, and develop a sustainable financial base of support.

The curriculum covers a wide range of issues and provides fundamental skills while challenging students to critically analyze and creatively reform museums for a diverse society. The training is applicable to all types of museums, historical sites, natural parks, and cultural and discovery centers.

Individuals interested in taking only one or two courses may do so as non-degree students if space is available. Non-degree students must hold a bachelor’s degree and have an interview with the program chair before obtaining departmental approval to enroll in courses.

All Museum Studies faculty members are practicing professionals. Their ranks include registrars/collections managers, educators, exhibit designers, and museum administrators. Students have close contact with other experts in the field through museum visits, guest speakers, and internships.

The program offers a Master of Arts (MA) in Museum Studies with specializations in collections management, education and interpretation, and a combined MA Museum Studies/Master of Business Administration program.

The Master of Arts is the preferred credential and recommended for students who intend to pursue a full-time career in the museum field. The MA and MBA dual degree is recommended for students interested in deepening their knowledge and skills in museum leadership and management. The department’s certificate option is designed for professionals who have extensive experience in the field and do not require a master’s degree. Prior advising with program faculty may assist applicants in their selection of the master’s or certificate program.
Program Learning Outcomes

- Learn the purpose/history of museums as complex public organizations;
- Develop and refine professional writing and oral and visual presentation skills;
- Demonstrate collaborative working practices, consistent with practices in museum field;
- Demonstrate a range of content expertise associated with a museum studies specialization track;
- Acquire and utilize tools for addressing administrative and fiscal challenges; and
- Demonstrate the capacity to engage professionally in the museum field.

Master of Arts in Museum Studies

The Master of Arts (MA) in Museum Studies offers two specializations: collections management and education and interpretation. This degree can also be combined with an MBA degree (see the program description for this joint degree). Collections management trains individuals to manage and care for a wide range of collections in varied institutional settings, understand collections stewardship responsibilities including cultural heritage issues, and participate in exhibitions, outreach, and other aspects of museum life. Education and Interpretation trains students to interpret collections, develop an understanding of diverse audiences and their needs, plan and develop exhibitions, and design education programs in museums.

All students complete the core curriculum, specialization courses, and internships offering independent, individualized study in a museum or museum-related institution. The master’s program concludes with a master’s project, which allows students to explore in depth a specific area of interest in a museum or related organization.

Admission Requirements

In addition to the University requirements listed previously in this catalog, applicants to the Museum Studies program must submit the following:

- Bachelor’s degree with a Grade Point Average (GPA) of 3.0 or above from an institution whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA);
- Personal statement: a double-spaced, three-page (typed) essay, carefully edited for content, grammar, and style that answers the following question: Describe your museum experience (paid, volunteer, internships), including skills learned, duration (full time/part time) and special projects. Using specific examples, explain how this experience, along with your educational background, has influenced your understanding of the role of the museum in today’s world. How has your experience shaped your goals in the museum field?
- Three letters of recommendation (with at least one museum reference and one academic reference);
- A resume;
- Official transcripts from all colleges and universities attended; and
- Applicants must also interview with a program faculty member. Museum Studies will contact applicants to arrange for an interview after the application file is complete. Telephone interviews will be arranged for applicants who live outside the Bay Area.

International applicants must have a minimum TOEFL score of 600 on the paper-based test, 250 on the computer-based test, or 100 on the Internet-based test with a minimum score of 4.5 in the writing section.

On occasion, the department will admit a student with a GPA below 3.0 on probation. Students admitted with a GPA below 3.0 must achieve a B or higher during their first quarter in order to continue in the program.

Upon admission, all students must demonstrate writing competency as determined by program evaluation of writing ability. Some students may be required to take courses in writing in addition to the 58-unit requirement for the degree.

Prerequisite courses may be identified at the time of the student’s admission.

No more than six graduate units will be accepted in transfer. See the program advisor for specific limitations on transfer credit.

This degree program must be completed within five years of the initial date of enrollment.

Degree Requirements

All courses are 4.5 quarter units unless otherwise indicated.

Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>MUS 5003</td>
<td>Issues in Museums I: History and Theory</td>
</tr>
<tr>
<td>MUS 5004</td>
<td>Issues in Museums II: Finance and Administration</td>
</tr>
<tr>
<td>MUS 5501</td>
<td>Collections Management I: Foundations</td>
</tr>
<tr>
<td>MUS 5610</td>
<td>The Visitor Experience: Learning Theories and Understanding Audiences</td>
</tr>
<tr>
<td>MUS 5321</td>
<td>Museums and Communities</td>
</tr>
<tr>
<td>MUS 5405</td>
<td>Exhibition Development I</td>
</tr>
<tr>
<td>MUS 5420</td>
<td>Museums, Interactive Technologies and Electronic Access</td>
</tr>
</tbody>
</table>

Master’s Project

Under the supervision of a project coordinator, each student develops a project that reflects his or her expertise in a special subject area and demonstrates understanding and application of museum studies theory and practice, analytical and imaginative thinking, and mastery of research methods and writing skills. All students must demonstrate proficiency in writing and research prior to beginning the master’s project. These courses must be completed with a grade of B or better. The master’s project, including the oral presentation, must be completed in residence at JFK University.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 5996</td>
<td>Master’s Project: Topic Development (1)</td>
<td></td>
</tr>
<tr>
<td>MUS 5997</td>
<td>Master’s Project: Research Methodology (4.5)</td>
<td>MUS 5996 with a grade of B or better</td>
</tr>
<tr>
<td>MUS 5998</td>
<td>Master’s Project: Writing and Production (4.5)</td>
<td>MUS 5997 with a grade of B or better</td>
</tr>
</tbody>
</table>

All museum studies students are required to complete one or more museum internship(s) in the area of specialization. Internships allow students to assume professional responsibilities and gain an
understanding of a museum’s operations and relationship to the museum field under the guidance of professionals. Students in the program have interned in local, national and international museums and museum-related institutions.

Select one of the following specializations:

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Collections Management Specialization (16.5)</td>
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<tr>
<td>MUS 5502 Preventive Conservation</td>
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</tr>
<tr>
<td>MUS 5975 Internship (12)</td>
<td></td>
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<tr>
<td>Education and Interpretation Specialization (16.5)</td>
<td></td>
</tr>
<tr>
<td>MUS 5612 The Visitor Experience: Interpretive Methods and Applications</td>
<td></td>
</tr>
<tr>
<td>MUS 5975 Internship (12)</td>
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</tr>
</tbody>
</table>

**Master of Arts in Museum Studies/ Master of Business Administration**

The College of Graduate and Professional Studies offers a dual MA/MBA degree program in Museum Studies. Students completing this three-year curriculum of full-time study will receive two master’s degrees: an MA in Museum Studies and an MBA. Students may also enroll part-time. Museum Studies courses are offered at JFK University’s Berkeley Campus; MBA courses are offered in Pleasant Hill with some courses conducted in a hybrid fashion, i.e., a virtual learning environment with several face-to-face class sessions.

The curriculum is designed to build students’ core skills in both disciplines and prepare them for leadership positions in museums as managers, administrators, and directors. The program emphasizes the flexible inter-disciplinary thinking, creative problem solving and alternative visioning necessary to sustain today’s museums’ missions, services, and financial viability.

The curriculum for the program is organized as follows:

**Year One:**
- First and Second quarters: foundational Museum Studies courses in museum history, finance, visitor experience and collections management;
- Third quarter: A concluding Museum Studies course in museums and communities taken in conjunction with the initial MBA course in systems thinking, management and business models;

**Year Two:**
- Complete the MBA degree and its capstone project, taking courses in economics, accounting, marketing, leadership, organizational ethics, organizational communication, strategic management, among others;
- Fourth quarter: internship at a museum; and

**Year Three:**
- Coursework in museums and interactive technologies, exhibition development and a master’s thesis that blends the theory and practice of management and museum studies.

**Admission Requirements**

In addition to the University requirements listed previously in this catalog, applicants to the requirements for both the MBA and MA in Museum Studies. (See the MA in Museum Studies section of this catalog for specific requirements and application process details.)

**Degree Requirements**

*All courses are 4.5 quarter units unless otherwise indicated.*

**Museum Studies**
- MUS 5003 Issues in Museums I: History and Theory
- MUS 5004 Issues in Museums II: Finance and Administration
- MUS 5321 Museums and Communities
- MUS 5610 The Visitor Experience: Learning Theories and Understanding Audiences
- MUS 5501 Collections Management I: Foundations
- MUS 5405 Exhibition Development I
- MUS 5420 Museums, Interactive Technologies and Electronic Access
- MUS 5975 Internship (3)
- MUS5996 Master’s Project: Topic Development (1)
- MUS 5997 Master’s Project: Research Methodology
  - Prerequisite: MUS 5996 with a grade of B or better
- MUS5998 Master’s Project: Writing and Production
  - Prerequisite: MUS 5997 with a grade of B or better

**All courses are 3 quarter units unless otherwise indicated.**

**Management**
- BUS 5151 Systems Approach to Business Models and Management
- BUS 5035 Visionary Leadership and Sustainability
- BUS 5385 Leading a Global Workforce
- BUS 5475 Organizational Communication, Collaboration and Social Networking
- BUS 5099 Organizational Ethics and Corporate Social Responsibility
- BUS 5052 Managerial Economics
- BUS 5096 Accounting for Managers
- BUS 5040 Marketing Management
- BUS 5055 Managing Strategy, Planning and Innovation

**Certificate in Museum Studies**

The certificate in Museum Studies is designed for individuals who want to enhance their understanding of museum work but do not need a master’s degree. The one-year program is open to students who have a Bachelor of Arts and substantial experience as a museum employee or volunteer. Applicants without substantial museum experience may be admitted to the program but will be required to complete an additional internship. The certificate is offered with a specialization in either collections management or education and interpretation. Certificate students are required to take the first-year core courses application to the specialization and complete an internship in a museum. Students must also demonstrate proficiency in writing. For information regarding the internship, see above.

All students must demonstrate writing competency as determined by the program’s evaluation of writing ability. Some students may be required to take additional courses in writing beyond the 30—36 units required for the certificate.

**Admission Requirements**

In addition to the University requirements listed previously in this catalog, applicants to the Museum Studies program must submit the following:
College of Graduate and Professional Studies

- Bachelor’s degree with a Grade Point Average (GPA) of 3.0 or above from an institution whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA);
- Personal statement: a double-spaced, three-page (typed) essay, carefully edited for content, grammar, and style that answers the following question: Describe your museum experience (paid, volunteer, internships), including skills learned, duration (full-time/part-time), and special projects. Using specific examples, explain how this experience, along with your educational background, has influenced your understanding of the role of the museum in today’s world. How has your experience shaped your goals in the museum field?
- Three letters of recommendation;
- A resume;
- Official transcripts from all colleges and universities attended; and
- Applicants must also interview with a program faculty member. Museum Studies will contact applicants to arrange for an interview after the application file is complete. Telephone interviews will be arranged for applicants who live outside the Bay Area.

International applicants must have a minimum TOEFL score of 600 on the paper-based test, 250 on the computer-based test, or 100 on the Internet-based test with a minimum score of 4.5 in the writing section.

On occasion, the department will admit a student with a GPA below 3.0 on probation. Students admitted with a GPA below 3.0 must achieve a B or higher during their first quarter in order to continue in the program.

Certificate Requirements

All courses are 4.5 quarter units unless otherwise indicated.

<table>
<thead>
<tr>
<th>Curriculum</th>
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<tbody>
<tr>
<td>MUS 5003 Issues in Museums I: History and Theory</td>
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<tr>
<td>MUS 5321 Museums and Communities</td>
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All museum studies students are required to complete one or more museum internship(s) in the area of specialization. Internships allow students to assume professional responsibilities and gain an understanding of a museum’s operations and relationship to the museum field under the guidance of professionals. Students in the program have interned in local, national and international museums and museum-related institutions.

<table>
<thead>
<tr>
<th>Collections Management (9)</th>
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</thead>
<tbody>
<tr>
<td>MUS 5501 Documentation and Collections</td>
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<tr>
<td>MUS 5502 Preventive Conservation</td>
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<thead>
<tr>
<th>Education and Interpretation (9)</th>
</tr>
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<tbody>
<tr>
<td>MUS 5610 The Visitor Experience: Learning Theories and Understanding Audiences</td>
</tr>
</tbody>
</table>

| Total units required: 30                      |

Select ONE of the following specializations:

- **Multicultural Competence.** The students will be able to identify sources of bias within themselves, integrate concepts and adapt their skills to work with a diverse range of populations; and
- **Research.** The students will be able to summarize, critique and conduct research in the field of Sport Psychology. Students will assess and apply both established and current research findings in their scope of practice.

Master of Arts in Sport Psychology

The Master of Arts (MA) Sport Psychology program curriculum is designed to expose students to an integrated model of sport psychology education that includes counseling skills and performance enhancement techniques, counseling skills as core elements. The program consists of 77 units which students can complete within approximately a two-year process of full-time study. Emphasis is placed on training students to understand the theories that support sport psychology work and be able to apply performance enhancement techniques in diverse settings. The program is offered fully onsite at the University’s Pleasant Hill campus, fully online, and in a hybrid format, through which students can take a combination of onsite and online courses.

The JFK University MA Sport Psychology Program is one of the few in the United States specifically designed to integrate counseling skills and performance enhancement techniques within the field of sport psychology. The sport psychology coursework covers research, theory, and the application of psychology to such areas as...
optimal performance, at-risk youth, and group dynamics. The counseling skills courses include theoretical and experiential learning in fundamental counseling skills, group dynamics, psychopathology, and cross-cultural dynamics. Students also study the fundamentals of consultation and the theories and techniques of problem solving processes. Students learn how to develop their own consultation practice.

**Internship Overview**

The internships in the Sport Psychology Program are a key component of the educational process. The fieldwork experience is at the heart of the program. It allows students to gain a hands-on education in the role of being a professional in the field of Sport Psychology. Because of the importance placed on the internships, a student should approach this aspect of the program with a willingness to structure his or her experience in a manner that will optimize the educational value.

The internships will help students:
- Learn how to teach performance enhancement techniques in an applied setting;
- Increase awareness of the interpersonal relationships between themselves and their clients;
- Learn to be aware of their personal style and approach;
- Learn to integrate theories and techniques of sport psychology into diverse settings;
- Learn how to conduct oneself as a professional in the areas of flexibility, accountability, ethical behavior, and responsibility;
- Become skilled in educating potential clients on the benefits of sport psychology skills and securing an internship site;
- Network with others in the field as well as with potential employers; and
- Use Sport Psychology techniques with clients as both life skills and mental training skills for sport.

**Project Options**

All students have a choice of one of the following options:
- **Research Project:** an original thesis that leads to a research paper of publishable quality; or
- **Applied Project:** an applied project that culminates in an applied paper of publishable quality, plus four additional elective units, totaling 8 units of electives in the MA program.

**Life Enhancement through Athletic and Academic Participation Project**

The mission of the Life Enhancement through Athletic and Academic Participation project (LEAP) is to help at-risk children and adolescents to succeed in school and life. The “hook” of the LEAP project is to help at-risk children on the field and in the classroom helping students, teachers, and coaches build a positive environment where learning is possible. Through working with the athletic teams, the LEAP project provides students with an opportunity to receive academic support and life-skills education and in the athletic arena to learn team-building skills and sport psychology techniques to improve their performance on the field.

- **Challenge Camp.** The LEAP Challenge Camp works with youth at Orin Allen Youth Rehabilitation Facility (OAYRF). The core philosophy of the LEAP Challenge Camp is to help juvenile offenders focus on their future. Through an interactive games environment, the LEAP Challenge Camp provides youth with an opportunity to build social skills; learn cooperation, communication and listening skills; to practice problem-solving, decision-making and planning skills; and to learn appropriate outlets for anger and stress.
- **Sport Specific Camp.** The LEAP Sport Specific Camp focuses on working with youth in sport. The camps provide an opportunity for youth to learn mental strategies that they can use both in the sporting arena and in their life. Team building, communication and group problem solving skills, positive decision-making and planning skills; and to learn appropriate coping techniques. These skills are taught to the youth through participation in their sport and then transferred to the classroom and their life.

**Who LEAP Works With**

- **Student Athletes.** The LEAP project works with high school student-athletes. The overall goal of the LEAP project is to work with athletic teams on the field and in the classroom helping students, teachers, and coaches build a positive environment where learning is possible. Through working with the athletic teams, the LEAP project provides students with an opportunity to receive academic support and life-skills education and in the athletic arena to learn team-building skills and sport psychology techniques to improve their performance on the field.
- **Challenge Camp.** The LEAP Challenge Camp works with youth at Orin Allen Youth Rehabilitation Facility (OAYRF). The core philosophy of the LEAP Challenge Camp is to help juvenile offenders focus on their future. Through an interactive games environment, the LEAP Challenge Camp provides youth with an opportunity to build social skills; learn cooperation, communication and listening skills; to practice problem-solving, decision-making and planning skills; and to learn appropriate outlets for anger and stress.
- **Sport Specific Camp.** The LEAP Sport Specific Camp focuses on working with youth in sport. The camps provide an opportunity for youth to learn mental strategies that they can use both in the sporting arena and in their life. Team building, communication and group problem solving skills, positive decision-making and planning skills; and to learn appropriate coping techniques. These skills are taught to the youth through participation in their sport and then transferred to the classroom and their life.

**Portfolio**

This project involves the students developing a portfolio of their work as consultants. This should include at least: one case study from their work; their model of practice; a marketing plan; a reflective practice element; and the completed Association for Applied Sport Psychology (AASP) application form. The Portfolio would be used and assessed directly in the comprehensive oral examination and should be sent to the examiners at least two weeks before the exam.

**Admission Requirements**

In addition to the University requirements listed previously in this catalog, applicants to the Sport Psychology program must submit the following:
- **Official transcripts from bachelor conferring institution and any post-bachelor credits (including other master’s degrees).** With rare exceptions, a 3.0 GPA is required for admission;
- **A bachelor's degree from a regionally accredited institution.** (International applicants to the program must have the equivalent of a U.S. bachelor's degree);
- **A personal statement, no longer than four double-spaced, typewritten pages.** The statement should reflect the applicant’s interest in the field of sport psychology and rationale for applying to this program;
- **Three letters of recommendation which attest to the applicant’s suitability for the program are required; and**
- **An interview with the Program Chair or a member of the core faculty is required.**
Degree Requirements

Undergraduate Prerequisite
This course or its approved equivalent is a prerequisite to the MA program:
Introduction to Psychology

All courses are 3 quarter units unless otherwise indicated.

Core Curriculum
PSP 5054 Research Methods: Quantitative and Qualitative (4)
PSP 5800A Sport Psychology A
PSP 5800B Sport Psychology B (2)
   Prerequisite: PSP 5800A
PSP 5803A Ethics and Professional Issues in Sport Psychology A (2)
PSP 5803B Ethics and Professional Issues in Sport Psychology B (2)
   Prerequisite: PSP 5803A
PSP 5804 Assessment Strategies (2)
PSP 5805 Psychopathology Assessment (4)
PSP 5811 Counseling Skills A
PSP 5812 Counseling Skills B
   Prerequisite: PSP 5811
PSP 5814 Comprehensive Exploration of Diversity in Sport (4)
PSP 5815 Performance Enhancement A
PSP 5816 Performance Enhancement B
   Prerequisite: PSP 5815
PSP 5817 Performance Enhancement C
   Prerequisite: PSP 5816
PSP 5822 Team Building
PSP 5826 Cognitive and Affective Bases of Behavior (4)
PSP 5819 Social Historical Issues in Sport (4)
PSP 5880A/B Portfolio A/B
   (1/1)
PSP 9090 Comprehensive Written Examination (0)
PSP 9091 Comprehensive Oral Examination (0)
PSP 9030 Developing a Consulting Practice A (0)
PSP 9031 Developing a Consulting Practice B (0)
PSP 9100 Exit Meeting (0)

Workshops
Attendance is required at all meetings:
PSP 9020 Town Hall Meetings (0)

Minimum requirements are two events:
PSP 9025 Speaker Series (0)

FIELDWORK (Required of all students)
Students in either option must take this course a minimum of four times and earn a total of 16 units.
PSP 5280 Fieldwork (16)
   Prerequisites: PSP 5815, 5816, 5800A, 5811, 5826, 5803A

Research Project Option ONE
PSP 5890 Research Proposal (2)
   Prerequisite: PSP 5054
PSP 5891A/B/C Research A/B/C
   Prerequisite: PSP 5890
   (1/1/1)
PSP 5801 Supplemental Supervised Field Placement (0)
PSP XXXX Electives (5)
OR

Research Project Option TWO
PSP 5895A/B Applied Project: A/B
   Prerequisite: PSP 5054
   (1/1)
PSP XXXX Electives (8)

Total units required: 77

Linked Master of Arts in Sport Psychology/Clinical Doctoral Program

NOTE: Students may not link a bachelor’s degree to a master’s degree and then link the master’s degree to a doctoral degree.

As the field of psychology continues to diversify and expand the range of specialties, it is important for educational institutions to stay on the cutting edge of program development. JFK University has achieved this by linking the Master of Art (MA) in Sport Psychology program with the Clinical Doctoral program (PsyD). Unlike a research-based PhD, the PsyD program is designed to produce practitioners, not researchers, while providing the same high level of scholarly study. A sport psychology student now has a choice of whether to choose a clinical route (the MA plus the PsyD) or a non-clinical path (the MA in Sport Psychology only). Both the MA in Sport Psychology and the PsyD offer the highest level of available training in applied sport and clinical psychology respectively. In the past, students could earn a master’s degree in two years and a Doctorate of Psychology in an additional four years. This innovative linked program allows completion of both degrees within five years of full-time, intensive study (part-time options are also available). Having both degrees (plus a psychology license) will enable graduates to use the title “Sport Psychologist,” allow them to apply for either master’s or doctoral certification through the Association for Applied Sport Psychology (AASP), and work with both clinical and athletic clients by applying the skills and knowledge developed from both fields. Eligibility to take the psychology licensing examination for the state of California will also be earned.

The unique dual degree program enables completion of two degrees in five years of full-time study (a process that would normally take six years if taken separately). Completion of the MA/PsyD dual degree program allows graduates to apply a wide range of performance enhancement and clinical skills to both athletic and non-sporting populations. The full-time student starts in the Sport Psychology program for the first year and then moves into the PsyD program for the following four years. Once in the PsyD program, the dual degree student fulfills all the same curricular and training requirements asked of all PsyD students. The MA component of the dual degree program consists of 42 units in the Sport Psychology program and 35 units in the PsyD program (completed during the first two years of the PsyD program, i.e., years two and three of full-time study). Upon successful completion of these 77 units and the Master’s Comprehensive Written and Oral examinations, a Master’s degree will be conferred. The student then needs to take another 145 units in the PsyD Program to complete all requirements for the PsyD.

For information on the practicum, internship examinations, and advancement to candidacy, refer to the PsyD section of this catalog.
Fieldwork
Dual degree students complete two Sport Psychology Internships in addition to the PsyD internship requirements.

Admission Requirements
Applicants must possess a bachelor’s degree from a regionally accredited institution. Prospective students should apply to the MA program and the PsyD program concurrently. In the event that a student in good standing in the Sport Psychology program is not accepted into the PsyD program, the student may continue the master’s degree program. A student must be accepted into the PsyD program before enrollment in a PsyD course is permitted.

Degree Requirements
A student will be awarded an MA degree when he or she has satisfactorily completed all first-, second-, and third-year courses of the linked program (i.e., year one is completed in the Sport Psychology program, years two and three are completed in the PsyD program), is a student in good standing, and has passed the MA comprehensive written and oral examinations in the Sport Psychology program.

Curriculum

Undergraduate Prerequisites
These courses or their approved equivalents are prerequisites to the Linked MA Sport Psychology/Doctor of Psychology program. All prerequisite courses must be completed prior to attending first-year Doctor of Psychology courses, with official transcripts documenting successful completion on file in the registrar’s office. Prerequisite courses completed after the awarding of the bachelor’s degree must have a grade of B- or better. Prerequisite courses may be taken at any regionally accredited, approved college or university.

- Intro to Psychology
- Theories of Personality
- Diversity-related course
- Statistics

All courses are 3 quarter units unless otherwise indicated. Courses that are linked, counting toward both programs, are marked with an asterisk (*).

First Year
PSP 5280  Fieldwork
PSP 5800A  Sport Psychology A
PSP 5800B  Sport Psychology B (2)  
Prerequisite: PSP 5800A
PSP 5803A  Ethics and Professional Issues in Sport Psychology A (2)
PSP 5804  Assessment Strategies (2)
PSP 5811  Counseling Skills A
PSP 5815  Performance Enhancement A
PSP 5816  Performance Enhancement B  
Prerequisite: PSP 5815
PSP 5817  Performance Enhancement C (1)  
Prerequisite: PSP 5816
PSP 5819  Social and Historical Issues in Sport (4)
PSP 5826  Cognitive and Affective Bases of Behavior (4)
PSP 5822  Team Building
PSP 5833  Kinesiology (4)
PSP XXXX Electives, 1
PSP 9090  Comprehensive Written Examination (0)

PSP 9091  Master’s Comprehensive Oral Examination: Sport Psychology (0)
PSP 9100  Exit Meeting (0)
PSP 9030  Developing a Consulting Practice A (0)

Workshops
Attendance is required at all meetings:
PSP 9020  Town Hall Meetings (0)

Minimum requirements are two events:
PSP 9025  Speaker Series

In year two, the student moves into the PsyD program. Three units of fieldwork, PSP5817 Performance Enhancement C, PSP5800B Sport Psychology B, and the Sport Psychology Comprehensive Oral Examination will be taken after year one.

Second Year
PSD 7003  History and Systems of Professional Psychology
PSD 7007  Clinical Interviewing Skills I*  
Prerequisite: PSD 7007
PSD 7008  Clinical Interviewing Skills II*  
Prerequisite: PSD 7007
PSD 7015  Adult Psychopathology I*
PSD 7016  Adult Psychopathology II  
Prerequisite: PSD 7015

These are repeatable courses and must be taken multiple times to total the number of units indicated:
PSD 7035  Practicum I* (6 total)
PSD 7046  Group Process* (3 total)
PSD 7047  Multicultural Awareness in Professional Psychology* (6 total)

This course may be waived with permission (units replaced with electives):
PSD 7052  Writing like a Psychologist (1.5)
PSD 7104  Social and Cultural Bases of Behavior
PSD 7122  Psychodynamic Theory and Its Application to Diverse Populations
PSD 7123  Cognitive Behavioral Theory and its Application to Diverse Populations
PSD 7141  Ethical and Legal Issues in Professional Psychology
PSD 7151  Research Methods and Statistics I*
PSD 7225  Lifespan Development I: Child and Adolescent
PSD 7226  Lifespan Development II: Adulthood and Aging
PSD 7250  Research Methods and Statistics II  
Prerequisite: PSD 7151

Third Year
PSD 7107  Biological Bases of Behavior*
PSD 7108  Cognitive and Affective Bases of Behavior
PSD 7115  Assessment I/Intellectual and Cognitive Assessment and Lab (4)  
Prerequisites: PSD 7008, PSD 7016
PSD 7116  Assessment II/Personality Assessment I and Lab (4)  
Prerequisite: PSD 7115
PSD 7117  Assessment III/Personality Assessment II and Lab (4)  
Prerequisite: PSD 7116
PSD 7124  Family Systems Theory and Its Application to Diverse Populations
PSD 7131  Psychology and Treatment of Substance Abuse*  
Prerequisite: PSD 7016

These are repeatable courses and must be taken multiple times to total the number of units indicated:
PSD 7135  Practicum II* (6 total)  
Prerequisites: PSD 7008, 7016, 7035, 7141;  Corequisites: PSD 7146, 7147
PSD 7146  Advanced Group Process* (3 total)
Prerequisites: PSD 7008, PSD 7016, PSD 7046, and PSD 7141

PSD 7147  Multicultural Proficiency in Professional Psychology* (3 total)
Prerequisites: PSD 7008, 7016, 7047, 7141; Corequisites: PSD 7135, 7146

PSD 7160  Psychopharmacology
Prerequisites: PSD 7016, 7107

PSD 7251  Qualitative Research: Critical Review

PSD 7252  Clinical Dissertation Proposal I* (2)
Prerequisite: PSD 7251

PSD 7253B  Clinical Dissertation Proposal II (2)
Prerequisite: PSD 7252

PSD 7254B  Clinical Dissertation Proposal III (1)
Prerequisite: PSD 7253B

MA in Clinical Psychology
After satisfactorily completing all first- and second-year courses, students in good standing who have passed the comprehensive written examination will be awarded an MA degree in Clinical Psychology. This degree is non-terminal and non-licensable. It is not awarded to students who already have a Master’s degree in psychology.
• Comprehensive Written Examination (0)
• Assessment Comprehensive Exam (0)

Fourth Year
PSD 7025  Child and Adolescent Issues: Psychopathology and Treatment
Prerequisites: PSD 7016, 7225

PSD 7215  Consultation and Education in Psychology
Prerequisites: PSD 7016

PSD 7230  Management and Supervision: Self, Other, and Organization
Prerequisite or Corequisite: PSD 7235, or instructor permission

PSD 7235  Practicum III (9 total)
Prerequisite: PSD 7135; Corequisite: PSD 7245

This is a repeatable course and must be taken multiple times to total the number of units indicated:

PSD 7245  Contemporary Issues in Professional Psychology (3 total)
Prerequisites: PSD 7146, 7147; Corequisite: PSD 7235

This is a repeatable course and must be taken multiple times to total the number of units indicated:

PSD 7302  Dissertation Completion (1.5)
Prerequisite: PSD 7254 A-B

This course may be waived with permission (units replaced with electives):

PSD 7330  Case Management/Practicum (0-3)
Electives (16)

Clinical Proficiency Examination (0)
Advancement to Candidacy (0)

Fifth Year
PSD 7400  Internship (36)

Total units required: 222 units

Certificate in Exercise & Sport Performance

The Certificate in Exercise and Sport Performance is designed to provide eligible psychologists, marriage and family therapists (MFT), and other psychology professionals the necessary coursework required to apply for certification by the Association for Applied Sport Psychology (AASP). This 26 unit, in-residence or on-line certificate will provide knowledge in the areas of sport and exercise psychology, sport physiology, and kinesiology.

This totally on-line certificate can be completed in approximately one year, and one quarter internship in the field is an integral part of the certificate program. Student interns can complete their internship at schools, with individuals, teams, or at recreational facilities. During internship, student interns will be supervised remotely.

Admission Requirements

In addition to the University requirements listed previously in this catalog, applicants to the Sport Psychology Certificate Program must submit the following:

• Bachelor’s degree from an institution whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA). The awarding of the degree must be indicated on an official transcript.
• Personal statement. Applicants must submit a 3-4 page document describing their background and the nature of their interest in the certificate. More detailed information about the personal statement is available on the University’s website or from the Admissions Office.
• Personal interview with the program chair or core faculty member. Once the completed application is received, applicants will be contacted by the program to schedule an interview. Out of area applicants may be admitted provisionally based on their completed application file and then will meet with the program chair or faculty advisor upon arrival.

Certificate Requirements

All courses are 3 quarter units unless otherwise indicated.

Curriculum:
PSP 5280  Fieldwork (4)
Prerequisites: PSP 5816, PSP 5800A

PSP 5800A  Sport Psychology A

PSP 5815  Performance Enhancement A

PSP 5816  Performance Enhancement B
Prerequisite: PSP 5815

PSP 5817  Performance Enhancement C
Prerequisite: PSP 5816

PSP 5833  Kinesiology (4)

PSP 5835  Exercise Psychology (2)

PSP 5819  Social and Historical Issues in Sport (4)

Total units required: 26 units
### ARTS & CONSCIOUSNESS [A&C] Courses

**A&C 5010 Image and Process**  
An investigation into the integration of art, process and inner awareness. Exploration of artistic paradigms creates a broad base for understanding creative growth and development. Integration of these principles into individual artwork is emphasized. Special Requirements or Information: Offered only in the Fall and MFA requirement.

**A&C 5100 Introduction to Transformative Arts**  
An introduction to the various methodologies and theories related to the use of art and personal creativity as healing forces in the world. A wide variety of topics are explored, including psychological, spiritual and shamanic approaches to artwork. Students are encouraged to draw from their own experiences of creativity and expression as a basis for work in class. Offered only in the Fall.

**A&C 5200 Transformative Arts Education**  
A variety of course offerings provide an investigation into the use of creativity as a vehicle for human growth and healing. Courses explore aspects of creativity related to teaching, personal spiritual practice, healing and emotional counseling. By participating in a variety of creative modalities, students simultaneously strengthen their own creative processes and form a basis for future professional practice. Offered quarterly MATA requirement MFA elective.

**A&C 5255 Transformative Arts Seminar**  
The seminar grants students the opportunity to share their individual creative work with others in a supportive environment. It assists students in deepening their own experience as artists. Students gain insight into how their work can be translated into growth-oriented work with others. Class content is based on the student’s artwork. The course offers insights into links between inner and outer work. MATA students only. MATA requirement.

**A&C 5260 Transformative Arts Teaching Practicum**  
An investigation into the pedagogy of transformation through creative expression. Lectures, experiential exercises and class presentations by visiting artists and teachers introduce students to the practical approaches to transformative arts. Ethics and boundary issues are considered. Class results in practical application of teaching approaches by students in a community setting of their choice.

**A&C 5300 Applied Alchemy**  
An introduction to the transformational symbolic image system of alchemy and its powerful applications to studio art making. Discussion of historical alchemical processes and the modern use of alchemical metaphor and symbol in art. Assigned reading and studio assignments. Offered in Summer Theory and Process elective.

**A&C 5305 Art and Altered States of Consciousness**  
Introduces subtle states of consciousness and altered states of consciousness in which inspiration, creativity and insight might arise. Students explore practices meant to access states of heightened lucidity and multidimensional awareness. Studio exercises involving music, movement and visual arts as well as lecture, readings and written assignments. Offered in Summer elective.

**A&C 5307 Visual Communications A**  
Using a combination of digital and traditional art materials, this class explores the technical tools and philosophical assumptions regarding the nature of communication through symbol, image, text, color, and composition. Through weekly assignments and critiques, class members develop skills and insights needed for further exploration of the field.

**A&C 5308 Visual Communications B**  
Continuation of work in A&C 5307, this course emphasizes advanced skills in digital image-making. Develops further ability to integrate conceptual skills into development of powerful and effective visual images. Expands digital skills to include website design and the use of appropriate software for the creation of basic online venues for visual communication. Prerequisite: A&C5307.

**A&C 5310 Art and the Symbolic Process**  
An exploration of the philosophy of symbolism. Philosophical and experiential insight into the nature of symbol from a variety of cultural and individual perspectives. Students are led into the discovery of their own archetypal visual vocabulary through combination of personal practice and academic investigation essential to creative process. Studio assignments, experiential exercises and written process paper. Offered in Spring MATA and MFA requirement.

**A&C 5312 Creativity and Consciousness**  
An exploration of the nature of creativity and its transformative function from both personal and archetypal perspectives. Students are led in an inquiry into their own perspectives of the various aspects of creativity: its energy, rhythms and blocks and how they manifest as the final art product. Studio assignments, experiential exercises and written process papers. Offered in Winter MATA and MFA requirement.

**A&C 5315 Dreams and the Arts**  
No description. Theory and process elective.

**A&C 5325 Faces of the Soul**  
Students undergo an intensive exploration of the relationship between Asian traditions of Qi Gong and energetic healing with mask-making, movement, and other individual creative acts. Special emphasis is placed on the use of creative self-expression to develop and heal the body and to develop stronger self-image.

**A&C 5331 Media of Sacred Art**  
A variety of quarterly courses examine the creation of art intended specifically for sacred and transformative processes. Select topics explore the relationship between creativity and spiritual practice. Various classes focus on mask making, music, movement and/or mixed media in the creation of sacred art. The use of sacred art from diverse cultural settings is considered. Offered quarterly MATA/MFA elective.
A&C 5342 Dreams and the Arts 3

Students will survey sacred art throughout history as seen from a variety of cultural perspectives. Topics will include visual art, architecture, music, and dance as well as philosophical and religious concepts from numerous traditions including Greco-Roman, classical Chinese, shamanism, Buddhism, Christianity, and Islam. Emphasis rests upon how these concepts relate to the development of artistic process of each student. Reading and term paper are required. Theory and process elective.

A&C 5350 Artist in Society 3

A 'topics' course offering a variety of approaches to various ways in which art interacts with contemporary culture: Often taught by visiting artists, topics have included environmental art, generosity, social sculpture, community activism and political change as well as broader surveys of various archetypal roles assumed by contemporary artists through performance, social intervention and other works of social praxis. Offered in Spring MFA requirement MATA elective.

A&C 5360 Beyond the Studio: Community Collaboration A 3

A two-quarter sequence of courses facilitating inquiries into the ways in which art and arts organizations work with the larger community. Individual approaches to moving beyond traditional boundaries between art, social action and community are developed. In the first part of the course, guest lectures and individual research enables students to develop personally appropriate venues through which they explore community-based art. Assigned reading and written project. Offered Fall MATA requirement MFA elective.

A&C 5361 Beyond the Studio: Community Collaboration B 3

A two-quarter sequence of courses facilitating inquiries into the ways in which art and arts organizations work with the larger community. In the second quarter (part B), students undertake community projects through which their individual work as artists is translated into a specific activity that serves the community in some manner. Affiliations and internships with community arts organizations are a part of the course. Individual choice of appropriate venues and activities is strongly emphasized. Assigned reading and community project. Prerequisites: A&C 5360 Community Collaboration A. Offered Winter MATA requirement MFA elective.

A&C 5400 Movement and Improvisation Training 3

An introduction to the foundational practices and contexts of movement and improvisation as solo and ensemble explorations in performance. Emphasis is placed on physical practice and artistic contextualization of body-based activities. This experientially-based course will introduce students to the basic forms and traditions of dance, movement, and improvisation as a gateway into personal and social transformation. The class will focus on increasing the skills in core strength and flexibility, fluidity of movement, timing and presence: synchronizing the mind and body in performance. MATA/MFA elective Performance Specialization Requirement.

A&C 5403 Performance Composition 3

Development of the essential skills of composition for creating performance using movement, narrative, language, image and sound. Students will be engaged in the structure, process and techniques of composing work for stage such as scoring, mapping, self-scripting, choreographing and directing. Formal elements such as time, space, light, shape, rhythm, emotion, linear and non-linear composition will be considered in depth. Students will be encouraged to develop and recognize their own compositional voice, working with various performance styles, identities and perspectives. MATA/MFA elective Performance Specialization Requirement.

A&C 5501 Visual Culture 3

Examines the production, consumption, philosophy, and psychology of visual images, inquiring into their economic, gender, class, political, social, and aesthetic agendas. Understanding how our seeing is affected by our visual environment, how seeing and believing are conflated, how commodification of images empowers them, how we participate in the creation of meaning by our conscious or unconscious relations with the visual environment, has become essential.

A&C 5505 Contemporary Arts Theory and Criticism 3

Intensive exploration of new developments in contemporary art and the philosophical concepts upon which they are based. Various examples of art criticism are examined as expressions of current philosophies of art. The effects of these writings on contemporary art and culture are examined in detail. Offered in Winter MFA requirement.

A&C 5530 Art, Archetype, and Creative Process 3

Examines the origins and structures of creative self-expression and its relation to culture and spirit. Students gain important insights into the nature of criticism and self-investigation as well as the dynamics of group interaction in support of increasingly deeper levels of skill and insight.

A&C 5550 MFA Mid-point Review 1

A comprehensive review of the student's work halfway through the program. Submission of mid-point paper required. Student's original artwork is reviewed by a faculty committee selected by the department chair. All degree candidates must present their artwork and discuss it with the committee in order to continue in the program. The committee determines if the candidate has successfully met the department's standards and offers suggestions for future investigations. Guidelines provided. Prerequisites: Successful completion of 45 units. Offered quarterly MFA requirement Permission of dept. and signed contract prior to registration.

A&C 5555 Transformative Arts Mid-point Review 1

A comprehensive review of the student's work halfway through the program. Submission of a mid-point paper along with the student's work is reviewed by a faculty committee appointed by the department chair. All degree candidates must present their work and discuss it with the committee in order to continue in the program. The committee determines if the candidate has
successfully met the department’s standards and offers suggestions for future investigations. Guidelines provided. Prerequisites: Successful completion of 34 units. Offered quarterly MATA requirement. Permission of dept. and signed contract prior to registration.

A&C 5604 Time-Based Laboratory 3
A studio-based exploration of new genres center around the ‘black-box’ studio. Students participate in class assignments and presentations of individual artworks that explore time, space, light and concept as formal elements. Special emphasis is placed on development of personal approaches to working in experimental media. Offered Spring Performance Specialization Requirement MATA/MFA elective.

A&C 5605 Introduction to Performance Art 3
An introduction to the foundational modalities, practices and contexts of solo and ensemble explorations in performance. Using the body and voice as the primary media of expression the class will introduce students to the basic forms and traditions of movement, improvisation and poetics as a gateway into personal and social transformation. The class offers opportunities for creative experimentation and self-discovery, exploring a range of traditions in the performing arts. Offered in Fall Performance Specialization Requirement MATA/MFA elective.

A&C 5606 Physical Theater and Performance 3
Development of physical theater skills and techniques associated with body-oriented artwork. This class includes a comprehensive grounding in a dynamic and physical exploration of performance-based traditions, viewing the body itself as an expressive medium and critical site of performative research. Through physical theater exercises and vocal training students will develop confidence in their essential performance skills. Students will investigate the content and concepts of identity, consciousness and the social and political conditions of everyday life through the building of solo and ensemble work. Performance Specialization Requirement.

A&C 5607 Visual Design for Performance 3
Lectures, demonstrations and visits to local theaters will enable students to gain realistic perspectives on the requirements for moving into theatrical productions and producing work in non-traditional art spaces. Investigation into issues of site, audience participation, receptive community and social implications of performance are considered. Internships with existing performance groups as well as independent productions undertaken by each student will offer essential community links. The technical and managerial skills essential to theatrical production are developed by students. Performance Specialization Requirement.

A&C 5608 Advanced Physical Theater 3
This course reviews in greater depth the disciplines of performance and improvisation and culminates with a formal collaborative public performance project with students. It emphasizes professional levels of physical training and conditioning needed to achieve performance values consistent with world-class artwork of this kind. The course requires extensive physical exercise and discipline as well as critical and formal analysis and discussion. Critical skills consistent with MFA level work are also stressed. Prerequisites: A&C 5606 Physical Theater and Performance. MFA students only. Performance Specialization Requirement.

A&C 5609 Advanced Visual Design for Performance 3
In-depth exploration of the tools and techniques needed to create an effective visual and environmental structure for the facilitation of performance works. Using a variety of venues and approaches students will be taught to see space, sound and movement as inter-related dimensions of time-based art work. Emphasis will be placed on minimalistic and environmentally aware approaches to set design, prop costume and interactive approaches to new media. Emphasis on a dynamic and experimental approach to visual design for performance will be encouraged in specific contexts through which students will develop individual approaches appropriate to their own needs and interests as performers. Prerequisites: A&C 5607. Performance Specialization Requirement.

A&C 5610 Drawing from the Body 3
Students explore the technical and psychological dimensions of drawing from direct observations of the human form. Drawing from live models, class assignments, and group critiques help students to develop their skills and awareness of the drawing process and its relationship to our own bodies. Studio Elective.

A&C 5611 Advanced Performance Composition 3
Course is focused on a directing project in which students use the skills they have learned in technique and theory classes to compose, direct and produce sections of a full-length work for their final graduate exhibition.

A&C 5612 Ink, Brush, and Paper 2
In this course, students examine the techniques and philosophies associated with east-Asian painting traditions. An introduction to Asian painting materials, techniques and imagery are important parts of the course. Both calligraphy and landscape painting will be introduced from the Asian perspective. Exercises in tai chi and Qi Gong emphasize the relationship between Asian painting techniques and cultural traditions of energetic flow of nature—‘chi.”

A&C 5615 Poetics Seminar 3
Exploration of poem-making as an expression of voice, feeling, and truth. Individual presentation of original poetry to the group in conjunction with experiential exercises aimed at connecting the process of poem-making to individual self-affirmation and wellness. The power of language as a transformative tool and individual development of poetry as an artistic means of self-expression are emphasized. Prerequisites: A&C 5403 Performance Composition. Performance Specialization Requirement. MFA students only.

A&C 5632 Advanced Painting Seminar 3
This seminar is an intensive studio for students who have substantial experience in the field of painting either with oils or acrylics. Individual and group critiques as well as lectures and demonstrations will be offered on alternating weeks, with open studio sessions. Emphasis is placed on developing the philosophical, personal, and formal elements of painting.
The final exposition presents a professionally viable and cohesive technical expertise as well as formal and philosophical proficiency. Original artwork which demonstrates a professional level of must possess. Offered quarterly. MFA requirement. Students must allow one quarter between final project A and B. Permission of dept. and signed contract, as well as consultation with gallery director required prior to registration.

A&C 5662 Community Mentorship 1 - 3
Mentors are selected by the student from an approved list of successful community based art organizations located in the Bay area. Mentorship choices are based on the student's artistic and professional goals. Offered quarterly. MFA requirement - 10 total units required. Permission of dept. and signed contract required prior to registration.

A&C 5663 Group Mentorship 1 - 3
Mentorship involving a small group of students working with a single mentor on a specific project or topic. Offered quarterly. Permission of dept. and signed contract required prior to registration.

A&C 5670 Group Studio Practice 1 - 3
A variety of courses are offered quarterly which address the formal, technical and experiential aspects of art-making. Classes exploring drawing, painting, book-arts, poetry, performance, photography, installation, sound art, video and other studio disciplines are offered. Offered quarterly. Studio elective.

A&C 5675 Artist Resources: Career Pathways 3
An examination of necessary skills and practices for artists to apply creative work to society and the marketplace. Gifts, galleries, teaching and other career-related issues are discussed. Resources for the pursuit of appropriate avenues of professional development are examined in depth. Students are introduced to a variety of career options, create individualized career maps and then complete all of the requisite steps in preparing for their entry into a chosen career track. Emphasis is placed upon creating career objectives and strategies that are consistent with students' personal values and abilities, artistic interests and experiences. Offered in Spring. MATA and MFA requirement.

A&C 5800 MFA Critique Seminar 3
Allows students an ongoing critical dialogue with their peers, under the supervision of an experienced artist faculty member. Students present original artwork to the group and receive in-depth responses. This course develops critical awareness and a sense of community as well as fostering the essential development of language for the examination of issues that a fully functioning artist must possess. Offered quarterly. MFA students only MFA requirement (18 units total required).

A&C 5981/5982 MFA Final Project A/B 2 - 2
Students present a substantial final exhibition or performance of original artwork which demonstrates a professional level of technical expertise as well as formal and philosophical proficiency. The final exposition presents a professionally viable and cohesive body of original artwork suitable for professional exhibition. All exhibitions and/or performance work must be accompanied by a substantial written corollary statement which thoroughly investigates the artist's philosophical and historical influences. Offered quarterly. MFA requirement. Students must allow one quarter between final project A and B. Permission of dept. and signed contract, as well as consultation with gallery director required prior to registration.

A&C 5988/5989 Transformative Arts Final Project A/B 2 - 2
Requires students to demonstrate their unique perspective on the use of creativity as a transformative agent in the community. The course contains two parts: The written project consists of an original research paper on an approved topic related to an aspect of creative process and community interaction. The community project consists of applying the principles discussed in the written project to an appropriate segment of the community. Documentation of the community project is an integral part of the written project. Offered quarterly. MATA requirement. Permission of dept. and signed contract prior to registration.

A&C 5995 Independent Study in Arts & Consciousness 1 - 3

BUSINESS [BUS] Courses

BUS 5008 Operations and Supply Chain Management 3
This course examines operations management, the function of producing goods and services in a quality and efficient manner. In light of this business functional area, it critically discusses supply chain management issues regarding procurement and logistics management, and the planning and management of an organization's coordination with suppliers. Skills in quantitative analytical methods are developed, including business statistics.

BUS 5020 Financial Management 3
This course discusses the financial function of the contemporary business enterprise and the challenge of managing finances ethically and responsibly. It critically examines theories of financial management including cost of capital, capital structure, dividend policy, long-term capital, working capital, and financial analysis and planning. Prerequisite: BUS 3020 or BUS 5096.

BUS 5025 Talent and Human Resource Management 3
Focused on human resource management and employee training and development, this course critically examines how organizations achieve and sustain a competitive advantage through their human capital. Theoretical and practical issues of effectively attracting, utilizing, retaining, and developing talent are explored with emphasis on system's thinking, cultural sensitivity in a global workplace, and empowering leadership that fosters collaboration and innovation. Topics include human resource planning, training, recruitment, staffing, regulations, job design, performance appraisals, compensation, recognition, conflict, gender and diversity issues, work attitudes, motivation, and managing globally.
BUS 5030 Power, Leadership and Integrity 3
Understanding organizational power and exemplifying professional integrity are fundamental to effective leadership. Critical to organizational success are leaders who inspire confidence, evoke loyalty, empower, motivate, and use resources effectively and efficiently. This course analyzes the characteristics and dynamics of organizational power and politics and explores the ethical use of power by leaders when managing employees, creating alliances, making complex decisions, delegating responsibilities, and making changes. Particular attention is given to managing and resolving conflict.

BUS 5035 Visionary Leadership and Sustainability 3
Great leaders possess a variety of competencies. Organizational effectiveness is grounded in professionals who have vision, continuously learn, courageously take risks, are decisive and ethical, understand and care about their coworkers, enable work force creativity, and empower employees to take ownership of their jobs. Distinguishing leadership from management, this course analyzes the core qualities and skills that leaders possess, and explores the characteristics of various leadership styles, assessing their strengths and limitations.

BUS 5037 New Ventures: Business and Market Planning 3
This course examines the knowledge, skills and business intelligence required for creating and growing new ventures. Topics include evaluating market opportunities with a global perspective, designing development and growth strategies, assessing barriers to market entry and exit, building the management team, and new venture financing. The focus of the course is a creation of a comprehensive new venture marketing plan and feasibility study.

BUS 5040 Marketing Management 3
In light of business’ strategic use of the Internet and their desire to compete in global markets, this course analytically examines marketing strategies, objectives, and policies. Discussion topics include managing sales and marketing organizations, market research and site location, advertising and promotion, analysis of buying processes of consumer and industrial markets, Internet marketing and customer relationship management.

BUS 5052 Managerial Economics 3
This course critically examines economic theory—both microeconomics and macroeconomics—in light of current business challenges, global issues, and environmental concerns. It analyzes the impact of domestic and international economic policies and major issues on business economics. Discussion topics include the effects of monetary policy, fiscal policy and taxation, forces of supply and demand, theories of cost and production, analysis of consumer behavior, and sustainable economic approaches and business practices. In addition, this course evaluates the response of markets to the forces of supply and demand by using different quantitative and qualitative measures.

BUS 5055 MBA Capstone: Managing Strategy, Planning and Innovation 3
The contemporary organization is a strategically managed, information-driven global enterprise that must respond to ever changing markets. Operating in a fast-paced, dispersed work environment, its effectiveness and efficiency is rooted in well-thought out business alliances and partnerships, organization-wide alignment, risk assessment, and innovative problem-solving and decision-making. Using strategic management principles and organizational alignment concepts to integrate the various MBA disciplines, this capstone course builds and enhances professional competencies in business and organizational analysis, collaborative and ethical decision making, innovative strategic planning, and implementation and evaluation of plans. Under-girding this process is an exploration of breakthrough thinking and managing creativity and innovation. The MBA capstone project is completed in this course. Prerequisites: BUS 5020, BUS 5035, BUS 5040, BUS 5052, BUS 5099, BUS 5151, BUS 5385, and BUS 5475.

BUS 5096 Accounting for Managers 3
This course discusses core accounting concepts and principles in a manner applicable for managers. Areas of study include financial statement analysis, financial accounting concepts and principles, managerial cost systems, and the use of accounting information in managerial planning and decision making.

BUS 5099 Organizational Ethics & Corporate Social Responsibility 3
This course critically examines the inter-related concepts of “business ethics,” and “organizational ethics” and their significant role in developing a company’s mission, culture, strategic plan, operational policies, financial management practices, management style, human resource management philosophy, work environment, marketing approach, and customer service. Through analytical discussions of ethical systems and case study analyses, this course enables the development of a framework for understanding an organization’s social responsibilities, for improving an organization’s integrity, and for the development of a personal professional code of ethics.

BUS 5151 Systems Approach to Business Models and Management 3
Organizations are dynamic and complex systems that are continuously evolving. Applying systems theory to business strategy, organizational operations, and management practices, this course explores business models and theoretical concepts with an emphasis on the nature and challenges posed by dispersed organizations and a diverse workforce. Particular attention is given to participative organizational cultures and collaborative management styles.

BUS 5152 Management Information Systems 3
Understanding the organization as a dynamic networked enterprise with a sophisticated information technology infrastructure, this course provides a comprehensive overview of management information systems concepts useful to professionals as a user of information systems, and as a future decision maker concerned with the acquisition, application, and management of business
information systems. Emphasis is placed on management and technical concepts fundamental to business applications of information systems.

**BUS 5263 Financing New Ventures**  
This course examines the concepts and institutions involved in entrepreneurial finance and private equity markets. It reviews and evaluates major sources of funding including venture capital firms, informal investors, banks, investment banks, suppliers, buyers, and various government sources. Topics explored include valuation, joint ventures, private placements, forms of buyouts, and IPOs.

**BUS 5315 Program Metrics and Measurements**  
Program management involves overseeing a portfolio of interrelated projects that must be aligned with the enterprise's strategic goals, and whose operational processes must be consistent with the organization's culture. Budgets need to be established, timelines set, reporting procedures established, and progress evaluation processes put in place. Risk management, benchmarking, and outcomes assessment are critical to successful program planning and progress measurement. Focusing on designing and utilizing appropriate evaluation processes, this course analyzes such methods as the balanced scorecard, six sigma, and total quality management.

**BUS 5320 Enterprise Relationship Management**  
Program management is becoming a core competency of organizations because large-scale product development, business enterprise systems' development, organizational expansion and change usually involve multiple, interrelated projects. Effective management entails consistently communicating with internal and external stakeholders associated with the various projects, managing the relationships with project managers, recruiting team members, and procuring the needed financial resources and materials. With the multicultural nature of the global workplace as the context, this course introduces the core concepts of program management, and critically examines the issues and practices regarding the management of contracts, the supply chain, customer relationships, outsourcing and off-shoring.

**BUS 5325 Dispersed Team Dynamics**  
Often work is conducted with colleagues who are dispersed nationally if not globally. Collaboration is supported by various types of online meeting tools and information systems. This course critically discusses the socio-technical nature of virtual teams, successful strategies for building and managing a dispersed team including developing communication channels, and how to establish trust, credibility, a sense of responsibility, and a feeling of community in a virtual work environment. Methods for dealing with cultural issues and working across time zones are also addressed.

**BUS 5385 Leading a Global Workforce**  
Globalized business practices, dispersed organizations, and outsourcing have created a global work environment where managers and team members often work 24/7. In light of current workplace issues, this course critically discusses human resource management trends, analyzes workforce engagement principles, explores the pros and cons of a dispersed work environment, analyzes strategies for managing internal and external talent, and develops work-life balance principles. It also examines the challenges a global workforce poses for human resource practices, discusses the leadership and managerial skills needed to successfully function in a geographically dispersed and culturally diverse workplace.

**BUS 5450 Emerging Models of Business**  
Globalization, partnerships, innovation, and sustainability are watchwords for the contemporary business enterprise. Organizational agility, business vitality, and competitive advantage must be achieved and maintained while not harming people or the environment. With entrepreneurship, social responsibility, and organizational integrity as guiding principles, this course critically explores approaches to business that enable strategic innovation through the use of sustainable business principles, the creation of a clear business model and plan, the development of collaborative work relationships with employees and other business organizations, and the creation of a virtual knowledge sharing and problem solving network.

**BUS 5455 Theory & Practice of Organizational Transformation**  
In a highly competitive business environment, change is inevitable. Organizational leaders and staff deal with it daily, often without understanding its nature, how it operates, and how its power can be harnessed to unleash innovation to create the organization's future. This course critically examines the nature of change and how it can be strategically fostered and managed in complex organizations. It also explores the types of organizational cultures that support successful change-management processes and how change-agent leaders can effectively address resistance and resolve conflict.

**BUS 5460 Organizational Cultures and Emotionally Intelligent Work Environments**  
Organizational culture is as strategic to success as identified goals and qualified human resources. Grounded in emotional intelligence principles, this course critically discusses how organizational beliefs, values, traditions, and role models shape organizational policies and politics, managerial practices, hiring practices, succession planning efforts, and employee reward systems, as well as how they impact organizational productivity, employee motivation, and job satisfaction. Based upon these discussions, this course presents how to analyze an organization's present position, assessing its culture's strengths and limitations and uncovering its culture's underlying assumptions, viewpoints and ethical principles in order to create an empowering and engaging work environment.

**BUS 5475 Organizational Communications and Team Development**  
Communication gives form to organizations. In an information-driven business climate, organizations are complex systems of business partnerships, and a web of networked employees and teams linked via electronic information and communication systems. This course examines the ways companies self-organize in a socio-technical work environment, the nature of organizational social networking in a digital age, and the characteristics of effective interpersonal communication and relationship building in teams. Particular attention is given to the
nature of workplace information flow and how to design strategic information and communication systems that enable knowledge sharing and collaboration.

BUS 5800 Business Internship 1 - 6
This course provides students the opportunity to explore specific job functions by interning at companies and observing people performing those jobs. Students may experience administrative, operations, marketing, sales, finance, technology, and other programs in various capacities.

BUS 5900 Topics in Business Administration 1 - 3
This course provides an opportunity for current business and organizational trends and issues to be explored. It may be repeated for credit if the topic is different.

BUS 5995 Independent Study in Business Administration 1 - 6
To be arranged with consent of instructor and approval of the dean. May be repeated for credit with a change of topic.

CONSCIOUSNESS AND TRANSFORMATIVE STUDIES [CNS] Courses

CNS 5010 Paradigms of Consciousness 3
This course examines the nature and structure of paradigms and paradigm shifts in scientific, psychological, social, and metaphysical thinking, and emphasizes living systems theory and integral and holistic philosophies as they relate to ecology, health, creativity, and conflict resolution. Prerequisites: Corequisite: COR 3145.

CNS 5015 Body Consciousness/Body Wisdom 2
This experiential course gives students the opportunity to explore their own body sensations, and in so doing, to make contact with its wisdom and power. We explore various areas and systems of the body, listening to their messages about what makes us feel supported, trusting, and strong; what makes us feel alive and passionate; what is right for us; what makes us feel satisfied; what do we care for and what do we want to give; what are our boundaries and what do we want to express; and what makes us feel protected and safe. Along the way, we consider messages that signal stress, anxiety, hunger, fear, and vulnerability.

CNS 5017 Introduction to Integral Theory 1
In this course, students are introduced to the five elements of Ken Wilber’s integral theory including quadrants, levels, lines, states, and types. Class activities examine the relevance of this model as a framework for conscious evolution in the modern age.

CNS 5020 Archetypal Mythology 3
In this course, students will learn why Freud, Jung, and so many others intrigued by the depths—writers, philosophers, painters, filmmakers, culture critics—have outgrown the notion of myth as “untruth” to encounter its central role in the life of the psyche. This will prepare us to explore archetypal modes of conscious ness and deepen our understanding of how archetypes and myths address us every day in our dreams, our relationships, our conflicts, and our mishaps. Prerequisites: Prerequisite: CNS 5030.

CNS 5023 Shamanic Traditions 2
Shamanic practices and rituals that acknowledge and strengthen relationship to family, community, and the earth are sorely lacking in our modern culture, yet with each person’s ancestral lineages can be found evidence of earth-based spirituality, nurtured and supported through shamanic traditions. In this class, students will research shamanic practices within their ancestral lineages with the intention of integrating these practices with present-day knowledge.

CNS 5025 Cosmology & Consciousness 3
In recent years, with advances in brain research and insights from quantum theory, new light has been shed on the vital question of “what is consciousness?” In this course, students will learn how the brain may take advantage of the strange and revolutionary aspects of quantum theory, deciding for itself how reality may unfold. Prerequisite: CNS 5010.

CNS 5027 Non-Ordinary States of Consciousness 2
This course will examine the intersection between the subjective and objective experience of various non-ordinary states of consciousness. Students will explore the brain-based neurophysiology as well as the subjective experience of various non-ordinary states of consciousness. Subjects may include the work of Stan Grof (Holotropic Breathwork, exploration of native science), Charles Tart (psy phenomena), shamanic consciousness, deep meditation, the use of hallucinogenic drugs, and other non-ordinary states.

CNS 5030 Sleep, Dreams, and States of Consciousness 2
Students will examine recent scientific research in sleep and dreams and explore a variety of techniques in working with dreams. The course focuses on the states of consciousness within sleep and different phenomena of the dreaming mind. Students will also explore their own dreams through different experiential and creative explorations.

CNS 5033 Consciousness and Psychology 2
This course will take a critical and appreciative look at transpersonal theoretical principles in the work of Carl Jung, A.H. Almaas, Roberto Assagioli, Stanislav Grof, and Sri Aurobindo. In class discussions, readings, and experiential exercises, students explore ways in which consciousness, psyche, and spirit intersect in the work of each of these theorists. Prerequisites: Prerequisite: CNS 5017.

CNS 5035 Consciousness and Philosophy of Mind 3
This course provides a scholarly grounding in the core philosophical issues surrounding the study of consciousness. This course will explore the three main “problems” in philosophy of mind: (1) the “mind-body” problem (how does consciousness relate to the physical world), (2) the “problem of other minds” (how can we know if other people, animals, plans, or even rocks have consciousness?),
CNS 5037 Neurophilosophy of Consciousness 3

The results from recent brain research have sent shockwaves far beyond the boundaries of neurophysiology and neuropsychology. The implications reach into the very nature of the human experience, both personally and culturally. Much of the research has validated what many of us have long suspected to be true: consciousness does indeed affect the brain and thus the entire individual. Our thoughts and feelings directly affect the chemistry of the brain, which in turn largely determines the health of our entire being—both as single organisms and as a species. In this course, students will examine the timely and exciting intersection between neuroscience, philosophy of mind, and ethics. Prerequisites: CNS 5010.

CNS 5039 Self-Exploration 1 - 2

This is a seminar course that explores teachings and practices which encourage self-knowledge and a deeper understanding of the self’s psycho-spiritual journey toward greater consciousness. Focus varies with instructor and student interest. May be repeated for credit with a change of topic.

CNS 5039D Self-Exploration: Ancestral Consciousness and Healing 2

Ancestral stories, family traditions, and the great teaching stories from our culture shape us and condition our perception of presence. In this course, we will examine the “breaking points” in our ancestral heritages—the places where our ancestors may have suffered a loss of connection to place, community, language, traditions, and spirituality. Through readings, class discussion, and personal research, students will learn how to access and reclaim the strengths and wisdom within our ancestral heritage.

CNS 5039E Self-Exploration: Alchemy 2

In this class, students will study the basic principles, history, and practices of alchemy—East and West, esoteric and esoteric, ancient and modern. This course also examines the alchemical states which bring about physical, emotional, mental, and personal transformation.

CNS 5049 Introduction to Consciousness & Transformative Studies 0

This course introduces new students to the Consciousness & Transformative Studies program.

CNS 5055 Existentialism, Ethics, and Consciousness 3

The focus of this course will be on answering modern existential questions exploring the theories of Ralph Waldo Emerson, Soren Kierkegaard, Nietzsche, Jose Ortega Gasset, J-P Sarte and others. Questions addressed in the course include: How do we use existential principles to explore ethical issues in the 21st century? From what level of consciousness do our choices emerge?

CNS 5060 Philosophy of Consciousness 1 - 3

Explores the major Western philosophical approaches to understanding the relationship between body and mind as well as the nature of truth and reality, postmodern cosmology, and process philosophy.

CNS 5119 Research and Degree Completion 0

This course will present the requirements and expectations for key professional courses in the second and third year of the program. This course will prepare students for CNS 5126–27 Qualitative Research A–B, externship, and the final integrative project or thesis. Students will begin to explore how to connect and extend their education and coursework into areas of professional application.

CNS 5120 Diversity, Community, and Consciousness 3

This course presents a 21st-century approach to social issues and includes discussion of racial, ethnic, and cultural differences along with ways to build community, harmony, and understanding—diversity in oneness. Prerequisites: IPP 5013.

CNS 5126 Consciousness & Transformative Studies 1

This course provides students with an introduction to the basics and applications of several qualitative research methodologies. Students examine the strengths and weaknesses of qualitative versus quantitative approaches and are asked to explore the implications in terms of master’s-level research. Discussion and exercises in class are geared toward pursuing and developing a research question or topic, discovering its fit with the methodologies introduced in this course, and opening it up with various research skills (triangulation, searching the literature, data collection, etc.). Prerequisites: CNS 5199.

CNS 5127 Qualitative Research B 2

This course continues the multi-perspective approach of CNS 5126 into a deeper understanding of how these approaches and skills translate into a key component of the course—developing the actual research proposal. Students will also survey the research process from proposal stage through completion and discuss effective ways to present the research findings. Prerequisites: CNS 5126.

CNS 5212 Psychology of Dreams 2

This course examines Western psychological traditions of dream interpretation. The pioneering work of Sigmund Freud and Carl Jung, both of whom were directly inspired by their own dream experiences, will be explored, along with later research on the role of dreaming in human development, creativity, and healing. Students will be encouraged to think critically about these psychological theories, to test them in connection with their own dreams, and to seek new creative integrations with the dream theories of other cultures and traditions.

CNS 5215 Integral Approach to Dreamwork 2

A multidimensional, holistic perspective of dreamwork that includes multiple ways of gaining insights into the nature and meaning of dreams. We will explore how dreams affect our body, emotions, mind, spirit, and community. Ken Wilber’s four-quadrant
model will also be discussed in relation to levels of consciousness, dream work, and the practitioner’s worldview.

**CNS 5216 Lucid Dreaming**

Lucid dreaming is the act of becoming conscious while dreaming. In this course, scientific research in the field of lucid dreaming will be explored and students will learn methods to become conscious in sleep. This course will interweave cognitive, experimental, and experiential approaches to explore this state of consciousness.

**CNS 5219 Dream Practicum**

Participants in the class will share and work with dreams, drawing upon contemporary theories and practices in the field of dream studies.

**CNS 5270 Issues in Science and Consciousness**

In-depth research and analysis of specific topics in science and consciousness. Topics may include genetics, chaos, synchronicity, complexity, and biology of consciousness.

**CNS 5280 Dreams, Archetypes, and Personal Mythology**

In this course, students will explore the recurrent dream archetypes that help dreamers become aware of themes generating a personal mythology for one’s life.

**CNS 5282 Dreams: Initiation and Indigenous Ways of Knowing**

Everyone carries ancestral knowledge memory deep within. Through myths and dreams, individuals are able to recover innate wisdom present and potential in the environment. With the world of dreams and myth, all beings hold equal potency and potential. This state of awareness or animated knowing is “native mind.” This course offers students an opportunity to begin a journey of recovery in ancestral ways of knowing. Through dreams and myths, students explore initiation into native mind.

**CNS 5284 Consciousness and Sustainability: Solutions for the 21st Century**

This course explores the issues, theories, research, and practices in order to understand/take action on healing and “greening” the planet. Students will examine the current practices and approaches in ecology and sustainability that are making a difference and improving the planet. Students will select a topic of interest in the area of sustainability to research, focusing on innovative practices currently being explored or developed. Prerequisite: CNS 5010.

**CNS 5280 Sacred Intention, Sacred Manifestation**

Examines the sacred dimension and importance of clarifying intentions and values. Course also addresses the existential meaning of will and intentionality and their role in directing consciousness, dispelling confusion, empowering vision, and creating a new reality.

**CNS 5344 Dream Groups: Facilitation and Ethics**

This course explores the ethical implications of working with dreams in a group setting. Students also examine issues of cultural, gender, and class bias in regard to dream work. Students have the opportunity to gain hands-on experience leading a dream group.

**CNS 5345 Shamanism and Dreams**

This course explores the role of dreams in shamanic traditions. Major topics include receiving the “calls” in dreams, healing, dream interpretation, the role of shamans, shamanic misconceptions, and the rise of urban shamanism and ethics. Shamanic states of consciousness and the practice of drumming as a tool for entering the dream state will be introduced. This class will be held on the Berkeley campus.

**CNS 5410 Teaching Practicum A**

Students learn to develop teaching outlines and lesson plans for adult education. Course includes class presentations, assessments of personal teaching style and discussion of philosophical principles of holistic education.

**CNS 5411 Teaching Practicum B**

Using the skills acquired in CNS 5410, students plan, develop, and present workshops on topics of their choice. Prerequisite: CNS 5410.

**CNS 5415 Curriculum Development**

Students will learn how to prepare an academic syllabus and weekly lesson plans for college courses. Topics include holistic teaching philosophy, course objectives and description, reading and research materials, assignments, student evaluations, and the balance between cognitive and experiential learning.

**CNS 5435 Integral Coaching**

This is a practical, hands-on class to define and provide coaching skills for managers, consultants, and those in private practice. The course will emphasize and apply an integral approach to coaching based on the work of Ken Wilber. In addition, students will practice basic coaching skills offered by Laura Whitworth's co-active approach. The emphasis is on practical applications of coaching skills in real-life professional situations. Offered credit/no credit only.

**CNS 5455 Exploring Professional Identity A**

Encourages students to begin an inquiry into their future career goals and application of principles learned in their degree program.

**CNS 5460 Exploring Professional Identity B**

Students integrate career goals and degree principles by attending a particular internship site. Prerequisite: CNS 5455.

**CNS 5465 Starting Your Own Business**

For those considering opening a practice as a consultant, coach, therapist, bodyworker, or developing a start-up company, this class will examine the basics needed to turn a great idea into a business reality. Among the topics covered are analyzing life values and priorities, determining business goals and strategies, launching and managing the business, and dealing with finances and marketing.
CNS 5515 Six Domains of Consciousness: Personal Synthesis 1

Second year students prepare to synthesize their learning of six domains of consciousness (the scientific, psychological, transpersonal, ecological/philosophical, and spiritual) into a holistic paradigm of consciousness. Students meld what they have learned about dimensions of consciousness into their own understanding to make personal meaning of the origins, nature, limitations and potentials of consciousness. Prerequisites: CNS 5033 and CNS 5025.

CNS 5600 Planning a Thesis 1

In this course, students will explore their thesis topics and clarify the major questions to be addressed.

CNS 5602 Thesis 1 - 3

Students write their master’s thesis under the supervision of selected faculty members. Prerequisite: CNS 5600.

CNS 5610 MA Integrative Project 2

In this class, students prepare their final integrative paper and presentation. This includes a personal statement, psychological and spiritual theory, and application of coursework within a professional and social context. Prerequisite: CNS 5127.

CNS 5615 Publishing and Media 2

This course focuses on preparing, packaging and disseminating information to both general and specific audiences. Topics include: writing book proposals and query letters; assessing markets and dealing effectively with contracts, agents, editors and publishers; presentation skills; self-promotion through the media, personal and public relations, and interviews.

CNS 5620 Issues in Consciousness Studies 1 - 3

Issues will vary according to student interests. May be repeated for credit with a change of topic.

CNS 5670 Advanced Writing and Publishing 2

This course is intended for students who wish to publish their research professionally. Students must bring to the course a research paper from a previous class with an A or A+ grade. The focus of the class will be to refine and edit the research paper into a high-quality article that will be submitted for publication to a professional journal.

CNS 5822 Dimensions of Holistic Sustainability 3

Discover the societal / economic /political facet of ecotherapy. Students will receive and articulate a cross-disciplinary understanding of earth-friendly forms of living and come away with an ability to participate constructively in social and professional discussions to unpack the complexities of sustainability.

CNS 5824 Horticultural Therapy 3

A survey of gardening therapy, including organic food production and the healthful benefits of community gardening. Students will be able to advise their clients on specific gardening techniques for promoting mental and physical health.

CNS 5826 Animal-Assisted Therapy (AAT) 3

Recent research on animal consciousness is combined with research on the inclusion of animals in various human health settings. Assignments will require students to study their own somatic and psychological reactions in the presence of animals in order to understand how and when to apply AAT methods.

CNS 5830 Ecopsychology and Ecotherapy: Deep Cultural Work 3

Includes small group and dream work that connect inner with outer and individual with the wider culture. Also, conservation work has been shown to foster psychological health and new experiments in land-based living. Students will apply various blueprints for creating and promoting earth-conscious community practices.

CNS 5832 Nature-Based Spirituality and Contemplative Practices 3

Learn about and experiment with consciousness-deepening ritual and ceremonial practices that include aspects of the natural world. Taken from a variety of cultural traditions, such practices transform the objectification of nature into an appreciation of its presence, beauty, and powers of healing.

CNS 5834 Ecotherapy Internship 3

Twenty (20) field hours of actual ecotherapy practice gained within an authorized fieldwork setting.

CNS 5835 Independent Study in Consciousness Studies 1 - 3

To be arranged with consent of instructor and approval of the program chair and dean.

CNS 5836 Interdisciplinary Studies 0

In this course, students will complete a field project related to dream studies. The specific nature of the project will vary based on student’s interests and available mentors and often includes attendance at a dream conference; however, all work must be approved prior to its onset.
**HOLISTIC COUNSELING PSYCHOLOGY [EXJ] Courses**

**EXJ 5000 Introduction to Expressive Arts Therapy Program** 0

This course will introduce students to the Expressive Arts Therapy program, detail program requirements and student responsibilities. All students entering the Expressive Arts Therapy program are required to take this no-cost, no-credit course during their first quarter.

**EXJ 5100 Intensive Master Classes** 1 - 5

This course gives students in depth exposure to modalities and practices in Expressive Arts Therapies with field experts to deepen clinical and educational arts based psychotherapy with individuals, groups and families. Master classes will be offered in a variety of modalities as well as multi-modal practices including but not limited to: dance, music, visual arts, drumming, poetry, performance based and sand tray therapies.

**EXJ 5101–03 Expressive Arts: Group Process A–C** 2/2/2

Using expressive arts therapy counseling techniques, students examine and work with their own and others' feelings, motivations, and patterns of behavior. Through class participation, students learn group theory and group facilitation skills. Must be taken in three consecutive quarters during the first year of graduate study.

**EXJ 5105 Expressive Arts: Therapeutic Communication A** 3

An introduction to the basic principles and practices of effective communication. Students explore the use of communication in day-to-day life, relationships, counseling, teaching, employment settings, and other forms of working with people. Topics include presence, centering, listening skills, and discriminating between content and process. Topics will be explored from both a Holistic and Expressive Arts prospective.

**EXJ 5106 Expressive Arts: Therapeutic Communication B** 3

This course will allow students to continue to practice Holistic and Expressive Arts counseling and communication skills and principles learned in the first quarter. The major defense mechanisms will be examined and strategies explored to deepen therapeutic process and classroom participation. Training in recognizing transference and countertransference issues and making effective therapeutic interventions. Assessment of communication patterns in dysfunctional, functional, and optimal individual and couple, family, and educational systems are explored. Prerequisite: EXJ 5105.

**EXJ 5200 Foundation of Expressive Arts** 3

The foundational class for the Expressive Arts specialization, this class provides a historic and theoretical overview and the therapeutic use of the creative process. Participation includes experiential exposure to a variety of visual, movement and other arts modalities and media.

**EXJ 5210 Community Arts Practice A** 3

Students participate and plan Master Class symposium to deepen skills of preparation of workshops and symposia. Organization, theme design, community performances/experiences and Master class instructors will be planned by students for the design and execution of the third year of their cohort flow.

**EXJ 5211 Community Arts Practice B** 3

Management and organization of the third year symposium will be executed by the students in this final segment of community arts practice. Planning, trouble shooting, arts experience and performance as well as smooth flow of Master classes will be delivered and evaluated by student and instructors.

**EXJ 5215 Expressive Arts: Marriage and Family Counseling A** 3

Introduction to the principles, methods and aesthetics of expressive arts therapy in marriage and family counseling including family systems theories, methods for assessment of family interaction patterns, and intervention strategies appropriate to different types of family dysfunction. The relationship between family systems and principles of expressive arts are discussed. Prerequisite: EXJ 5121.

**EXJ 5216 Expressive Arts: Marriage and Family Counseling B** 3

Application of principles, methods and aesthetics of expressive arts therapy in marriage and family systems theory to specific family problems such as terminal illness, psychosomatic disorders, and addictive behavior. Prerequisite: EXJ 5215.

**EXJ 5350 Final Integrative Project** 1

This course examines the philosophical, personal, and professional issues raised in the course of graduate study in expressive arts therapy counseling psychology. Students develop an outline for an integrative project paper that includes their understanding of expressive arts therapy interventions, and their own personal growth work. This is the first in a two-course sequence.

**EXJ 5351 Final Integrative Project B** 2

This is the second in a two-course sequence. Students complete their integrative paper and give an oral presentation on their topic. Students take this course when ready to complete their paper. Prerequisites: EXJ 5350.

**HOLISTIC HEALTH EDUCATION [HHE] Courses**

**HHE 5001 Introduction to HHE Program** 0

A required, no cost, no credit course for all students entering the program, it prepares students to get the most out of the program and lets them know what they need to do in order to complete it.

**HHE 5007 HHE Research & Writing Basics** 2

This course is designed to provide students entering the Holistic Health Education (HHE) MA program with a review of the critical thinking, research, and writing skills that will serve as a foundation.
for producing graduate-level work in the HHE Program. Students who are unable to demonstrate a graduate level competency in these skills will gain an understanding of what they need to do to set themselves up for success in the program. Prerequisite: HHE 5001.

**HHE 5010 Nutritional Biochemistry** 2

Food forms the fiber of our being. It is our first line of defense against illness and infirmity. Beyond basic nutrition, this course lays the foundation for using food as medicine focusing on supporting healthy cellular, organ and system function. From a functional medicine approach, we examine the role of carbohydrates, proteins and amino acids, fats, vitamins, and minerals in health and illness. As a result of the course students will be able to communicate the scientific reason for their nutritional recommendations. In an embodied learning model, food sharing is part of this course as we educate our minds and palates.

**HHE 5120 Integrative Health** 2

This course provides a foundation in Integrative Health by exploring the development of Western Medicine. We examine historical perspectives that influence the current state of healthcare, explore the scientific basis of integrative approaches, and address the challenges of integrative health care. This provides a context for connecting Western medical practice to holistic practice as a basis for building bridges of communication between traditional and alternative practitioners. Students evaluate multiple approaches for addressing degenerative diseases, cancer, cardiovascular disease and diabetes incorporating biomedical and alternative modalities. Prerequisite: HHE 5001; HHE 5225

**HHE 5125 Energy Models of Healing** 2

This course investigates how health, illness, wholeness and healing may be defined and worked with in energy terms. The coursework involves in-depth inquiry into the many disciplines and traditions that contribute to energy healing as well as an analysis of the concepts and philosophies upon which these systems are based. We look at energy medicine from the perspectives of quantum physicists, biologists, consciousness and psi researchers, philosophers, spiritual healers, medical intuitives, and we will investigate how energy modalities are viewed by mainstream medicine. Prerequisites: HHE 5225; PHR 3405.

**HHE 5126 Asian Approaches to Healing** 2

Two of the oldest holistic healing systems of medicine—Chinese and Ayurvedic—are presented in this introductory course. Their basic philosophies, principles, and standards of treatment are explored both didactically and experientially. Each system is outlined with emphasis on their spiritual roots, cultural and social perspectives, and their growing appeal as global alternative approaches to healing. The role of these modalities within the framework of an integrated medical system is also explored, and recent efficacy research is reviewed. Prerequisite: PHR 3405.

**HHE 5130 The Collective Body** 2

This course enables students to understand and critique social and cultural constructions of the human body, and how such constructions influence social policy, health systems, and individual behavior, as well as their own ideas and beliefs about the body. The approach is interdisciplinary, drawing upon numerous fields of study to examine the collective body, including (but not necessarily limited to) sociology, anthropology, critical race theory, gender studies, economics, and epidemiology and public health. In addition, the discourse of the body will provide a way of exploring various issues related to holistic health education from a critical perspective. Prerequisite: HHE 5225; HHE 5007.

**HHE 5135 Healthcare Economics and Politics** 2

Can we create greater health with more access to quality health care? In this course we explore how and why our health care system has developed as a paradox of excess and deprivation. We consider the advantages and problems of national health insurance and examine medical systems in other industrial democracies as we identify the benefits and disadvantages of our American health care system. We look at the business trends that have pushed Americans to spend more on pharmaceuticals than the people in many other countries. We move beyond the issue of access to health care and into the question of access to what kind of health care and how we can change the orientation from disease treatment to health promotion. Prerequisites: HHE 5200, HHE 5505.

**HHE 5140 Culture, Community, and Health** 2

This course examines the influence of culture and community on health status and health outcomes in diverse settings. Through a “whole systems” lens we consider the multiple ways in which a broad range of social and cultural factors shape health, well-being and healthy development in a pluralistic society. We explore the role of community in promoting health among diverse populations. We also explore how culture and community shape the thinking and practice of health professionals, and implications for evidence-based practice. Paying attention to human potential, as well as human problems, we explore effective approaches to holistic health education. Prerequisite: HHE 5158.

**HHE 5145 Health, Environment and Sustainability** 2

The earth is a primary determinant of our health. Healing, while intensely personal, occurs within the context of the physical environment, as well as the community in which individuals live daily. This course considers the ecology of health—the human impact on the environment—and the health of ecology—the impact of the environment on our health. We also focus on sustainability, a principle providing an ethical imperative for maintaining and supporting ourselves, our communities, and the environment. The course offers students an opportunity to consider our relationship with the larger world, coming to an acceptance and inclusion of the diversity of life forms. This class integrates aspects of nature, community and personal healing, balancing global perspectives with local environmental awareness. Prerequisite: HHE 5007, HHE 5225.

**HHE 5147 Research in Health Education B** 3

In this course, students will gain essential hands-on experience with both quantitative and qualitative research methods. They will continue the work they’ve begun in HHE 5200 Research in Health Education A, by continuing the design of a health study, conducting an expanded literature review, conducting a community needs assessment, and writing an extensive research report that includes a health education curriculum proposal. Whether for their own practice or for a mainstream organization, the health educator needs to be prepared to find, understand, and evaluate public health
and medical articles written by experts in the field. They also need to know, through systematic evaluation, whether their programs are having an impact on the target population. This course continues the development of these core health educator skills: research method design, research literature critique, needs assessment, survey design, data analysis, and program evaluation. Prerequisites: HHE 5200.

**HHE 5150 Mind/Body Approaches to Self-Care** 2

The study of Mind-Body Medicine includes three aspects of inquiry. Students are introduced to various self-care approaches and part of the course involves students' own engagement and documentation of the process. The second aspect of class time includes in-depth discussions of the principles and practices of mind-body medicines. The third aspect of the course involves small group presentations of one form of mind-body medicine, including meditation, visualization, and other methods.

**HHE 5155 Foundations of Holistic Nutrition** 2

This course introduces students to essential issues and principles in the field of nutrition today and to the effects food has on health promotion, disease prevention, and recovery from illness and injury. A whole foods-based model of eating is presented along with a holistic model of wellness that centers around whole food nutrition. The basics of macro and micronutrients, anti-oxidants and food issues faced in modern nutrition will be covered. Students will learn how to formulate a personal dietary plan based on health status, metabolic tendencies and levels of commitment to improve their dietary habits and choices. Each class member will also develop educational materials to include in their personalized nutrition program. Prerequisite: HHE 5001.

**HHE 5156 Comparative Dietary Approaches** 2

Approaches to nutrition in the U.S. are so varied and so often conflicting; most everyone is confused and overwhelmed about what to eat. We analyze the most current, popular, classic, and cutting edge dietary approaches to provide a basis to resolve the confusion. The approaches are analyzed based on the following: metabolic health and hormone balance; insulin sensitivity, blood typing and other biochemical characteristics; carbohydrate, protein, and fat proportions; food features; and food combining. We discuss which approaches might be best for overweight, Syndrome X, fatigue, mood, digestive and elimination problems, cravings and addictions, skin conditions, disease prevention and other areas of student interest. Prerequisite: HHE 5155.

**HHE 5158 The Challenge of Change** 2

This course will cover determinants that influence health and well-being and discuss the role of the health educator in working with individuals attempting to make health behavior changes. Students will explore concepts and approaches of change specific to health and health behaviors. The analysis of current models of health behavior change will be analyzed and viewed through the lens of a holistic approach to health and health education. Prerequisite: HHE 5225.

**HHE 5160 Embodying Spirit** 2

The ultimate goal of a spiritual practice is awakening, but other gifts are received as well, including psychological, intellectual, and physical benefits and a greater sense of joy in living, purpose, and a feeling of belonging and community. Abundant research shows a strong link between health and spirituality. This course helps students to develop or deepen a spiritual practice by offering concepts and practices designed to embody and make more apparent the essential quality of spirit in health and wellness. Prerequisite: PHR 3405.

**HHE 5167 Nutritional Consultation and Coaching** 2

In this course, students learn about analyzing the nutrient content of foods and meal plans using the most efficient, up-to-date methods. The main course focus is on the goals of nutrition counseling—effective rapport building, listening, and interviewing; keys to motivation; the stages of change (trans-theoretical model); behavior change strategies; barriers to change; goal setting and evaluation; effective documentation; and non-food interventions to improve health. Prerequisite: HHE 5156.

**HHE 5169 Healing Foods A** 2

This course introduces the foods, ways of eating, and nutritional therapies that help to bring about and maintain the most vibrant health and also introduces the nutritional deficiencies that contribute to ill health and lack of well-being. Nutrition for men's and women's health, a healthy immune system, cardiovascular health, gastrointestinal health, and adrenal stress syndrome are covered. Emphasis is on preventing illness and maintaining wellness. Prerequisites: SCI 3110, HHE 5010, HHE 5155.

**HHE 5171 Healing Foods B** 2

Complementing HHE 5169, this course provides the foundation for working with specific and diagnosed "medical conditions" such as diabetes, irritable bowel syndrome and disease, allergies (especially food allergies), heart disease, and cancer. Prerequisite: HHE 5169.

**HHE 5172 Healing Foods C** 2

This course introduces the foods, ways of eating and nutritional therapies that help to bring about and maintain the most vibrant health throughout the lifecycle, highlighting pediatric health, geriatric health and holistic sports nutrition. Preventing childhood obesity and its sequela (liver disease, diabetes, cardiac disease) is a focus of this course. Ways to reverse the trend of the overfed but undernourished child are explored. Special dietary needs of elders are also a focus of this course. Nutritional recommendations for physical and mental vibrancy in the elder years are identified through a holistic approach for preventing illness and maintaining wellness. The nutritional needs of the athlete are also examined through the lens of holistic nutrition and specific nutritional recommendations for athletes are discussed. Prerequisite: HHE 5171.

**HHE 5173 From Farm to Table** 3

In this course, students analyze how the production, harvesting, marketing and distribution, shopping, cooking, serving, and enjoying of food determine a wide variety of social processes with profound consequences for the earth and its populations. The role of health educators as advocates of healthier approaches is considered, one that will benefit earth communities, families, and every individual. Socially transformative programs involving
sustainable gardens, programs in schools and communities, and other innovations are examined.

**HHE 5175 Holistic Approaches to Weight Management**  
3
Approaches to weight management are examined, including an alternative model of looking at weight and size – Health At Every Size. Working to include a holistic perspective, specific weight management situations are a focus. Weight and fitness issues and the connection between diet, exercise, self-esteem, and social support are presented as essential components of sound, healthy, weight management. The psychology behind issues related to nourishment and poor body image are considered in this course, along with socio-cultural factors that play a role. Eating as a mindful spiritual practice is also incorporated into this holistic approach to weight management. Prerequisite: HHE 5001.

**HHE 5181 Embodied Learning: A Toolbox for Educators and Coaches**  
3
This course is for educators (including teachers, trainers, health educators, etc.) and coaches who wish to develop their capacity to work with students and clients in an embodied way. Drawing upon the concepts and practices of experiential learning, transformational learning, and somatic awareness, we will explore the theories and practices that will enable us to develop our capacities as educators and coaches to be fully present in the learning or coaching relationship. We will investigate how we can facilitate the experience of embodiment and the integration of embodied experience for sustainable learning and transformation. This course will be highly experiential, and students will be expected to participate in and lead frequent somatic experiential exercises.

**HHE 5183 Starting an Integrative Center**  
2
Since the early 90s, many integrative center prototypes have been tried and inherent business challenges have been discovered. Some centers have survived and some have not. For a center to be successful, the business model must be as developed as the vision. In this course, students will research what kind of integrative centers are currently in operation nationally. We will investigate the models that have been successful and see how those best practices could be combined with the student’s vision for starting an integrative center. Students will work step by step on developing an initial business plan. Prerequisite: HHE 5001.

**HHE 5200 Research in Health Education A**  
3
Whether for their own practice or for a mainstream organization, the health educator needs to be prepared to find, understand, and evaluate public health or medical articles written by experts in the field. They also need to know, through systematic evaluation, whether their programs are having an impact on the target population. This course helps develop these core health educator skills: research literature assessment, data interpretation, survey development, research design methods, population management, and program analysis. Students will gain essential hands-on experience with both quantitative and qualitative research methods. They will design a health study, conduct literature reviews and analysis, hold a focus group meeting in the community, and develop their own survey. Prerequisites: HHE 5007; HHE 5120; HHE 5158.

**HHE 5225 Foundations of Holistic Health Education**  
2
This course overviews a holistic approach to health education. This course considers holistic health as an interdisciplinary field and look at its defining terms and how they are used. We discuss the role of the holistic health educator and various professional and ethical considerations inherent in that role. We look into various holistic theories as tools for analyzing and understanding health and health education. We begin to identify issues and questions of importance to the field and to us personally and professionally, such as health education for the “whole person;” shifting from a disease-focused to a health-focused health paradigm; wellness and the salutogenic approach to health promotion; self-care; and spirituality and health. Prerequisite: HHE 5001.

**HHE 5340 Support Group Facilitation**  
2
Students gain both a theoretical understanding of support groups as well as practical knowledge with respect to planning and facilitating a support group. We discuss the differences between support groups and other kinds of educational or therapeutic groups, look at the particular skills a facilitator must cultivate, and talk about common issues and problems. Each week the students work on one aspect of developing their own group so that by the end of the course they have created a session-by-session model of a support group on a theme of their choice.

**HHE 5425 Moving and Sensing**  
3
Movement expresses various qualities, structured, free-flowing, linear, waving, fast, slow, etc., and happens on all different levels: from visible externally to barely felt on the inside. Sensations are the very flesh of our inner experience, though our kinesthetic sense has often been overlooked. This course presents a conceptual and experiential inquiry into moving and sensing, covering current movement/somatic approaches. Students will explore movement and develop tools to enrich their own sensory awareness as well as to facilitate such growth in clients or students.

**HHE 5429 Whole-Health Coaching Foundations**  
3
An introduction to coaching skills coming from a holistic/integral perspective to prepare participants to assist others and themselves in a change process. This is an educational offering that is based on evidence based practice and theory. The course work presents skills that enable students to carefully co-create an interactive, embodied conversation that will invite and encourage growth and progress for all those it touches. These skills can be applied to a clinical, organizational and leadership setting. This course provides an understanding and practice of coaching principles such as core coaching competencies, readiness for change and transition theory, energy anatomy in coaching, personal constitution. Prerequisite: HHE 5001.

**HHE 5430 Whole Health Coaching Practicum**  
3
Building on the Whole Health Coaching Foundations Course to support students as they apply the principles to an expanded version of individual and group coaching. Additional theory is presented that makes the coaching interaction richer and more comprehensive. Practice with coaching competencies and tools increases the students’ coaching effectiveness. Time will be spent discussing practice structure for coaching such as fee setting, marketing and coach-client agreements. Participants who haven
taken these courses say that they not only improved their work with others but also helped them live a healthier and happier life. Paths to certification are mapped out and supported. Prerequisite: HHE 5429.

HHE 5505 Student Review: Midpoint 0
At the completion of the midpoint of the HHE program (completion of approximately 35 units), students are oriented to the second half of the program, which is focused on professional preparation.

HHE 5512 Physiology and Psychology of Stress 3
Does stress cause illness and disease? Why can we both worry ourselves sick and also exercise our cares away? What roles do stress reactivity and the ability to shift perception play in our ability to build both physical and psychological resiliency? These are a few of the questions we explore as we examine the nervous, endocrine, cardiovascular, digestive and immune systems and the impact of stress on these systems. As the speed of life increases, the need for a holistic approach to stress management becomes greater. As a class, we put together a holistic stress management program that can be used in many health education settings. Prerequisite: SCI 3110.

HHE XXXX Preparing for Supervised Internship 0
This required, no cost, no credit course focuses on the skills and requirements necessary for putting together a successful internship contract. Prerequisite: HHE 5505

HHE 5575 Supervised Internship 1 - 3
Students work with ways of bridging their work as students with what they hope to do as professionals by working for one quarter in a professional setting under the guidance of a mentor, keeping a journal, and describing their work in a paper. Prerequisite: Permission of instructor. HHE XXXX Preparing for Supervised Internship

HHE 5608 Demonstrating Mastery 0
A required, no cost, no credit course in which students are able to demonstrate mastery of general HHE knowledge, as described in the Program Learning Outcomes.

HHE 5609 MA Integrative Project A 1
The MA Integrative Final Project A and B courses are designed to assist the graduating holistic health education (HHE) student in the development of your Integrative Final Project and Oral Presentation, through faculty guidance and peer support. These two courses together are considered the “capstone” project for the HHE Program. In the first quarter, students will work on developing and refining topics, write a detailed prospectus, develop an outline, and begin drafting their paper. At the conclusion of both courses, students will be ready to make the transition from being a student to being a professional in holistic health education. Permission of the Program Chair is required. Prerequisite: HHE 5200.

HHE 5615 Practicum in Holistic Health 0.5
Practica are designed to give students exposure to various modalities of holistic health, and cover both an introduction to principles and experience in the work as it relates to their own health. In addition to modalities, practica will be offered in practices such as qigong, yoga, aikido, and movement. Topics such as cooking, the promoting health on-line, issues in working with different age groups, death and dying, and setting up a nutritional consultation practice are also offered.

HOLISTIC COUNSELING PSYCHOLOGY [HPC] Courses

HPC 5000 Introduction to the Holistic Studies Counseling Psychology Program 0
Orientation for students to how the program flows and what they need to know in order to complete their program.

HPC 5158 Child Therapy 3
Explores psychological/developmental issues of childhood from traditional and transpersonal perspectives. The develop mental impact of such issues as family dysfunction and child abuse are discussed. Various practical therapeutic methods for working with children are reviewed.

HPC 5200 Diagnosis, Assessment, and Therapeutic Strategy A 3
A review of traditional and transpersonal diagnostic systems including DSM-IV and alternative typologies (such as the Enneagram, a phenomenological approach, or a body-oriented approach), assessment methods including interviewing and projective and objective testing, and therapeutic strategies appropriate to different diagnostic categories.

HPC 5235 Psychological Testing 3
A survey course designed to help students understand the basic concepts and applications of psychological testing and the psychometric properties of psychological tests. This course will emphasize the appropriate applications and limitations of many of the current psychological tests—especially with regard to their use with people of non-dominant cultures. Issues of validity and ethics will be reviewed in this regard.

HPC 5245 Psychopharmacology 3
An introduction and general overview of psychopharmacology as it relates to the practice of psychotherapy. Current medications, research in psychopharmacology and psychoneurology will be covered. In addition alternative medicine, natural remedies and
cultural issues from a holistic perspective will be covered as will the relationship between the psychotherapist and physician in medication management.

**HPC 5325 Ethics and the Law**  
Familiarizes students with the existing legal and ethical issues facing therapists including MFT licensing requirements and California laws for psychotherapists. Issues are explored through the examination of personal values and biases. Must be taken prior to field placement.

**HPC 5703 Clinical Skills: Partner and Spousal Abuse, Elder Care**  
An examination the whole family system and the impact of violence and abuse upon it. Trauma issues and their impact on each family member will be discussed, as well as the physiological effect of trauma on the brain. Topics include identification and treatment of abusers; victims and the children and teens living with them; attachment and physiological issues that keep couples together; identification, treatment, and reporting issues of elder and child abuse; cultural, religious, and GLBT issues and abuse; and countertransference issues. In addition, mental health issues in aging and long-term care will be addressed. Therapeutic strategies will be presented to enhance collaboration between families and care providers and maximize quality of life for the elder client.

**HPC 9005 Personal Psychotherapy**  
Students must register for this course when they have completed their personal psychotherapy requirement.

**HPC 9015 Child Abuse Assessment Tracking**  
This is a tracking course. Students must register for this course in the quarter in which they expect to complete their 7 hour BBS approved continuing education class in Child Abuse Assessment and Reporting. A certificate of completion must be turned into the department to get credit for this class.

**HOLISTIC STUDIES – COUNSELING PSYCHOLOGY [HSJ] Courses**

**HSJ 5000 Introduction to Holistic Studies Program**  
This course will introduce students to Holistic Studies and detail program requirements and student responsibilities. All students entering the Holistic Studies program are required to take this no-cost, no-credit course during their first quarter.

**HSJ 5010 Paradigms of Consciousness**  
An introduction to the philosophical concepts of holism. By exploring consciousness, the nature and structure of paradigms and paradigm shifts in psychological thinking, students will gain the theoretical foundation necessary to integrate transpersonal and somatic theories. Students will consider implications of living systems theory and the philosophy of holism as they relate to the field of counseling psychology.

**HSJ 5100 Seminar in Holistic Studies**  
This course gives students in-depth exposure to various modalities of somatic and transpersonal counseling and provides practice in the application of clinical and educational skills to the psychotherapy of individuals, groups and families. Seminars will be offered on a variety of modalities, including, but not limited to, Hakomi, Feldenkrais, and meditation. Students will take two courses during their first year of study. This course must be taken for a total of four units.

**HSJ 5101-03 Group Process A-C**  
Using traditional, transpersonal, and somatic counseling techniques, students examine and work with their own and others’ feelings, motivations, and patterns of behavior. Through class participation, students learn group theory and group facilitation skills. Must be taken in three consecutive quarters during the first year of graduate study. Prerequisites: HSJ 5101, HSJ 5102.

**HSJ 5105 Therapeutic Communication A**  
An introduction to some basic principles and practices of effective communication. Students explore the use of communication in day-to-day life, relationships, counseling, teaching, employment settings, and other forms of working with people. Topics include presence, centering, listening skills, and discriminating between content and process.

**HSJ 5106 Therapeutic Communication B**  
This course will allow students to continue to practice skills and principles learned in the first quarter. The major defense mechanisms will be examined and strategies explored to deepen therapeutic process and classroom participation. Training in recognizing transference and countertransference issues and making effective therapeutic interventions. Assessment of communication patterns in dysfunctional, functional, and optimal individual and couple, family, and educational systems are explored. Prerequisite: HSJ 5105.

**HSJ 5115 Fundamentals of Transpersonal Counseling**  
Covers basic postulates of transpersonal psychology. Surveys Jungian psychology, transpersonal approaches to psychotherapy, psychosynthesis, imagery/movement psychology, and myth, art, and ritual in counseling. Prerequisites: PYJ 3200.

**HSJ 5120 Individual Development and Family Life Cycle A**  
A review of the stages of individual development and the works of traditional theorists including Freud, Mahler, and Piaget as well as those of contemporary somatic theorists. Introduction to the concept of family life cycle. Prerequisites: PYJ 3200.

**HSJ 5121 Individual Development and Family Life Cycle B**  
Focuses on family life cycle and the ways in which it is influenced by, and is independent of, the developmental experiences of family members in their families of origin. Major theories of healthy and dysfunctional family development are covered including the
somatic theories, relating events in the family life cycle to each member’s health. Prerequisites: HSJ 5120.

**HSJ 5126 Cross Cultural Issues in Counseling** 3

Provides an overview of the field of cross-cultural issues related to counseling. Special emphasis is placed on fostering an understanding of cross-cultural dynamics in counseling through an examination of the historical, political, and sociocultural issues that impact the lives of ethnic minority clients.

**HSJ 5130 Movement Seminar** 3

A holistic approach to working with movement in educational and therapeutic settings. Students explore movement development and articulation, re-patterning, and expression and integration. At the end of the course, students will understand the importance of movement in relation to their own development as well as experience in exploring movement with others. Prerequisites: SCI 3110, HSJ 5205.

**HSJ 5150 Supplemental Fieldwork Experience Monitoring** 1

Individual evaluative consultations which review students’ progress in supplemental external field placement. Students and faculty meet a minimum of once per quarter to review placements, evaluations, and fulfill BBS requirements for hours of experience toward licensure. Prerequisites: HSJ 5235

**HSJ 5201-02 Diagnosis, Assessment and Therapeutic Strategy A–B** 3/3

An examination of traditional and somatic diagnostic systems including the DSM-IV-TR and somatic typologies. Assessment methods and therapeutic strategies appropriate to different diagnostic categories are covered. Prerequisites: HSJ 5201

**HSJ 5205 Body Oriented Psychotherapies** 3

An examination of traditional and somatic diagnostic systems including the DSM-IV-TR and somatic typologies. Assessment methods and therapeutic strategies appropriate to different diagnostic categories are covered. Prerequisites: HSJ 5106

**HSJ 5210 Child Therapy A** 3

Examines the psychological issues of childhood from traditional and somatic perspectives. Reviews a variety of therapeutic methods for working with children and addresses the child’s expression of energy, physical motility, and health. Prerequisites: HSJ 5121

**HSJ 5211 Child Therapy B** 2

This advanced course examines the theory and practice of child and adolescent therapy in the school setting. Childhood disorders, basic child interviewing skills, and intervention decisions are also addressed. Prerequisite: HSJ 5210.

**HSJ 5215 Marriage and Family Counseling A** 3

Introduction to the principles and methods of marriage and family counseling including family systems theories, methods for assessment of family interaction patterns, and intervention strategies appropriate to different types of family dysfunction. The relationship between family systems and principles of holism are discussed. Prerequisites: HSJ 5121.

**HSJ 5216 Marriage and Family Counseling B** 3

Application of principles and methods of marriage and family counseling and marriage and family systems theory to specific family problems such as terminal illness, psychosomatic disorders, and addictive behavior. Prerequisite: HSJ 5215.

**HSJ 5220 Jungian Psychology** 3

Presents basic Jungian concepts, models of the psyche and processes. The contributions of Jung and Jungian-oriented therapists to the field of transpersonal and somatic psychology will be explored. Includes the nature of archetypes, myth, ritual, dreams, and how to work with clients using these resources as well as how these elements are present in our own lives and culture. Prerequisite: HSJ 5115.

**HSJ 5225 Basic Addiction Studies** 3

Basic information about alcoholism and chemical dependency including definitions, impact upon the users and their environment, medical aspects, current theories of the etiology of substance abuse, major treatment approaches, and community resources. Topics are covered from a systems perspective and include spiritual and nutritional issues in chemical dependency.

**HSJ 5230 Sexuality** 3

The sexual response cycle, male and female sexuality, and sexual development and dysfunction are discussed from physiological, psychological, sociocultural, and somatic perspectives. Explores therapeutic approaches as they apply to individuals, couples, and families.

**HSJ 5243 Community Mental Health and Principles of Recovery** 3

This course prepares students for challenges and opportunities, taking a holistic approach to working in community mental health settings. Topics include: the history of institutionalization and the community mental health movement; navigating the complex public health and social services systems; working with clients diagnosed with serious mental disorders; useful therapeutic models and effective practices; principles of recovery; strength-based assessment and resilience; fundamentals of case management; coordination of care and family and community involvement.

**HSJ 5301-04 Supervised Field Practicum A–D** 3/3/3/3

Supervised clinical experience in marriage and family therapy in approved settings. Students gain first-hand knowledge and experience working with clients and receive weekly supervision by qualified, licensed therapists. Supervised field practicum spans four academic quarters. Permission required to register. Prerequisites: PHJ 4412, PHJ 3405.

**HSJ 5305 Supervised Field Practicum** 1 - 3

This course may be required if a student needs additional clinical work. Students may also choose to do an extra quarter of placement.
**HSJ 5307 Expressive Arts Camp Prep**  3  
Theory and practice of developing an expressive arts laboratory for children. Child development and the psychology of creativity are covered as well as the logistics of planning and implementing a camp experience. Emphasizes skills development in group facilitation and conflict resolution. Required prior to field placement at JFKU’s expressive arts camp.

**HSJ 5313 Advanced Clinical Skills: Being a Psychotherapist**  2  
This course, designed for third-year students in field practicum, explores the professional use of clinical interventions from somatic, transpersonal, and holistic perspectives. Case material from the trainee’s current MFT placement will serve as the starting point for discussion, role-play, dyad work, and lecture. This course is taken concurrently with the student’s third quarter of field practicum.

**HSJ 5315 Counseling Case Seminar**  3  
Clinical case supervision for students in supervised field practicum. Case presentations from the student’s current placement serve as a starting point for lecture, discussion, role-play, and self-exploration. To be taken concurrent with the student’s second quarter of supervised field practicum.

**HSJ 5325 Case Seminar: Families**  2  
Students in supervised field practicum develop formal case presentations of families and receive feedback from the course instructor and peers. This course enables students to compare different ways of working with families and family problems. Prerequisites: HSJ 5315/HSJ 5303.

**HSJ 5330 Clinical Skills: Partner and Spousal Abuse, Elder Care**  2  
This course looks at the whole family system and the impact of violence and abuse upon it. Trauma issues and their impact on each family member will be discussed, as well as the physiological effect of trauma on the brain. Topics include identification and treatment of abusers; victims and the children and teens living with them; attachment and psychological issues that keep couples together; identification, treatment, and reporting issues of elder and child abuse; cultural, religious, and GLBT issues and abuse; and countertransference issues. In addition, mental health issues in aging and long-term care will be addressed. Therapeutic strategies will be presented to enhance collaboration between families and care providers and maximize quality of life for the elder client.

**HSJ 5350 Final Integrative Project A**  1  
This course examines the philosophical, personal, and professional issues raised in the course of graduate study in counseling psychology. Students develop an outline for an integrative paper that includes their understanding of holistic studies, transpersonal and somatic psychology, and their own personal growth work. This is the first in a two-course sequence.

**HSJ 5351 Final Integrative Project B**  2  
This is the second in a two-course sequence. Students complete their integrative paper and give an oral presentation on their topic. Students take this course when ready to complete their paper. Prerequisites: HSJ 5350.

**HSJ 5520 Psychopharmacology**  3  
This course offers an introduction and general overview of the field of psychopharmacology as it relates to the practice of psychotherapy. Current medications, research in psychopharmacology, and psychoneurology will be covered. In addition alter native medicine, natural remedies, and cultural issues from a holistic perspective will be covered as will the relationship between the psychotherapist and physician in medication management.

**HSJ 5530 Psychological Testing**  3  
This survey course is designed to help students understand the basic concepts and applications of psychological testing and the psychometric properties of psychological tests. This course will emphasize the appropriate applications and limitations of many of the current psychological tests—especially with regard to their use with people of non-dominant cultures. Issues of validity and ethics will be reviewed in this regard.

**HSJ 5620 Approaches to Trauma and PTSD A**  2  
This course provides an overview of the history of the concept of trauma and trauma treatment and a basic understanding of the psychobiology and neurobiology of trauma and PTSD. Conceptual distinctions will be made between developmental wounding, developmental trauma, and shock trauma. Current diagnoses overtly linked to trauma (PTSD, Acute Stress Disorder, Complex PTSD and Developmental Trauma Disorder) will be discussed. The topics covered include phase-oriented treatment, dissociation models, countertransference, and building somatic and relational resources. The discussion and training will include application of somatic trauma approaches to help stabilize situations involving personal trauma, disasters, and violence.

**HSJ 5792 Practice of Group Psychotherapy**  2  
Students receive comprehensive training and supervision in the practice of group psychotherapy. As an MFT trainee, the student co-facilitates a weekly therapy group and participates in group supervision for two hours each week. Students learn how to plan and publicize a group as well as how to establish and maintain a therapeutic group culture.

**HSJ 5793 Child and Adolescent Therapy in the School**  2  
Students receive comprehensive training and supervision in the practice and treatment of children and adolescents in the school setting. As an MFT trainee, the student will work with children and adolescents and participate in group supervision for two hours each week.

**HSJ 5900 Topics in Holistic Studies**  1-3  
Topics vary and may be repeated for credit with a change in topic.
HSJ 9005 Personal Psychotherapy 0
Students must register for this course when they have completed their personal psychotherapy requirement.

HSJ 9015 Child Abuse Assessment and Reporting 0
This course covers topics including recognizing child abuse, sexual abuse, neglect, and physical and emotional abuse; legal definitions of child abuse; legal reporting requirements; crisis intervention for victims, families, and abusers; cross-cultural concerns; countertransference issues; and community resources.

HSJ 9020 Special Topics 0
This course is reserved for students who have returned to the program after an absence or who have transferred into this program from another program. This zero unit course offers no academic credit, but allows students to enter into the appropriate course at the department’s discretion. Students enrolling in this course will attend the same sessions and be responsible for the same assignments as students enrolling in the appropriate course. Permission of the program is required to take this course. Offered as needed; credit/no credit only.

INTEGRAL COUNSELING PSYCHOLOGY [IPC] Courses

IPC 5000 Integral Psychology Orientation 0
This course introduces new students to the Integral Psychotherapy master’s degree program. This is a required no-cost, no-credit course that includes information for successful completion of the program.

IPC 5161 Integral Theory A 3
This course begins with an introduction of the five elements of Ken Wilber's integral theory, including quadrants, levels, lines, states, and types and examines their relevance as a framework for today's world. Topics include models of consciousness, premodern, modern, and postmodern perspectives, the relationship of Self/self, and the potential of integral psychology to deepen our understanding of and help bring about personal psycho-spiritual development as well as social/global change.

IPC 5162 Integral Theory B 3
Building on the foundation laid down in IPC 5161, this course continues the inquiry into the nuances of integral theory. In particular, we will delve more deeply into Ken Wilber’s AQAL theory—studying the relationship between the domains of subjectivity, intersubjectivity, and objectivity. In addition, we will explore how these three domains of reality interface at each level of being in the world. Students will study the integral methodological pluralism (IMP) of Wilber’s more advanced writings. Prerequisites: IPC 5161

IPC 5171 Developmental Psychology 3
Explores how the development of the self is conceptualized and perceived within a variety of perspectives including Piaget, Kegan, object-relations theory, and self-psychology. These theories will be expressed within an integral development model.

IPC 5172 Social and Cultural Psychology 3
Examines existing research on the way human beings influence and affect each other’s behavior in group settings, and explores integral perspectives of social change.

IPC 5175 Somatic Psychology 2
This course explores the basic concepts in the field of somatic psychology. Through breath, movement, and the study of somatic principles, students examine the body/mind connection and the importance of embodied life experiences.

IPC 5177 Enneagram Assessment 3
The Enneagram will be presented as a model for understanding defense strategies against experiencing and expressing one's essential self. The course will focus on developmental perspectives of the shadow and the Holy Ideas of each of the 9 enneatypes, as well as intersubjective dynamics.

IPC 5179 Transpersonal Psychology 2
This course explores the basic theorists in transpersonal psychology including the work of Carl Jung, Roberto Assagioli, Stan Grof, and A.H. Almaas among others. Course also includes inquiry into states of consciousness including meditation, dreams, and peak experiences.

INTEGRAL PSYCHOLOGY [IPP] Courses

IPP 5000 Integral Psychology Orientation 0
Introduces new students to the Integral Psychology master’s degree program. This is a required no-cost, no-credit course that includes information for successful completion of the program.

IPP 5005 Research Preparation 0
This course will present the requirements and expectations for key professional courses in the second and third years of the program. This course will prepare students for IPP 5051–52 Integral Research A–B, externship, and the final integrative project or thesis. Students will begin to explore how to connect and extend their education and coursework into areas of professional application.

IPP 5007 Fundamentals of Psychology 3
This course explores the major principles of psychoanalytic, behavioral and humanistic/existential perspectives within an integral context and shows the importance of these principles for psycho-spiritual development. Pre- or corequisite: COR 3145.

IPP 5010 Developmental Psychology 3
Explores how the development of the self is conceptualized and perceived within a variety of perspectives including Piaget, Kegan, object-relations theory, and self-psychology. These theories will be expressed within an integral development model. Pre- or corequisite: COR 3145.
IPP 5012 Effective Communication A: Emotional Dynamics 3
This course is an introduction to some basic principles and practices of effective communication. Students explore the use of communication in day-to-day life, relationships, counseling, teaching, employment settings, and in other contexts for working with people. Topics include presence, centering, listening skills, and discriminating between content and process.

IPP 5013 Effective Communication B: Intersubjectivity 3
This course continues to practice skills and principles of effective communication: topics include emotional dynamics, conflict management, and the importance of communication in social and global issues. Prerequisite: IPP 5012.

IPP 5015 Social Psychology and Social Transformation 3
Examines existing research on the way human beings influence and affect each other's behavior in group settings, and explores integral perspectives for visionary leadership and social transformation. Prerequisite: IPP 5018.

IPP 5017 Integral Theory A 3
This course begins with an introduction of the five elements of Ken Wilber's integral theory, including quadrants, levels, lines, states, and types, and examines their relevance as a framework for today's world. Topics include models of consciousness, premodern, modern, and postmodern perspectives, the relationship of Self/self, and the potential of integral psychology to deepen our understanding of and help bring about personal psycho-spiritual development as well as social/global change. Prerequisite: COR 3145.

IPP 5018 Integral Theory B 3
Building on the foundation laid down in IPP 5017, this course continues the inquiry into the nuances of integral theory. In particular, we will delve more deeply into Ken Wilber's AQAL theory—studying the relationship between the domains of subjectivity, intersubjectivity, and objectivity. In addition, we will explore how these three domains of reality interface at each level of being in the world. Students will study the integral methodological pluralism (IMP) of Wilber's more advanced writings. Prerequisite: IPP 5017.

IPP 5020 Cognitive Theory 2
Explores the integral power of cognitive theory, the nature of conditioning, and the role of mental schemas in constructing meaning and interpreting reality.

IPP 5021 Integral Applications to Global and Social Issues 2
This course will explore how integral theory is being applied to global and social issues. Students will learn about integral work taking place in various countries to address poverty, the environment, post-war trauma, leadership, good governance, community well-being, and HIV/AIDS. Students will develop their own integral application to an issue of concern.

IPP 5023 Jung and Archetypal Psychology 2
This course will push beyond the basics of Jungian and archetypal psychology to discuss the uses of his key concepts as a path for transformation. "No one grows alone," said Jung, and our journey through his thought and some of its offshoots, including the work of James Hillman, will reflect off the alchemical image of the chymical wedding to discuss individuation as a practice of consciousness between people as well as within the self. We will also consider Jung's claim that alchemy, the ancient art of gold-making, was a historical counterpart and forerunner of Jung's complex psychology.

IPP 5025 Somatic Psychology: Integrating Body and Soul 2
This course explores the basic concepts in the field of somatic psychology. Through breath, movement, and the study of somatic principles, students examine the body/mind/soul connection and the importance of embodied life experiences.

IPP 5027 Integral Spirituality and Practice 2
This course explores different spiritual traditions and meditative practices within the context of an integral model.

IPP 5029 Integral Field Course 2
This course provides students an opportunity to learn how to apply integral theory to real-world situations. The course is designed in partnership with local organizations, oriented around field trips and daily activities, and involves guided reflection processes. In both its design and curriculum, this course provides a transformative, insightful, and service-oriented educational experience.

IPP 5030 Psyche and Nature 3
This course focuses on the relationship between psyche and nature. Environmental psychology, ecological psychology, eco-psychology, and conservation psychology will be addressed with an integral context.

IPP 5031 Evolutionary Psychology: Time, Instinct and Spirit 2
Evolutionary psychology draws on evolutionary biology, paleoanthropology, genetics, and cognitive psychology to understand the mind from an evolutionary perspective. This course explores intrapsychic processes, cooperation, mating and sex, parental care, perception and language, and environmental aesthetics. These explorations will be situated within an integral framework that includes the evolution of consciousness and human potential. Prerequisite: IPP 5017.

IPP 5032 Integral Spirituality 2
This course explores the following questions: How will religion and spirituality evolve in the 21st Century? How might the insights of modernity and post-modernity impact and inform ancient wisdom traditions? What is the relationship between spirituality and the evolving brain? How are we to create new spiritual visions and contemplative practices that can respond adequately to the personal, social and planetary challenges of our times? The course
will also discuss the contours of emerging evolutionary and post-metaphysical approaches to spirituality.

**IPP 5033 Living Systems**

An introduction to the basic principles of Living Systems Theory, which will be explored in the context of Ken Wilber’s AQAL model. The course will include both theoretical and experiential components, and students will be asked at the end of the course to apply these principles and practices to a selected area of interest (ecology, psychological development, community/cultural development, education, business or spiritual leadership, etc). Pre-or corequisite: PHR 3405.

**IPP 5040 Professional Inquiry**

In this course, students will go through a personal assessment process of their work experience, skills, intentions, goals, and vision of present and future career options.

**IPP 5041 Professional Application**

In this course, students will complete an internship of their choice. This may include on-site training, research, or other projects that directly relate to career goals. Prerequisite: IPP 5050.

**IPP 5045 Integral Inquiry**

This course offers a variety of topics related to communication and methods of self-exploration from an integral perspective.

**IPP 5049 Transpersonal Psychology**

This course explores the basic theorists in transpersonal psychology including the work of Carl Jung, Robert Assagioli, Stan Grof, and A.H. Almaas among others. Course also includes inquiry into states of consciousness including meditation, dreams, and peak experiences. Corequisite: COR 3145.

**IPP 5051 Integral Research A**

This course is designed to expose students to the foundations of integral research and guide them in beginning a research project to be completed in the companion course, IPP 5052. Students will explore the history and concept of research design; identify topics for research using the first-, second-, and third-person approaches; and explore the tradition of action inquiry. Finally, students will complete a project proposal that will serve as their research guide for IPP 5052. Prerequisite: IPP 5900.

**IPP 5052 Integral Research B**

In this course, students will continue to use the principles of IPP 5051 and complete a research project and paper. Prerequisite: IPP 5051.

**IPP 5054 Enneagram Assessment**

The Enneagram will be presented as a model for understanding defense strategies against experiencing and expressing one's essential self. The course will focus on developmental perspectives and intersubjective dynamics. Corequisite: COR 3145.

**IPP 5307 Issues in Religious Studies**

This course explores changing topics in religious studies such as Advaita Vedanta, women's spirituality, and creation spirituality. May be repeated for credit with a change of topic.

**IPP 5309 Taoism**

This course examines the origins of Taoism in Chinese culture and the thought of Lao Tzu and Chuang Tzu. The resonance of Taoist ideas with contemporary living is also covered.

**IPP 5310 Integral Yoga**

This course explores the integral yoga philosophy of Sri Aurobindo and Haridas Chaudhuri as an evolutionary model of psychological and spiritual growth. Course includes integration of the yogas, different levels of mind, and cellular evolution. Spiritual principles and experiential practices are also discussed.

**IPP 5314 Shakti-Kundalini Yoga**

This course examines the philosophy and spiritual practice of India's kundalini yoga as a model of human development and map of consciousness.

**IPP 5315 Christian Mysticism**

The course examines a variety of ancient and contemporary Christian mystics, whose spiritual quests have challenged orthodoxy and served as a basis for re-evaluating the Christian vision.

**IPP 5316 Jewish Mysticism**

The essentials of Judaism as presented in the Tanakh, and its expression in the movements of Gnosticism, Kabbalah, and Hasidism.

**IPP 5317 Advaita Vedanta: Self-Realization**

Advaita Vedanta (the teachings of non-duality) is the meditative and psycho-philosophical system directed at the experiential recognition of the individual "I" as timeless self, sole-existing reality and being/consciousness/bliss. The direct recognition of this identity frees one from sorrow and limitations. Course investigates Vedantic philosophy and meditative practices including Sri Ramana Maharshi's method of subsiding the "I" sense in the heart.

**IPP 5318 Seminar in Sacred Psychology and Religion**

Topics in this seminar vary and include spiritual principles and practices from different religious traditions. Topics include integral yoga, Buddhist psychology, nature spirituality, Sufism, Diamond approach, Kabbalah, and feminine spirituality among others.

**IPP 5319 Seminar in Religious Studies**

In-depth research and analysis of specific topics in religious studies. Topics include kundalini yoga, teachings of Jesus, and a mystic’s vision.
**IPP 5320 Sufism: Path of the Heart**  
2  
The course examines the development of the mystical Islam or Sufism as a path of heart and unconditional love. It includes the Persian mystical poetry of Rumi and Hafez, among others, the spiritual teachings of Sufi masters throughout the ages, and the relevance of Sufism in the modern world.

**IPP 5326 Tibetan Buddhism**  
2  
This course explores the confluence of original Indian elements of Buddhism with tantric outlooks as well as with Persian and Chinese sources. Attention is brought to the psychology and meditative practices of the Tibetan tradition.

**IPP 5327 Wisdom Yoga and Buddhist Meditation**  
2  
This course explores the traditions of Yoga and Buddhism from historical and modern perspectives. Practical experience of the subject matter is combined with intellectual examination. The question of spiritual awakening is woven throughout.

**IPP 5328 Alchemy and Spiritual Practice**  
2  
In this class, the basic principles and practices of alchemy will be explored within a context of psycho-spiritual development. Relevance to modern world and application to personal, social, and global issues will also be discussed.

**IPP 5330 Tai Chi Chuan: Introduction to Principles and Practices**  
2  
Tai chi chuan, an ancient art of cultivating the body’s vital energy (called chi or Qi), is based on the Taoist philosophy of living in harmony with nature. Students will learn 17 movements of the short Yang form and specific Taoist principles related to spiritual growth.

**IPP 5335 Diamond Approach**  
2  
This course explores the Diamond Heart approach of A.H. Almaas. Topics include presence, essence, the theory of holes, and the relationship of object relations theory to psycho-spiritual development.

**IPP 5340 Nature Spirituality**  
2  
Explores the historical role of nature in spiritual experience as well as practices that enhance the integration of body, mind, and spirit.

**IPP 5347 Spirituality, Symbols, and Dreams**  
2  
In this course, we will explore dreaming as a spiritual practice. Dream symbols are often powerful guides which express our human and spiritual potential. They bring insight, wisdom, life purpose, clarity, and illumination. Through readings, class discussion, and experiential exercises, we will befriend our dreaming guides and bring them to the light of day.

**IPP 5349 Integral Life Practice**  
2  
This course explores different practices that enhance and foster integral living in the world. The different practices are a map for cultivating and embodying practices that lead to physical health, emotional balance, mental clarity, and spiritual awakening.

**IPP 5505 Issues in Integral Studies**  
1 - 3  
This course offers different perspectives on topics related to integral studies.

**IPP 5507 Seminar in Integral Studies**  
1 - 3  
This course offers a variety of topics on issues related to integral and holistic philosophies.

**IPP 5510 Psychosynthesis**  
2  
Explores the principles and practices of psychosynthesis, a transpersonal psychology developed by Roberto Assagioli. Topics include the integration of sub-personalities, development of different aspects of the will, the use of guided imagery, and other techniques for integrating body, mind, and spirit.

**IPP 5550 Degree Completion**  
0  
This course will present the requirements and expectations to successfully complete the degree requirements for the student’s program.

**IPP 5600A Planning a Thesis A**  
0.5  
In this course, students will explore their thesis topics and clarify the major questions to be addressed.

**IPP 5600B Planning a Thesis B**  
0.5  
In this course, students will complete a literature review of their topic, and an exploration of their research methodology. Final assignment is a complete 15-20 page thesis proposal. Prerequisite: IPP 5600A.

**IPP 5610 MA Integrative Project**  
2  
In this class, students prepare their final integrative paper and presentation. This includes a personal statement, psychological and spiritual theory, and application of coursework within a professional and social context. Prerequisites: IPP 5052.

**IPP 5615 Thesis**  
1 - 3  
Students write a master’s thesis under the supervision of selected faculty members. Prerequisite: IPP 5600B.

**IPP 5615 Thesis Supplemental**  
0.5  
This course allows students who complete the thesis proposal in ‘Planning a Thesis A’ or who choose to use elective units for thesis writing to register for added thesis units.

**IPP 5800 Being Change: Visionary Leadership in Action**  
5  
This course explores the following topics: values, presence, realms of possibility; visionary leadership for sustainable change; global citizenship and the Earth Charter as foundation for leadership; practices that enhance self-knowledge, resiliency, and trust; leadership that is sourced from inner wisdom, empathy and integrity; inner power that leads to generative and transformative
change in the workplace and community; designing projects that foster systems shifts in service of all beings.

**IPP 5802 Designing Change: Creating Shifts and New Leadership Practices**  
In this course students continue to apply a conscious full spectrum approach to designing projects for sustainable, transformative change. Topics include: integral and system theory models of leadership; key principles and leadership practices that foster understanding of patterns and root causes of workplace and societal problems; exploring dynamics of power, team building and cross cultural understanding; communication for project success; marketing, advocacy and enrollment; partnering and synergy; tools for principled action.

**IPP 5804 Leading Change: Actualizing Your Vision and Project**  
In this course, students deepen their commitment to their vision and continue to work on their projects. Topics include: business for social responsibility; a new paradigm of person, planet and profit for sustainable change; leadership for inspiring, empowering and enrolling others; tools for helping others to lead; allies and networks; assessing and measuring momentum of leadership practices and projects; tracking change; completing student projects and implementation; discussion of next steps and professional goals.

**IPP 5995 Independent Study in Integral Studies**  
Independent study allows students to do in-depth research on a particular topic. Students work independently with consent and supervision by a faculty member.

**INTEGRAL THEORY [ITH] Courses**

**ITH 5005 Integral Theory: The Five Elements**  
This course will be an introduction to the theoretical model that provides the foundation and structure for the program. It will be the first course in the sequence of three integral theory courses. This course will provide a basic introduction to the central five elements of the theoretical model guiding the program. It will provide the foundation upon which more in-depth understanding of the model will be developed.

**ITH 5006 Integral Theory: Integral Methodological Pluralism**  
This course provides an exploration of the advanced core concepts of integral theory and their applications. The material builds on topics covered in ITH 5005 and extends the discussion into the sophisticated underpinnings of the integral approach focusing on the eight methodological families, post-metaphysics, and perspectives.

**ITH 5009 Integral Theory: Applications**  
This course provides students with an opportunity to explore the integral approach in action. Through exploring various applications of both the basic and advanced components of the integral model, students gain a working understanding of how to apply the model to their own lives and professions.

**ITH 5039 Developmental Psychology**  
This course explores how the development of the self is conceptualized and perceived within a variety of perspectives including Piaget, Kegan, object-relations theory, self-psychology, and others. Full spectrum development from pre-personal to personal and transpersonal will be covered. These theories will be expressed within an integral developmental model.

**ITH 5043 Integral Life Practice**  
This course focuses on applying the integral model to an individual’s own path of transformation. Using various modules, students construct a practice program for their own lives that meets them at their growing edge.

**ITH 5047 Phenomenological Inquiry**  
This course will use first-person techniques to explore somatic, emotional, mental, and spiritual aspects of one’s direct awareness. It will draw on various traditions—philosophical, psychological, and religious—for encountering one’s interiority. Emphasis will be placed on the experiential correlates to various developmental stages.

**ITH 5054 Types: Enneagram**  
The Enneagram will be presented as a model for understanding defense strategies against experiencing and expressing one’s essential self. The course will focus on developmental perspectives and intersubjective dynamics.

**ITH 5057 Multiple Intelligences**  
This course will present the research for the various lines of development and help students explore their own capacities (cognitive, interpersonal, moral, somatic) and how to develop these dimensions of themselves.

**ITH 5059 States of Consciousness**  
This course examines altered states of consciousness including hypnosis, mediation, and dreams as well as creative, ecstatic, and mystical states. Students explore characteristics and scientific implications of these states and research current thinking through personal projects and study.

**ITH 5061 Integral Spirituality**  
This course will look at the world’s great religions and examine their unique role in premodern times as well as their increasingly important yet surprising role in the modern and postmodern world. Based largely on Wilber’s recent book Integral Spirituality, students will explore in depth what these religions might offer today’s world. Key concepts to be covered include integral post-metaphysics, myths of the given, and the conveyor belt. Specific emphasis is placed on first-, second-, and third-person methodologies for understanding this material and for synthesizing and applying it to one’s life practice.

**ITH 5101 Integral Research**  
In this course, students learn basic principles of qualitative and quantitative research methodology and clarify their goals regarding...
a research topic. Students will also formulate research questions and begin a literature review of books and articles relevant to their topic. Students will complete a small-scale project using six different methodologies and write a final research paper.

**ITH 5210 Subtle Energy Systems** 3
This course provides students with an overview of the various models of subtle energy. The various esoteric traditions are examined as well as current research.

**ITH 5211 Perspectives on the Body** 3
This course examines the many ways the body has been understood historically, philosophically, experientially, and physically. Students will be given opportunities to read, discuss, and analyze classical and contemporary views of the body, including those found in works of art, religion, and literature as well as work on language, metaphors, body image and sexuality, and embodiment practices. The work of somatic theorists such as Reich, Lowen, and Keleman will also be introduced as well as common body work modalities.

**ITH 5212 Ecological Medicine** 2
This course provides students with the opportunity to make connections between their own health and the health of the natural environment around them. Issues of sustainability and environmental toxicity will be covered.

**ITH 5213 Cognitive Science** 3
This course examines the recent research about the brain and behavior coming from cognitive science as well as autopoiesis. Particular focus will be placed on the embodied mind and how cognitive research can benefit from phenomenological inquiry.

**ITH 5214 Intersubjectivity** 3
This course explores a number of perspectives on the space between people. Theories of object relations, postmodernism, and infant development will be covered. Students will use various exercises to explore their own lived experience of intersubjectivity.

**ITH 5215 Cultural Development** 3
This course explores the evolution of consciousness in culture through a seven-stage journey drawing on Gebser’s research. The relationship between individual and cultural development will be highlighted.

**ITH 5216 Social Systems** 2
This course exposes students to systems theory and its relevance to society. Luhmann’s work on systems and autopoiesis is used to explore the role of communication within social systems.

**ITH 5217 Neuro-Religion** 2
This course explores the neurological correlates of meditative states, investigating the research and theories relating to this.

**ITH 5218 Ethics and Compassion** 2
This course will connect existential perspectives and religious understandings in a personal and meaningful way for students using various practices and small-group exercises.

**ITH 5219 Emergence** 3
This course examines the role of living systems in the phenomena of emergence. It will draw on the systems sciences of complexity and chaos as well as evolutionary theory. Whitehead’s philosophy will serve as a foundation for exploring these topics.

**ITH 5300 Integral Ecology** 2
This course will focus study on the field of ecology using the integral model to make sense of the main perspectives and approaches to ecology as well as how to work with differences in values and worldviews on ecological systems.

**ITH 5301 Integral Business** 2
In this course, students will learn about applying an integral approach to business with particular focus on both small-scale entrepreneurship as well as the global economic context for multinational business. Students will learn how to use quadrants, lines, and levels of integral theory in leadership development, capacity building, and conscious communication in a business context. Dr. William Torbert and Dr. Cook-Greuter’s work on self-development and organizational development will be a key part of this course curriculum.

**ITH 5302 Integral Art** 2
In this course, students will explore how the consciousness of the artist gives rise to the artwork itself and will examine the work of certain artists from different stages of consciousness and cultural contexts.

**ITH 5303 Integral Politics** 2
This course investigates the complex realm of politics using an integral approach, particularly focusing on the many dimensions of the political left and right, and what a transcendent synthesis of these might become. In this course, students will look at both healthy and unhealthy expressions of power from different levels of awareness, explore the issue of corruption, and learn about the emergence of good governance. Other aspects to be explored include how to use skillful means for communicating and working with multiple worldviews present in any population and how to integrate spirituality into the field of politics.

**ITH 5304 Integral Medicine** 2
This course will look at various modalities of medicine and health from the perspectives of Ken Wilber’s integral all-quadrants/all-levels (AQAL) model.

**ITH 5305 Integral Science** 2
This course will look at various scientific principles from the perspectives of Ken Wilber’s integral all-quadrants/all-levels (AQAL) model.
**ITH 5400 Integral Buddhism** 2
This course will engage a deep inquiry into Buddhism framed by the integral approach. Important lineages will be covered. Students will learn about and analyze the premodern, modern, and postmodern practices of the religion and explore its relevance in different regions of the world today.

**ITH 5401 Integral Christianity** 2
This course will examine Christianity using the integral approach. Important denominations will be covered including the premodern, modern, and postmodern expressions of the religion in various regions across the world. Students will learn both theoretically and practically these various expressions through experiential exercises and will learn how an integral Christianity might serve to address some of the global issues present in both the global North and South today.

**ITH 5402 Integral Kabbalah** 2
This course will explore the mystical path of Kabbalah using the integral approach. Important lineage holders, leaders, and theorists will be covered. The course will also cover some of the premodern, modern, and postmodern expressions of the Kabbalah. Students will investigate the tradition through first-, second-, and third-person methods and inquiry.

**ITH 5405 Unique Self** 2
This course will distinguish between four core selves: separate self, false self, true self and unique self. The relation of these four selves to old and new conceptions of Enlightenment will be examined.

**ITH 5450 Non-Duality** 2
Students will learn about the ways non-duality has been experienced and explained in different philosophical, spiritual, and scientific disciplines. Students will examine both the theories and practices of these traditions and will explore how to apply this to their professional and personal lives.

**ITH 5451 Vision-Logic** 2
Drawing upon certain theorists who have studied the higher stages of cognitive development such as Piaget, Aurobindo, and Kegan, students will focus on the emergence of the stage of cognition termed vision-logic. Through experiential, reflective, and cognitive practices, students will learn about the nuance of this particular stage of cognitive development, and synthesize this knowledge in application.

**ITH 5452 Shadow** 2
This course will examine the critical contributions about the shadow aspects of the psyche, drawing on the work of key psychologists. This will be examined in context to integral theory and integral life practice, and students will learn both the theory and practice for working with the shadow.

**ITH 5453 Evolutionary Theory** 2
This course will explore theories on evolution presented by different structures of awareness including premodern folk theories, traditional or religious theories, conventional modern or scientific theories, postmodern alternative theories, and integral theories. Key theorists from each will be covered.

**ITH 5454 Love and Eros** 2
This course is an inquiry into the Heart as a path of spiritual development. Students will inquire into the nature of love and Eros, and look deeply into their yearning for the fullness of being. Emphasis will be placed on the study and practice of the 2nd person of Spirit, where autonomy and communion, separation and merging, and masculine and feminine play in relationship to others and to the divine.

**ITH 5455 Integral Metatheory** 2
This course provides students with an overall introduction to integral metastudies. It is integrative in that it seeks to find the convergences and divergences between past and current theories, metatheories and other sources of cultural knowledge. Students will explore a framework for the accommodation of metatheories such as Ken Wilber’s AQAL, Bill Torbert’s Developmental Action Inquiry and Lewis’ multiparadigm inquiry.

**ITH 5610 Integral Final Project** 4
In this course, students will prepare their final integrative paper and presentation which include personal statement, psychological and spiritual theory, and application of coursework within a professional and social context.

**ITH 5900 Topics in Integral Theory** 1 - 3
Topics vary. Students may repeat this course for credit with a change in topic.

**ITH 5995 Independent Study in Integral Theory** 1 - 3
To be arranged with consent of instructor and approval of the program chair and dean. May be repeated for credit with a change in topic.

**ITH 9000 Integral Theory Residential Intensive** 0
Integral Theory students register for this course when participating in the Integral Theory Residential Intensive.

**MUSEUM STUDIES [MUS] Courses**
These courses are offered on the Berkeley campus.

**MUS 5003 Issues in Museums I: History and Theory** 4.5
What is a museum? What is its role in society? How has the institution evolved since its beginnings? In this course, students analyze, debate, and evaluate current theories of the museum as a social institution. Two in-depth writing assignments and site visits encourage students to look closely at the museum, its ethical responsibilities, and its public profile.
**MUS 5004 Issues in Museums II: Finance and Administration** 4.5
Review of basic nonprofit management in museums. Discussion and assignments to cover management, governance, fundraising, personnel, museum standards, and finance.

**MUS 5321 Museums and Communities** 4.5
The purpose of this course is to explore issues of diverse communities and their impact on museum programs, exhibitions, collections, audience, and internal culture. Together, the students, faculty, and guest speakers will engage in dialogue, analysis, reading, and research with the goal of creating more accessible, inclusive, and relevant museums.

**MUS 5405 Exhibition Development I** 4.5
Conceptualization, planning, evaluation, development, design, and interpretation of museum exhibitions. The course emphasizes how a collaborative approach to exhibition development can serve diverse audiences. Students work in groups to develop and mount an exhibition.

**MUS 5420 Museums, Interactive Technologies, and Electronic Access** 4.5
This hands-on course explores how new technologies are impacting and changing museums.

**MUS 5501 Collections Management I: Foundations** 4.5
A practical exploration of the major duties of a museum registrar including developing collections policies, accessioning and de-accessioning, inventory, insurance and risk management, cataloging systems and information management, collections storage and handling, and tracking, packing, and shipping exhibitions.

**MUS 5502 Preventive Conservation** 4.5
Collections conservation with a focus on the physical nature of materials, the agents of deterioration that affect them, and the options for their preventive care and maintenance. Presents preservation guidelines to enable students to spot deleterious conditions and assess and prioritize conservation problems. Many sessions are held in museums and conservation laboratories using actual collections to illustrate the principles discussed.

**MUS 5610 The Visitor Experience: Learning Theories and Understanding Audiences** 4.5
The course examines learning theories from a historical perspective teaching techniques appropriate for diverse audiences and audience development. Additional consideration given to museum philosophy and educational methodology.

**MUS 5612 The Visitor Experience: Interpretive Methods and Applications** 4.5
Survey and discussion of educational materials and programs from a variety of museums. Emphasis is on program development, implementation, and evaluation for diverse museum audiences.

**MUS 5975 Internship** 1 - 12
Work in a museum locally, nationally, or internationally under professional supervision. May be taken in any specialization: public programming, collections management, or administration. May also be taken as a practicum. Subject to availability and advisor’s approval.

**MUS 5995 Independent Study in Museum Studies** 1 - 6
Studies and projects to be arranged with the instructor and the department chair. May be repeated with a change of topic.

**MUS 5996 Master’s Project: Topic Development** 1
This is the first course of a three-part master’s project sequence. The purpose of this course is to support students in developing a master’s project topic that is relevant to the museum field and builds on prior literature and research in the field.

**MUS 5997 Master’s Project: Research Methodology** 4.5
This is the second of a three-part master’s project sequence. The purpose of this course is to assist students in developing a comprehensive master’s project methodology (design, purpose of study, literature review, and limitations) in support of their topic. Prerequisite: MUS 5996 with a grade of B or higher.

**MUS 5998 Master’s Project: Writing and Production** 4.5
This is the third course of a three-part master’s project sequence. It assists students in producing a bound written thesis and final product that reflects their expertise in museum studies that demonstrates understanding and application of museum studies literature, development of new ideas, analytical and imaginative thinking, mastery of research methods and writing skills, and mastery of oral presentation skills. Prerequisite: MUS 5997 with a grade of B or higher.

**DOCTOR OF PSYCHOLOGY [PSD] Courses**

**PSD 7003 History and Systems of Psychology** 3
This course discusses the evolution of modern psychology with regard to theories, systems and practices. It is grounded in a broad historical understanding that builds a framework for understanding the contemporary field of psychology, examining the philosophical, epistemological, cultural, and sociopolitical contexts and consequences of the major systems in the development of contemporary psychology.

**PSD 7007 Clinical Interviewing Skills I** 3
This course is the first of a two course sequence. It is designed to teach students fundamental clinical interviewing skills. Students will learn the basic attending skills required to establish and maintain a therapeutic relationship, including empathy, listening, reflecting, focusing and formulating questions. Students will also practice skills related to informed consent, confidentiality, and cultural sensitivity. The importance of taking into consideration contextual variables such as culture and ethnicity, language, socioeconomic status, migration, political conditions during the interview process is emphasized.
**PSD 7008 Clinical Interviewing Skills II** 3

This course is the second in a two course sequence. It builds upon the foundational clinical interviewing skills acquired in PSD 7007. Students will utilize these skills in establishing and maintaining a therapeutic relationship. Students will acquire additional skills such as confrontation and summarizing. In addition, specific situations such as suicide assessment, interviewing couples and younger clients will be addressed. The course will also explore clinical skills such as case formulation and report writing, peer supervision, the mental status examination, assessment of the client’s presenting problems, issues with difficult clients, and making appropriate referrals. Prerequisite: PSD 7007.

**PSD 7015 Adult Psychopathology** 3

This is the first of a two course sequence. It examines the way in which individual psychopathology is classified, described, diagnosed, and assessed. The Diagnostic and Statistical Manual of Mental Disorders, 4th edition (text revision) (DSM-IV-TR) of the American Psychiatric Association is utilized as a core organizing text for the purposes of diagnostic classification. Other readings inform students about current research findings on the diagnosis and treatment of mental disorders. Students are expected to become familiar with the structure, content, and clinical use of the DSM-IV and learn to apply formal diagnostic classification to specific case examples. This course emphasizes the process and problems of individual assessment (including the use of outcome measures in psychotherapy) and diagnosis that arise within the practice of clinical psychology. Students are also introduced to the historical, political, and contextual issues regarding the diagnosis and categorization of human experience.

**PSD 7016 Adult Psychopathology II** 3

This is the second of a two course sequence. It continues to examine the way in which individual psychopathology is classified, diagnosed, and assessed. The Diagnostic and Statistical Manual of Mental Disorders, 4th edition (text revision) (DSM-IV-TR) of the American Psychiatric Association is utilized as a core organizing text for the purposes of diagnostic classification. This course completes its review of the acute psychiatric disorders and then focuses on personality disorders. Students learn to apply formal diagnostic classification to specific case examples as well as the fundamentals of treatment planning and the use of DSM-IV-TR’s Outline for Multicultural Formulation as a process for providing contextual information in psychodiagnosis. Prerequisite: PSD 7015.

**PSD 7025 Child and Adolescent Issues: Psychopathology and Treatment** 3

This course exposes students to a range of psychological disorders of childhood and adolescence and their corresponding evidence-based treatment modalities. Differential diagnosis of symptomatic behaviors in the context of clinical, developmental, cultural, and psychosocial factors will be emphasized. This course teaches students to critically assess the effectiveness of treatment modalities in the clinical setting with diverse populations of children and adolescents. Prerequisites: PSD 7016 and PSD 7225.

**PSD 7035 Practicum** 2

This course is taught over three quarters in conjunction with PSD 7046 and PSD 7047. Students are placed for eight hours per week in settings, generally schools or community mental health agencies, that allow them to engage in an ethnographic observation/participation of individuals and groups that are culturally different from the students in significant ways. The goal of the practicum placement is to enhance clinical and cultural competence by broadening the student’s exposure and appreciation of “others,” while gaining an in-depth understanding of his or her own assumptions, stereotypes, and biases.

**PSD 7046 Group Process** 1

This course is taught over three quarters in conjunction with PSD 7035 and PSD 7047. Students function as a group during the three quarter-IPS. They reflect upon the group dynamics of their practicum placement, their own collective experience within the IPS and the range of perspectives encountered in the assigned academic reading. They also explore the meanings of cultural differences in a group context.

**PSD 7047 Multicultural Awareness in Professional Psychology** 2

This course is taught over three quarters in conjunction with PSD 7035 and PSD 7046. This part of the IPS curriculum focuses on foundational and current perspectives in multicultural psychology. Students examine the effects of power, privilege, and oppression on psychological functioning. Students are encouraged to develop self-awareness and a heightened sensitivity to their own values, cultural identity, and biases to understand how these serve as both resources and barriers to the effective delivery of mental health services to diverse populations. Emphasis will be placed on contemporary and empirical foundations in multicultural psychology, as well as clinically-relevant literature.

**PSD 7052 Writing Like a Psychologist** 1.5

This course is designed to ground first-year doctoral psychology students in the principles of effective, appropriate, professional communication. Topics addressed will include ethics in writing, issues of cultural diversity relevant to the process of professional writing, an introduction to the dissertation process, and research writing skill acquisition. Students are expected to participate in class discussions and to turn in weekly writing assignments.

**PSD 7104 Social and Cultural Bases of Behavior** 3

This course provides students with an overview of Social Psychology and other domains of psychological research addressing the nature and influence of culture, with an emphasis on social psychology research and theory relevant to multiculturalism, social justice and professional ethics. The course will also address some key pieces of organizational psychology research which could also be classified as social psychology.

**PSD 7107 Biological Bases of Behavior** 3

This course offers a practical, clinical, and evidence-based description of the functional anatomy and physiology of the human nervous system. Normal and abnormal development and functioning of the nervous system is presented, including concepts of neuronal physiology and maturation, sleep, arousal and attention, acquiring and retaining information, and various aspects of a person’s ability to act on and adapt to changing environments.
Application of this information to clinical practice, research, and personal experience is encouraged. Gender, age, and racial/ethnic differences in physiological processes, as they relate to behavior and experience, are presented in light of new neuropsychological, neuroimaging, and neurophysiological research findings. The ways in which psychological symptoms can arise from physical problems will be discussed to facilitate accurate and comprehensive clinical diagnosis.

**PSD 7108 Cognitive and Affective Bases of Behavior 3**

This course provides students with an overview of classical and recent research in the areas of cognitive psychology and cognitive neuroscience, as well as theories of emotion. While the emphasis of the course is on the science of psychology, the relevance of these models to diversity-competent clinical practice is also reviewed.

**PSD 7115 Assessment I/Intellectual and Cognitive Assessment and Lab 4**

This is the first of a three course sequence. This course is designed to provide the student with a broad understanding of the intellectual/cognitive assessment of adults, adolescents, and children. Teaching will include administration, scoring, and interpretation of some of the widely used cognitive, achievement, and neuropsychological screening measures: the Wechsler Intelllgen Scale-IV (WAIS-IV), the Wechsler Intelligence Scale for Children-IV (WISC-IV), the Wide Range Achievement Test 4 (WRAT 4), and the Bender II. Students will also learn about alternative cognitive measures including the Test of Nonverbal Intelligence 3 (TONI 3) and the Differential Ability Scales II (DAS II). The concept of adaptive behavior will be introduced as it is measured by the Vineland II Adaptive Behavior Scales, and its importance in the cognitive assessment process will be discussed. Students will also be taught how to conduct a thorough mental status exam with clients. The historical, cultural, linguistic, and socio-economic contexts of assessment and evaluation will be emphasized. A weekly lab is also required. Prerequisites: PSD 7008 and PSD 7016.

**PSD 7116 Assessment II/Personality Assessment I and Lab 4**

This is the second of a three course sequence. It is designed to provide the student with a focused understanding of the Minnesota Multiphasic Inventory-2 (MMPI-2), the Millon Clinical Multiaxial Inventory-III (MCMI-III), and their adolescent counterparts. Students will learn about the psychometric properties of the measures as well as learn to administer, score, and interpret them. Other personality measures such as the Personality Assessment Inventory (PAI) and the Beck Depression Inventory will be introduced. Additionally, the field of therapeutic assessment will be discussed. Students will continue to enhance their skills in report writing, integrating evaluative data while incorporating historical and socio-cultural contextual information, and providing feedback and clinically useful recommendations. A weekly lab is also required. Prerequisite: PSD 7115.

**PSD 7117 Assessment III/Personality Assessment II and Lab 4**

This is the third of a three course sequence. It is designed to provide the student with knowledge and experience in the area of projective personality assessment. Students will learn to administer, code, score, and interpret the Rorschach using the Rorschach Performance Assessment System. Students will also learn to utilize other projective assessment techniques and the Rotter Incomplete Sentences Blank. Current research in the field of projective assessment will be presented. Multicultural considerations will be integrated throughout the course, and the historical and sociocultural contexts of evaluation will be discussed. Students will continue to enhance their skills in report writing, integrating evaluative data, providing feedback and clinically useful recommendations. Emphasis will be placed on the integration of cognitive, personality, and projective assessment findings within the context of history, mental status, behavioral observations, SES and culture. A weekly lab is also required. Prerequisite: PSD 7116.

**PSD 7118 Assessment Practicum 0 - 3**

The Assessment Practicum is specifically designed to provide our doctoral students with clinical assessment training and experience that they would otherwise not have in their clinical practicum sites. This practicum is specifically designed for those students who have not and will not have completed 2 assessment batteries on actual clients by June 2012. APPIC defines a battery as an assessment utilizing at least 2 different measures from different groups; for example, a WAIS-IV and MMPI-2 OR a PAI and Rorschach. Prerequisite: PSD 7117.

**PSD 7122 Psychodynamic Theory and Its Application to Diverse Populations 3**

This course reviews drive theory and ego psychology, object-relations theory, self-psychology, and intersubjective approaches to therapy. The paradigm shift in psychoanalytic thought from a drive theory to a relational theory model and the implications of this shift for clinical practice are examined. A critical review of psychodynamic theory and practice from a cultural perspective is included.

**PSD 7123 Cognitive Behavioral Theory and its Application to Diverse Populations 3**

This course introduces the basic tenets of CBT and the various forms of this perspective. Discussions of the philosophy of CBT and the structure of a CBT case conceptualization set the stage for more detailed work with the kinds of disorders for which CBT has demonstrated effectiveness. The interventions and evaluation procedures commonly used by CBT practitioners are demonstrated and discussed with regard to their applicability to various forms of psychological, emotional, or social problems. Consideration of the applications and limitations of CBT to diverse populations are woven into the fabric of each discussion.

**PSD 7124 Family Systems Theory and Its Application to Diverse Populations 3**

This course offers the basics in family systems theory and the historical context from which it arose. Students learn the application of systems theory to the treatment of a variety of family systems. A comparison and critique of systems theory from a postmodern perspective is included. The limitations of systems theory to families of diverse backgrounds is considered, and modifications of systems models that better meet such families' needs are proposed.
**PSD 7131 Psychology and Treatment of Substance Abuse**

This course focuses on the identification, assessment, and treatment of individuals who are abusing substances. The influence of socio-economic status, cultural context, and the variations in substance use and abuse across groups will be considered. Prerequisite: PSD 7016.

**PSD 7135 Practicum II**

This course is taught over three quarters, in conjunction with PSD 7146 and PSD 7147. The second-year practicum is a clinical placement where students apply the knowledge and skills they have acquired in the first year. PSD7135 gives students credit for their practicum work. In class, students do weekly practicum check-ins and formal case presentations of clients. Theoretic conceptualizations are emphasized. Prerequisites: PSD 7008, PSD 7016, PSD 7035, and PSD 7141.

**PSD 7141 Ethical and Legal Issues in Professional Psychology**

This course focuses upon the legal and ethical issues related to the practice of psychology. Students explore issues which include, but are not limited to, licensing, scope of practice, competence, informed consent, client welfare, confidentiality (and its exceptions), and professional conduct. Also covered are issues related to the treatment of minors, couples, groups, and the use of technology in clinical psychology, as well as issues related to working with individuals with cultural, contextual, and individual differences from those of the provider. In addition, students will be introduced to methods of critically evaluating their professional behavior. The course emphasizes contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the profession’s scope of practice and role of the psychologist.

**PSD 7146 Advanced Group Process**

This course is taught over three quarters, in conjunction with PSD 7135 and PSD 7147. Group process and group models in different theoretical orientations are discussed, including the role of a leader and leadership styles. Students experience group dynamics through role-playing and other strategies conducive to building a cohesive group experience throughout the seminar year. The dynamics of conflict and techniques for conflict resolution are emphasized with attention to the impact of diversity on conflict management. Prerequisites: PSD 7008, PSD 7016, PSD 7046, and PSD 7141. Corequisites: PSD 7135, 7147.

**PSD 7147 Multicultural Proficiency in Professional Psychology**

This course is taught over three quarters, in conjunction with PSD 7135 and PSD 7146. This course examines the ways diverse cultural perspectives are experienced within the clinical interchanges of psychotherapy. In addition, there will be a focus on clinical treatment interventions with specific populations and exploration of their relative effectiveness and the impacts on both therapist and client. Evidence-supported treatment approaches with specific populations are highlighted in this course. Prerequisites: PSD 7008, PSD 7016, PSD 7047, and PSD 7141.

**PSD 7151 Research Methods and Statistics I**

This course if the first of a three course sequence. This course presents an overview of psychometrics and quantitative research design and methodology. In addition, the course covers ethics in research, issues of cultural diversity relevant to the process of research, and an introduction to data analysis using SPSS. The focus of the course is on acquisition of skills that permit students to critically evaluate published professional literature.

**PSD 7160 Psychopharmacology**

This course prepares students to evaluate and direct clients regarding psychiatric medications. Pharmacokinetics, the major classes of psychiatric medications, referral processes, and how to follow-up with clients on medications will be discussed. Students will gain an understanding of the practical, ethical, diversity-related, and philosophical advantages and limitations of pharmacotherapy in the treatment of clients with various psychological disorders. Prerequisites: PSD 7016, PSD 7107.

**PSD 7170A Clinical Neuropsychology A**

This is the first of a three quarter sequence. This course establishes a common ground of knowledge of several theories of cognition and brain organization, functional neuroanatomy, and basic neurology. Neuropsychological instruments will be introduced. Prerequisites: PSD 7107, PSD 7117.

**PSD 7170B Clinical Neuropsychology B**

This is the second in a three quarter sequence. This course covers the etiology, manifestations, and consequences of commonly encountered brain impairments and syndromes, the mechanisms of recovery, and the basic conceptual approaches to neuropsychological assessment. Neuropsychological instruments and case studies will be presented and discussed. Prerequisite: PSD 7170A.

**PSD 7170C Clinical Neuropsychology C**

This is the third of a three course sequence. In this course students will be taught other neuropsychological tools including the Delis-Kaplan Executive Function Scale. Recovery and rehabilitation, and forensic applications of neuropsychology will be presented. Students will administer a neuropsychological battery of tests on a volunteer and integrate the results into a comprehensive case evaluation. Prerequisite: PSD 7170B.

**PSD 7215 Consultation and Education in Psychology**

This course introduces students to the consultative and educational processes and roles in the profession of psychology and their application in working with diverse populations. Students become familiar with the basic stages and processes of consultation and various ways in which professional psychologists provide consultation services. Students are also introduced to the issues and processes of teaching in the field of psychology—including but not limited to administrative duties, course, development, and course management. Prerequisites: PSD 7016, PSD 7253B.
PSD 7225 Lifespan Development I: Child and Adolescent 3
This course introduces students to empirically-based developmental psychology theories with an emphasis on conceptual issues and scientific methods in the study of developmental psychology. It teaches students to comprehend, assess, and evaluate scientific research on child development, and provides an essential understanding of child development for clinical activities. Students are taught to examine the interrelationship between physical, cognitive, and socio-emotional development in infancy, early childhood, middle childhood, and adolescence.

PSD 7226 Lifespan Development II: Adulthood and Aging 3
Lifespan issues from adulthood through aging and death are discussed in this course. Theory, developmental research methodology, clinical applications, and current research findings on adult development and aging are emphasized. Biological, cognitive, emotional, and social factors of lifespan development are considered in the context of culture, ethnic identity, gender, SES, and sexual orientation.

PSD 7230 Management and Supervision: Self, Other, and Organization 3
Aspects of the supervisory process are presented through the use of theoretical and case materials. Each student has the opportunity to participate as a supervisor in training and have his or her work critiqued. This course also includes information and skills related to supervising organizations, i.e., understanding and managing multiple levels of a system including one’s own private or group clinical practice. Prerequisite or corequisite: PSD 7235 or instructor permission.

PSD 7235 Practicum III 3
This is a year-long course, taught in conjunction with PSD 7245. Practicum III gives students credit for their third-year training placement. To receive credit, students must meet the terms of the placement contract, carry the stipulated caseload, and receive a satisfactory evaluation from their clinical supervisor. In class, students are required to demonstrate assessment and integration of clinical data in their clinical work with clients. Students do formal case presentations and prepare for their Clinical Proficiency Exam. Prerequisite: PSD 7135.

PSD 7245 Contemporary Issues in Professional Psychology 1
This is a year long course, taught in conjunction with PSD 7235. This component of the third-year IPS examines the increasingly complex interplay of legal, ethical, social, and other concerns encountered in the practice of professional psychology. Issues of diversity are highlighted. Questions, concerns, and case examples from year three practica experiences are explored in depth. Prerequisites: PSD 7146 and PSD 7147.

PSD 7250 Research Methods and Statistics II 3
This is the second course in a three course sequence. It is designed to provide students with knowledge of inferential statistics through two-way ANOVA and post hoc analysis with an introduction to selected multivariate techniques. Emphasis is placed on conceptual understanding and appropriate use of statistics including knowledge of assumptions and limitations of specific techniques. Critical review of published empirical literature and critique of culturally appropriate analysis and interpretation is an integral part of the course. Students are introduced to the dissertation process and are guided to begin formulating a dissertation research question. Prerequisite: PSD 7151.

PSD 7251 Qualitative Research: Critical Review 3
This is the third course in a three course sequence. It introduces students to specific qualitative methodologies in detail: phenomenology, grounded theory, and qualitative content analysis. Additional forms of qualitative research are also be introduced, including consensual qualitative research, qualitative meta-analysis, and case-study designs. The philosophical and methodological issues which underlie qualitative research will be discussed. The course includes lecture, discussion, and practice assignments covering interviewing and qualitative data analysis. Prerequisite: PSD 7250.

PSD 7252 Clinical Dissertation Proposal I 2
This is the first of a three course sequence designed to assist and supervise students in developing their dissertation proposals. Students will create a prospectus for their proposed studies. begin the process of recruiting a dissertation committee, outline and begin drafting a Review of the Literature relevant to their proposed research. Prerequisite: PSD 7251.

PSD 7253 Clinical Dissertation Proposal II 2
This is the second of a three course sequence designed to assist and supervise students in developing their dissertation proposals. Students will continue to expand and refine their Literature Reviews, while drafting the Methods chapter of their dissertation proposals. Students also finalize their dissertation committees this quarter. Prerequisite: PSD 7252.

PSD 7254 Clinical Dissertation Proposal III 1
This is the third of a three course sequence designed to assist and supervise students in developing their dissertation proposals. Students will complete drafts of their dissertation proposal and Human Participants Review materials, and conduct a mock defense of their dissertation proposals. Prerequisite: PSD 7253.

PSD 7302 Dissertation Completion 0 - 0.5
Following successful oral defense of the dissertation proposal, each student enrolls in PSD 7302 until completion of the dissertation. Students work independently under the direction of their dissertation committees with assistance from research faculty until successful final defense of the dissertation project. Course may be repeated for credit three times. After three repetitions, students must continue to enroll in PSD 7302 to completion of dissertation project. A maximum of 1.5 units will apply toward the degree program. (Students who began prior to fall 2006 may take PSD 7302 four times for credit.) Prerequisite: PSD 7254.
PSD 7309 Topics in Doctoral Psychology 1 - 3
Various elective courses are taught according to student and faculty interest. For example, lesbian, gay, bisexual, and transgender issues in psychotherapy, advanced theory courses, and psychology of trauma.

PSD 7330 Case Management/Practicum 0 - 3
Review of psychological states and psychopathology issues for culturally diverse clients through a survey of literature and case presentations. Also includes Externship supervision and Assessment Practicum.

PSD 7400 Internship 4.5 - 9
Students will apply for approved internship sites anywhere in the country that are consistent with their individual interests, training needs, and professional goals. Students will build competency in the diverse clinical skills required of a professional psychologist. Students are required to complete either one full-time, yearlong internship or two-half-time, yearlong internships completed over two years’ time.

PSD 7601 Internship Application and Interview Process 0
This is not a course of study but, rather, is required meetings with the training office to inform students and answer questions regarding the application and interview process for internships.

PSD 7602 Summer Field Placement 0
Summer field placement.

PSD 7604 Summer Internship Placement 0
For half-time internship students who either need to finish hours or attend early orientation.

PSD 7995 Independent Study 1 - 4
Allows for individual study in a special interest area not offered as a regular course. To be arranged with consent of instructor.

SPORT PSYCHOLOGY [PSP] Courses

PSP 5054 Research Methods: Quantitative and Qualitative 3
Research methods allows a brief introduction to various forms of research methods, both quantitative and qualitative, with particular attention to qualitative methods. The course will address issues around data collection, interviewing, and data analysis. The course will encourage students to focus on research that has been used in their appropriate fields. It will help prepare students for the MA research project process and aid understanding of research once working as a practitioner.

PSP 5280 Fieldwork 4
Covers field placement and individual and group supervision. The field-placement aspect requires students to intern at a site working with athletes and applying skills learned in the class room. Individual and group supervision involves one-on-one meetings, discussions, case presentations, and role-playing and covers ethical issues. Provides students with a supportive environment for discussion and for exploring issues which pertain to their fieldwork experience. This course may be retaken for additional credit. Prerequisites: PSP 5815, PSP 5816, PSP 5800A, PSP 5811, PSP 5826, PSP 5803A.

PSP 5800A Sport Psychology A 3
This is one of the main introductory courses in the Sport Psychology Program. It covers the main theoretical approaches in this area. The course will encourage students to begin to think critically about the research presented and how it relates to working in the field with performers. Prerequisite: PSP 5808.

PSP 5800B Sport Psychology B 2
This is an advanced course that is the second in a two-part series. The main theoretical approaches in the field of sport psychology will be revisited and addressed from an integrated perspective. The students will be expected to synthesize the various theoretical perspectives and research findings and show how this integrated perspective can help their work with performers. The course will continue to engage students to think critically about the research presented and how it relates to their work in the field as a practitioner. Prerequisite: PSP 5800A.

PSP 5801 Supplemental Supervised Field Placement 0
As part of the sport psychology program, all students must register for this course each quarter, as field work is an integral part of each class throughout the program.

PSP 5803A Ethics and Professional Issues in Sport Psychology A 2
Examines ethical issues that impact the field of applied sport psychology. Through reading, lecture, and interaction with an experienced professional, students learn how ethical issues influence consultation and develop ways to deal with ethical dilemmas that may arise in sport psychology.

PSP 5803B Ethics and Professional Issues in Sport Psychology B 1
This is an advanced course in ethics and professionalism in the field of sport psychology. Students will explore ethical issues that occur while working as a consultant in sport psychology. Students will critically analyze research and newspaper articles that are pertinent to working in the field. Common ethical challenges will be discussed and ways of handling these situations will be addressed. Prerequisite: PSP 5803A.

PSP 5804 Assessment Strategies 2
Examines a variety of assessment methods used to gain information from athletes, coaches, or teams utilizing sport psychology professionals. Topics to be covered include the role of assessment...
in the initial stages of work with athletes, methods of informal assessment, sport-specific assessment tools, issues of reliability and validity with instruments, and the ethical use of measures in the practice of sport psychology. Online or in residence.

**PSP 5805 Psychopathology Assessment** 3
Addresses psychological disorders from a clinical standpoint while emphasizing their relation to consulting with teams, athletes, and the field of sport psychology. Students gain a working knowledge of psychopathology in order to identify cases requiring referral. Online or in residence.

**PSP 5808 Introduction to Sport Psychology** 1
This course provides an introduction to the field of sport psychology, a general overview of theory and research in sport psychology. Professional issues in the field are addressed, and students are introduced to sport psychology techniques used by consultants.

**PSP 5809 Introduction to Sport Management** 2
This course will provide an overview of the sport management industry and its various models. An understanding of intercollegiate and professional athletics will be covered as well as information on the current and future challenges of the field of sport management.

**PSP 5810 Sport and Society** 2
Examines the role of sport in society and the interplay between the two. Includes such aspects as cultural and gender issues, effect of sport on development of youth, and the potential of sport as a vehicle for social change.

**PSP 5811 Counseling Skills A** 3
Introduction to basic counseling skills and techniques relevant to sport psychology consulting in a safe and supervised environment. Included are tools for building rapport, empathy, listening and life-development skills, treatment versus consulting, ethics, closure, and termination. Students will also develop skills in presenting sport psychology intervention material.

**PSP 5812 Counseling Skills B** 3
This course goes into more depth in scope of practice, ethics, dual relationships, and the referral process for sport psychology consultants. Students acquire consulting role-play and vignette experience, explore how a consultant works with the dynamics of team and group issues, and examine in-depth sport psychology cases for individuals and teams. Prerequisite: PSP 5811.

**PSP 5814 Comprehensive Exploration of Diversity in Sport** 2
This course is designed to offer students an overview of historical and current topics relevant to the understanding of diversity in sport. Students will be exposed to the historical context of how diversity issues have impacted the development of sport. Students will understand the complex nature of gender, ethnicity, socioeconomic status, sexual orientation, age, and disability as it relates to current sport practices. Students will also be exposed to practical strategies for facilitating acceptance of diversity within individual and team sports.

**PSP 5815 Performance Enhancement A** 3
Theory and practice of optimal performance are explored in the realm of sport behavior. Includes motivation theory, stress management, visualization, and mental rehearsal.

**PSP 5816 Performance Enhancement B** 3
Focus is on individual and team consultation. Features role-play, case study, and videotaping. Coursework includes introduction to external field placement opportunities. Second half of a two-quarter sequence with PSP 5815. Prerequisite: PSP 5815 (with same instructor or consent).

**PSP 5817 Performance Enhancement C** 3
This advanced optimal-performance course emphasizes sport psychology skill development and addresses different styles of consulting. Students will be challenged by case studies and will role-play actual consulting scenarios in which they can develop and refine their own consulting style with feedback from their peers. Prerequisite: PSP 5816.

**PSP 5820 Psychology of Coaching** 2
Different philosophies of coaching with a range of athlete populations. Applied psychology provides the foundation to study communication, interpersonal dynamics, decision making and authority, group cohesion, and athlete motivation.

**PSP 5821 Gender Issues in Sport** 2
This course examines the role of women in sports both as athletes and consultants. Students will explore the history of women in sports as well as identifying important issues to consider when working with female athletes.

**PSP 5822 Social Bases of Behavior Sport** 3
A foundation of knowledge in the sport psychology field relevant to the social bases of behavior in team sport. Students will gain knowledge regarding theories and research explicating the mechanisms of the impact of group and team membership on individual behavior in sport. Students will utilize this knowledge of social psychological factors, the psychology of group interpersonal communication, and theory of group development and dynamics to inform their team-building interventions in applied sport psychology. Students will have the opportunity to learn team building and communication skills and strategies that will enable them to develop a consulting style for working effectively with teams. The course will examine the practical and theoretical application of group process in relating to working in the field of sport psychology. The students will gain an understanding of group dynamics and will be able to use this knowledge with diverse populations. The course will provide hands-on training in how to teach and implement these strategies and skills when working with groups. Students will learn to recognize ethical issues in relation to working with groups and will examine their interpersonal and professional style.
PSP 5824 Psychological Elements of Addiction in Sport 1

This course is designed to introduce students to the basic principles, theories, and interventions in addiction studies when working with athletes. It explores a broad range of material regarding mood-altering drug experimentation, abuse, and addiction. Focus will be directed to the role of the sport psychology consultant when working with an athlete who has potential substance-abuse issues. Assessment, treatment options, and specific referral information will be explored.

PSP 5826 Cognitive and Affective Bases of Behavior in Youth Sport 2

Explores the impact of sport activity on the development and well-being of children and youth in relation to current psychological knowledge. Topics include self-esteem, peer pressure, cooperative and competitive behavior, role of coaches, group interaction, and a systems view of sport teams.

PSP 5827 Economics of Sport 2

This course will cover the basic theories of sport income and expenditures in both public and private settings. The cost of doing business in the sporting realm will be a focus of this class as well as the practical implications of this aspect of sport management.

PSP 5828 Event Management 3

This course will explore the logistics, management, and planning of a sporting event. Fan experience and expectations will be covered as well as attracting sporting events to a particular city.

PSP 5829 Management Strategies for Sport 3

This course will explore traditional models of leadership and management as they apply to sport. Management issues such as leadership, team development, conflict resolution, and group problem solving will also be addressed.

PSP 5830 Sport Marketing 3

The course will provide information on marketing principles, promotion, sponsorship, and ticketing. Basic principles of public and media relations and how they relate to sport will also be covered. The role of public relations personnel and how it pertains to the handling of the media will be discussed.

PSP 5831 Sport Law 2

This course will focus on the legal and business aspects of the professional sports industry. Specifically, the ways in which contract, labor, tort, and antitrust law influence, impact, and direct the development of relationships between leagues, teams, athletes, agents, television, Internet, advertisers, and fans. There will also be a critical analysis of professional sports leagues, standard player contracts, collective-bargaining agreements, and player-endorsement agreements.

PSP 5832 Psychology of Injury 1

The psychology of injury course teaches students how to work with an injured athlete using mental training strategies for rehabilitation.

PSP 5833 Kinesiology 4

This course introduces students to each of the major biophysical sub-disciplines of kinesiology—anatomy, biomechanics, exercise physiology, motor control, and sport and exercise psychology. Includes an integrated study of human movement and applies this knowledge to human performance and physical activity across the lifespan. Concepts in the various subfields of kinesiology are examined and career opportunities in the field of kinesiology are explored. Students will also gain a better understanding of the course concepts through projects and class discussions.

PSP 5834 Motor Learning and Performance 2

This course will teach students how to apply the principles of motor learning and performance in a variety of real-world situations. Students will learn to identify solutions that address many of the issues and obstacles encountered when teaching and learning motor skills.

PSP 5835 Exercise Psychology 2

This course examines the psychological antecedents and consequences of physical activity relationships. Includes the mental health benefits of exercise as well as motivational factors involved in exercising and the many variables that influence exercise behavior, e.g., stress, emotional states, anxiety, and depression.

PSP 5836 Sport and Exercise Nutrition 2

This course will describe the basic physiology of the major systems, describe the food sources of macro- and micronutrients, and discuss sports nutrition supplements. Body weight, diet, and energy balance will also be addressed. Students will learn the nuances of how nutrition affects sport performance as well as the physical changes that take place in our bodies during exercise.

PSP 5838 Health Psychology 4

In 2001, APA acknowledged the importance of psychology in the promotion of not only psychological health, but also physical health. Since then, Health Psychology (or Behavioral Medicine in medical settings) has become of the fastest growing areas in the APA (Division 38). In this course, students will come to understand the nature of, and degree to which attitudes, beliefs, mood, and lifestyle influence the physical systems and vice versa, and how much of this interaction reflects a choice (or not) on the part of the client. Students will be able to better recognize the effects of poor health choices in their own lives, and in the problems of their clients (and their families). They will also acquire knowledge and a set of skills to help themselves and their clients make better, health-promoting choices (medical adherence, habit control, exercise, sleep hygiene, pain management, etc.). Finally, students will learn how to individually consult on behavior-health related issues, as well as how to work in a short-term, time limited, team treatment setting.

PSP 5850A Seminar in Sport Psychology 1 - 4

Special topics and issues in the field of sport psychology including such areas as consultation, assessment, ethics, biomechanics, kinesiology, and women in sports. May be repeated for credit with a change of topic.
PSP 5850B Seminar in Sport Psychology 1 - 4
Special topics and issues in the field of sport psychology including such areas as consultation, assessment, ethics, biomechanics, kinesiology, and women in sports. May be repeated for credit with a change of topic.

PSP 5855 Sport Psychology Practicum 3
A practicum which includes rotating to three different sport psychology internship sites. This exposure practicum enables observation of sport psychology interns in action.

PSP 5858 Sport Management Practicum: Fieldwork 3
In this course, students spend time observing and assisting professionals in the field during a specific sporting event. Class time is devoted to discussing what they observed in the field and preparing to implement what they have learned in future applied settings.

PSP 5860 Group Supervision 2
Group Supervision involves students who are concurrently taking PSP 5855 Sport Psychology Practicum. Through group and individual presentations, discussions, and role-playing, students experience a supportive environment for exploring ethical and other issues relating to their practicum experience.

PSP 5880A/B Portfolio A & B 1/1
Required of all students. This project involves the students developing a portfolio of their work as consultants. This should include at least one case study from their work, their model of practice, a marketing plan, a reflective practice element, and the completed AASP application form. The Portfolio would be used and assessed directly in the comprehensive oral examination and should be sent to the examiners at least two weeks before the exam. Prerequisite: PSP 5800B.

PSP 5890 Research Proposal 2
This class starts the sequence of classes that leads to the research publishable paper. It assists students in developing a proposal for their research design. The work needs to meet the submission criteria for the Master’s Research Proposal which can then be submitted to the Human Participants Committee of the College of Graduate and Professional Studies. Students will learn what the necessary components of a research proposal are and how to develop their own ideas for use in a study. Prerequisite: PSP5054.

PSP 5891A/B/C Research A-C 1/1/1
Required of students taking the research option. The research process typically takes three quarters and covers the publishing process, securing Human Participants Committee approval, finding participants, data collection, data analysis, and write-up. The final product will be a paper of publishable quality. This sequence is under the supervision of the Research Director. The research process begins at least three quarters before anticipated graduation. A maximum of three units may be applied to the degree. Prerequisites: PSP5054, PSP5891A/PSP5891B.

PSP 5895A/B Applied Project: Writing Like a Sport Psychology Practitioner A-B 1/1
Required of students taking the extra internship option. This sequence typically takes two quarters and involves effective, appropriate, and professional communication issues. Topics addressed will include ethics and professionalism in writing and the publication process. The final product will be an applied paper that will be of publishable quality in a form that does not necessarily require collection and presentation of data. This sequence is under the supervision the Research Director. The research proves begins at least two quarters before anticipated graduation. A maximum of two units may be applied to the degree.

PSP 5995 Independent Study in Psychology 1 - 6
Allows for individual study in a special interest area not offered as a regular course. To be arranged with consent of instructor and approval of the dean. May be repeated for credit with a change of topic.

PSP 5990 Master’s Thesis Proposal 3
Students develop a proposal for a master’s thesis and learn to synthesize prior professional work or study in pursuit of a specific area of research or application. Prerequisite: PSP 5054 or instructor consent.

PSP 5991A–C Master’s Thesis A–C 2/2/2
Required of students completing a master’s thesis. The thesis typically takes three quarters and is completed under the supervision of the Research Director. Research begins at least three quarters before anticipated graduation. A maximum of six units may be applied to the degree. Prerequisite: PSP 5990.

PSP 5992 Supplemental Thesis Assistance 1 - 6
Supplemental assistance addressing individual student needs in completing the master’s thesis. Students consult with relevant faculty to recruit a supplemental advisor. Prerequisite: PSP 5991C.

PSP 5998 Supplemental Project Assistance 1 - 6
Supplemental assistance addressing individual student needs in completing the master’s project. Students consult with relevant faculty to recruit a supplemental advisor.

PSP 9020 Town Hall Meetings 0
Town Hall Meetings are held twice a year. Students will attend all town hall meetings where current issues in the sport psychology department will be addressed. The meetings will be a chance for all students and faculty in the Sport Psychology program to get together to address changes in the field of sport psychology, certification, policy changes, and research project updates. It will also be a forum for students to ask questions and give feedback on the program and to discuss pertinent issues, concerns and topics.

PSP 9025 Speaker Series 0
The speaker series of the Sport Psychology program is an exciting opportunity to listen and learn from top sport psychology practitioners from all over the world.
### PSP 9030 Developing a Consulting Practice

This professional workshop presents the basic marketing skills for the field of sport psychology. Students will learn ideas to market their services as a consultant and strategies for building a client base. Students will have the opportunity to develop and implement a marketing plan for their business, including client branding, advertising, tax issues, and ethics regarding marketing in the field of sport psychology.

### PSP 9090 Comprehensive Written Examination

Comprehensive written examination covering material of Phase I, to be taken at the end of Phase I. Further guidelines are available in the Sport Psychology office.

### PSP 9091 Comprehensive Oral Examination

Comprehensive oral examination covering material in all phases of the program to be taken in the student’s last quarter. Further guidelines are available in the Sport Psychology office.

### COUNSELING PSYCHOLOGY [PSY], [PSJ], and [PSB] Courses

**NOTE:** MA in Counseling Psychology courses are offered in Pleasant Hill (PSY), San Jose (PSJ) and Berkeley (PSB). For simplicity, all courses listed in this catalog will have the PSY prefix, although they also may be offered as PSJ, or PSB.

### PSY 5000 New Student Orientation

This is a required one time orientation to the MA in Counseling Psychology program. It provides essential information needed to navigate the university and program systems by reviewing essential information regarding policies, ethical codes of conduct, community building, and academic expectations. Specific discussion topics include: curriculum requirements, core competencies, comprehensive exams, practicum/internship, graduation requirements, university and department resources and advisement, professional conduct, and an introduction to evidence based practice.

### PSY 5001 Effective Writing for the Social Sciences

This optional course is designed to help students achieve excellence in writing for the social sciences. The course reviews foundational principles of professional writing, including grammar, structure, formatting, organization, and clarity of presentation. The course then builds upon these foundational skills to develop proficiency in writing for graduate school and relevant clinical work. This section of the course will focus on building an argument, effectively referencing sources, and using the American Psychological Association (APA) formatting.

### PSY 5054 Research Methods: Quantitative and Qualitative

The Research Methods course provides a brief introduction to various forms of research methods, both quantitative and qualitative. An overview is presented of the quantitative and qualitative research methods and designs applicable to the systematic analysis of the varieties of human behaviors. Scientific problem-solving will be emphasized to include observational techniques and measurement tools, coding, analytic strategies, and reporting of research. Reviews of applications within the psychological literature will be covered. The course will encourage students to focus on research that has been used in their appropriate fields. This course will help in preparing student for the MA research thesis process and will facilitate understanding of research in later work as a practitioner in the field.

### PSY 5070 Theories and Practices in Community Mental Health

This course provides contextual and practical information for working publicly-funded community settings. Core elements of the community mental health movement and factors essential for working effectively with diverse communities will be initially provided. Using this as a foundation, other core issues will be addressed, including: working with the severely mentally ill; wellness, resilience, and recovery; consumers, families, and community as key partners in collaborative treatment; continuum of care across human services; multicultural competence and accountability; addiction and substance abuse; case management principles; disaster and community trauma response. Appropriate therapeutic models, including effective practices, emerging community practices, and linking interventions to outcomes will also be core to this course.

### PSY 5080 Student Portfolio Review

In the final quarter/session of phase one, students prepare a five to ten minute presentation that reviews their perception of the growth and learning they have received from the program so far, areas in which they believe they need to continue to grow, and hopes and concerns they have regarding the beginning of their practicum training. Faculty will provide reflections on their perceptions of the student’s growth, need for continued growth, and hopes and concerns for the student based on the presentation and previous experience with the student. Prerequisite: PSY 5231.

### PSY 5112 The Family Life Cycle

Students study individual and family life cycle stages and transitions, including childhood, adolescence, launching, courtship, early marriage, childbirth, divorce, blended families, aging, and death. Human growth, intergenerational theory and multicultural considerations form a framework for the examination of life cycle stages and transitions. Students reflect on clinical applications and implications for self-of-the-therapist development.

### PSY 5115 Theories of MFT Practice I

This course serves as the beginning of a survey of historical and empirical foundations of therapeutic theories and their effectiveness. Individual-oriented and family systems epistemologies are compared in their historical contexts. Theories I covers psychodynamically-based approaches with individuals, couples, and families. The course also introduces communication theory, cybernetics, and early systems approaches. This course is the first in the three-quarter sequence with PSY 5116 and 5117.
PSY 5120C Specific Theories of Change: Child Therapy 3
This course explores in-depth a theoretical approach and application of a specific theory used with children, adolescents, and their families in MFT and PPC practice. Theory topics regularly offered include Attachment-Based Therapy, Cognitive-Behavioral Therapy, and Expressive Arts Therapy. This course may be repeated for credit with a change of topic. Prerequisites: PSY 5151 or PSY 5162.

PSY 5120F Specific Theories of Change: Family Therapy 3
This course explores in-depth a theoretical approach and application of a specific theory used with individuals, couples, and families in MFT and PCC practice. Theory topics regularly offered include Bowen Therapy, Object Relations Therapy, Structural Family Therapy, Narrative Therapy, Postmodern Therapy, and Gottman Marital Therapy. This course may be repeated for credit with a change of topic. PSY 5151 or PSY 5162.

PSY 5120I Specific Theories of Change: Individual Therapy 3
Explores specific theoretical and evidence-based approaches to psychotherapy and counseling with individuals selected from such schools of thought as Psychodynamic-Psychoanalytic Therapy, Cognitive-Behavioral Therapy, Dialectical-Behavioral therapy, and Humanistic-Existential Therapy. This course may be repeated for credit with a change of topic. Prerequisites: PSY 5151 or PSY 5162.

PSY 5154 Couple Therapy 3
Covers theoretical and evidence based treatment approaches such as psychodynamic and systemic family-of-origin, behavior systems, and social-psychological approaches to couple therapy. Resistance, marital burnout, sexual jealousy, and working with alcoholic couples are addressed as well as domestic violence issues, and working with non-dominant culture couples. Prerequisite: PSY 5304; Corequisite: PSY 5249 or PSY 5260.

PSY 5156 Theories of MFT Practice II 3
This course examines family systems, humanistic, and experiential approaches to include with individuals, couples, and families. Students participate in experiential learning activities to bridge theory and application. This course is the second in the three-quarter sequence with PSY 5115 and PSY 5157. Prerequisite: PSY 5115.

PSY 5157 Theories of MFT Practice III 3
This course closely examines cognitive-behavioral, post modern and integrative approaches to individual, couple, and family therapy. Evidence-based treatment models and common factors research are explored. This course is the third in the three-quarter sequence with PSY 5115 and PSY 5156. Prerequisite: PSY 5156.

PSY 5179 Family Treatment of Addiction 3
This course provides core information about alcohol and drug addiction, including the physical, psychological, and systemic impact they have on individuals, couples, and their families. Compulsive behaviors, such as disordered eating, gambling, and internet addictions, as well as their assessment are included, along with information about etiology, intergenerational patterns, and relapse. Research and assessment on systemic treatment approaches for youth, adults, minorities, and co-occurring disorders are reviewed. Standard screening and assessment instruments for substance use disorders and process addictions are covered. Contemporary strategies, such as abstinence/12-step, motivational interviewing, harm reduction, community-based treatment, and recovery (disease) models are covered. Students will learn about appropriate collaboration with other professionals, and about how to make appropriate referrals.

PSY 5230 Clinical Skills Training A: Self as Clinician 3
This course focuses on the person of the therapist with an emphasis on exploring one’s own values, beliefs, attitudes, personal biases, and expectations. Students are invited to examine how their personal history has led up to a decision to enter the field of counseling psychology. Through personal reflections and interpersonal interactions, students are also invited to consider how their context shapes who they are as individuals, and impacts interactions between self and other. In this class, “context” will be examined as one’s personal history, family of origin, cultural dimensions of race, ethnicity, gender, sexual orientation, social class, religion, and physical ability, as well as community, national, and global realities. Theoretical and experiential learning applies this contextual awareness of self and other to communication and counseling skills. Through experiential activities, students will gain self-awareness, practice foundational counseling skills, and learn about self-disclosure, as both a tool for effective therapeutic change, and as a barrier to clinical treatment.

PSY 5231 Clinical Skills Training B: MFT Techniques 1 3
This course is an introduction to clinical communication processes with individuals, couples, and families. Working within a multicultural context, students interactively learn practical skills for joining with clients, gathering clinical information in early interviews through use of questions and formal assessment methods, such as the genogram, and the mental status exam, and developing early clinical hypotheses linked to theory-based conceptualizations. Includes skills such as listening and tracking, focusing on process vs. content, understanding contributing dynamics, mirroring and reflective listening, interviewing individuals, couples, and families, a systemic evaluation of unit(s) of treatment, and managing therapeutic crises. Students learn how to recognize opportunities for referral and collaboration, and make appropriate use of clinical supervision. This course is the first in the two-quarter sequence with PSY 5232 taken with same instructor. Prerequisites: PSY 5115,PSY 5156, PSY 5230.

PSY 5232 Clinical Skills Training C: MFT Techniques 2 3
Students continue to prepare for clinical work with individuals, couples, and families. Supervised role-play and/or videotaped practice sessions are used to help students practice listening and tracking, re-focusing from content to process, mirroring and reflective listening, and creating couple and family enactments. Students practice applying individual and systemic case conceptualizations to the beginning, middle, and end phases of therapy, and formulating clinical approaches using individual, multi-systemic, and multicultural theories of practice. This course is the second in the two-quarter sequence with PSY 5231 taken
with same instructor or consent of program chair. Prerequisites: PSY 5231.

**PSY 5235 Review of Counseling Skills**  3

Review and practice of basic counseling skills. Topics include rehearsal of various components of interview skills through experiential exercises and role-play, videotaping, process recording, and journal writing. Prerequisites: PSY 5232 and consent of advisor.

**PSY 5247 Clinical Case Seminar**  2/2/2/2

This course accompanies quarters/sessions 2-5 of a student’s practicum experience (5261-5264 or 5249-5254), and involves formal presentation of ongoing clinical cases. Students will present videotape, audiotape, and/or treatment studies in class, for feedback on case conceptualization, systemic theory application, and treatment planning that is consistent with theoretical orientation. Instructors may also use role play, and other techniques to help students with treatment impasses, illustrate, and practice interventions, etc. Students will learn the application of both individual and systemic theories. This course is also intended to support students in preparing for their oral Master’s exam. Limited to students in clinical practice. Students with unsatisfactory progress in this course may be required to take extra quarter(s) beyond the 4 required for graduation. Prerequisites: PSY 5249 or 5260.

**PSY 5249-54 Field Practicum A-F - External**  2/2/2/2/2/2

Field experience in community mental health centers that meets BBS requirements for clinical training experiences for MFT and PCC trainees. Includes one hour of individual supervision and at least two hours of group supervision per week, as well as didactic training and practice application of MFT and PCC assessment and intervention techniques with individuals, couples, and families. Field experience includes the use of audio/video recordings or live supervision of the student’s interactions with clients. Student’s counseling performance will be formally evaluated on an ongoing basis. Completion of Phase I and written consent of Field Placement Coordinator required. Prerequisites: PSY 9000, PSY 5080.

**PSY 5260–65 Field Practicum A-F - Internal**  2/2/2/2/2/2

Field experience at a JFK University Community Center, that meets BBS requirements for clinical training experiences for MFT and PCC trainees. Includes one hour of individual supervision and at least two hours of group supervision per week, as well as didactic training and practice application of MFT and PCC assessment and intervention techniques with individuals, couples, and families. Field experience includes the use of audio/video recordings or live supervision of the student’s interactions with clients. Student’s counseling performance will be formally evaluated on an ongoing basis. Completion of Phase I and written consent of community counseling center director required. Prerequisites: PSY 9000, PSY 5080.

**PSY 5266 Supplemental Field Practicum**  0 - 1

Placement in internal, external, or school-based settings that meet BBS requirements and offer clinical training experiences. This course does not substitute for PSY 5249–54 or PSY 5260–65. Prerequisite: Completion of Phase I and the written consent of program director required.

**PSY 5268 Additional Fieldwork Practicum - Internal 1.5**

This course is the fifth quarter Field Practicum in an internal setting in the PCC Specialization. The course meets the BBS requirement for clinical training experience and offers individual and group supervision. Students may repeat course for additional hours accrued toward degree completion. MFT specialization students may take this course after completion of PSY/PSJ/PSB 5260-65 Field Practicum A-F – Internal to accumulate additional BBS hours to be applied toward degree. Prerequisite: PSY 5263.

**PSY 5269 Additional Fieldwork Practicum – External 1.5**

This course is the fifth quarter Field Practicum in an external setting in the PCC Specialization. The course meets the BBS requirement for clinical training experience and offers individual and group supervision. Students may repeat course for additional hours accrued toward degree completion. MFT specialization students may take this course after completion of PSY/PSJ/PSB 5249-54 Field Practicum A-F – External to accumulate additional BBS hours to be applied toward degree. Prerequisite: PSY 5254.

**PSY 5303 Child, Adolescent and Family Therapy: Assessment & Treatment A**  3

This course provides an introduction to the theory and practice of child and adolescent treatment. Topics include developmental theories, neurobiology, assessment, diagnosis, case conceptualization and treatment planning through a multicultural lens. This course is the first of a two-quarter sequence with PSY 5304 taken with same instructor. Prerequisite: PSY 5157.

**PSY 5304 Child, Adolescent and Family Therapy: Assessment & Treatment B**  3

This course examines the theory and practice of child and adolescent psychotherapy within individual, systemic, and multicultural contexts. Topics include clinical techniques and treatment modalities within theoretical frameworks. Students participate in experiential learning activities to bridge theory and application. This course is the second in the two-quarter sequence with PSY 5303 taken with same instructor or consent of program chair. Prerequisite: PSY 5303.

**PSY 5309 Seminar in MFT**  1 - 3

These 1-3 unit courses cover specific topics pertaining to the field of Marriage and Family Therapy. Each class has a specific focus, such as working with issues in divorce and remarriage, grief and loss, resilience and wellness, medical family therapy, addiction, eating disorders, LGBT clients, expressive arts therapy, advanced child therapy, or advanced couple therapy. MFT Students must complete a total of 3 units of 5309. May be repeated for credit with a change of topic. Prerequisite: PSY 5251 or PSY 5262.

**PSY 5310 Group Therapy**  3

Group therapy has gained recognition as an evidence-based approach that is both critically-sound and cost-effective. This course introduces students to both theoretical and experiential understanding of group therapy. The value of multi-couple and...
multi-family groups is discussed. The class is introduced to psychoeducational (content), interpersonal (process-oriented), or combined (content and process) group approaches. An on-going group experience is required so that students may reflect upon their own interpersonal process to further develop the self of the therapist. An overview of multiple models and techniques are applied in experiential practice, including stages of group development, support group, group leadership, and facilitation styles.

**PSY 5403 Diagnosis and Assessment of Psychopathology A**

This course is part one of a two quarter sequence and it examines notions of health and psychopathology from individual, familial, and systemic perspectives. It focuses on the history, development, use, and critique of the DSM-IV-TR, with an emphasis on mental disorders diagnosed on Axis I. DSM-IV-TR Axis I diagnoses will be explored from various viewpoints, including assessment (formal—such as mental status exam—and informal—such as intake interviews), differential diagnosis, neuropsychology findings, psychopharmacology, and a bio-psycho-social approach. Culturally sensitive diagnosis is included as well as the scope of LPCC and LMFT practice, use of referrals, inter-disciplinary and inter-agency cooperation, and wellness/recovery principles. This course is the first of a two-quarter sequence with PSY 5404 taken with same instructor.

**PSY 5404 Diagnosis and Assessment of Psychopathology B**

This is part two of a two quarter sequence examining, in particular, psychopathologies diagnosed on Axis II of the DSM-IV-TR. Etiology, assessment, and treatment recommendations of personality disorders from multi-theoretical perspectives, including cultural contexts, are explored and critiqued Dual diagnoses on Axis I as well as on Axis I and II (including co-occurring Substance Induced and Substance Use disorders and their standard screening and assessment instruments) are being discussed. This course is the second of a two-quarter sequence with PSY 5403 taken with same instructor. Prerequisite: PSY 5403.

**PSY 5405 Psychological Testing**

An overview of tests utilized and interpreted in the practice of Professional Clinical Counseling with the goal that students learn to develop referral questions and to review psychological reports conducted by other professionals. Projective tests (Rorschach, TAT), objective tests (Millon, MMPI), and behavioral rating scales (Hamilton, Conners) will be covered with the emphasis on managing and assessing client outcome. Introduces the principles of intellectual and cognitive assessment so that learning disability diagnosis can be discussed. Ethical and legal issues involved in psychological testing including the influences of gender, cultural, and socioeconomic context are included.

**PSY 5406 Psychopharmacology**

Provides a comprehensive overview of psychotropic medication options, including biochemical makeup, function, and possible side effects, utilized to treat mental disorders. Students will be exposed to the basic physiology and function of the brain as it relates to the use of psychotropic medications and basic psychological dysfunctions, e.g., mood disorders, ADHD, ADD, OCD, intermittent explosive disorder, and psychotic disorders. Also examines the increased collaboration among mental health and medical practitioners as psychopharmacological interventions become more common in client populations served by Professional Clinical Counselors.

**PSY 5407 Recent Advances in Pediatric and Geriatric Psychopharmacology**

This course provides an up to date view of the development in pediatric and geriatric psychotropic research and new medication options. Advanced study of physiology and function of the brain in relation to the use of psychotropic medications and common disorders in youth and aged populations are examined. This course provides the additional 1.5 units for the PPC specialization requirement in Psychopharmacology.

**PSY 5434 Family Violence**

This course covers violence against children, intimate partners, and the elderly. The following topics are addressed: the shared dynamics associated with violence; recognizing and assessing physical, sexual, and emotional abuse and neglect; legal definitions of child, dependent adult, and elder abuse; legal reporting requirements and process; crisis intervention for victims, families, and abusers; cross-cultural concerns; self-of-therapist issues; and community resources. Culturally sensitive therapeutic theories and interventions are examined. This course satisfies the BBS requirement for 15 hours of coursework in domestic violence for Marriage and Family Therapists and Professional Clinical Counselors. Prerequisites: PSY 5635, PSY 9000.

**PSY 5436 Crisis And Trauma**

This course provides an overview of crisis theory and management, and disaster and trauma causing events and their interventions. Students will learn current strategies for working with individuals, couples, and families impacted by personal, familial, intergenerational, community, and crisis and trauma events. Brief, intermediate, and on-going interventions aimed at reducing traumatic impact, utilizing strengths and resilience, restoring previous levels of function, as well as interventions for addressing delayed, longer-term, or secondary effects of trauma will be presented.

**PSY 5613 Human Sexuality**

This course covers a diverse range of human sexual and intimate behaviors throughout the life span. The course examines the impact of gender, race, class, age, health/disability, religion, sexual and gender identity, and sexual behaviors and concerns. Topics include sexual assessment interviewing, treatment models, clinicians’ comfort, and competence. Relevant legal and ethical issues are covered. This course satisfies the BBS requirements for licensure.

**PSY 5620 Multicultural Competence**

This course provides specific exposure to core elements in multicultural counseling. The course is specifically designed to enhance students’ a) deepening awareness and appreciation of their own cultural identities through theoretical frameworks; b) understanding of variables that affect therapeutic process and outcomes for diverse individuals, couples, and families; c)
knowledge of evidence-based practices, community-defined evidence, and cultural adaptation of effective practices; and d) skills in committing to multicultural competence and sensitivity as an ongoing, developmental process in becoming and practicing as a therapist. Prerequisite: PSY 9001.

**PSY 5635 Ethics and the Law** 3

Examines legal and ethical issues related to the practice of Marriage and Family Therapy and Professional Clinical Counseling. Class topics include ethical and legal obligations of licensees, legal trends in mental health and family law, professional behavior, and the impact of therapist’s values on practice. Case management, referral practices, confidentiality and privilege, scope of practice, client welfare, and AAMFT, CAMFT, and ACA specific codes of ethics are also covered. Systemic, specific issues such as joint confidentiality, sessions with sub-systems, and separation and divorce are also considered. Prerequisite: PSY 5230, Corequisite: PSY 5231.

**PSY 5646 Advanced Study in Research** 1.5

Advanced topics and issues concerning research designed to expand student knowledge of the topic beyond the core course through additional learning and/or practical applications. This course meets the requirements for additional units in addiction studies for the LPCC in California. Must be taken either concurrently with or subsequent to PSY 5054. Required for students in the LPCC track, though open to all MFT students. Prerequisite: PSY 5054.

**PSY 5780 Theories of Career Development** 4.5

This course provides an opportunity for students to learn and evaluate several key career development theories and practice how to integrate and apply aspects of theories to their counseling work with diverse client populations. Students will understand the importance of theory in career development and life planning, learn the historical and philosophical perspective of career development, recognize current challenges in existing theories, explore emerging issues and trends, and appreciate the complexity of career choice, decision-making, and satisfaction of clients. This is an Online Course.

**PSY 5990 Master’s Thesis Proposal** 3

Students develop a proposal for a master’s thesis and learn to synthesize prior professional work or study in pursuit of a specific area of research or application. Prerequisite: PSY 5054.

**PSY 5991 Master’s Project A–C** 2/2/2

Required of students completing a master’s thesis. Thesis typically takes two to three quarters/sessions and is completed under the supervision of a faculty advisor. Research begins at least two quarters before anticipated graduation. A maximum of six units may be applied to the degree. Prerequisite: PSY 5990 and completed thesis contract.

**PSY 5992 Supplemental Thesis Assistance** 1 - 6

Supplemental assistance addressing individual student needs in completing the master’s thesis. Students consult with relevant faculty to recruit a supplemental advisor. Prerequisite: PSY 5991 C

**PSY 5995 Independent Study in Psychology** 1 - 6

Allows for individual study in a special interest area not offered as a regular course. To be arranged with consent of instructor and approval of the dean. May be repeated for credit with a change of topic.

**POST-MASTER’S COURSES**

**PSY 6257 Advanced Field Experience and Internship: Post-Master’s** 1 - 4

Advanced field experience at the JFK University Community Counseling Center for students in the post-master’s training program. Includes individuals, couples, groups, and families. Must be taken for three consecutive quarters in program. Post-master's course for post-master's students only.

**PSY 6300 Advanced Family Therapy** 3

Considers the evaluation of individuals and families, and the formulation of treatment goals and treatment plans. Includes the psychodynamic and interactive approaches to brief therapy, and the systems and structural approaches to family therapy. Post-master’s course for post-master’s students only.

**PSY 6320 Use of Self as Family Therapist** 3

Focuses on psychotherapeutic treatment strategies for clients with particular character styles (e.g., hysteric, obsessive, borderline, narcissistic). Course concentrates on the “how” of doing therapy with such clients. Post-master’s course for post-master’s students only.

**PSY 6330 Advanced Couple Therapy** 3

Recurring issues and areas of difficulty in the life of a family. Includes a developmental perspective, the emergence of critical incidents, problem assessment, and treatment approaches. Post-master’s course for post-master’s students only.

**PSY 6340 Advanced Treatment Issues in Family Therapy** 1 - 3

Advanced topics and issues concerning specific approaches to family therapy. This course is designed to help the student learn and practice ways of working with specific issues presented by families in treatment. May be repeated for credit with a change in topic. Post-master’s course for post-master’s students only.

**PSY 6390 Advanced Topics in Psychology** 1 - 3

Furthers and deepens the student’s understanding in current areas of theory and treatment. May be repeated for credit with a change of topic. Post-master’s course for post-master’s students only.
NON-CREDIT WORKSHOPS AND FIELD PLACEMENTS

PSY 9000 Child Abuse Assessment, Reporting, and Treatment
This workshop covers the following topics: recognizing and assessing physical, sexual, and emotional abuse and neglect; legal definitions of child abuse; legal reporting requirements and process; crisis intervention for the victim, families, and abusers; cross-cultural concerns; counter-transference issues; and community resources. It meets the requirement of AB141 for seven hours of training for MFT licensure and must be taken prior to the beginning of field placement. Prerequisite: PSY 5635.

PSY 9001 Diversity Awareness
In this workshop, students engage in activities and discussions designed to increase awareness of diversity issues on the personal, social, professional, and systems levels. It is intended to be taken in the first course of study and is a prerequisite to PSY 5620. It is intended to be taken in the first quarter of program. Must be completed prior to enrollment in PSY 5620 and PSY 5249 or PSY 5260 Field Practicum.

PSY 9007 School-Based Counseling Program Workshop
This workshop is taken prior to a student’s beginning a school based practicum. Students will be oriented to the organization and dynamics of working in school based setting. The politics of workings with children and adolescents in the schools will be addressed including the legal and ethical issues inherent in the schools. Training will be conducted regarding consultation with the school personnel and parents. Information regarding assessment and treatment planning in the school system will be conducted. Introduction into the specialized record keeping and procedures of the school based program will be implemented.

PSY 9008 Aging and Long-Term Care Workshop
This course offers an overview of mental health issues for older adults. Differential diagnosis of dementia from depression along with the impact of retirement, altered family roles, decline in social and economic status, and increased disability. The psychological, social, and financial aspects of long-term care are discussed. Psychodynamic treatment strategies focus on maximizing quality of life and functional capacity for the elderly client, and facilitating collaboration with family, medical personnel, and caregivers. This course satisfies the BBS requirement for persons who began graduate studies on or after January 1, 2004 to complete a minimum of ten hours of coursework in aging and long-term care for California licensure as a Marriage and Family Therapist. Recommended in Phase III.

PSY 9010 Issues with HIV and AIDS
This course covers the current medical, psychosocial, and mental health needs of clients living with HIV/AIDS, as well as family members, intimate partners, and caretakers. Specific concerns addressed include working with chemically addicted clients, cultural diversity issues including racial and sexual minority clients, legal issues, self-of-therapist issues, and effective models for service delivery and care. Family dynamics that impede or support treatment compliance are included. This course satisfies the BBS requirement for Marriage and Family therapists to complete a course at least seven hours in length that covers the characteristics and methods of assessment and treatment of people living with HIV and AIDS.

PSY 9075 Personal Psychotherapy
Students are encouraged to take responsibility for their personal development and knowledge of self and to become sensitive to the impact that they have on those around them. Consequently, and consistent with the BBS guidelines for MFT and PCC training, there is a non-credit requirement for at minimum of 50 hours of personal (individual, couple, family, or group) psychotherapy. Students register in the quarter they will complete the requirement or later. Further guidelines are available at the College of Graduate and Professional Studies office.

PSY 9090 Master’s Written Examination
Comprehensive written examination covering material of Phase I to be taken during the first or second quarter of field working Phase II. Further guidelines are available in the Graduate Psychology office. The written examination must be passed before advancing to Phase III of the program. Prerequisites: PSY 5154, PSY 5304, PSY 5404, PSY 5620, PSY 5434, PSY 5250 or PSY 5261.

PSY 9091 Master’s Oral Examination
Comprehensive oral examination covering material in all phases of the program to be taken in Phase III during the fifth or sixth quarter of practicum. Further guidelines available in the College of Graduate and Professional Studies office.

PSY 9100 Professional Development: Post-Master’s Preparation
This meeting formalizes the preparation of paperwork that must be processed as students complete field placement and change from trainee to intern upon graduation. This meeting allows students to reflect upon and bring closure to their graduate experience as they prepare for their futures as practitioners.

SOMATIC PSYCHOLOGY [SPC] Courses

SPC 5000 Introduction to Somatic Psychology Program
This is a required, no-cost, no-credit course for all students entering the Somatic Psychology program. Taken during the student’s first quarter, this course will orient students to program standards and procedures and provide other information that students will need to complete their program.

SPC 5004–06 Group Process A–C
Using traditional, holistic, and somatic group therapy techniques, students examine and work with their own and others’ feelings, motivations, and patterns of communication and behavior in a group context. Through class participation, students experience and learn group theory and group facilitation skills. This class must be taken in three consecutive quarters.
### SPC5103 Applied Clinical Philosophy 1

Learn to articulate their clinical philosophy by drawing on their client counseling experience. Using traditional, somatic, integral and transpersonal sources, clinical theory and methods are explored through discussion and written papers.

### SPC 5115 Cross-Cultural Issues in Counseling 3

An overview of the field of cross-cultural issues related to counseling. Special emphasis is placed on fostering an understanding and awareness of cross-cultural dynamics in counseling through an examination of the historical, political, somatic, and biopsychosocial issues that impact life in a multicultural, heterogeneous society like the Bay Area.

### SPC 5205 Diagnosis, Assessment, and Therapeutic Strategy B 3

Examination specific diagnosis, assessment, and treatment skills and concepts from traditional and somatic psychology perspectives including character analysis, formative psychology, and other somato-psychological systems for evaluating and developing psychotherapeutic treatment strategies.

### SPC 5216 Sexuality 2

The sexual response cycle, male and female sexuality, gender diversity, sexual development, and sexual dysfunction are discussed from physiological, psychological, multicultural, and somatic psychology perspectives. The course explores therapeutic approaches as they apply to individuals, couples, and families from a variety of sexual orientations.

### SPC 5220 Principles of Somatic Psychology 3

An introduction to the fundamentals of somatic psychology, the field, and its basic concepts and values. Areas of focus include history, issues, principles, and practices with attention to the origins and psycho-emotional consequences of the mind-body split. Students are introduced to basic practices such as sensory tracking, centering, and self-forming, and the concepts of dynamic systems and self-regulation.

### SPC 5241 The Cultural Body: Society, Body Image, and the Self 2

Examines the manner in which family, society, and culture act as intervening variables in our relationship to bodies. Beliefs (personal, familial, social, and cultural) and mythologies regarding the body and the impact of these beliefs on our somato-psychological experience will be examined. Eating disorders such as anorexia nervosa, bulimia, and compulsive eating are examined as specific examples of cultural distortion of bodily self-awareness. In addition, the course will also look at cross-cultural differences in the manner and meaning of embodiment and the ramifications for clinical practice.

### SPC5243 Community Mental Health and Principles of Recovery 3

Preparation for challenges and opportunities, taking a holistic approach to working in community mental health settings. Topics include: the history of institutionalization and the community mental health movement; navigating the complex public health and social services systems; working with clients diagnosed with serious mental disorders; useful therapeutic models and effective practices; principles of recovery; strength-based assessment and resilience; fundamentals of case management; coordination of care and family and community involvement.

### SPC 5250 Basic Addiction Studies 3

Basic information about alcoholism and chemical dependency—definitions, impact upon the users and their environments, medical and neurological aspects, current theories of the etiology of substance abuse, cross-cultural issues, and somatic psychology perspectives on addiction major treatment approaches including 12-step and harm-reduction approaches and a survey of the community resources available.

### SPC 5233 Therapeutic Communication A 3

This course is an introduction to basic principles and practices of therapeutic communication. Students will study and practice basic psychotherapeutic concepts, skills, and self-awareness. Through lectures, films, and experiential practice, students will be helped to develop the clinical skills of somatic reflection, aware ness, clear communication, flexibility, insight, compassion, cross-cultural sensitivity, and personal presence.

### SPC 5324 Therapeutic Communication B 3

This course introduces students to specific Somatic Psychology clinical processes and practices within a holistic and psycho-dynamic model. Training in recognizing transference and countertransference issues and in developing effective therapeutic interventions is the focus. The emphasis is on understanding and working with nonverbal and verbal communication and somato-psychological defense patterns in individuals, couples, and family systems. Prerequisite: SPC 5323.

### SPC 5430 Movement Seminar A: The Self in Movement 3

This course is an experiential and theoretical introduction to movement as a process of somatic inquiry, clinical exploration, and therapeutic intervention. Students will become familiar with a variety of both directive and free-movement approaches including psychodynamic traditions, developmental movement, authentic movement, body mind centering, and continuum movement. Prerequisites: SCI 3110

### SPC 5431 Movement Seminar B: Clinical Technique 2

This course focuses on the learning and practice of movement-based psychotherapy interventions with diverse populations in a variety of therapeutic settings. Students explore the development of movement patterns, the process of re-patterning, and the use of movement for exploration, expression, and psycho-emotional integration in the psychotherapy process. Prerequisites: SPC 5430

### SPC 5512 Somatic Psychology Perspectives on Stress and Psychobiomimunology 2

This course introduces students to the neurobiology of stress, stress profiling, and stress reduction techniques for clinical practice in
SPC 5520 Psychopharmacology 3
An introduction and general overview of psychopharmacology as it relates to the practice of psychotherapy. Current medication, research in psychopharmacology, and psychoneurology will be covered. The course will also look at alternative remedies, natural medicine, and cultural issues from a holistic perspective as well as the relationship between psychotherapist and physician in medication management.

SPC 5530 Psychological Testing 3
This survey course is designed to help students understand the basic concepts and applications of psychological testing and the psychometric properties of psychological tests. The course will emphasize the appropriate applications and limitations of many of the current psychological tests—especially with regard to their use with people of non-dominant cultures. Issues of validity and ethics will be reviewed in this regard.

SPC 5535 Individual Development and Family Life Cycle A 3
This course introduces students to classic developmental theories from a dynamic living systems and somatic psychology perspective. The emphasis is placed on early bodily and sensory organization and on the primacy of relationship in development. A holistic theory of self and ego development is presented. This course will consider how Freud, Reich, Mahler, Winnicott, Piaget, Bowlby, Kohut, Stern, Schore, Fogel, and Greenspan help us understand the process by which we come to inhabit our embodied self across the lifespan. Prerequisites: PYC 3100

SPC 5536 Individual Development and Family Life Cycle B 3
This course focuses on the phase-specific, holistic process of development from adolescence to the end of life. A biopsychosocial perspective is applied to the areas of cognitive, emotional, and relational development. Contemporary family life is explored through the in-class use of the family genogram and through discussion of multicultural family patterns and the “family body.” Sources include McGoldrick, Erickson, Kegan, Cook-Greuter, and Ram Das. Prerequisites

SPC 5540 Child Therapy 3
This course provides an overview of theories and “best practices” approaches in the treatment of children. Students will become familiar with therapeutic work in various treatment settings and develop an appreciation of the overarching importance of multicultural, social, and developmental contexts in understanding child behavior. Students will develop skills for working in collaborative relationships in child therapy and study psychodynamic and child centered approaches to child therapy. Prerequisites: PYC 3100, PYC 3200, SPC 5535, and SPC 5536.

SPC 5551 Marriage and Family Counseling A 3
This is an introduction to the principles and methods of marriage and family counseling including family systems theories, methods for assessment of family/couples interaction patterns, and intervention strategies appropriate to different types of dysfunctions. Clinical interventions include experiential and somatic techniques. The relationship between family systems and principles of holism are discussed. Multicultural family and relational diversity is a focus. Prerequisites: SPC 5535 and SPC 5536.

SPC 5552 Marriage and Family Counseling B 3
This course focuses on the application of principles and methods of experiential and somatic techniques, marriage and family counseling, and marriage and family systems theory to specific family problems—terminal illness, psychosomatic disorders, addictive behavior, relational conflict, divorce, blended families, and multiracial families. Prerequisites: SPC 5551 or permission of the advisor.

SPC 5572 Body-Oriented Psychotherapies 2
This course examines the conceptual themes and clinical approaches common to all somatic psychotherapies and exposes students to the theory and practice of a number of contemporary modalities such as Hakomi, Somatic Experiencing, Formative Psychology, Bioenergetics, Core Energetics, Bodydynamics, Integrative Body Psychotherapy, Biosynthesis, Process Work, and Psycho-Physical Therapy.

SPC 5612 Supervised Practica in Somatic 0.5
Through a variety of different practica, students explore somatic practices that can be used with individuals, couples and families. These practica provide students with the opportunity to practice and experience the application of somatic psychology clinical skills.

SPC 5620 Psychology Approaches to Trauma and PTSD A 3
An overview of the history of the concept of trauma and trauma treatment and a basic understanding of the psychobiology and neurobiology of trauma and PTSD. Conceptual distinctions will be made between developmental wounding, developmental trauma, and shock trauma. Current diagnoses overtly linked to trauma (PTSD, Acute Stress Disorder, Complex PTSD and Developmental Trauma Disorder) will be discussed. The topics covered include phase-oriented treatment, dissociation models, countertransference, and building somatic and relational resources. The discussion and training will include application of somatic trauma approaches to help stabilize situations involving personal trauma, disasters, and violence.

SPC 5621 Psychology Approaches to Trauma and PTSD B 3
An exploration into the complexities of traumatic experience, and will explore the particulars of developmental trauma. Topics covered will include models of understanding and treating dissociation and fragmentation, the intersubjective field, vicarious traumatization and compassion fatigue as well as working with positive states of experience. The application of somatic trauma approaches with disaster populations, violence, childhood trauma,
and intergenerational trauma will be addressed. Advanced phase 1 and 2 skills of the trauma treatment model will be taught and phase 3 skills will be introduced. Students will learn to help clients process, metabolize and integrate personal historical experiences of trauma as well as ongoing challenges with activation. This course draws on the work of theorists such as Levine, Ogden, Rothchild, van der Kolk, and others.

SPC 5705 Counseling Case Seminar 3
This course focuses on clinical case presentation for students in field placement. Case presentations from the student’s current placement serve as a starting point for lecture, clinical discussion, exploration of diversity issues, role-play, and self-exploration within a somatic psychology perspective. This class supports students in acquiring professional competence in the important clinical skill of case presenting. Prerequisites: SPC 5762

SPC 5760 Supplemental Fieldwork Experience Monitoring 1
This course consists of individual consultations which review students’ progress in supplemental external fieldwork placement. Student and faculty meet a minimum of once per quarter to review placement and evaluations and to fulfill BBS requirements for hours of experience toward licensure. The permission of the program director and advisor is required. Prerequisites: Permission of the program director and advisor.

SPC 5761–64 Field Placement A–D 3/3/3/3
In this four-quarter sequence, the focus is clinical fieldwork under supervision. Students train at community mental health sites, schools, hospitals, hospice centers, therapeutic nurseries, the JFKU Center for Holistic Counseling, or other sites. Students gain firsthand knowledge and experience working with individuals, couples, and families. Supervision is provided by qualified, licensed therapists. Permission of the program director is required. Prerequisites: Permission of the program director.

SPC 5765 Field Placement 2
This course may be required if a student needs any additional quarters of clinical work.

SPC 5792 Practice of Group Psychotherapy 2
In this course, students receive comprehensive supervision for their field placement practice in group psychotherapy. MFT trainees who are facilitating weekly therapy groups participate in group supervision for two hours each week. Students learn how to plan and publicize a group and to maintain a therapeutic group culture.

SPC 5793 Child and Adolescent Therapy in the Schools 2
Comprehensive training and supervision for the counseling of children and adolescents in the school setting. MFT trainees work with children and adolescents and participate in group supervision for two hours each week.

SPC 5900 Topics in Somatic Psychology 1 - 3
Topics vary and may be repeated for credit when the subject matter changes.

SPC 5993 Professional Integrative Final Project A 1
A personal reflection, research, and writing seminar which supports students in organizing and writing the final project of the Somatic Psychology program. The class includes examination of theoretical, clinical, and personal issues raised in their course of graduate study in somatic psychology. Students develop an outline for an integrative paper about their work and explore their special professional interests. This is the first in a two-course sequence.

SPC 5994 Professional Integrative Final Project B 2
This is the second in a two-course sequence. Students complete an integrative final project paper and give a presentation of their work within the class. Students take this course when ready to complete their paper. Prerequisites: SPC 5993.

SPC 9005 Personal Psychotherapy 0
Students must register for this course in the quarter in which they expect to complete their personal psychotherapy requirement of 48 therapy hours.

SPC 9015 Somatic Counseling Psychology 0
This course covers topics including recognizing child abuse, sexual abuse, neglect, and physical and emotional abuse; legal definitions of child abuse; legal reporting requirements; crisis intervention for victims, families, and abusers; cross-cultural concerns; countertransference issues; and community resources.

SPC 9020 Special Topics 0
This course is reserved for students who have returned to the program after an absence or who have transferred into this program from another one in the College of Graduate and Professional Studies. This zero unit course offers no academic credit, but allows students to enter into the appropriate course at the program's discretion. Students enrolling in this course will attend the same sessions and be responsible for the same assignments as students enrolling in the corresponding course. Permission of the Program is required to take this course. Offered as needed; credit/no credit only.

TRANSPERSONAL PSYCHOLOGY [TPC] Courses

TPC 5000 Introduction to the Transpersonal Psychology Program 0
This course will orient students to how the program flows and what they need to know in order to complete their program.

TPC 5004–06 Group Process A–C 2/2/2
In a group context, students use traditional and transpersonal counseling techniques to examine and work with their own and others’ feelings, motivations and patterns of behavior. Topics
include group theory and dynamics, stage development, leader ship and implications for group therapy. During the third quarter students gain first-hand experience in facilitating the group (with the instructor as consultant).

**TPC 5103 Applied Clinical Philosophy**  
Learn to articulate their clinical philosophy by drawing on their client counseling experience. Using traditional, somatic, integral and transpersonal sources, clinical theory and methods are explored through discussion and written papers.

**TPC 5104 Professional Integrative Project A**  
This first course in a two-course sequence helps students clarify their professional focus and articulate their theoretical perspective. Students develop an outline for an integrative paper about their work that explores their transpersonal directions.

**TPC 5105 Professional Integrative Project B**  
Students take this course when ready to complete their paper and give an oral presentation on it. This is the second in a two-course sequence. Prerequisites: TPC 5104 and permission of the instructor.

**TPC 5140 Expressive Movement**  
This course will be a holistic, experiential journey through the moving body, exploring the mind, body, spirit connection and some educational/therapeutic uses of expressive movement. The coursework will include readings, drawing, writing, movement, and visualization.

**TPC 5141 Spiritual Systems**  
Students select from a variety of spiritual systems, exploring the underlying theory of the system and engaging in in-depth practice. Sample topics may include African-based spirituality, music and spirituality, art as a spiritual practice, and nature-based spirituality, among others.

**TPC 5152 Marriage and Family Counseling A**  
An introduction to major family systems theories, methods for assessment of interaction patterns, and intervention strategies appropriate to separation, divorce, and family dysfunction. Spousal or partner abuse assessment, detection, and intervention will be addressed. Also covers relationships between family systems theory and transpersonal theory. Prerequisites: TPC 5006, TPC 5161, and TPC 5193.

**TPC 5153 Marriage and Family Counseling B**  
Applies principles and methods of marriage and family counsel ing, and marriage and family systems theory to specific problems (e.g., spousal abuse, terminal illness, psychosomatic family members, and addictive families). Transpersonal issues in work ing with optimal family systems are also explored. Prerequisite: TPC 5152.

**TPC 5158 Child Therapy**  
Psychological/developmental issues of childhood are explored from traditional and transpersonal perspectives. The develop mental impact of such issues as family dysfunction and child abuse are discussed. Various practical therapeutic methods for working with children are reviewed.

**TPC 5161–62 Fundamentals of Transpersonal Counseling A–B**  
Covers basic postulates of transpersonally oriented counseling. Surveys Jungian psychology, transpersonal approaches to psychotherapy, psychosynthesis, imagery and movement psychology, and myth, art, and ritual in counseling. Prerequisites: PYC /PYJ 3200

**TPC 5171–72 Systems of Transpersonal Counseling A–B**  
A specific therapeutic approach to psychotherapy is explored in depth (e.g., Jungian-archetypal, expressive arts therapy, existential-transpersonal psychotherapy, or transpersonally oriented analysis). May be repeated for credit with a change of topic. Prerequisites: PYC /PYJ 3200

**TPC 5192 Individual Development and the Family Life Cycle A**  
Covers how the development of the self is conceptualized and perceived, both personally and therapeutically, from a variety of traditional and transpersonal perspectives including Jungian, object relations, self-psychology, and self-in-relation theory. Deepens understanding of how developmental arrest has an impact on adult development and becomes expressed in relation ships.

**TPC 5193 Individual Development and the Family Life Cycle B**  
Focuses on traditional and transpersonal views of the family life cycle and ways it is influenced by and independent of the developmental experiences of individual members in their families of origin. By drawing on research, literature and personal experience, students explore specific dynamics of the family life cycle. Prerequisites: TPC 5192.

**TPC 5204–05 Diagnosis, Assessment, and Therapeutic Strategy B–C**  
A review of traditional and transpersonal diagnostic systems including DSM-IV and alternative typologies (such as the Enneagram, a phenomenological approach, or a body-oriented approach), assessment methods including interviewing and projective and objective testing, and therapeutic strategies appropriate to different diagnostic categories.

**TPC 5213 Therapeutic Communication A**  
Development and application of communication skills to individual, couple, and family therapy. Students learn centering, attention and listening skills, and means of discriminating between content and process.

**TPC 5214 Therapeutic Communication B**  
Training in recognizing transference and countertransference issues and in making effective therapeutic interventions. Assessment of communication patterns in dysfunctional, functional, and optimal
individual, couple, and family systems are explored. Prerequisites: TPC 5213

**TPC 5231 Sexuality** 2

The sexual response cycle, male and female sexuality, and sexual development and dysfunction are discussed from physiological, psychological, sociocultural, and transpersonal perspectives. Therapeutic approaches are explored as they apply to individuals, families, and couples.

**TPC 5235 Psychological Testing** 3

This survey course is designed to help students understand the basic concepts and applications of psychological testing and the psychometric properties of psychological tests. This course will emphasize the appropriate applications and limitations of many of the current psychological tests—especially with regard to their use with people of non-dominant cultures. Issues of validity and ethics will be reviewed in this regard.

**TPC 5243 Community Mental Health and Principles of Recovery** 3

Preparation for challenges and opportunities, taking a holistic approach to working in community mental health settings. Topics include: the history of institutionalization and the community mental health movement; navigating the complex public health and social services systems; working with clients diagnosed with serious mental disorders; useful therapeutic models and effective practices; principles of recovery; strength-based assessment and resilience; fundamentals of case management; coordination of care and family and community involvement.

**TPC 5250 Basic Addiction Studies** 3

Basic information about alcoholism and chemical dependency including definitions, effects on substance users and their environments, medical aspects, etiology of substance abuse, major treatment approaches, and available community resources. The course is taught from a systems perspective and covers spiritual and nutritional issues in chemical dependency.

**TPC 5422 Cross-Cultural Issues in Counseling** 3

An overview of cross-cultural issues related to counseling. Special emphasis is placed on fostering an understanding of cross-cultural dynamics in counseling through an examination of the historical, political, and sociocultural issues that impact ethnic minority clients.

**TPC 5620 Psychology Approaches to Trauma and PTSD A** 2

An overview of the history of the concept of trauma and trauma treatment and a basic understanding of the psychobiology and neurobiology of trauma and PTSD. Conceptual distinctions will be made between developmental wounding, developmental trauma, and shock trauma. Current diagnoses overtly linked to trauma (PTSD, Acute Stress Disorder, Complex PTSD and Developmental Trauma Disorder) will be discussed. The topics covered include phase-oriented treatment, dissociation models, countertransference, and building somatic and relational resources. The discussion and training will include application of somatic trauma approaches to help stabilize situations involving personal trauma, disasters, and violence.

**TPC 5705 Counseling Case Seminar: Individuals** 3

Students present internship cases from the field to be used as sources of discussion and analysis. Open only to students in the counseling degree program. Prerequisites: TPC 5751 or TPC 5756

**TPC 5749 Supplemental Fieldwork Experience Monitoring** 1

Individual evaluative consultations which review students’ progress in supplemental external fieldwork placement. Student and faculty meet a minimum of once per quarter to review placement, evaluations, and fulfill BBS requirements for hours of experience toward licensure. Prerequisites: TPC 5214 and TPC 5325

**TPC 5751–54 Field Placement A–D** 3/3/3/3

In this four-quarter sequence, the focus is clinical fieldwork under supervision. Students train at community mental health sites, schools, hospitals, hospice centers, therapeutic nurseries, the JFKU Center for Holistic Counseling, or other sites. Students gain firsthand knowledge and experience working with individuals, couples, and families. Supervision is provided by qualified, licensed therapists. Prerequisites: Permission of program director is required.

**TPC 5755 Field Placement** 1 - 3

A fifth quarter of field placement may be arranged by special permission.

**TPC 5792 Practice of Group Psychotherapy** 2

Students receive comprehensive training and supervision in the practice of group psychotherapy. As an MFT trainee, the student co-facilitates a weekly therapy group and participates in group supervision for two hours each week. Students learn how to plan and publicize a group as well as how to establish and maintain a therapeutic group culture.

**TPC 5793 Child and Adolescent Therapy in the School** 2

Students receive comprehensive training and supervision in the practice and treatment of children and adolescents in the school setting. As an MFT trainee, the student will work with children and adolescents and participate in group supervision for two hours each week.

**TPC 5900 Topics in Transpersonal Psychology** 1 - 3

Topics vary and may be repeated for credit with a change in topic.

**TPC 5995 Independent Study in Transpersonal Counseling Psychology** 1 - 6

To be arranged with consent of instructor and approval of the Program chair and dean. May be repeated for credit with a change of topic.
**TPC 9005 Personal Psychotherapy** 0

Students must register for this course when they have completed their personal psychotherapy requirement.

**TPC 9015 Child Abuse Assessment and Reporting** 0

This course covers topics including recognizing child abuse, sexual abuse, neglect, and physical and emotional abuse; legal definitions of child abuse; legal reporting requirements; crisis intervention for victims, families, and abusers; cross-cultural concerns; countertransference issues; and community resources.

**TPC 9020 Special Topics** 0

This course is reserved for students who have returned to the program after an absence or who have transferred into this program from another one in the College of Graduate and Professional Studies. This zero unit course offers no academic credit, but allows students to enter into the appropriate course at the Program’s discretion. Students enrolling in this course will attend the same sessions and be responsible for the same assignments as students enrolling in the appropriate course. Permission of the Program is required to take this course. Offered as needed; credit/no credit only.
John F. Kennedy University College of Law offers both a three-year, full-time program and a four-year, part-time program leading to the Juris Doctor (JD). The law program is flexibly designed both for people who want to study law while maintaining family, work, or other outside responsibilities and those able to devote themselves to full-time study. The College of Law is accredited by The Committee of Bar Examiners of the State Bar of California.

The College of Law is committed to providing the highest quality legal education in an environment that encourages mutual support rather than competition. Students receive a thorough grounding in both the theoretical and practical skills necessary to become effective attorneys. The curriculum emphasizes analytical and advocacy skills, combined with multiple clinical opportunities. This multi-modal approach includes a focus on law in its wider political, social, and economic contexts. The College believes that law can be a tool for social change and encourages its students to examine and share their experiences to reach a more comprehensive understanding of social justice.

JFK University College of Law not only prepares individuals to successfully practice law, but also to become leaders in their communities. To achieve this, the College of Law offers:

- **World-Class faculty.** A faculty consists of full-time professors and working professionals with outstanding records as lawyers and judges, nationally and internationally, who bring the most up-to-date professional perspectives to the classroom.

- **Exceptional Support.** Day and evening classes are available to help students balance law school with other professional and personal responsibilities. A wide range of academic support services are offered, including workshops and teaching sessions to assist students in developing skills essential to success on the Bar Examination and in legal practice as well as in law school itself.

- **Practical Experience/Clinical Programs.** Students have the opportunity to gain real world legal experience either in the Legal Clinic for Elders or the Housing Advocacy Clinic located on the Pleasant Hill campus, or through placements in law offices, government agencies, and the courts. These experiences teach practical legal skills, expose students to a valuable professional network, and provide a chance to engage in valuable public interest work. Students work under the supervision of core faculty or practitioners in these specialties.

The following section provides an overview of the College of Law. Complete information regarding the College of Law programs, courses, and faculty is available in the University’s law catalog.
Program Learning Outcomes

- **Legal Research.** Students will be able to demonstrate effective use of the tools of legal research, both in traditional and online formats, be able to create an effective research plan, and work through the issue to a sound understanding of the applicable legal doctrine.

- **Communication.** Students will have the ability to communicate in written form both to members of the profession and to the lay community in a manner that is clear, logical, well-organized, and persuasive, and will be able to verbally communicate legal positions and viewpoints in an articulate manner.

- **Fundamental Lawyering Skills.** Students will have developed competency in the skills associated with practicing law such as client interviewing, problem solving, counseling, drafting legal documents, negotiation, advocacy in a variety of settings, and non-adversarial dispute resolution practices.

- **Legal Analysis.** Students will be able to assess complex legal problems by identifying legal issues and critical facts, applying astute legal reasoning skills, and assessing the potential options, solutions, and strategies.

- **Knowledge of Legal Doctrine.** Students will be able to demonstrate competency in the fundamental legal doctrine covered on the California Bar Examination, such as contracts, torts, criminal law, real property, constitutional law, civil procedure, business associations, community property, professional responsibility, criminal procedure, evidence, and remedies as well as in other areas deemed important in the general practice of law.

- **Professional Ethics.** Students will be able to demonstrate competency in understanding the standards of professional responsibility required of members of the legal profession, be able to recognize ethical dilemmas and resolve them appropriately, and recognize the moral dilemmas often faced in the practice of law.

- **Professional Values.** Students will be able to demonstrate an awareness of the value of community service and the role of law in promoting social justice and will recognize the value of diversity within the legal profession and society.

- **Critical Thinking.** Students will have the ability to identify and understand the legal and social policy implications of various legal conflicts and will have an understanding of how the law can serve to either promote or diminish justice, individual dignity, equal opportunity, or the sanctity of nature.

Accreditation

JFK University is accredited by the Western Association of Schools and Colleges (WASC). The College of Law is accredited by The Committee of Bar Examiners of the State of California. This accreditation permits graduates from JFK University College of Law to take the California Bar Examination upon graduation.

Admission Requirements

The application deadline for admission is July 15. The deadline for transferring or visiting students is March 1.

Applicants are encouraged to apply before the deadlines to take advantage of a rolling admissions policy. As part of the commitment to make law school a feasible reality, admissions decisions for qualified students are made on an ongoing basis to give students as much time as possible before starting the program. All applications must be on file by the deadline in order to ensure a timely admissions decision. This includes the completed application form with fee, personal statement, transcripts, and any other supporting documentation. Law School Admission Test (LSAT) scores are requested by the College of Law from the Law School Admission Council. Transcripts and other documents may also be accepted through Credential Assembly Service (CAS). In rare cases, LSAT scores and transcripts may be accepted after the deadline. Please contact the Assistant Dean for Advising and Records for more information.

For information on admission, course offerings, degree requirements, academic policies, and faculty backgrounds, please visit the University website. Prospective students are invited to visit the College, attend some of the classes, and talk with students, faculty, and staff about careers in law.

Student Body

Students in the College of Law range in age from their early 20s into their 60s, bringing a rich diversity of backgrounds and life experiences. Some have advanced degrees and work experience in law-related fields; others begin their studies with no professional knowledge of the law.

Class Size and Times

Classes are small—usually no more than 40 people per class—and are offered during the day and evening. Day classes are scheduled Monday through Thursday usually from 9 a.m. to noon and 2 p.m. to 5 p.m.; evening classes are scheduled from 7 p.m. to 10 p.m.

Clinical Program

After the second year of study, students are encouraged to obtain experience at the on-site Housing Advocacy Clinic, Legal Clinic for Elders, or through placement with government agencies, public interest firms and clinics, or private law firms. During this experience, students engage in a wide array of legal activities—legal research, drafting legal documents, client and witness interviewing, and trial preparation. Participation may be voluntary or for academic credit.

Law Library

The Law Library houses a collection of over 24,000 volumes and more than 4,200 electronic and 270 periodical titles at the Pleasant Hill campus. Primarily supporting students, alumni, and faculty of the College of Law and the Legal Studies program, the library is also available to the public for a fee.

In addition to titles required by the California State Bar for accreditation, the library’s collection includes practical resources for law clerking and the practice of law. These include California and federal form books, procedure guides, and specialty materials in such areas as bankruptcy, criminal, employment, environmental, family, immigration, property, and tax law.

Academic Support Services

The administration of the College of Law is dedicated to providing academic support that is responsive to students’ needs. The College of Law has an extensive Academic Support Program (ASP) available throughout a student’s law school career, focusing on skills and
topics of particular interest to law students. In addition, the University has an academic support center to help on issues ranging from time management to writing.

The ASP provides an interactive learning environment for law students. The goal of the program is to improve students’ understanding of the most challenging subject matter. For first-year students, the program focuses on contracts, torts, and criminal law. For second-year students, the focus is on real property, civil procedure, and evidence. For third-year students, constitutional law is the focus. The program also provides assistance to advanced students in the form of preliminary bar examination preparation including exam writing and multiple-choice testing skills.

The ASP has three opportunities for learning:

- **Saturday Workshops.** The Saturday workshops are periodically offered for contracts, torts, civil procedure, evidence, and real property. These sessions are led by an experienced master teacher and are designed to provide students with issue-spotting and writing assistance in discrete areas of the law. The Saturday workshops include a practice exam. Students may turn their practice exams in for written feedback on their examination performance.

- **Teaching Assistant Review Sessions.** The Teaching Assistant (TA) review sessions are led by student teaching assistants and focus on material selected by the master teachers.

- **Practice Examinations.** Practice exam sets are from past JFK University law courses and past California bar exams in most subject areas. Past JFK University law exams (with answers) are available online or in the library. Past California Bar Examination sets are available with Bar-published answers from the library.
THE INSTITUTE OF ENTREPRENEURIAL LEADERSHIP (IEL)

at JFK University offers a powerful program designed for today’s entrepreneurs, who are at the heart of future business growth and job creation in the Bay Area.

The IEL’s programs focus in the following five areas:

- **Undergraduate Advanced Entrepreneurship Certificate**, a 12-unit of undergraduate credit certificate that includes classes and advising to prepare students to deal with the practical realities of building and running a business.
- **MBA Specialization in Entrepreneurial Leadership**, in conjunction with the College of Graduate and Professional Studies, which empowers students to convert ideas from the classroom into socially responsive, sustainable businesses.
- **Residence Entrepreneur Program**, which provides individuals space in the Institute’s Business Accelerator along with mentoring and support services.
- **Corporate Training**
- **Seminars and Special Conferences**
Entrepreneurship

Advanced Certificate in Entrepreneurship

The Advanced Certificate in Entrepreneurship is specifically created for entrepreneurs looking to grow their existing ventures, as well as for new ventures that have demonstrated sufficient progress in their early stages. Admitted individuals will work on their business concepts from new perspectives and develop executable business plans designed to promote business growth and obtain start-up and expansion financing.

The Certificate is underscored by key partnerships and resources, highlighted by JFK University’s Business Accelerator, making it the most comprehensive entrepreneurial certificate program in the region. Individuals admitted to this advanced track must have a clearly viable venture idea or be an existing business owner so that student-entrepreneurs can apply their coursework directly to their own business pursuits.

Program Components

Individuals enrolling in the Advanced Certificate in Entrepreneurship will receive:

- 11 weeks of expert training in classroom and experiential settings
- Scheduled, in-depth one-on-one advising and consulting services throughout the program
- Additional, 15-week, 50-hour supplemental program includes:
  - Mentoring from Keiretsu, JFK University faculty and/or other partners at the discretion of and as scheduled by the IEL Director
  - Allocated 6 months of Business Accelerator space with corresponding measurable points and metrics
  - Access to Business Accelerator Resource Center

Advanced Certificate Program Topics include:

- Entrepreneurship and Business Plan Guidance
- Marketing / Development of a Marketing Plan
- Selecting and Organizing a Management Team
- Financial Elements of Business Planning
- Developing an Organization and People Plan
- Investors and Capital
- Lenders
- Financial Elements of Business Planning
- Developing a Blue Ocean Strategy for your Business

Business Accelerator

The Advanced Certificate provides its student-entrepreneurs with a full-service Business Accelerator, located in Todos Santos Plaza in downtown Concord. The Accelerator will provide space, shared office services, access to basic administrative equipment, conference room space, and expandable space to new and existing small businesses in the County that meet basic screening requirements for suitability, growth and job creation.

Mentorship and Advising

One of the most important components of the Advanced Certificate is mentorship and advising. Each emerging entrepreneur is matched with at least one strategically-chosen mentor. Mentors, who represent a variety of IEL partners, including Keiretsu Forum, Small Business Development Corporation, JFK University MBA faculty, and others, work closely with the emerging entrepreneurs throughout the program sharing their expertise, insights, assessments and recommendations.

Mentors will assist the emerging entrepreneurs in a variety of areas including, but not limited to:

- Defining value propositions and offerings
- Offering feedback on target markets, market sizing and competition
- Providing insight into company formation and structuring
- Assessing business models and strategies
- Developing financial assumptions and models
- Business analysis
- Government contracting
- Technology
- Access to capital
- Sharing presentation feedback

Mentors and advisors expect to spend up to 50 hours with emerging entrepreneurs over the course of 15 weeks after the completion of the certificate program. Some of these hours may involve meeting in person, but a significant amount of mentorship can take place remotely between the emerging entrepreneur and their mentor.

Program Outcomes

Student-entrepreneur success will be measured by the completion of a business plan and the execution of a plan to finance the venture. Specific learning objectives of the certificate program include (1) development of a marketing plan, including a competitive assessment and properly pricing the service or product student-entrepreneurs will endeavor to produce; (2) prepare a business and internal management plan and execute its goals; (3) develop a sales strategy for the venture; (4) establish a basis to finance the venture; and (5) execute the financing step to start the venture.

Mentorship Outcomes

Principal metrics to be measured at the end of the mentoring phase will include: (1) successful class performance, (2) execution of key milestones in the business plan, and (3) completion of Schedule A (Initial) funding.

Venture Growth / Accelerator Outcomes

Within a year of completion of the mentoring phase of the program and for four years thereafter we will tabulate the following data: (a) Annual revenue of the business; (b) Amount of capital (equity) raised; (c) Amount of debt.
Certificate Requirements

The Certificate is cohort-based and consists of two 6-unit courses, IEL 3010 and IEL 3020, offered over two academic quarters.

IEL 3010 – Strategy and Financial Planning and Implementation is offered the first quarter and consists of an 11-week classroom-based session for a total of 70 class hours. During the first nine weeks, the class will meet twice per week for three (3) hours each. During weeks 10 and 11, classes will meet for four (4) hours each. The class schedule is designed so that existing business owners may continue to operate and grow their business during the instruction period.

IEL 3020 – Mentorship is offered the second quarter and consists of 15 weeks of mentoring course taken the quarter after the first course for the maximum benefit to the student.

COURSE DESCRIPTIONS

IEL 3010 Entrepreneurship Strategy and Financial Planning and Implementation 6

Student-entrepreneur success will be measured by the completion of a business plan and the execution of a plan to finance the venture. Specific learning objectives of the certificate program include (1) development of a marketing effort, including a competitive assessment and properly pricing the service or product student-entrepreneurs will endeavor to produce; (2) preparing a business and internal management document; (3) developing a sales strategy for the venture; (4) establishing a basis to finance the venture; and (5) initiating the financing steps to start the venture.

IEL 3020 Mentorship 6

Each student is matched with at least one strategically-chosen mentor. Mentors, who represent a variety of IEL partners, including Keiretsu Forum, SBDC, JFK University MBA faculty, and others, work closely with the emerging entrepreneurs throughout the program sharing their expertise, insights, assessments and recommendations in a variety of areas including, but not limited to, offering feedback on target markets, market sizing and competition, providing insight into company formation and structuring, assessing business models and strategies, and developing financial assumptions and models. Principal metrics to be measured at the end of the mentoring phase will include: (1) successful class performance, and (2) execution of key milestones in the business plan.
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<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
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<td>Mr. Herbert Meistrich</td>
<td>Chair</td>
<td>President &amp; CEO, TaylorMade Performance Labs</td>
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<td>Ms. Jacqueline Townsend</td>
<td>Vice Chair</td>
<td>CMO, BioSurplus, Owner Chairman, Townsend Advisors</td>
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<td>Ms. Stacy Allison</td>
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<td>Professional Speaker, Author</td>
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<td>Mr. Felipe Becerra</td>
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<td>Director of Operations/Client Development</td>
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<td>Ms. Cheryl Kendrick</td>
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<td>Visiting Professor of Law, Seattle University</td>
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<td>Dr. Donald Kripke</td>
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<td>Clinical Associate Professor of Psychiatry</td>
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<td>Dr. Jerry C. Lee (Ex Officio)</td>
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<td>Chancellor Emeritus, National University System</td>
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<td>Ms. Jean Leonard</td>
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<td>Educational Consultant, JM Leonard &amp; Associates</td>
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<td>Dr. E. Lee Rice</td>
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<td>Chief Executive Officer and Medical Director</td>
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<td>Mr. Carlos Rodriguez</td>
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<td>Public Affairs and Communications Consultant</td>
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<td>Dr. Alexander R. Shikhman</td>
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<td>Institute for Specialized Medicine, CEO and Founder</td>
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<tr>
<td>Dr. Steven A. Stargardter</td>
<td>(Ex Officio)</td>
<td>President, John F. Kennedy University</td>
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<td>Mr. Jay Stone</td>
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<td>Vice President, Van Scoyoc Associates, Inc.</td>
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<td>Adjunct Professor</td>
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<td>Bauman, Edward</td>
<td>Adjunct Professor</td>
<td>Syracuse University, BA; University of Massachusetts, MEd; University of New Mexico, PhD.</td>
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McLean, Alvin, Professor. Kansas University, BA, BMed; University of Wisconsin, PhD.

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Mitchell, Todd Damon, Adjunct Professor. Vanderbilt University, BS; MD.

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Morgan, Jeremy, Adjunct Professor. University of Oxford, England, Certificate of Fine Art; Royal Academy Schools, England, Advanced Diploma in Fine Arts; San Francisco Art Institute, MFA.

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Panter, Deborah, Adjunct Professor. University of California, Irvine, BA; Golden Gate University School of Law, JD.

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Wilson, Uncheedah, Adjunct Professor. San Jose State University, BA; MA; California Institute of Integral Studies, PhD.

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Wolfson, Tamara, Adjunct Professor. Southern Connecticut State University, BS.

Wood, Lisa, Lecturer. California Polytechnic State University, BA; John F. Kennedy University, MA.

Wong, Herbert Z., Professor. San Francisco State University, BA; University of Michigan, MA; PhD.

Wright, Kristen, Lecturer. University of California Santa Cruz, BA; Antioch University of Santa Barbara, MA.

Wyse, Rebecca, Lecturer. Eastern Mennonite College, BA; University of Colorado, MA; John F. Kennedy University, MA.

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Young, Katharine, Adjunct Professor. University of California, Berkeley, BA; University of Pennsylvania, MA; PhD.

Young, Kevin, Adjunct Professor. Loyola College, Montreal, BA; Princeton University, MA.

Young, Peter F., Adjunct Professor. University of California at Los Angeles, BA; University of Hawaii at Manoa, MA; Walden University, Ph.D.

Young, Probal, Adjunct Professor. University of California, Santa Barbara, BA; Golden Gate University School of Law, JD.
Course Numbering System

Courses of instruction are numbered according to the following system:

1000–2999 Lower-Division Courses
3000–4999 Upper-Division Courses
5000–5999 Graduate Courses
6000–6999 Post-Master’s Courses
7000–7999 Doctoral Courses
9000–9999 Non-Credit, Field Placement, and Workshops

Course Prefixes

Prefixes ending in J designate courses offered at the San Jose campus.

A&C Arts & Consciousness (Berkeley)
BUS Business Administration and Management
CBA Credit by Assessment
CNS Consciousness and Transformative Studies
COR Core Curriculum
EXA Counseling Psychology (Holistic) – Expressive Arts Specialization (San Jose)
HHE Holistic Health Education
HPC Counseling Psychology (Holistic) – Core
HSC Health Sciences
HSJ Counseling Psychology (Holistic) – Holistic Studies Specialization (San Jose)
IPC Integral Psychotherapy
IPP Counseling Psychology (Holistic) – Integral Psychotherapy Specialization
ITH Integral Theory
LEL Law Enforcement Leadership
LIB Liberal Studies
MUS Museum Studies (Berkeley)
PLS Paralegal/Legal Studies
PSB Counseling Psychology (Berkeley)
PSD Doctor of Psychology
PSJ Counseling Psychology (San Jose)
PSP Sport Psychology
PSY Counseling Psychology
PYC BA Completion in Psychology
PYJ BA Completion in Psychology (San Jose)
SPC Counseling Psychology (Holistic) – Somatic Psychology Specialization
TPC Counseling Psychology (Holistic) – Transpersonal Psychology Specialization
Maps

Map of Pleasant Hill Campus

Address:
100 Ellinwood Way
Pleasant Hill CA 94523-4817

Phone:
(800) 696-JFKU (5358)
(925) 969-3300

Directions:

From San Francisco:
Take I-80 east toward the San Francisco–Oakland Bay Bridge and cross into Oakland.
Exit onto I-580 east.
Follow I-580 east and take exit for CA-24 east toward Walnut Creek.
Follow CA-24 east and take exit for I-680 north toward Concord and Sacramento.
Follow I-680 north and take exit number 49A for Contra Costa Blvd. and Pleasant Hill.
Follow Contra Costa Blvd. north to Ellinwood Drive and turn right onto Ellinwood Drive.
Follow Ellinwood Drive straight through to its end and turn right onto Ellinwood Way.
Follow Ellinwood Way to campus on the left.

From the north:
Take I-780 east or I-680 south to the George Miller Jr. Memorial Bridge (Benicia-Martinez Bridge).
Follow I-680 south and cross the bridge into Martinez.
Continue on I-680 to exit 51 for Willow Pass Road and turn right.
Follow Willow Pass Road to Contra Costa Blvd. and turn left.
Follow Contra Costa Blvd. south to Ellinwood Drive and turn left onto Ellinwood Drive.
Follow Ellinwood Drive straight through to its end and turn right onto Ellinwood Way.
Follow Ellinwood Way to campus on the left.

From Campbell, San Jose, and the south:
Take I-280 south to I-680 north.
Follow I-680 north and take exit number 42A for Contra Costa Blvd. and Pleasant Hill.
Follow Contra Costa Blvd. north to Ellinwood Drive and turn right onto Ellinwood Drive.
Follow Ellinwood Drive straight through to its end and turn right onto Ellinwood Way.
Follow Ellinwood Way to campus on the left.
Maps

Map of San Jose Campus

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San Jose, CA 95128-2530

Phone:
(408) 236-1100

Directions:

From San Francisco – Via US 101 South
Take exit 398B to merge onto CA-85 S toward Santa Cruz/Cupertino
Take exit 19A to merge onto I-280 S toward San Jose
Take exit 6 for Winchester Blvd
Turn left onto Moorpark Ave
Take the 1st left onto S Winchester Blvd
Turn right onto Tisch Way.

From Santa Cruz – Via CA-17 North
Take exit 26B to merge onto Stevens Creek Blvd
Turn left onto S Monroe St
Turn right onto Tisch Way

Via I-280 North
Take exit 5C for I-880 N toward Oakland
Follow signs for Stevens Creek Blvd and merge onto Stevens Creek Blvd
Turn left onto S Monroe St
Turn right onto Tisch Way
Map of Berkeley Campus

Address:
2956 San Pablo Avenue, Second Floor
Berkeley CA 94702-2471

Phone:
(510) 649-0499

Directions:

From San Francisco:
Take I-80 east toward the San Francisco–Oakland Bay Bridge and cross into Oakland.
Continue on I-80 east and exit onto Ashby Avenue.
Follow Ashby Avenue to San Pablo Avenue and turn left.
The campus is on San Pablo Avenue near Burnett Street.

From Pleasant Hill and the east:
Take I-680 south to CA-24 west.
Follow CA-24 west to I-580 west.
Follow I-580 west to Ashby Avenue.
Follow Ashby Avenue to San Pablo Avenue and turn left.
The campus is on San Pablo Avenue near Burnett Street.

From the San Rafael and the north:
Take I-580 east toward the Richmond–San Rafael Bridge and cross into Richmond.
Continue on I-580 east to the Ashby Avenue exit.
Follow Ashby Avenue to San Pablo Avenue and turn left.
The campus is on San Pablo Avenue near Burnett Street.

From Vallejo and the north:
Take I-80 south and cross the delta into the East Bay.
Continue on I-80 south to the Ashby Avenue exit.
Follow Ashby Avenue to San Pablo Avenue and turn left.
The campus is on San Pablo Avenue near Burnett Street.
Map of The Center for Holistic Counseling

Address:
2501 Harrison Street
Oakland CA 94612-3811

Phone:
(510) 444-3344

Directions:

From San Francisco:
Take I-80 east toward the San Francisco–Oakland Bay Bridge and cross into Oakland. Exit onto I-580 east. Follow I-580 east and take exit for Harrison Street and turn right. Follow Harrison Street to the Center for Holistic Counseling.

From Pleasant Hill:
Take I-680 south to CA-24 west. Follow CA-24 west to I-580 east. Follow I-580 east to Harrison Street and turn right. Follow Harrison Street to the Center for Holistic Counseling.

From Campbell, San Jose, and the south:
Take I-880 north to the Oak Street exit and turn right onto Oak Street. Oak Street becomes Lakeside Drive. Lakeside Drive becomes Harrison Street. Follow Harrison Street to the Center for Holistic Counseling.
Address:
Cupertino Union School District
572 Dunholme Way
Sunnyvale CA 94087-3300

Phone:
(408) 524-4900

Directions:

From San Francisco:
Take US-101 south to exit number 398B for CA-85 south.
Follow CA-85 south to I-280 south.
Follow I-280 south to the DeAnza Blvd. exit and turn left. North DeAnza Blvd. becomes Sunnyvale Saratoga Road.
Follow Sunnyvale Saratoga Road to Harwick Way and turn right.
Follow Harwick Way to Bittern Drive and turn left.
Follow Bittern Drive to Dunholme Way and turn right.
The counseling center is on Dunholme Way near Chickadee Court.

From Pleasant Hill and the north:
Take I-680 or I-880 south to I-280 north.
Follow I-280 north to the DeAnza Blvd. exit and turn right. North DeAnza Blvd. becomes Sunnyvale Saratoga Road.
Follow Sunnyvale Saratoga Road to Harwick Way and turn right.
Follow Harwick Way to Bittern Drive and turn left.
Follow Bittern Drive to Dunholme Way and turn right.
The counseling center is on Dunholme Way near Chickadee Court.
<table>
<thead>
<tr>
<th>SUMMER QUARTER 2012</th>
<th>July 16 – September 15, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule available online</td>
<td>May 26, 2012</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>May 28, 2012</td>
</tr>
<tr>
<td>University is closed.</td>
<td></td>
</tr>
<tr>
<td>Online Registration begins</td>
<td>June 9, 2012</td>
</tr>
<tr>
<td>Commencement</td>
<td>June 16, 2012</td>
</tr>
<tr>
<td>Telephone Registration begins</td>
<td>July 2, 2012</td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>July 4, 2012</td>
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<tr>
<td>University is closed.</td>
<td></td>
</tr>
<tr>
<td>Instruction begins</td>
<td>July 16, 2012</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>September 3, 2012</td>
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<tr>
<td>University is closed.</td>
<td></td>
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<tr>
<td>Instruction ends</td>
<td>September 15, 2012</td>
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<tr>
<td>Degree Date</td>
<td>September 17, 2012</td>
</tr>
<tr>
<td>Grades due</td>
<td>September 23, 2012</td>
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<tr>
<td>Grades available</td>
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<table>
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<tr>
<th>COHORT SESSION 5 2012</th>
<th>August 2 – September 29, 2012</th>
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<tbody>
<tr>
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<tr>
<td>Instruction begins</td>
<td>August 2, 2012</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>September 3, 2012</td>
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<tr>
<td>University is closed.</td>
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<tr>
<td>Instruction ends</td>
<td>September 29, 2012</td>
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<td>Grades available</td>
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<table>
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<th>FALL LAW SEMESTER 2012</th>
<th>August 20 – December 15, 2012</th>
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<tr>
<td>Schedule available online</td>
<td>July 14, 2012</td>
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<td>Registration begins</td>
<td>July 28, 2012</td>
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<td>Telephone registration</td>
<td>August 6, 2012</td>
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<tr>
<td>First Year Orientation</td>
<td>August 15 – 17, 2012</td>
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<tr>
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<td>August 20, 2012</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>September 3, 2012</td>
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<tr>
<td>University is closed.</td>
<td></td>
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<tr>
<td>Veterans’ Day Holiday</td>
<td>November 12, 2012</td>
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<tr>
<td>Library is open and classes may be held</td>
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</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>November 22 – 25, 2012</td>
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<tr>
<td>University is closed.</td>
<td></td>
</tr>
<tr>
<td>Instruction ends</td>
<td>November 30, 2012</td>
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<tr>
<td>Fall Law Semester ends</td>
<td>December 15, 2012</td>
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<tr>
<td>Degree date</td>
<td>December 17, 2012</td>
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<tr>
<td>University is closed.</td>
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<tr>
<td>University reopens</td>
<td>January 2, 2013</td>
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<tr>
<td>Grades due</td>
<td>January 11, 2013</td>
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<tr>
<td>Grades available</td>
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FALL QUARTER 2012

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Schedule available online</td>
<td>August 18, 2012</td>
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<tr>
<td>Online Registration begins</td>
<td>September 1, 2012</td>
</tr>
<tr>
<td>Telephone Registration begins</td>
<td>September 17, 2012</td>
</tr>
<tr>
<td>Instruction begins</td>
<td>October 1, 2012</td>
</tr>
<tr>
<td>Veterans’ Day Holiday</td>
<td>November 12, 2012</td>
</tr>
<tr>
<td>Library is open and classes may be held</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>November 22 – 25, 2012</td>
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<tr>
<td>University is closed</td>
<td></td>
</tr>
<tr>
<td>Instruction ends</td>
<td>December 15, 2012</td>
</tr>
<tr>
<td>Degree date</td>
<td>December 17, 2012</td>
</tr>
<tr>
<td>Grades due on paper</td>
<td>December 19, 2012</td>
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<tr>
<td>University is closed</td>
<td></td>
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<td>Grades due</td>
<td>January 1, 2013</td>
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<td>Grades available online</td>
<td>January 2, 2013</td>
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COHORT SESSION 1 2012

<table>
<thead>
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<tbody>
<tr>
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<td>September 24, 2012</td>
</tr>
<tr>
<td>Instruction begins</td>
<td>October 11, 2012</td>
</tr>
<tr>
<td>Veterans’ Day</td>
<td>November 12, 2012</td>
</tr>
<tr>
<td>Library is open and classes may be held</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>November 22 – 25, 2012</td>
</tr>
<tr>
<td>University is closed</td>
<td></td>
</tr>
<tr>
<td>Instruction ends</td>
<td>December 15, 2012</td>
</tr>
<tr>
<td>Grades are due</td>
<td>January 1, 2013</td>
</tr>
<tr>
<td>Grades available</td>
<td>January 2, 2013</td>
</tr>
<tr>
<td>University reopens</td>
<td>January 2, 2013</td>
</tr>
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WINTER QUARTER 2013

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Schedule available online</td>
<td>November 10, 2012</td>
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<tr>
<td>Online Registration begins</td>
<td>November 24, 2012</td>
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<tr>
<td>Telephone Registration begins</td>
<td>December 17, 2012</td>
</tr>
<tr>
<td>University is closed</td>
<td></td>
</tr>
<tr>
<td>University reopens</td>
<td>January 2, 2013</td>
</tr>
<tr>
<td>Instruction begins</td>
<td>January 14, 2013</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Holiday</td>
<td>January 21, 2013</td>
</tr>
<tr>
<td>University is closed</td>
<td></td>
</tr>
<tr>
<td>Presidents’ Day Holiday</td>
<td>February 18, 2013</td>
</tr>
<tr>
<td>Administrative only, library is open and classes may be held</td>
<td></td>
</tr>
<tr>
<td>Instruction ends</td>
<td>March 30, 2013</td>
</tr>
<tr>
<td>Degree Date</td>
<td>April 1, 2013</td>
</tr>
<tr>
<td>Grades due</td>
<td>April 7, 2013</td>
</tr>
<tr>
<td>Grades available</td>
<td>April 8, 2013</td>
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</tbody>
</table>
### COHORT SESSION 2 2013  
**January 3 – March 2, 2013**

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Registration begins</td>
<td>December 3, 2012</td>
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<tr>
<td>Instruction begins</td>
<td>January 3, 2013</td>
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<tr>
<td>Martin Luther King, Jr. Holiday</td>
<td>January 21, 2013</td>
</tr>
<tr>
<td>University is closed.</td>
<td></td>
</tr>
<tr>
<td>Presidents’ Day Holiday</td>
<td>February 18, 2013</td>
</tr>
<tr>
<td>Administrative only, library is open and classes may be held</td>
<td>March 2, 2013</td>
</tr>
<tr>
<td>Instruction ends</td>
<td></td>
</tr>
<tr>
<td>Grades are due</td>
<td>March 10, 2013</td>
</tr>
<tr>
<td>Grades available</td>
<td>March 11, 2013</td>
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</tbody>
</table>

### SPRING LAW SEMESTER 2013  
**January 14 – May 11, 2013**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Schedule available online</td>
<td>November 10, 2012</td>
</tr>
<tr>
<td>Online Registration begins</td>
<td>November 24, 2012</td>
</tr>
<tr>
<td>Telephone registration begins</td>
<td>December 17, 2012</td>
</tr>
<tr>
<td>University is closed.</td>
<td></td>
</tr>
<tr>
<td>University reopens</td>
<td>January 2, 2013</td>
</tr>
<tr>
<td>Instruction begins</td>
<td>January 14, 2013</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Holiday</td>
<td>January 21, 2013</td>
</tr>
<tr>
<td>University is closed.</td>
<td></td>
</tr>
<tr>
<td>Presidents’ Day Holiday</td>
<td>February 18, 2013</td>
</tr>
<tr>
<td>Administrative only, library is open and classes may be held</td>
<td></td>
</tr>
<tr>
<td>Instruction ends</td>
<td>April 26, 2013</td>
</tr>
<tr>
<td>Law semester ends</td>
<td>May 11, 2013</td>
</tr>
<tr>
<td>Degree Date</td>
<td>May 13, 2013</td>
</tr>
<tr>
<td>Law Commencement</td>
<td>TBA</td>
</tr>
<tr>
<td>Grades due</td>
<td>May 24, 2013</td>
</tr>
<tr>
<td>Grades available</td>
<td>May 25, 2013</td>
</tr>
<tr>
<td>University Commencement</td>
<td>June 22, 2013</td>
</tr>
</tbody>
</table>

### SPRING QUARTER 2013  
**April 8 – June 22, 2013**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Schedule Available</td>
<td>February 16, 2013</td>
</tr>
<tr>
<td>Online Registration begins</td>
<td>March 2, 2013</td>
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<tr>
<td>Telephone Registration begins</td>
<td>March 25, 2013</td>
</tr>
<tr>
<td>Instruction begins</td>
<td>April 8, 2013</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>May 27, 2013</td>
</tr>
<tr>
<td>University is closed.</td>
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</tr>
<tr>
<td>Instruction ends</td>
<td>June 22, 2013</td>
</tr>
<tr>
<td>Commencement</td>
<td>June 22, 2013</td>
</tr>
<tr>
<td>Degree Date</td>
<td>June 24, 2013</td>
</tr>
<tr>
<td>Grades due</td>
<td>June 30, 2013</td>
</tr>
<tr>
<td>Grades available</td>
<td>July 1, 2013</td>
</tr>
</tbody>
</table>
### COHORT SESSION 3 2013  
**March 14 – May 11, 2013**

- Registration begins: February 25, 2013  
- Instruction begins: March 14, 2013  
- Instruction ends: May 11, 2013  
- Grades due: May 19, 2013  
- Grades available: May 20, 2013

### SUMMER LAW SESSION 2013  
**May 28 – August 5, 2013**

- Schedule available online: April 20, 2013  
- Registration begins: May 4, 2013  
- Telephone registration: May 13, 2013  
- Memorial Day Holiday: May 27, 2013  
- University is closed.  
- Instruction begins: May 28, 2013  
- Independence Day Holiday: July 4, 2013  
- University is closed.  
- Instruction ends: August 5, 2013  
- Summer Session ends: August 10, 2013  
- Degree date: August 12, 2013  
- Grades due: August 23, 2013  
- Grades available: August 24, 2013

### COHORT SESSION 4 2013  
**May 23 – July 20, 2013**

- Registration begins: May 6, 2013  
- Instruction begins: May 23, 2013  
- Memorial Day Holiday: May 27, 2013  
- University is closed.  
- Commencement: June 22, 2013  
- Independence Day Holiday: July 4, 2013  
- University is closed.  
- Instruction ends: July 20, 2013  
- Grades due: July 28, 2013  
- Grades available: July 29, 2013

### INTERSESSION 2013  
**June 23 – July 13, 2013**

- Schedule available online: May 24, 2013  
- Intersession registration: June 17, 2013  
- Intersession begins: June 24, 2013  
- Independence Day: July 4, 2013  
- University is closed.  
- Intersession ends: July 13, 2013  
- Grades due: July 21, 2013  
- Grades available: July 22, 2013
### SUMMER QUARTER 2013  
**July 15 – September 14, 2013**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Schedule available online</td>
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<td>Telephone Registration begins</td>
<td>June 1, 2013</td>
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<tr>
<td>Commencement</td>
<td>June 22, 2013</td>
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<tr>
<td>Independence Day Holiday</td>
<td>July 1, 2013</td>
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<tr>
<td>University is closed.</td>
<td>July 4, 2013</td>
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<td>Instruction begins</td>
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<tr>
<td>Labor Day Holiday</td>
<td>September 2, 2013</td>
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<tr>
<td>Telephone Registration begins</td>
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<td>Grades due</td>
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<td>Grades available</td>
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### COHORT SESSION 5 2013  
**August 1 – September 28, 2013**

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Registration begins</td>
<td>July 15, 2013</td>
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<td>Instruction begins</td>
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<tr>
<td>Labor Day Holiday</td>
<td>September 2, 2013</td>
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<tr>
<td>University is closed.</td>
<td>September 2, 2013</td>
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<tr>
<td>Instruction ends</td>
<td>September 28, 2013</td>
</tr>
<tr>
<td>Grades due</td>
<td>October 6, 2013</td>
</tr>
<tr>
<td>Grades available</td>
<td>October 7, 2013</td>
</tr>
<tr>
<td>Degree date</td>
<td>October 7, 2013</td>
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<tr>
<td>Index</td>
<td>203</td>
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<tr>
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<tr>
<td>College of Undergraduate Studies</td>
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<tr>
<td>College of Graduate and Professional Studies</td>
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<td>Correspondence courses</td>
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<tr>
<td>Council for Higher Education Accreditation (CHEA)</td>
<td>5, 7, 14</td>
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<tr>
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<td>85</td>
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<td>Counseling academic</td>
<td>22</td>
</tr>
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<td>Counseling centers</td>
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</tr>
<tr>
<td>Counseling career center ( Pleasant Hill)</td>
<td>22</td>
</tr>
<tr>
<td>Counseling Center for Holistic Counseling (Oakland)</td>
<td>94, 194</td>
</tr>
<tr>
<td>Counseling Sunnyvale Community Counseling Center</td>
<td>195</td>
</tr>
<tr>
<td>Counseling fees</td>
<td>34</td>
</tr>
<tr>
<td>Counseling CHEA, See Council for Higher Education Accreditation</td>
<td>5, 7, 14</td>
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<tr>
<td>Counseling Clinical Training certificate</td>
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<tr>
<td>Counseling cohort program</td>
<td>89</td>
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<tr>
<td>Counseling community programs</td>
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</tr>
<tr>
<td>Counseling comprehensive master’s examination</td>
<td>88</td>
</tr>
<tr>
<td>Counseling courses [PSY/PSI/PSE/PSB]</td>
<td>151</td>
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<tr>
<td>Counseling didactic training</td>
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</tr>
<tr>
<td>Counseling individualized program of study</td>
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</tr>
<tr>
<td>Counseling master’s thesis</td>
<td>88</td>
</tr>
<tr>
<td>Counseling MFT licensing requirements, California</td>
<td>85</td>
</tr>
<tr>
<td>Counseling personal psychotherapy</td>
<td>89</td>
</tr>
<tr>
<td>Counseling professional development workshops</td>
<td>89</td>
</tr>
<tr>
<td>Counseling program phases</td>
<td>86</td>
</tr>
<tr>
<td>Counseling review and advisement</td>
<td>87</td>
</tr>
<tr>
<td>Counseling Scope of Practice</td>
<td>87</td>
</tr>
<tr>
<td>Counseling Marriage and Family Therapists</td>
<td>85</td>
</tr>
<tr>
<td>Counseling Licensed Professional Clinical Counselors</td>
<td>85</td>
</tr>
<tr>
<td>Counseling supervised practicum</td>
<td>87</td>
</tr>
<tr>
<td>Counseling field placement</td>
<td>93</td>
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<tr>
<td>Counseling Expressive Arts specialization</td>
<td>94</td>
</tr>
<tr>
<td>Counseling courses (EXI)</td>
<td>127</td>
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<tr>
<td>Counseling Holistic Studies specialization</td>
<td>95</td>
</tr>
<tr>
<td>Counseling individual psychotherapy</td>
<td>93</td>
</tr>
<tr>
<td>Counseling Integral Psychotherapy specialization</td>
<td>97</td>
</tr>
<tr>
<td>Counseling MFT licensing requirements, California</td>
<td>94</td>
</tr>
<tr>
<td>Counseling performance review and evaluation</td>
<td>94</td>
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<td>98</td>
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<tr>
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<td>156</td>
</tr>
<tr>
<td>Counseling spiritual/somatic practice requirement</td>
<td>93</td>
</tr>
<tr>
<td>Counseling Transpersonal Psychology specialization</td>
<td>99</td>
</tr>
<tr>
<td>Counseling courses [TPC]</td>
<td>159</td>
</tr>
<tr>
<td>Courses</td>
<td>42, 43</td>
</tr>
<tr>
<td>Course(s)</td>
<td>53</td>
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<td>31</td>
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<td>32</td>
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<td>8</td>
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<tr>
<td>Change(s) enrollment</td>
<td>34</td>
</tr>
<tr>
<td>Change(s) CHEA, See Council for Higher Education Accreditation.</td>
<td>5, 7, 14</td>
</tr>
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<td>Clinical</td>
<td>77</td>
</tr>
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<td>77</td>
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<td>114</td>
</tr>
<tr>
<td>Clinical training certificate (post-master’s</td>
<td>90</td>
</tr>
<tr>
<td>Clinical See also Psychology, Doctor of.</td>
<td>88</td>
</tr>
<tr>
<td>CNS courses</td>
<td>123</td>
</tr>
<tr>
<td>CNS Code of conduct. See Conduct.</td>
<td>123</td>
</tr>
<tr>
<td>CNS Cohort program, MFT</td>
<td>89</td>
</tr>
<tr>
<td>CNS Collections Management specialization</td>
<td>89</td>
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<td>College</td>
<td>111</td>
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<td>College Academic Standards Committees</td>
<td>16</td>
</tr>
<tr>
<td>College Level Examination Program (CLEP)</td>
<td>6</td>
</tr>
<tr>
<td>College of Law</td>
<td>163</td>
</tr>
<tr>
<td>College of Law, College of of Graduate and Professional Studies</td>
<td>73</td>
</tr>
<tr>
<td>College of Undergraduate Studies</td>
<td>41</td>
</tr>
<tr>
<td>College Commencement ceremony</td>
<td>20</td>
</tr>
<tr>
<td>College Committee of Bar Examiners</td>
<td>16, 164</td>
</tr>
<tr>
<td>College Competency examinations. See Assessment tests.</td>
<td>16</td>
</tr>
<tr>
<td>College Computer Labs</td>
<td>22</td>
</tr>
<tr>
<td>College Concurrent enrollment at other institutions</td>
<td>10</td>
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<td>29</td>
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<td>28</td>
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<td>Conduct unacceptable student behaviors</td>
<td>28</td>
</tr>
<tr>
<td>Conduct Conflict resolution</td>
<td>22</td>
</tr>
<tr>
<td>Controlled substances. See Drug and alcohol policy.</td>
<td>52</td>
</tr>
<tr>
<td>Core curriculum [COR] courses</td>
<td>55</td>
</tr>
<tr>
<td>Corporate or government agency courses</td>
<td>6</td>
</tr>
<tr>
<td>Correspondence courses</td>
<td>20</td>
</tr>
<tr>
<td>Council for Higher Education Accreditation (CHEA)</td>
<td>5, 7, 14</td>
</tr>
<tr>
<td>Counseling academic</td>
<td>22</td>
</tr>
<tr>
<td>Counseling centers</td>
<td>16</td>
</tr>
<tr>
<td>Counseling career center ( Pleasant Hill)</td>
<td>22</td>
</tr>
<tr>
<td>Counseling Center for Holistic Counseling (Oakland)</td>
<td>94, 194</td>
</tr>
<tr>
<td>Counseling Sunnyvale Community Counseling Center</td>
<td>195</td>
</tr>
<tr>
<td>Counseling fees</td>
<td>34</td>
</tr>
<tr>
<td>Counseling CHEA, See Council for Higher Education Accreditation</td>
<td>5, 7, 14</td>
</tr>
<tr>
<td>Counseling Clinical Training certificate</td>
<td>90</td>
</tr>
<tr>
<td>Counseling cohort program</td>
<td>89</td>
</tr>
<tr>
<td>Counseling community programs</td>
<td>90</td>
</tr>
<tr>
<td>Counseling comprehensive master’s examination</td>
<td>88</td>
</tr>
<tr>
<td>Counseling courses [PSY/PSI/PSE/PSB]</td>
<td>151</td>
</tr>
<tr>
<td>Counseling didactic training</td>
<td>88</td>
</tr>
<tr>
<td>Counseling individualized program of study</td>
<td>90</td>
</tr>
<tr>
<td>Counseling master’s thesis</td>
<td>88</td>
</tr>
<tr>
<td>Counseling MFT licensing requirements, California</td>
<td>85</td>
</tr>
<tr>
<td>Counseling personal psychotherapy</td>
<td>89</td>
</tr>
<tr>
<td>Counseling professional development workshops</td>
<td>89</td>
</tr>
<tr>
<td>Counseling program phases</td>
<td>86</td>
</tr>
<tr>
<td>Counseling review and advisement</td>
<td>87</td>
</tr>
<tr>
<td>Counseling Scope of Practice</td>
<td>87</td>
</tr>
<tr>
<td>Counseling Marriage and Family Therapists</td>
<td>85</td>
</tr>
<tr>
<td>Counseling Licensed Professional Clinical Counselors</td>
<td>85</td>
</tr>
<tr>
<td>Counseling supervised practicum</td>
<td>87</td>
</tr>
<tr>
<td>Counseling field placement</td>
<td>93</td>
</tr>
<tr>
<td>Counseling Expressive Arts specialization</td>
<td>94</td>
</tr>
<tr>
<td>Counseling courses (EXI)</td>
<td>127</td>
</tr>
<tr>
<td>Counseling Holistic Studies specialization</td>
<td>95</td>
</tr>
<tr>
<td>Counseling individual psychotherapy</td>
<td>93</td>
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<tr>
<td>Counseling MFT licensing requirements, California</td>
<td>94</td>
</tr>
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<td>Counseling performance review and evaluation</td>
<td>94</td>
</tr>
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<td>98</td>
</tr>
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<td>85</td>
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<td>94</td>
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<td>159</td>
</tr>
<tr>
<td>Courses</td>
<td>42, 43</td>
</tr>
<tr>
<td>Course(s)</td>
<td>53</td>
</tr>
<tr>
<td>Credit by Assessment (CBA)</td>
<td>35</td>
</tr>
</tbody>
</table>
Credit/No Credit grading ................................................................. 11
letter grading in CR/NC graded courses ........................................ 11
Crime. See Campus crime.
Cross-registration ........................................................................ 10
Culture and Consciousness specialization ...................................... 83

**D**

DANTES Subject Standardized Tests (DSST) ...................................... 7
Data Collection and Use .................................................................. 34
Dean's list
for College of Law ........................................................................... 15
of honor students ........................................................................... 15
See also Recognition of academic honors.
Deep Sustainability specialization .................................................... 84
Deferral (admission) ......................................................................... 4
Deferred payment of tuition ........................................................... 34
Degree(s)
and certificate students ................................................................. 3
listed (Degrees, majors, and certificates) ......................................... 2
requirements. See Graduation requirements.
Denial (admission) .......................................................................... 4
Deposit (enrollment) ........................................................................ 3
Diplomas or certificates ................................................................... 18
Disabled students. See Students with disabilities.
Discrimination and harassment ....................................................... 24
Dismissal .......................................................................................... 15
hearing process .............................................................................. 16
Distinctions. See Recognition of academic honors.
Diversity .......................................................................................... 21
Doctor of Psychology. See under Psychology.
Dormitories. See Housing.
Dream Studies specialization .......................................................... 84
Dropping courses ............................................................................ 8
Drug and alcohol policy ................................................................... 27
DSST. See DANTES Subject Standardized Tests.

**E**

East-West Philosophy specialization ................................................. 84
Ecotherapy, Certificate in ............................................................... 84
Enrollment deposit .......................................................................... 3
Entrepreneurial Leadership Specialization, MBA ......................... 106
Entrepreneurship ............................................................................ 169
Advanced Certificate in ................................................................. 169
Examinations
Advanced Placement (AP) ............................................................ 6
College Level Examination Program (CLEP) ................................. 6
DANTES Subject Standardized Tests (DSST) ................................. 7
Test of English as a Foreign Language (TOEFL).
See International students.
Exception to University Policy ....................................................... 3
Exercise and Sport Performance certificate ..................................... 116
EXJ Courses .................................................................................... 127
Expressive Arts
Camps .............................................................................................. 90
Specialization ................................................................................... 94
Expulsion. See Probation, dismissal, and reinstatement.
Extended education. See Continuing education.
Extension and correspondence courses ........................................ 6

**F**

Faculty ............................................................................................. 175
Family Education Rights and Privacy Act (FERPA) ......................... 33
Fees. See Tuition and fees.
Field placement .............................................................................. 93
Fingerprints and Malpractice Insurance ......................................... 78
Financial
aid ................................................................................................. 35
appeal process ............................................................................... 37
application forms and deadlines ..................................................... 37
grants and scholarships .................................................................. 36
loans ............................................................................................... 36
reinstatement ................................................................................... 38
repeating courses .......................................................................... 37
satisfactory academic progress ...................................................... 38
warning ........................................................................................... 37
withdrawal/leave of absence ......................................................... 38
See also Leave of Absence.
policies .......................................................................................... 34
deferral payment of tuition ............................................................ 34
refund policy ................................................................................... 8, 34
tuition and fees .............................................................................. 35
support, university ........................................................................ ii
Floor plans. See Maps and floor plans.
Fire prevention ................................................................................ 32
Foreword ........................................................................................... v
Full-time unit load ........................................................................... 21

**G**

General-education breadth ............................................................ 6, 17
General graduation requirements by program level ...................... 19
Gender changes. See Changes of name or address.
GI Bill .............................................................................................. 39
Good scholastic standing ................................................................ 15
See also Unsatisfactory academic performance.
Government courses. See Corporate or government agency courses.
Grade-point average required for graduation. See Graduation requirements.
Grading system ............................................................................. 10
credit/no credit grading ................................................................. 11
grade changes ............................................................................... 12
grade-point average ....................................................................... 11
grade reports ................................................................................... 12
incomplete ....................................................................................... 12
letter grading in CR/NC-graded courses ........................................ 11
prerequisite courses for doctoral program ................................... 14
prerequisite courses for master's programs ................................... 14
repeating courses .......................................................................... 14
Graduate
applicants ....................................................................................... 7
transfer credit ................................................................................... 7
work by undergraduates ................................................................ 9
Graduation
  bachelor's degrees ..........................................................17
  general-education breadth ..............................................17
  commencement ceremony .............................................20
  individualized programs ..............................................17
  petition
    degree or certificate ..................................................17
  fee ............................................................................35
  recognition of academic honors ....................................18
  requirements .................................................................17
Grants and scholarships .................................................36
Green practices ..............................................................122

Harassment. See Discrimination and harassment.

Health
  Consciousness, and Spirituality specialization .............102
  insurance .................................................................3
  Health Sciences, BA in ................................................44
  courses [HSC] ............................................................49
  linked degree option ..................................................45
  MPH/MSPAS Pathway ...............................................45
Hearing process. See Dismissal hearing process.
HHE courses ......................................................................127
Holistic
  Counseling, center for .................................................94, 194
  Counseling Psychology courses [HPC] .........................131
  Health Education ........................................................100
  courses [HHE] ............................................................127
  specializations ...........................................................102
  Nutrition specialization ................................................102
  Studies specialization ...................................................95
  courses [HSJ] .............................................................132
Honors. See Dean's list for College of Law; Dean's list of honor students.
House ..................................................................................32
HPC courses ......................................................................131
HSC courses ......................................................................49
HSJ courses ......................................................................132

Identification cards. See Student photo identification cards.
Incomplete (grade policy) ..................................................12
Independent study ............................................................9
Individual
  program of study leading to MA in Psychology .............90
  psychotherapy .............................................................89, 93
Individualized programs ................................................17
Institute of Entrepreneurial Leadership .........................167
Advanced Certificate in Entrepreneurship .....................169
Business Accelerator .........................................................169
Insurance. See Health insurance.
Integral Psychology .........................................................102
  courses [IPP] .............................................................135
  Integral Psychotherapy specialization .........................97
  courses [IPC] .............................................................135
Integral Theory ..............................................................104
  certificate .................................................................105
  courses [ITH] ............................................................139
  master's program .......................................................104
Integrated professional seminar .....................................78
Interim suspension .......................................................29
International students ....................................................4
  International English Language Testing System (IELTS) ..4
  Test of English as a Foreign Language (TOEFL) ............4
IPC courses ......................................................................135
IPP courses ......................................................................135
ITH courses ......................................................................139

JD/MBA ..............................................................................108
Juris Doctor. See College of Law.

Lapse in attendance. See Leave of absence; Readmission;
Withdrawal/leave of absence (financial aid).
Late registration fee .......................................................35
Latin honors. See Recognition of academic honors.
  See also Dean's list for College of Law; Dean's list of honor students.
Law, College of ..............................................................163
  academic support services ...........................................165
  accreditation ..............................................................165
  admission requirements ..............................................165
  class
    ranks for College of Law ............................................15
  size and times ...........................................................165
  clinical program .........................................................165
  dean's list for College of Law .....................................15
  library .........................................................................165
  student body .............................................................165
Law Enforcement Leadership ..........................................46
  BS in ...........................................................................46
  courses (LEL) ............................................................61
  linked degree option ..................................................46
Leadership
  for Social Transformation, Certificate in .....................103
  Specialization, MBA ..................................................106
Leave of absence ............................................................16
  See also Readmission; Withdrawal/leave of absence (financial aid).
Legal Studies .................................................................48
  BA program ..............................................................49
  courses [PLS] ..........................................................6
  linked degree option ..................................................49
  Paralegal certificate .....................................................48
  transfer of legal specialty courses .............................49
Letter grading in CR/NC-graded courses .........................11
Liberal Studies .................................................................50
  BA program ..............................................................50
  courses (LIB) ...........................................................64
Libraries ...........................................................................23
  fees ...........................................................................35
  staff ...........................................................................175
Licensed Professional Clinical Counselor
Scope of Practice ................................................................. 85
Licensure
  doctoral program ................................................................. 79
  Marriage and Family Therapy ........................................... 85, 94
Loans (financial aid) ................................................................. 36
Lower-division general-education breadth. See General education breadth.

M

Major(s)
  honors in. See Recognition of academic honors listed. See Degrees, majors, and certificates.
Management and Business ..................................................... 106
courses ................................................................. 120
specializations ................................................................. 106
Maps ............................................................................. 191
Master’s
  graduation requirements .................................................... 19
  prerequisite courses for ...................................................... 14
  thesis ............................................................................ 10
Maximum unit load ................................................................. 9
Mentorships, A&C ................................................................. 75
MFT licensing requirements .................................................. 85, 94
Military service ........................................................................ 7
Mission statement.................................................................. 7
Montgomery G.I. Bill .............................................................. 39
Museum Studies .................................................................... 109
certificate in ........................................................................ 95
courses [MUS] ................................................................. 141
MA/MBA ........................................................................... 111
Master of Arts in
  Collections Management specialization .............................. 111
  Education and Interpretation specialization ........................... 111
MUS courses ........................................................................ 141

N

Name changes. See Changes of name or address.
National University System Administration ......................... 173
Non-degree
  admission policy ................................................................. 5
  students .......................................................................... 21
Non-discrimination ................................................................. ii
Non-registered students .......................................................... 9
Numbering of courses .......................................................... 190
Nurse’s training. See Registered nurse’s training.

O

Ombudsman, Office of ........................................................... 23

P

Paralegal certificate ................................................................. 48
Performance review
  Counseling Psychology - Holistic ....................................... 94
Petition for
  degree or certificate .......................................................... 18
  fees ............................................................................. 35

Photo ID cards. See Student photo identification cards.
Plagiarism, avoiding ............................................................ 27
Pleasant Hill campus ............................................................... 191
PLS courses ........................................................................ 142
Policies and procedures, academic ...................................... 8
Post 9-11 G.I. Bill ................................................................. 39
Post-master’s Clinical Training certificate ............................... 90
Prefixes, course ................................................................. 190
Prerequisite courses
  for doctoral program ........................................................ 14
  for master’s programs ....................................................... 14
President’s letter ...................................................................... iv
Probation, dismissal, and reinstatement ................................ 15
Professional development workshops ................................... 89
Program(s)
  learning outcomes. See individual programs.
  listed. See Degrees, majors, and certificates.
  Management specialization ............................................... 106
  transfer ........................................................................... 4, 14
Provisional admission ........................................................... 3
PSD courses ........................................................................ 142
PSP courses ........................................................................ 147
PSY/PSJ/PSE/PSB courses .................................................... 151
Psychology
  Bachelor of Arts ................................................................. 51
courses [PYC/PSJ] ............................................................... 65
  linking option .................................................................. 51
  Doctor of ........................................................................ 77
    accreditation .................................................................. 78
    admission requirements .................................................. 80
    advancement to candidacy ............................................. 79
    advisement .................................................................... 78
    clinical dissertation project .......................................... 79
    clinical proficiency examination ................................. 79
    comprehensive written examination ..................... 79
    courses [PSD] ............................................................... 142
    degree requirements ..................................................... 80
    dissertation extension ................................................... 79
    fingerprint and malpractice insurance ....................... 78
    individual psychotherapy .......................................... 79
    integrated professional seminar .................................. 78
    licensure ...................................................................... 79
    MA in Clinical Psychology .......................................... 79
    practicum (I/II/III) ....................................................... 78
    pre-doctoral internship ............................................... 78
    prerequisite courses for .............................................. 14
    satisfactory progress ...................................................... 79
    transfer credit ............................................................. 80
  See also Counseling psychology; Sport Psychology.
Psychotherapy
  individual ................................................................. 79, 93
  personal ......................................................................... 89

R

Ranks. See Class ranks for the College of Law.
Readmission (after lapse in attendance) ................................. 4
Recognition of academic honors ........................................ 18
See also Accreditation and recognition.
Refund(s)
  of tuition ....................................................................... 8
  policy ............................................................................ 34
Registered nurse’s training ............................................ 7
Registration ........................................................................ 8
   changes in registration ......................................................... 8
   concurrent enrollment at other institutions ......................... 10
   credit by assessment .............................................................. 10
   cross-registration ................................................................. 10
   deferred payment of tuition ................................................. 34
   dropping courses ................................................................. 7
   graduate work by undergraduates ....................................... 9
   independent study ............................................................... 9
   master’s thesis ................................................................... 10
   maximum unit load ............................................................. 9
   non-registered students ...................................................... 9
   refund policy ....................................................................... 34
   refunds of tuition ............................................................... 8
   schedule of classes ............................................................. 8
   tuition and fees ................................................................. 35
   withdrawing from courses. See Changes in registration.

Reinstatement
   financial aid ......................................................................... 38
   university. See Probation, dismissal, and reinstatement.

   Religious Pluralism ............................................................ 21

Repeating courses ................................................................ 14, 37

Requirements for degrees and certificates. See Graduation requirements. See also Education.

Residency requirements. See Graduation requirements.

Resolution of conflict. See Conflict resolution.

Return of Title IV funds ....................................................... 38

Review of student records (for graduation) ........................... 18

S

Satisfactory academic progress
   financial aid ......................................................................... 37
   PsyD program ....................................................................... 79
   See also Good scholastic standing; Probation, dismissal, and reinstatement.

Schedule of classes ............................................................. 8

Scholarships. See Grants and scholarships.

Scholastic
   performance ........................................................................ 15
   class ranks for the College of Law ......................................... 15
   dean’s list
      for College of Law ............................................................. 15
      of Honor Students .......................................................... 15
   good scholastic standing ..................................................... 15
   unsatisfactory academic performance ................................ 15
   See also Probation, dismissal, and reinstatement.
   standing. See Good scholastic standing.

Science and Consciousness specialization ................................ 84

Second baccalaureate degree .................................................. 7

Service(s)
   Members Opportunity Colleges. See Military service.
   student ................................................................................ 19
   Smoking ............................................................................. 22
   Solomon Amendment .......................................................... 34
   Somatic Psychology specialization ......................................... 98
   courses [SPC] .................................................................... 156
   Spiritual/somatic practice requirement .................................. 93

Sport Psychology ................................................................. 112
   clinical program (PsyD linked) ............................................ 114
   courses [PSP] ...................................................................... 147
   Exercise and Sport Performance certificate .......................... 116
   internship overview ......................................................... 113
   LEAP project ..................................................................... 113
   linked program .................................................................... 114
   MA program ........................................................................ 112
   portfolio ............................................................................. 113
   project options ................................................................. 113

   Standards, academic. See Probation, dismissal, and reinstatement.

   Strategic Management specialization, MBA ......................... 106

   Student(s)
      activities fee ...................................................................... 35
      code of conduct .................................................................. 28
      discipline .......................................................................... 22
      government .................................................................... 23
      health insurance ............................................................. 32
      housing ........................................................................... 32
      photo identification cards ............................................... 32
      services ........................................................................... 22
      with disabilities .................................................................. 23

   Studio Arts. See under Arts & Consciousness.

   Subject codes. See Course prefixes.
   Standardized Tests. See DANTES Subject Standardized Tests.
   Substance abuse policy. See Drug and alcohol policy.
   Sunnyvale community counseling center ............................. 195
   Support. See Academic Support Center.

T

Term. See Academic term.

   See also Academic calendar.

   Test of English as a Foreign Language. See International students.
   Textbooks and course materials ......................................... 32

   Thesis, master’s .............................................................. 10

   TPC courses ....................................................................... 159

   Transcripts .......................................................................... 20
      fees ................................................................................ 35

   Transfer
      graduate ............................................................................ 7
      of legal specialty courses ............................................... 49
      PsyD ............................................................................... 80
      registered nurse’s training .............................................. 7
      undergraduate ............................................................... 5, 15
      Advanced Placement (AP) ............................................... 6
      College Level Examination Program (CLEP) .................. 6
      corporate or government agency courses ......................... 6
      DANTES Subject Standardized Tests (DSST) .................. 7
      extension and correspondence courses ........................... 7
      military service .............................................................. 7
      registered nurse’s training .............................................. 7
      See also individual schools and programs.
      program ........................................................................... 4, 14

   Transferability of JFK University courses .......................... 20

   Transformative Arts, MA ................................................... 75
   See also Arts & Consciousness.
Index

Transpersonal
  Psychology specialization ..............................................................99
  courses [TPC] .............................................................................159
Trustees, Board of ...............................................................................172
Tuition and fees ......................................................................................35
  deferred payment ............................................................................34
  refunds ..........................................................................................8, 34

U

Undergraduate
  applicants ............................................................................................5
  graduate work by ...............................................................................9
  transfer credit ..............................................................................5, 15
  transfer credit courses .............................................................52, 68
Unit
  credit ..................................................................................................20
  load
    full-time ........................................................................................20
    maximum .......................................................................................9
University
  administration ...............................................................................173
  requirements for degrees and certificates. See Graduation
  requirements.
University’s right to modify catalog. See Catalog changes.
Unsatisfactory academic performance ..............................................15
  See also Financial aid: satisfactory academic progress; Good
  scholastic standing; Probation, dismissal, and
  reinstatement.
Upper-division general-education breadth.
  See General-education breadth.

V

Veterans’ benefits...................................................................................38

W

Welcome from president .......................................................................iv
Western Association of Schools and Colleges.
  See Accreditation and recognition.
Withdrawing from courses
  refund ............................................................................................8, 34
  unauthorized. See Grading system.
  See also Changes in registration.
Withdrawal/leave of absence (financial aid) ....................................38
  See also Leave of absence.
Workshops, professional development .............................................89

Y

Yellow Ribbon Program........................................................................38