THE MISSION of John F. Kennedy University is to provide access to high-quality, innovative educational opportunities that integrate theory and life experience. We inspire personal, professional, and academic growth and advance the well-being of our diverse local and global communities. This mission is built upon our core values:

Accessibility
- We are a vibrant and humane learning community that embraces all forms of diversity.
- Our locations, schedules, curricula, and technology afford students maximum flexibility.
- Our culture is welcoming, respectful, and ethical.

Quality and Innovation
- Our courses of study are delivered by outstanding scholar-practitioners in a creative and challenging environment.
- We promote holistic, interdisciplinary, experiential learning that balances breadth and depth.
- We are responsive to the changing needs of our students and society.

Transformative Growth
- We are dedicated to students who want to continue their formal education; chart new, professional directions; and derive greater meaning from their lives.
- Our rigorous academics and whole-person orientation stimulate intellectual inquiry and inspire students to realize their potential and achieve their dreams.

Diversity
- We are committed to a culture that respects and values all forms of diversity and sparks creativity, collaboration, and leadership.

Global Worldview
- We respect individual and cultural differences while forging bonds of common understanding essential to our global interdependence.
- Our programs encourage active and sustained contributions to our society and environment.

By accomplishing our mission, living out our core values, and implementing our strategic plan, we will achieve the JFK University vision—to be the learning environment of choice for those seeking a transformative and life-enhancing educational experience.
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.
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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
Internet: http://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.

*Accredited, on probation.
Campuses and Centers

John F. Kennedy University has campuses and counseling centers 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 Berkeley, the University offers courses from Arts & Consciousness, Marriage and Family Therapy, and Museum Studies programs in the College of Graduate and Professional Studies. The campus also features a general 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.

In the South Bay, the University will be moving its campus from Campbell to San Jose in January 2012. The campus in Campbell has long been the home of the University’s psychology programs, including a Bachelor of Arts completion program through the College of Undergraduate Studies and two Master’s programs – the Master of Arts in Counseling Psychology and the Master of Arts in Marriage and Family Therapy – offered by the College of Graduate and Professional Studies. With the move to San Jose, the University will also be offering the American Bar Association-approved Legal Studies program.

In Costa Mesa, the University opened a new location in fall 2010 that offers a BA completion program in Health Sciences, the Master of Arts in Sport Psychology and the Master of Arts in Holistic Health Education.

JFK University maintains two Community Centers, located in Concord and Sunnyvale, and an Oakland-based Center for Holistic Counseling.
## Degrees, Majors, and Certificates

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1 Offered on the Campbell campus.

2 Program is discontinued. No new students will be admitted to this program. Students currently enrolled may be allowed to complete within a limited timeframe. Contact the department for details.

3 Offered on the Berkeley campus.

4 Offered on both the Campbell and Pleasant Hill campuses.

5 Offered on the Berkeley, Campbell, and Pleasant Hill campuses.

6 Offered at the Pleasant Hill and Costa Mesa campuses.

7 Offered at the Pleasant Hill campus and fully online.

### Key to Degree Abbreviations

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

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**Note:** The information provided is for general reference and may not be exhaustive. Always consult the official university catalog or the respective department for the most accurate and up-to-date information.
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:

• Completed application form and non-refundable application fee.
• Undergraduate and doctoral applicants must submit official transcripts from all previously attended colleges or universities.
• 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.
• As may be required by some programs, 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 conferral.

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 enrollment deposit and 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.

Students should note that after an absence of five years or more, their files may be destroyed. In that case, students must provide new copies of all transcripts, writing samples, portfolios, and meet any other admission requirement as prescribed for their program in addition to completing a new application form and fees.

Readmission is not guaranteed to a digression of a program. Readmitted students are under the requirements of their program at the time of their readmissions. 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.

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 (nonimmigrants) 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, to fulfill the specific admissions requirements of the degree or certificate program, and to speak and write English fluently. International education.

International education.

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, 213 on the computer test, or 79–80 on the Internet-based test (600 paper-based/250 computer-based/100 Internet-based for the Museum Studies program);
- 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); 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 bachelors 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 advisor in the Office of International Education.

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 John F. Kennedy 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 institution, 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 core 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 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.

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 either of the following is 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, or AAT 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.

**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.

**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 (AP)**

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 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 (CLEP)**

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 (DSST)**

Credit may be allowed for 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. John F. Kennedy 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.
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 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 Doctor of Psychology and the MA Marriage and Family Therapy 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 a 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 closes for registration the night before the first day of each term. Beginning the first day of the term, registration and changes in registration must be done directly with the registrar’s office. A late registration fee for initial registrations will be imposed according to the registration schedule published by the registrar prior to each term.

If no written approval from the college is required, students may make a change in registration by using the web portal (https://express.jfku.edu) prior to the first day of the term. They may also call the registrar’s office at (925) 969-3353 or (408) 874-7770. The registrar’s office does not accept voice mail or Email messages to register or change registration.

Students are required to pay any additional tuition charges, and schedule changes are subject to a processing fee. Schedule changes resulting in a reduction of units will be credited according to the refund schedule described in the following sections.

If the student is on academic probation, registration 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 prior to the first day of the term or by notifying the registrar’s office during specified dates and times, and thereafter. Notifying an instructor or other office of intent to drop does not constitute an official drop. Dropping a course does not relieve the deferred payment obligation. 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.
After the third week and up to the last day of instruction of the course, 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. **Withdrawal 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. A \textit{W} (withdrawal) 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 \textit{UW} (Unauthorized Withdrawal). The \textit{UW} has the academic weight of \textit{F} in a letter-graded course or \textit{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 \textit{FW} (Failure to Withdraw) which has the academic weight of 50 in a numerically graded course and \textit{NC} in a Credit/No Credit course.

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

**Refunds of Tuition**

The number of scheduled course meetings that have already been held at the time of the change in registration is the determining factor in granting refunds for dropped courses and in assessing processing fees. Non-attendance at course meetings has no bearing on eligibility for a refund.

Field placements, online courses, and other courses without a specified meeting pattern use the week of the term to determine approvals and refunds. Drops receive 100% refund less the processing fee through Friday of Week 2 and 80% refund less the fee through Friday of week 3. After Friday of Week 3, courses may be withdrawn with no refund.

### APPROVALS AND REFUNDS FOR REGISTRATION AND SCHEDULE CHANGES

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Initial Registration/Add</th>
<th>Drop</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Registration and Schedule Changes for Ongoing Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before the end of the second class meeting</td>
<td>Special approval only if specified</td>
<td>100 percent refund of tuition less processing fee</td>
</tr>
<tr>
<td>After second class meeting and before the end of the third class meeting</td>
<td>Approval from the department plus a per-course late fee and processing fee</td>
<td>80 percent refund of tuition less processing fee</td>
</tr>
<tr>
<td>After the third class meeting but before the end of the final class meeting</td>
<td>Petition approved by the instructor, department, and dean plus a per-course late fee and processing fee</td>
<td>No refund; withdrawal (W) posted on transcript</td>
</tr>
<tr>
<td>After final class meeting</td>
<td>Petition approved by instructor, dean, and Vice President for Academic Affairs plus a $200 per-course late fee and processing fee</td>
<td>Not allowed</td>
</tr>
</tbody>
</table>

| **Registration and Schedule Changes for Weekend Courses** | | |
| Prior to first meeting | Special approval only if specified | 100 percent refund of tuition less processing fee |
| After course has started | Not allowed | Not allowed |

1 Field placements, research, online courses, and other courses without a specified meeting pattern use the week of the term to determine approvals and refunds. Courses longer than one weekend but shorter than the full term follow the same schedule listed here.
AUDITORS

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Initial Registration/Add</th>
<th>Drop</th>
<th>Audit to Credit</th>
<th>Credit to Audit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the end of the second class meeting</td>
<td>Grading criteria must be LA, GA, DA, or CA</td>
<td>100 percent refund of tuition less processing fee</td>
<td>No approval necessary—processed the same as an add</td>
<td>No approval necessary; Tuition differential is credited to student account less the processing fee</td>
</tr>
<tr>
<td>After second class meeting and before the end of the third class meeting</td>
<td>May add with department approval provided course has same grading criteria as above</td>
<td>80 percent refund of tuition less processing fee; course expunged from transcript</td>
<td>Instructor approval plus documentation and dean's approval; student pays the tuition differential plus a processing fee</td>
<td>No approval necessary; tuition differential is credited to student account at 80 percent less the processing fee</td>
</tr>
<tr>
<td>After third class meeting but before the end of the final class meeting</td>
<td>May add with instructor and department approval provided course has same grading criteria as above</td>
<td>No refund; course expunged from transcript</td>
<td>Not allowed</td>
<td>No refund; approval from instructor, dean, and Vice President for Academic Affairs.</td>
</tr>
<tr>
<td>After final class meeting</td>
<td>Not allowed</td>
<td>Not allowed</td>
<td>Not allowed</td>
<td>Not allowed</td>
</tr>
</tbody>
</table>

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. 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.

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.

When the Contract for Independent Study has been completed and signed by both dean, program chair and faculty supervisor, the student submits it to the registrar's office and pays the tuition and the appropriate non-refundable fees. The deadline for registration is Friday of the sixth week of the quarter.

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 Vice President for Academic Affairs the ultimate responsibility for the quality of independent study. Independent studies are reviewed periodically by the Vice President for Academic Affairs 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 unit (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 with the coordinator as the thesis committee. 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 established to protect 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.

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 Vice President for Academic Affairs 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 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.

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 I/W—see note below).
General Information

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Auditor</td>
</tr>
<tr>
<td>CR¹</td>
<td>Credit</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In progress; no grade or units granted until entire course sequence has been completed</td>
</tr>
<tr>
<td>NC</td>
<td>No credit</td>
</tr>
<tr>
<td>NR</td>
<td>Not reported. NR is replaced by the assigned grade when course is complete and grade is posted by the registrar’s office</td>
</tr>
<tr>
<td>UW²</td>
<td>Unauthorized withdrawal; student failed to complete course requirements, but did not withdraw</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
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<tbody>
<tr>
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<tr>
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<td>D</td>
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<table>
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</tr>
<tr>
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</tr>
<tr>
<td>Below average, but passing¹</td>
<td>Below average, but passing¹</td>
<td>Below average, but passing¹</td>
<td>2.7</td>
</tr>
<tr>
<td>Poor, but passing¹</td>
<td>Unacceptable</td>
<td>Unacceptable</td>
<td>2.3</td>
</tr>
<tr>
<td>Average</td>
<td>Poor, but passing¹</td>
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</tbody>
</table>

¹ Grades of B-, 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.

### 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 grade 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) grade indicates that the course was not mastered. CR and NC grades are not included in computing the grade-point average. CR grades 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.

### 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. Instructors 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.jfkku.edu) on the Monday following the end of the grade posting period. Printed grade reports are mailed as soon as possible thereafter. Students who want to know a specific grade prior to receiving the official grade report should leave a self-addressed, stamped postcard with the instructor. No grades will be given by telephone, e-mail, or fax. Law students may access their grades on Express after the grading deadline for the College of Law (3 weeks after the end of the law term.) Printed grade reports are mailed as soon as possible thereafter.

Grade Changes

Grades entered on a student’s transcript become final after the grading window closes. No grade other than an Incomplete may be changed to reflect submission of additional work by a student. No grade may be changed as a result of an instructor’s re-evaluation of a student’s work.

If a clerical error has been made that can be documented, a petition for grade change with full supporting documentation (including computations) and the dean’s signature must be submitted to the registrar’s office. The registrar’s office will submit the petition to the Vice President for Academic Affairs for review and a decision.

A petition form is usually originated by the student but can be submitted by the instructor. The petition must be received by the registrar’s office (with full supporting documentation) no later than the end of the quarter/session following the term in which the incorrect grade was assigned.

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 John F. Kennedy University are included in the cumulative grade-point average for the graduate program. 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

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. 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 C 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’ 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 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:

- A student has been on academic probation for three consecutive academic quarters in which the student has been enrolled,
- A graduate student has received a grade of D or F in any graduate course,
- An undergraduate student has received a grade-point average of 1.0 (D) or below in any single academic quarter,
- A student violates ethical or other standards associated with the profession for which s/he is in training,
- A student has committed plagiarism (see the Student Discipline section for more information), or
• 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 college 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 Vice President for Academic Affairs 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 Vice President for Academic Affairs 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 approval of the leave of absence. This form is available in the Registrar’s Office and on the University's website.

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 re-admission before enrolling in further coursework. Such students are subject to 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 re-admission.

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 your grade point average (GPA), and does not require a leave of absence.

A leave of absence is considered “approved” unless otherwise notified by the Registrar’s Office; you 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. 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 the requirements in the table on page 16, the additional requirements following the table, and all programmatic requirements as indicated in the University’s catalog.

### Bachelor’s Degrees

All candidates for a Bachelor of Arts or Bachelor of Science degree from John F. Kennedy 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 either of the following is 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, or AAT 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.

**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.

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),
# General Graduation Requirements by Program Level

<table>
<thead>
<tr>
<th>Award</th>
<th>Units</th>
<th>Residency</th>
<th>Scholarship</th>
</tr>
</thead>
<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 C 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 C 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>
• 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 Vice President for Academic Affairs.

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.

**Other Information**

**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* 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.

**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.

**Awarding of the Degree or Certificate**

At the end of the quarter/cohorts/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/cohorts/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.

**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 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:

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

**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 who 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>Honor</th>
<th>Minimum GPA</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.
Comencement 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. 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 or semester,
- Students who have six or fewer quarter or four semester units to complete in summer.

Students must also fulfill the master’s/doctoral examination or 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.

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.

Transcripts

Students may obtain John F. Kennedy University official transcripts by providing a written request with original, inked signature that gives name, student ID number or social security number, current address, major, dates of enrollment, degrees/certificates awarded, name on transcript (if different from current name), address to which the transcripts are to be sent, and any special instructions (e.g., holding for current grades or degree posting). Transcript Request Forms are available in the registrar’s office in Pleasant Hill, Student Services Office in Campbell, and online. All transcript requests must be signed and accompanied by a current fee for each transcript. Rush transcripts will be sent within one working day following receipt of request for the current rush transcript fee. Rush processing cannot be guaranteed during registration periods.

A transcript is issued only if all financial obligations to the University have been paid in full. 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.

John F. Kennedy University is custodian of records only for American Academy of Family Studies and New College School of Law transcripts. The University does not maintain any other New College academic records.

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.

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 courses, one 4-week intersession, and one 9-week quarter. For financial aid purposes, an academic year is defined as a minimum of three quarters of enrollment.

The Marriage and Family Therapy 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.

Full-Time 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.

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, John F. Kennedy 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. John F. Kennedy 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:

1. An ongoing practice of openness and respect for people with experiences, beliefs, and traditions different from our own;
2. 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;
3. 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;
4. 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. We appreciate the value of self-reflection in reaching these goals;
5. 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.

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 foster academic achievement by providing the necessary support to ensure undergraduate- and graduate-level 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 study skills such as 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 tailored to students’ specific needs are available Monday through Friday—on-site, via email, by fax, or by phone (note: specific hours vary quarterly). Students can schedule to meet with staff at the Pleasant Hill, Campbell and Berkeley campuses. The center also offers a semiannual academic skills review (in fall and spring quarters) and an intensive one-day interactive workshop designed specifically for incoming students. Unlike many other higher-education writing centers that are staffed by students, the center is staffed by trained writing instructors who have extensive classroom teaching experience and advanced degrees.

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.jfku.edu/crimestats.

Career Center

The JFK University career center is a resource for University students, staff, alumni, and the public. The center’s resource library contains information on careers, labor market trends, potential employers, job-search strategies, and career-specific Internet job resource lists. Use of the career resource center and use of a computer for conducting a job search on the Internet are free. The center also offers workshops and written materials geared toward meeting the career-related needs of JFK University students and alumni.

Computer Labs

JFK University provides computer labs on each campus to support the learning, scholarly and professional pursuits of its students and
alumni. Each lab provides Microsoft office Suite, internet access, printing, and skilled software and hardware support during posted hours.

Please see the library website 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 workforce training programs of superior quality that connect the University with the diverse needs of alumni and surrounding communities.

CE provides courses for mental health professionals and registered nurses who must keep pace with the rapidly changing demands within the fields of psychology and health care. Whether the student is fulfilling pre-licensing or continuing education requirements, building new skill sets in an area of expertise, or looking to take on a new career opportunity, CE courses present a rare blend of practice and theory. CE also offers focused certificate programs which are designed to increase the student’s knowledge level in a particular subject matter.

All CE courses and programs are taught by University-level instructors who are leading-edge practitioners and scholars in their respective areas.

The CE department is approved to sponsor courses by the American Psychological Association, the California Board of Behavioral Sciences, the California Board of Registered Nursing, the National Board of Certified Counselors, the California Association of Alcoholism and Drug Abuse Counselors, and the State Bar of California.

Continuing education (CE) courses cannot be applied toward an academic degree or academic certificate program.

For more information, contact the Continuing Education office at:

JFK University Continuing Education Department
100 Ellinwood Way, Suite 5205
Pleasant Hill CA 94523
(925) 969-3150
(800) 557-1384
fax: (925) 969-3155

**Libraries**

The JFK University Libraries system consists of the central Robert M. Fisher Library in Pleasant Hill and its branches on the Berkeley and Campbell 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, 54,000 e-books, 80 online databases, 1,000 print and 40,000 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 on site. Document delivery services are available for students and faculty members at a distance. 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 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 and contact us if we can assist you in any way.

**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-JFK University/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 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) 969-3447 (voicemail) or (925) 969-3448 (TTY).

## Civil Rights Policies and Procedures

### Complaints Relating to Discrimination or Sexual Harassment

John F. Kennedy 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 Operating Officer**  
John F. Kennedy  
100 Ellinwood Way  
Pleasant Hill, CA 94523  
Telephone: (925) 969-3304

A complaint may be filed with the Chief Operating 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

#### A. Filing a Written Complaint with the Chief Operating Officer or designee

1. The complainant must complete a complaint form. These forms are available in the Office of Chief Operating 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.

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

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

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

5. The Chief Operating 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 Operating Officer or designee receives the complaint.

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

#### B. 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 Operating Officer or designee makes the selection.

#### C. 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...
Appellate Procedures for Civil Rights Issues

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

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

Within twenty-one (21) days following receipt of an appeal, the Vice President for Academic Affairs 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 Operating Officer or designee . If the complaint is against the Chief Operating 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 will 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 John F. Kennedy 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 Discipline

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.

Drug and Alcohol Policy

The “Drug-Free Colleges and Communities Act Amendments of 1989” (Public Law 101–226) clearly stated the position which universities are expected to take with regard to drug and alcohol abuse. In support of the purpose of this legislation John F. Kennedy University wishes to make known its concern for the health and well-being of all members of the University community—students, staff, and faculty—as well as the health and well-being of the community as a whole.

John F. Kennedy 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, LS D, 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.
- 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 Dishonesty

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
- Conducting any act that defrauds the academic process

Plagiarism is the presentation of someone else’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
- Request formal disciplinary action by the Judicial Affairs 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 Judicial Affairs Officer. The student must submit a written appeal to the Judicial Affairs 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 Judicial Affairs 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 Judicial Affairs 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 (service dogs excepted) 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 the 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 John F. Kennedy 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 intimations by e-mail, or on discussion boards and other postings in course shells;
The following behavior is subject to disciplinary sanctions:

**Unacceptable Student Behaviors**

- 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

**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 Conduct Code 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:

1. Dishonesty, including:
   a. Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
   b. Furnishing false information to a University official, faculty member, or campus official.
   c. Forgery, alteration, or misuse of a University document, key, or identification instrument.
   d. Misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries.
2. Unauthorized entry into, presence in, use of, or misuse of University property.
3. Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
4. 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.
5. 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.
6. Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.
7. 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.
8. 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.
9. 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.
10. 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.
11. Theft of property or services from the University community, or misappropriation of University resources.
12. Unauthorized destruction, or damage to University property or other property in the University community.
13. Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.
14. Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
15. Misuse of computer facilities or resources, including:
   a. Unauthorized entry into a file, for any purpose.
   b. Unauthorized transfer of a file.
   c. Use of another’s identification or password.
   d. Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University Community.
   e. Use of computing facilities and resources to send obscene or intimidating and abusive messages.
   f. Use of computing facilities and resources to interfere with normal University operations.
   g. Use of computing facilities and resources in violation of copyright laws.
16. Violation of any published University policy rule, regulation or presidential order.
17. 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.
18. 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.
19. Violation of the Student Conduct Procedures, including:
   a. Falsification, distortion, or misrepresentation of information related to a student discipline matter.
   b. Disruption or interference with the orderly progress of a student discipline proceeding.
   c. Initiation of a student discipline proceeding in bad faith.
   d. Attempting to discourage another from participating in the student discipline matter.
   e. Attempting to influence the impartiality of any participant in student discipline matter.
   f. Verbal or physical harassment or intimidation of any participant in a student discipline matter.
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 college 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.

Article IV: Disposition of Fees; Campus Emergency; Interim Suspension
The President of the campus 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 emergency safeguard 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 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, enter any campus of John F. Kennedy University. Violation of any condition of interim suspension shall be grounds for expulsion.

Article V: Sanctions
1. The following sanctions may be imposed upon any student found to have violated the Student Code:
   a. 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.
   b. Suspension: Separation of the student from student status from the University for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
   c. Expulsion: Permanent separation of the student from student status from the University.
   2. Multiple Sanctions. More than one of the sanctions listed above may be imposed for any single violation.
   3. 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.
   4. Denial of Admission or Readmission. Admission or readmission may be qualified or denied to any student found to have violated the Student Code.
   5. 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
1. 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.
2. 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.
3. 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 John F. Kennedy University.

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
1. Investigation
   a. A complaint alleging that a student has violated the Student Code shall be directed to the Judicial Affairs Officer. Any complaint should be submitted as soon as possible after the event takes place.
   b. A complaint is not necessary for the Judicial Affairs Officer to determine that charges should be initiated.
   c. The Judicial Affairs Officer shall investigate each complaint filed and determine whether or not charges should be brought.
2. Conference
   Except when the student refuses to cooperate, the Judicial Affairs Officer shall interview the student, explain the situation, and provide the student an opportunity to present a defense or to admit guilt. The Officer shall then render a determination whether or not charges shall be brought.

3. Hearing
   a. A student charged with violation of the Student Code may demand a hearing. A hearing shall be held as soon as practicable as fixed by the President.
   b. The student, a designee, the appropriate college dean, faculty representative, and the Judicial Affairs Officer shall be present at the hearing.
   c. The Judicial Affairs Officer is presiding officer but is not a voting member of the hearing panel. The student may present evidence or witnesses who are not members of the student’s class, college, or department, but not former members, and may cross-examine opposing witnesses.
   d. The hearing shall be closed to the public and the student, except where the student and the President agree that the hearing will be public.
   e. The President may decide that there is a material interest in the hearing that justifies public hearings.
   f. The site of the hearing shall be in the Student Government Office, or at some other site convenient to the hearing officer and the student.
   g. The student shall have the right to be accompanied by an attorney or other representative of his or her choice.

4. Record of Hearing
   a. The Hearing Officer shall maintain a record of the proceedings but shall not disclose the record to any party unless the party consents.
   b. The student, the President of the University, and the appropriate college dean shall have access to the record at reasonable times and may demand a copy at the conclusion of the hearing.
   c. A transcript of the proceedings shall be prepared and the student shall have the right to inspect the transcript.

5. Record of Discipline
   a. Probation and suspension shall be made part of the student’s academic record during the term of the probation or suspension.
   b. Absence from classes, suspension, or expulsion for a violation of the Student Code, as well as the nature of the conduct which disrupted the orderly operation of the University, shall be made part of the student’s permanent academic record.

6. Consequences
   a. Consequences of successful or unsuccessful defense of charges are as follows:
   b. Successful defense: No further action.
   c. Successful defense not to charge: No further action.
   d. Successful defense to charged: Disciplinary record.
   e. Unsuccessful defense: Not to charge.
   f. Unsuccessful defense charged: Disciplinary record.

7. Appeal
   a. A student charged with violation of the Student Code may appeal the hearing officer’s decision to the President of the University.
   b. The President of the University is the final authority on all matters pertaining to discipline.
General Information

Affairs Officer shall hold a conference with the student to obtain his or her response to the alleged misconduct and to determine whether the allegations of misconduct have merit, and if they may be disposed of informally by mutual consent of the student charged and the Judicial Affairs Officer. The student may have another person present to observe and consult with. 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.

3. Notice of Hearing
   a. If the allegations of misconduct have not been resolved by conference as provided in Section 2 of this Article and the Judicial Affairs Officer determines that formal disciplinary action should be taken, the Judicial Affairs Officer shall initiate the disciplinary action process by a written Notice of Hearing served in person or served by certified mail return receipt requested to the student charged at the last known address on campus records.
   b. The Notice of Hearing shall include the following:
      i. A statement of the specific subdivisions of the Student Code which the student is being charged with violating.
      ii. A factual description of the conduct upon which the charges are based.
      iii. 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.
      iv. The date, time and place of the hearing.
      v. The office at the campus where additional information regarding the evidence may be obtained.
      vi. 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 Judicial Affairs Officer of the name and address of the student’s attorney at least five (5) days prior to the hearing.
      vii. Notification that the student charged may elect to waive his or her right to a hearing by accepting the recommended sanction.
      viii. Such information as notice of an immediate suspension and/or withdrawal of consent to remain on campus where such action is appropriate.
      ix. A copy of these procedures or notification of where the student may obtain a copy without charge. 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.
   c. The Notice of Hearing shall be served on the student at least ten (10) working days prior to the hearing. If all parties agree, the ten day period may be waived.
   d. The charges stated in the Notice of Hearing may be amended at any time. If the amendment would require the student to prepare a defense which is different from that required by the prior Notice of Hearing, any hearing which has been scheduled shall upon request be postponed for a reasonable time. If the charges are amended after a hearing has commenced, the Hearing Officer may postpone the hearing for a reasonable period of time.

4. Hearing
   a. All hearings held under these procedures shall be conducted according to the following:
      i. Hearings shall be closed to all persons other than the person conducting the hearing, the student charged, The Judicial Affairs Officer, a single advisor for the student charged, a single advisor for the Judicial Affairs Officer, the person designated to record the hearing and witnesses while they are testifying.
      ii. 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.
      iii. The Judicial Affairs Officer representing the campus 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 Judicial Affairs Officer’s advisor may not be an attorney.
      iv. The campus and the student charged shall have the opportunity of presenting witnesses subject to the right of cross examination as well as questioning by the Hearing Officer. If the student charged elects to testify, he or she shall be subject to cross examination and questioning by the Hearing Officer.
      v. 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.
      vi. 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.
      vii. A tape recording shall be kept of the hearing. The student charged may, at his or her own expense, request a copy of such recording. No tape recording by the student charged or other persons at the hearing shall be permitted. However, the student charged may, at his or her own expense, furnish a certified court reporter provided that the campus shall be permitted to make copies of the transcript at its own expense.
      viii. The student charged shall not be found to have violated the Student Code solely because he or she fails to appear at the hearing. If the student charged does not appear, the hearing shall proceed without him or her and a decision shall be rendered on the evidence presented.
      ix. Arguments by the student charged 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.

x. 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.

xi. 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.

b. Where more than one student is charged with conduct arising out of a single occurrence or out of connected multiple occurrences, if the Judicial Affairs Officer and the students charged consent, a single hearing may be held for all of the students so charged. Students may request that their case be consolidated with others, or separated from others. The Judicial Affairs Officer shall make determinations regarding consolidation. All such determinations shall be subject to revision by the Hearing Officer. In the event of such revision, all cases affected shall be rescheduled for hearing. 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.

c. At any time during the hearing process, the student charged may elect to waive the hearing and accept a sanction recommended by the Judicial Affairs Officer. The waiver and acceptance of the recommended sanction shall be in writing.

5. Recommendation of the Hearing Officer

a. 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 (i.e., by a preponderance of evidence).

b. After having made its determination, the Hearing Officer shall submit a written report to the Chief Operating Officer or designee which includes a determination as to whether the student charged violated the Student Code and the Hearing Officer’s recommended sanction, if any. The Hearing Officer’s report shall be submitted to the Chief Operating Officer within ten (10) working days of the conclusion of the hearing.

6. Chief Operating Officer Action

a. After reviewing the Hearing Officer’s report, the Chief Operating Officer or designee shall make the final decision regarding disciplinary action. The Chief Operating 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 Operating Officer decides to adopt a more severe sanction, the Chief Operating Officer shall articulate the reasons for the more severe sanction in his or her decision. The Chief Operating Officer normally shall render a decision within five (5) working days of receipt of the Hearing Officer’s report.

b. The Chief Operating Officer shall cause notification of his or her decision to be delivered to the student charged. The notification shall be delivered in person or sent by certified mail return receipt requested to the student charged. 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 student charged upon request.

7. Appellate Procedures

Students who believe they have been wrongfully or excessively penalized may appeal the Chief Operating Officer or designee decision. Such an appeal must be submitted in writing within 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 15 working days and send written notification of the decision to the student. The decision is final.

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.

Health Insurance

A student health insurance policy is available through Sentry Life Insurance Company. The University is not affiliated with Sentry Life Insurance Company or its subsidiaries. A brochure is available in the registrar’s office or the Student Services offices of the branch campuses.

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, 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 Campbell 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](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](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, granting of that exception. Ignorance of University policy and procedures does not constitute valid criteria for granting an exception to University policy. 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);
- 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; 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; 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 forwarded to the Vice President of Academic Affairs 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 John F. Kennedy 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, Campbell.)
- 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 John F. Kennedy 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, address, email address, and telephone number(s)
- Major field of study
- Period of enrollment
- Awards and degrees received from JFK University
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. John F. Kennedy 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 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 year of transcripts issued and of any persons or institutions (other than JFK University officials) which have, upon student consent, been granted access to the student's records.

### 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 John F. Kennedy 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.

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Undergraduate Degrees/Certificates, per unit, per quarter:</td>
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<tr>
<td>Bachelors Completion, Pleasant Hill and South Bay</td>
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<tr>
<td>Bachelor of Fine Arts (BFA) Completion, Berkeley</td>
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<tr>
<td>Graduate Degrees/Certificates, per unit, per quarter:</td>
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<tr>
<td>Arts &amp; Consciousness</td>
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<td>Field Placement, Pleasant Hill</td>
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<td>MBA</td>
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<td>Museum Studies</td>
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<td>Other Masters, all sites</td>
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<td>Post Masters</td>
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<td>Doctorate, per unit, per quarter</td>
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<td>PsyD Internship Fee, per unit, per quarter</td>
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<tr>
<td>Law, per unit, per semester</td>
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<td>Law, Audit, per unit, per semester</td>
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<td>Law, Alumni Audit, per unit, per semester</td>
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<td>Other tuition-related fees</td>
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<td>Alumni Audit, per unit, per quarter</td>
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<table>
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<td>Application fees:</td>
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<td>Doctoral/JD Programs</td>
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<td>Non-degree/Certificate</td>
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<td>Linked programs</td>
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<td>Program-specific fees:</td>
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<td>Background check, internships</td>
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<td>Competency Exams, per exam</td>
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<td>Credit by Assessment, per assessment area</td>
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<td>Law exam fee, annual</td>
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<td>Law exam re-scheduling fee, per exam</td>
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<td>Registration fees:</td>
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<td>Change in registration: add/drop process per transaction</td>
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<td>Late registration, per course</td>
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<td>Adding a course after 2nd class meeting</td>
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<td>Adding a course after term has ended</td>
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<td>Degree, Master’s/Doctoral/JD</td>
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<td>Technology Fee:</td>
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<td>Per quarter</td>
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<tr>
<td>Per semester</td>
<td>$100</td>
</tr>
<tr>
<td>Per cohort</td>
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</table>
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.

Tuition is refundable according to the length of the course and the date the registrar’s office is notified of the drop by the student. Note that it is the student’s responsibility to visit or speak with the registrar’s office to drop a course. Consult the table in the Registration section of this catalog 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 and enrollment must be 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 permanent residents of the U.S. or certain Pacific Islands 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 permanent resident). Students should contact the Financial Aid Office for specific requirements regarding citizenship.

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 are federally funded entitlements for low-income undergraduates. Grant amounts range from $555 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), federally funded grants for undergraduates, range from $200 to $2,000 per year. Eligibility is based on extreme financial need and priority is given to students with extremely limited resources.

Cal Grants A and B 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.

John F. Kennedy 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 College of Law 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 and are posted on the JFK University Financial Aid website at www.jfku.edu.

John F. Kennedy University welcomes contributions to the University scholarship fund. All contributions are tax deductible and may be sent to John F. Kennedy 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. As of July 1, 2010 all new student loans will be disbursed through the Federal Direct Student Loan Program.

Federal Direct 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.

The Subsidized Federal Direct Loan exists to assist students that demonstrate financial need. Interest does not accrue while the student is enrolled at least half-time 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, 2011 and June 30, 2012 are 3.4% at time of repayment.

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. Loan limits and interest rates are the same as those for the Federal Subsidized Direct Loan. Interest on new loans is fixed at 6.8 percent. Unlike Subsidized Federal Direct Loans, interest does begin accruing after the loan is disbursed.

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 the University. The exit interview includes information on the average indebtedness of students, the average anticipated monthly repayments 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 Loans are five percent 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 John F. Kennedy 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. Separate application forms are required for the Federal Subsidized Direct Loan, the Federal Unsubsidized Direct Loan and graduate Direct PLUS loans. 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 (SAP) Standards for Financial Aid

New Policy Effective Fall 2011 and Cohort 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 John F. Kennedy 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
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:
- 2.0 (C) if an undergraduate student.
- 3.0 (B) if a graduate student.
- 2.0 (C) in all undergraduate courses and 3.0 (B) in all graduate courses during the period of linking if student is linking a BA or BS to an MA program.
- a score of 70 if a law student.

Quantitatively Ensuring students complete their program within a maximum time frame

Because students at John F. Kennedy 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 John F. Kennedy University is defined as three terms (either three quarters or three semesters) or four cohorts. To be considered making quantitative satisfactory academic progress, however, all financial aid applicants and recipients must adhere to the following guidelines:

Unit Completion Ratio - Students must complete (receive credit for or earn units in) at least 80% of all cumulative units attempted.

Maximum Timeframe - Students are limited to taking no more than 150% of the 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.

By the end of this warning period (one term), the student’s cumulative GPA and/or units completed percentage must meet the minimum: 2.0 GPA for an undergraduate or for undergraduate courses completed during linking, 3.0 GPA for a graduate student or for graduate courses completed during linking, and a score of 70.0 for law students. The student must also have completed at least 80% of cumulative units attempted. That being the case, the student would have met the conditions of the Financial Aid Warning, and financial aid would continue.

When grades have been posted at the end of the warning period (one term), any student still failing to meet either the qualitative or quantitative standards for satisfactory academic progress will be disqualified from receiving further financial aid. In addition, students are granted only one warning period. Once a student has used his/her 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 and Probation

Any student who feels that there were special circumstances that were beyond the student’s control that contributed to their being below the required minimums again.

Appeal Process and Probation

Any student who feels that there were special circumstances that were beyond the student’s control that contributed to their being placed on a Financial Aid Warning may file an appeal for an additional probationary period to continue FA eligibility, along with appropriate documentation of the special circumstances, with the FA Director.

1. Special 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. The appeal must also include information as to why the student failed SAP. This 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.

The Financial Aid Appeals form is available in the JFK University FA Office in Pleasant Hill. The FA 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, up to three term(s) of probation may be offered. The probation may also require an Academic Plan that will ensure that the student is able to meet the institution’s satisfactory academic progress standards by a specific point in time. If the student does not follow the requirements of the academic plan or fails to meet the Satisfactory Academic Progress standards by the date specified on the academic plan, then the student will lose financial aid eligibility and will not be eligible to appeal. The student will continue to receive FA during the approved probationary period. A student may request an additional appeal period from the FA Director. No federal funds will be released until all final grades for a term in question are posted.

Appeals may be accepted or denied at the discretion of the JFK University FA Office. If the FA Director denies the appeal, the student may submit an additional appeal in writing to the Financial Aid Appeals Committee. The Committee will respond to the student, in writing, within 30 days upon receipt of the additional 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 financial aid academic standards set above, (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 we 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 Loan 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.

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

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 University 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.

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

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 Loan - Subsidized and Unsubsidized, Perkins Loan, Federal Direct PLUS (graduate and dependent parent), Pell Grant, FSEOG and Cal Grant.

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 new 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: 1) the student files the Add/Drop Form with the Registration Office; or 2) the student officially notifies in writing or by phone to Registration his/her intent to withdraw; or 3) 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

John F. Kennedy 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 registrar’s office for current information.

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

John F. Kennedy University participates in the Yellow Ribbon Program. The University provides 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 Veterans Affairs Coordinator, at (925) 969-3332.
College of Undergraduate Studies
COLLEGE OF UNDERGRADUATE STUDIES brings together undergraduate completion programs in business, health sciences, legal and 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 to encourage students along the path to 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, Health Sciences, and Psychology programs can earn credit up to 30 quarter units of undergraduate credit for work-related projects, including corporate training, professional workshops, and volunteer training.
- **Link to Graduate Study.** Qualified students in the Business Administration, Health Sciences, and Psychology programs can apply graduate-level units toward both a Bachelor’s and Master’s degree.

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.

**Specializations**

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

**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 BSBA program, except for 12 units in the specialization or general electives or a combination of both;
- Achieved a minimum of 3.0 cumulative GPA.

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

**Benefits of Linking Program**

- Saves time and money by completing the undergraduate degree while earning up to 21 units towards the MBA degree. After completing the 21 linking units, students will need to complete 27 additional graduate units to complete the MBA degree;
- Ability to expand the depth of learning by attending graduate classes and working with MBA students.

**Linking Program Process**

- Student must meet with BSBA Program Chair to review linking program requirements;
- Submit a Request of Linked Eligibility Review form and a Petition for Degree form for the BSBA program;
- Submit these forms to the Registrar’s office with applicable and non-refundable fees;
- Submit all required documentation for admission to the MBA program.

**Earn 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**

- 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, and explain the business related legal and ethical issues and the interdependence between the enterprise operation and the civic community in which it functions.
- 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. They will be able to identify, understand, analyze, and make recommendations for business issues.

**Admission Requirements**

Applicants must submit a JFK University application and forward official transcripts from all universities they attended. Applicants must also submit a Statement of Intent, describing their professional and educational experience as well as their interest in attaining a BSBA degree. The potential student will meet with the Program Chair who makes the final decision on acceptance into the program.

**Degree Requirements**

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites or Co-requisites</td>
<td>LOWER DIVISION GENERAL EDUCATION BREADTH REQUIREMENTS (45 units)1</td>
<td></td>
</tr>
<tr>
<td>COMPOSITION Composition/Critical Thinking and Writing</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>HUMANITIES Must have completed at least one 3-unit course in two areas</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>NATURAL SCIENCE</td>
<td>9</td>
<td></td>
</tr>
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</table>
## College of Undergraduate Studies

### HEALTH SCIENCES

**BA in Health Sciences**

The Bachelor of Arts in Health Sciences, offered at the Pleasant Hill and Costa Mesa campuses, incorporates multidisciplinary approaches to the study of health, illness, and disease in diverse human populations. The BA in Health Sciences builds upon a foundation of a liberal education where core courses emphasize critical thinking and interdisciplinary learning. Grounded in 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, disease risk, health promotion, disease prevention, health care utilization, health policy and utilization of health technology.

Through an engaging and cutting edge curriculum which includes lecture, discussion, debate, problem-solving and experiential learning, our students explore and examine the relationships and interactions of the biological, social, behavioral and environmental factors that influence health and health outcome in diverse populations. We value the whole person - mind, body and spirit - and explore the meaning of illness and healing within diverse cultural contexts. The program offers a Specialization in Community Health Promotion in Diverse Populations. Through the Specialization students deeply explore the social and environmental factors, proximal, medial and distal, which mediate health focusing on social justice in health and on the elimination of health inequalities. The Specialization focuses in the study of vulnerable populations, social-ecology of health in global and domestic populations, and the relationship between media and social marketing and health behaviors.

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 public 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, teaching and mental health counseling.

**Linked Degree Option**

John F Kennedy 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 Master's programs in Holistic Health Education and Sport Psychology. 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, except for 12 units in the specialization or general electives or a combination of both;
- Achieved a minimum of 3.0 cumulative GPA.

Students must submit an application to the MA programs.

### MATHEMATICS

- **3**

### SOCIAL SCIENCE

Must have at least one 3-unit course in two areas

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BUS 3030</td>
<td>Business Law</td>
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<tr>
<td>BUS 3151</td>
<td>Principles of Management</td>
<td>4</td>
</tr>
<tr>
<td>BUS 3405**</td>
<td>Ethics in Society</td>
<td>4</td>
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<tr>
<td>BUS 3590</td>
<td>International Business</td>
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<tr>
<td>BUS 3000</td>
<td>Financial Accounting</td>
<td>4</td>
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<tr>
<td>BUS 3010</td>
<td>Microeconomics</td>
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<tr>
<td>BUS 3015</td>
<td>Macroeconomics</td>
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</table>

### BUSINESS QUANTITATIVE COURSES

**(18 units)**

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BUS 3033</td>
<td>Problem Solving and Managerial Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>BUS 3400</td>
<td>Business Communication</td>
<td>4</td>
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<tr>
<td>BUS 4005</td>
<td>Marketing</td>
<td>4</td>
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<tr>
<td>BUS 4040**</td>
<td>Management Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4043</td>
<td>E-Business and Commerce</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4996</td>
<td>Business Capstone 1</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4997</td>
<td>Business Capstone 2</td>
<td>3</td>
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</table>

### GENERAL MANAGEMENT COURSES

**(16 units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4058</td>
<td>Managing Change</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4196</td>
<td>Entrepreneurship</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4385</td>
<td>Cultures and Comparative Management Styles</td>
<td>4</td>
</tr>
</tbody>
</table>

### MARKETING SPECIALIZATION COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4037</td>
<td>New Ventures: Market Planning</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4189</td>
<td>Integrated Marketing Communication</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4385</td>
<td>Culture and Comparative Management Styles</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Degree requirements</strong></td>
<td>45</td>
</tr>
<tr>
<td></td>
<td><strong>Units to reach 180</strong></td>
<td>varies</td>
</tr>
</tbody>
</table>

**Total units for degree**: **180**

---

* These courses are assigned as needed by the Program Chair.

** These courses are waived for linking students.

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

2 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.
Benefits of Linking Program
- Saves time and money by completing the undergraduate degree while earning up to 21 units towards the MA degree.
- Ability to expand the depth of learning by attending graduate classes and working with MBA students.

Linking Program Process:
- Student must meet with BA Program Chair to review linking program requirements;
- Submit a Request of Linked Eligibility Review form and a Petition for Degree form for the BA program;
- Submit these forms to the Registrar’s office with applicable and non-refundable fees;
- Submit all 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:
1. Demonstrate proficiency in critical thinking and writing, and the application of these skills in critical writing and research.
2. 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.
3. Understand that health is an outcome of factors that occur on many levels ranging from the social and cultural context to cellular and intracellular processes.
4. Articulate the basic elements of the health policy processes and be able to identify and describe the major institutional players in health policy, both domestically and internationally.
5. Understand how health needs, and perceptions of health needs, as well as the organizational and social structures through which health sciences are delivered and received, vary cross-culturally.
6. Understand the basic structure, organization, and financing principles of contemporary healthcare systems.
7. Demonstrate capacity in quantitative reasoning and ability to analyze statistical and graphical data.
8. 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.
9. Demonstrate effective team-building traits and ability to articulate the essential characteristics of collaborative problem solving and systematic approaches to decision making.
10. Apply the core principles of health promotion and disease prevention to specific problems in diverse populations.

Admission Requirements
In addition to the JFK University application and official transcripts from all colleges and universities attended, applicants must submit a three page personal statement. The potential student will meet with the Program Chair who makes the final decision on acceptance into the program.

Degree Requirements

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
<th>Prerequisites or Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOWER DIVISION GENERAL EDUCATION BREADTH REQUIREMENTS (45 units)^</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPOSITION/Critical Thinking and Writing</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUMANITIES Must have completed at least one 3-unit course in two areas</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NATURAL SCIENCE Must have at least one 3-unit course in Biology (with a lab)</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIAL SCIENCE Must have at least one 3-unit course in two areas</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORE REQUIREMENTS FOR HEALTH SCIENCE MAJORS (22 units)</td>
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<td></td>
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<tr>
<td>COR 3001 Introduction to the College of Undergraduate Studies</td>
<td>0</td>
<td></td>
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<tr>
<td>COR 3146 Information Literacy</td>
<td>2</td>
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<tr>
<td>COR 3100 Critical Thinking and Writing</td>
<td>4</td>
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<tr>
<td>COR 3303 Statistics for the Social Sciences</td>
<td>4</td>
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<tr>
<td>COR 3300 Research Methods</td>
<td>4</td>
<td></td>
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</tr>
<tr>
<td>COR 4000 Collaborative Problem Solving</td>
<td>4</td>
<td></td>
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</tr>
<tr>
<td>COR 4800 Introduction to Service Learning</td>
<td>1</td>
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<tr>
<td>COR 4805 Practicum in Service Learning/Field Study</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MAJOR (59 Upper Division Units)

Foundation Courses
- HSC 4105 Introduction to Public Health Sciences 4
- HSC 3145 Critical Review and Writing in the Health Sciences Prerequisites: COR 3100, COR 3146 4
- HSC 4100 Introduction to Epidemiology Prerequisites: COR 3100, COR 3146 4
- HSC 4220 Bioethics: Ethical Issues in Modern Medicine Prerequisites: COR 3100; COR 3146; HSC 4105 4

SOCIAL, ENVIRONMENTAL, BEHAVIORAL & BIOLOGICAL DETERMINANTS OF HEALTH
- HSC 3110 Anatomy and Physiology - Dynamic Living Systems Perspective Prerequisites: COR 3100, COR 3146 4
- HSC 4117 Race, Class, Gender and Health Disparities Prerequisites: COR 3100, COR 3146 4
- HSC 4227 Health Behavior Theory and Health Education Prerequisites: COR 3100, COR 3146 Co-requisite: HSC 4105 4
- HSC 4230 U.S. Health Care System and Health Policy Prerequisites: COR 3100, COR 3146, HSC 4105 4
- HSC 4300 Nutrition in Living Systems Prerequisites: COR 3100; COR 3146; HSC 4105 4
- HSC 4332 Culture, Illness and Healing Prerequisites: COR 3100, COR 3146, HSC 4105 4

SPECIALIZATION
- HSC 4200 Social-Ecology of Human Health in Global and Community Populations Prerequisites: COR 3100, COR 3146, HSC 3145, HSC 4105 4
- HSC 4225 Introduction to Media Studies in Health Promotion Prerequisites: COR 3100, COR 3146, Co-requisite: HSC 4105 4
- HSC 4315 Vulnerable Populations: Health and Social Justice Prerequisites: COR 3100, COR 3146, Co-requisite: HSC 4105 4
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;
- The ability to navigate the use of various legal technologies.

The specific goals of the Legal Studies program are to provide students with the knowledge, skills, tools, and values necessary to be effective members of a legal team. At the end of the program, all graduates 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;
- 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.

### Transfer of Legal Specialty Courses

This transfer policy does not apply to Paralegal Certificate students. All certificate courses must be taken in residency. This transfer policy only applies to students enrolled in the Bachelor’s Degree in Legal Studies.

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 7 years;
- The student must have earned a C or better in the LSC;
- 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

**Procedures**

John F Kennedy University’s College of Undergraduate Studies and College of Graduate and Professional Studies offer a linked Bachelor’s in Legal Studies (BA in Legal Studies) and Master’s 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 21 units (five 4-unit courses and one 1-unit capstone) in the undergraduate major;
- Achieved a minimum of 3.0 cumulative GPA.

Benefits of Linking Program

- Saves time and money by completing the undergraduate degree while at the same time, earn 21 units towards the MBA program;
- After completing the 21 linking units (seven 3-unit courses), and substituting BUS 3041 (4 units) in place of BUS 3180 (3 units and required for the traditional BA in Legal Studies) students will need to complete 9 additional graduate courses (nine 3-unit courses) to complete the MBA program;
- MBA degree can be completed in four quarters;
- Ability to expand the depth of learning by attending graduate classes with working MBA students;
- Ability to broaden selection of courses.

Linking Program Prerequisites

- Meet with BA in Legal Studies Program Chair to ensure upper division transfer units have been correctly applied and that the approved substitutes are documented for the eligibility review;
- Submit a Request For Linked Program Eligibility Review form and a Petition for Degree for the BA in Legal Studies;
- Submit Petition For Graduation and the Application To Link to the Registrar’s office, paying the current applicable and non-refundable fees;
- Supply any additional documentation required for admissions to the MBA program, resume, letter of intent, and references;
- Have eligibility for linking formally verified by the registrar’s offices;
- Be formally approved for admissions by the MBA Program Chair.

BA in Legal Studies

The BA in Legal Studies builds upon foundational legal specialty courses by offering a curriculum that enhances students’ critical thinking and analytical and theoretical skills. This combination of legal specialty and 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.

Admission Requirements

Applicants with a bachelor’s degree, associate’s 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.

Freshman English or college composition must be completed with a C or better prior to admission. In addition to composition, applicants must have completed courses from at least three of the following disciplines prior to admission:

- Communication. Composition, rhetoric, literature, English, and some journalism.
- Humanities. Art or music appreciation, art or music history, literature, religion, theater, philosophy, classics, music theory, film history, logic, foreign language, sign language.
- Natural Science. Natural or physical science that is not vocationally oriented.
- Mathematics. Any college-level mathematics course.
- Social Science. Government, economics, sociology, history, political science, anthropology, and psychology

Applicants must submit a University application with a set of official transcripts and a legal studies writing sample.

Degree Requirements

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.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
<th>Prerequisites or Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOWER DIVISION GENERAL EDUCATION BREADTH REQUIREMENTS (45 units)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPOSITION/Critical Thinking and Writing</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUMANITIES Must have completed at least one 3-unit course in two areas</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NATURAL SCIENCE</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIAL SCIENCE Must have at least one 3-unit course in two areas</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORE REQUIREMENTS FOR LEGAL STUDIES MAJORS (20 units)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>BUS 3180</td>
<td>Math for Managers</td>
<td>3</td>
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</tr>
<tr>
<td>COR 3000</td>
<td>Education, Self &amp; Community</td>
<td>2</td>
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<tr>
<td>COR 3100</td>
<td>Critical Thinking and Writing</td>
<td>4</td>
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<tr>
<td>BUS 3400</td>
<td>Business Communication</td>
<td>4</td>
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</tr>
<tr>
<td>COR 3146</td>
<td>Information Literacy</td>
<td>2</td>
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</tr>
<tr>
<td>PLS 3002</td>
<td>Legal Research</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PLS 3011</td>
<td>Capstone</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MAJOR (58 upper division units)</td>
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<tr>
<td>PLS 3001</td>
<td>Introduction to Law</td>
<td>4</td>
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<tr>
<td>PLS 3003</td>
<td>Legal Writing</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PLS 3004</td>
<td>Ethics</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PLS 3005</td>
<td>Tort Law</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PLS 3006</td>
<td>Contract Law</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PLS 3008</td>
<td>Litigation I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PLS 3009</td>
<td>Litigation II</td>
<td>4</td>
<td></td>
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<tr>
<td>PLS 3010</td>
<td>Legal Technology Applications</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PLS 3029</td>
<td>Evidence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PLS 3033</td>
<td>Public Benefits Law</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PLS 3105</td>
<td>Jurisprudence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PLS 3107</td>
<td>History of the US since WWII</td>
<td>4</td>
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<tr>
<td>PLS 3109</td>
<td>Constitution, Supreme Court and American Democracy</td>
<td>4</td>
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<tr>
<td>PLS 3111</td>
<td>Law and Social Justice</td>
<td>4</td>
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</tr>
<tr>
<td>PLS 3113</td>
<td>Social, Cultural &amp; Political Issues in Business</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Paralegal Certificate

The 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 can be applied to the BA in Legal Studies. Students may complete the program in one year.

Admission Requirements

See ‘Admissions Requirements’ under ‘BA in Legal Studies’ on page 42.

Degree Requirements

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 3001</td>
<td>Introduction to Law</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3002</td>
<td>Legal Research</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3003</td>
<td>Legal Writing</td>
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</tr>
<tr>
<td>PLS 3004</td>
<td>Legal Ethics</td>
<td>2</td>
</tr>
<tr>
<td>PLS 3005</td>
<td>Tort Law</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3006</td>
<td>Contract Law</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3007</td>
<td>Property Law</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3008</td>
<td>Property Law</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3009</td>
<td>Property Law</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3010</td>
<td>Legal Technology Applications and Management</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3011</td>
<td>Paralegal Capstone</td>
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</table>

Paralegal Certificate (select 12 units from the following courses)

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>PLS 3001</td>
<td>Introduction to Law</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3002</td>
<td>Legal Research</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3003</td>
<td>Legal Writing</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3004</td>
<td>Legal Ethics</td>
<td>2</td>
</tr>
<tr>
<td>PLS 3005</td>
<td>Tort Law</td>
<td>4</td>
</tr>
</tbody>
</table>

Total units for degree 180

1 Students may complete the lower division coursework requirements by taking approved liberal arts courses, earning credit through the College Level Examination Program (CLEP), or taking recommended courses from local community colleges.
2 This course must be taken in the first term of enrollment.
3 The number of units earned will depend on the amount of time spent working at the internship. There is a classroom component to the internship program.
4 Units to reach 180 vary, depending on the number of lower and upper division transfer units; upper division units may be fulfilled with upper division electives available through the College of Undergraduate Studies.

Total units for certificate 43

LIBERAL STUDIES

BA in Liberal Studies

The 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 as well as linking options to graduate study in business, counseling, holistic health, and sports psychology.

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.

Program Learning Outcomes

Students completing the BA degree program are expected to demonstrate:

1. Proficiency in critical and creative thinking and writing
2. Proficiency in information literacy and conducting academic research
3. Proficiency in understanding global and multicultural perspectives on ideas, persons, events, and trends
4. Proficiency in comparing disciplinary, interdisciplinary, transdisciplinary, and holistic perspectives
5. Proficiency in integrating and applying academic learning to complex problems in innovative, effective, and sustainable ways
6. Proficiency in collaborating and communicating effectively to solve academic and social problems

Admission Requirements

In addition to the JFK University application and official transcripts from all colleges and universities attended, applicants must submit a three page personal statement. The potential student will meet with the Program Chair who makes the final decision on acceptance into the program.

Degree Requirements

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOWER DIVISION GENERAL EDUCATION BREADTH REQUIREMENTS (45 units)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COR 3300</td>
<td>Research Methods</td>
<td>4</td>
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<tr>
<td>COR 4800</td>
<td>Introduction to Service Learning</td>
<td>1</td>
</tr>
<tr>
<td>COR 4805</td>
<td>Practicum in Service Learning/Field Study</td>
<td>3</td>
</tr>
<tr>
<td>COR 4000</td>
<td>Collaborative Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>BA LIBERAL STUDIES—MAJOR (44 units)</td>
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<tr>
<td>LIB 3300</td>
<td>Social Systems and Policies Around the World</td>
<td>4</td>
</tr>
<tr>
<td>LIB 3303</td>
<td>World Literature</td>
<td>4</td>
</tr>
<tr>
<td>LIB 3405</td>
<td>World Religions</td>
<td>4</td>
</tr>
<tr>
<td>PYC 4220</td>
<td>Cross-Cultural Psychology</td>
<td>4</td>
</tr>
<tr>
<td>LIB 3415</td>
<td>Ethics and Social Values Around the World</td>
<td>4</td>
</tr>
<tr>
<td>LIB 4100</td>
<td>Consciousness, Creativity, and Transformation</td>
<td>4</td>
</tr>
<tr>
<td>LIB 4115</td>
<td>Global Economy and Sustainability</td>
<td>4</td>
</tr>
<tr>
<td>LIB 4117</td>
<td>World Cultures and Art</td>
<td>4</td>
</tr>
<tr>
<td>LIB 4119</td>
<td>Global Politics</td>
<td>4</td>
</tr>
<tr>
<td>LIB 4121</td>
<td>History of Science and Technology</td>
<td>4</td>
</tr>
<tr>
<td>LIB 4999</td>
<td>Senior Capstone</td>
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<tr>
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</tr>
<tr>
<td>Units to reach 180 ¹²³</td>
<td>varies</td>
<td></td>
</tr>
<tr>
<td>Total units for degree</td>
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<td></td>
</tr>
</tbody>
</table>

OPTIONAL SPECIALIZATION IN LEADERSHIP (16 units)³

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIB 4123</td>
<td>Leadership Models, Theories, and Types</td>
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<td>LIB 4125</td>
<td>Organizational Communication</td>
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<td>LIB 4127</td>
<td>Engagement and Collaboration</td>
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<tr>
<td>LIB 4129</td>
<td>Change and Conflict Management</td>
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</tbody>
</table>

¹ Students may complete the lower division coursework requirements by taking approved liberal arts courses, earning credit through the College Level Examination Program (CLEP), or taking recommended courses from local community colleges.
² Units to reach 180 for the degree vary, depending on the number of lower and upper division transfer units; upper division units may be fulfilled with upper division electives available through the College of Undergraduate Studies.
³ Specialization units may 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. Students should check with their advisor on the impact of adding a specialization to their degree program and total unit requirement.

PSYCHOLOGY

BA in Psychology

The BA in Psychology program in Pleasant Hill and Campbell 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. In a creative curriculum that includes lecture, dialogue, and experiential 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,
College of Undergraduate Studies

College of Undergraduate Studies facilitates both academic development and personal transformation and so serves as a powerful pathway to professional or graduate work. Our graduates have developed vital 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 also offers two optional Specializations: one in Transpersonal Studies, and one in Counseling. The Transpersonal Studies specialization examines the connections between psychology and spirituality, the nature of spiritual experience, and the use of spiritual practices for transforming consciousness and behavior. The Counseling Specialization offers an introduction to key counseling theories and practices, as well as an understanding of group dynamics, somatic psychology, and community psychology.

Program Learning Outcomes

Students completing the BA degree program are expected to demonstrate:

- Proficiency in critical and creative thinking and writing
- Proficiency in conducting academic research and using information technologies
- Proficiency in quantitative thinking, especially statistical skills
- Proficiency in bringing interdisciplinary perspectives to issues and problems
- Recognition, understanding, and respect for socio-cultural diversity
- Knowledge and understanding of major concepts, theories, findings, techniques, and historical trends in psychology
- Interpersonal communication skills, including effective speaking and listening
- Ethical understanding and behavior
- Self-awareness and ability to apply psychological principles and practices to personal issues and questions
- Understanding of how to implement psychological knowledge, skills, and values in occupational pursuits

Admission Requirements

In addition to the JFK University application and official transcripts from all colleges and universities attended, applicants must submit a three-page personal statement. The potential student will meet with the Program Chair who makes the final decision on acceptance into the program.

Degree Requirements

Note that BA in Psychology courses are offered in Pleasant Hill (COR, PYC) and South Bay (EDJ, PYJ). For simplicity, all courses listed in this catalog will have the COR and PYC prefix, although they also may be offered as EDJ and PYJ.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td></td>
<td><strong>LOWER DIVISION GENERAL EDUCATION BREADTH REQUIREMENTS (45 units)</strong></td>
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<tr>
<td></td>
<td>COMPOSITION Composition/Critical Thinking and Writing</td>
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<tr>
<td></td>
<td>HUMANITIES Must have completed at least one 3-unit course in two areas</td>
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<tr>
<td></td>
<td>NATURAL SCIENCE</td>
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<td></td>
<td>MATHEMATICS</td>
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<td></td>
<td>SOCIAL SCIENCE Must have at least one 3-unit course in two areas</td>
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<tr>
<td></td>
<td><strong>CORE CURRICULUM (28 units)</strong></td>
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<tr>
<td></td>
<td>COR 3000 Education, Self, and Community</td>
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<td>COR 3146 Information Literacy</td>
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<td></td>
<td>COR 3100 Critical Thinking and Writing</td>
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<td></td>
<td>COR 3303 Statistics for the Social Sciences</td>
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<td>COR 3145 Research Writing</td>
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<td>COR 3300 Research Methods</td>
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<td>COR 4800 Introduction to Service Learning</td>
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<td>COR 4805 Practicum in Service Learning/Field Study</td>
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<td>COR 4000 Collaborative Problem Solving</td>
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<td><strong>BA PSYCHOLOGY—MAJOR (44 units)</strong></td>
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<tr>
<td>PYC 3000</td>
<td>History of Psychology</td>
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<td></td>
<td><strong>Prerequisite:</strong> PYC 1100 or PYC 3005 or equivalent</td>
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<tr>
<td></td>
<td>PYC 3100 Developmental Psychology</td>
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<tr>
<td></td>
<td>PYC 4222 Cross-Cultural Psychology</td>
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<td></td>
<td>PYC 3210 Social Psychology</td>
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<tr>
<td></td>
<td>PYC 3200 Personality and Psychotherapy</td>
<td>4</td>
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<td></td>
<td>PYC 3220 Biological Psychology</td>
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<tr>
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<td>PYC 4221 Abnormal Psychology</td>
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<tr>
<td></td>
<td>PYC 4220 Cognitive Psychology</td>
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<tr>
<td></td>
<td>PYC 4999 Senior Capstone</td>
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<tr>
<td></td>
<td><strong>Choose two of the following courses:</strong></td>
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<tr>
<td></td>
<td>PYC 4229 Somatic Psychology</td>
<td>4</td>
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<tr>
<td></td>
<td>PYC 4217 Creativity and Intuition</td>
<td>4</td>
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<tr>
<td></td>
<td>PYC 4203 Humanistic Psychology</td>
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<td>PYC 4205 Transpersonal Psychology</td>
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<td>PYC 3305 Counseling Psychology</td>
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<td>Units to reach 180</td>
<td>varies</td>
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<td></td>
<td><strong>Total units for degree</strong></td>
<td>180</td>
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</tbody>
</table>

OPTIONAL SPECIALIZATION IN TRANSPERSONAL STUDIES (12 units)

Required course:

PYC 4205 Transpersonal Psychology 4

Choose one of the following courses:

PYC 4202 Psychology of Religion 4
PYC 4200 Jungian Psychology 4
PYC 4209 Spiritual Counseling 4
PYC 4207 Integral Psychology 4

Choose one of the following courses:

HSC 3100 Introduction to Living Systems 4
HSC 4235 Science and Spirituality 4
OPTIONAL SPECIALIZATION IN COUNSELING
(12 units)¹

Required course:
PYC 3305  Counseling Psychology  4

Choose two of the following courses:
PYC 4229  Somatic Psychology  4
PYC 3310  Group Dynamics  4
PYC 4209  Spiritual Counseling  4
PYC 4000  Community Psychology  4
PYC 4205  Transpersonal Psychology  4
PYC 3115  Death, Dying, and Bereavement  4
HSC 3100  Introduction to Living Systems  4

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COLLEGE OF UNDERGRADUATE STUDIES COURSES

BUSINESS ADMINISTRATION [BUS] COURSES

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 3010 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 3015 Macroeconomics 3
Prerequisite: BUS 3010.
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.

BUS 3020 Business Finance 4
Prerequisite: BUS 3000.
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.

BUS 3030 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
Prerequisite: BUS 3180.
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.

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 explores the study and application of knowledge about how individuals and groups act in organizations. Students will be able to explain key organizational behavior concepts and describe observable aspects of organizational culture.

BUS 3180 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.

BUS 3196 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 Business Communication 4
This course addresses basic skills needed by students to both write effectively and understand verbal and nonverbal 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 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 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. This course 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. 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. 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 develop a proposal for their capstone project which will include a problem/opportunity statement, literature research, and project methodology.

BUS 4997 Business Capstone 2 3
Prerequisite BUS 4996  
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.

CREDIT BY ASSESSMENT [CBA] COURSES

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**

**COR 1000 Prior Learning Experience and Portfolio Development I**  
Many students at JFK University 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 students 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 1010 Prior Learning Experience and Portfolio Development II**  
This course is a follow up to the BUS 1000 if a student wants to continue to work on submitting requests for credit for prior learning experiences. This course builds on BUS 1000 and continues with using Kolb's Experiential Model. 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 students 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 builds on Kolb's Learning Model and the development of Critical Thinking Skills. 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. Prerequisite: COR 1000.

**COR 1170 College Algebra and Trigonometry**  
[No description]

**COR 2100 Introduction to Academic Writing**  
Emphasis on 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. May be applied toward the lower-division general-education communication breadth requirement.

**COR 3000 Education, Self and Community**  
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—its 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**  
Introduction and orientation to undergraduate programs in the College of Undergraduate Studies.

**COR 3100 Critical Thinking and Writing**  
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 themselves as writers. 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 format.

**COR 3145 Research Writing**  
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. 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/Online format.

**COR 3146 Information Literacy**  
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; Online.

**COR 3300 Research Methods**  
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. Students 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
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 format.

COR 4800 Introduction to Service Learning 1
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. Special Requirements or Information: Prerequisite for Health Sciences majors - HSC 4200 Social-Ecology of Human Health in Global & Community Populations.

COR 4805 Practicum in Service Learning/Field Study 3
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. 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. May be repeated for credit with a change of topic.

HEALTH SCIENCES [HSC] COURSES

HSC 1310 Mathematics: A Human Endeavor 3
Mathematics is a universal language, and this course is designed to equip students for the dialogue. As an introductory course, students are invited to increase their quantitative reasoning skills and apply them to everyday problems. By understanding the fundamentals of number sequences, graphical methods, logarithms, and statistics, students will be better able to engage the sciences and humanities. These tools are relevant in the marketplace, and students can approach their chosen professions with greater confidence. May be applied toward the lower-division general-education mathematics breadth requirement.

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. May be applied toward the lower-division general-education science breadth requirements. Prerequisites: 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. Various visual, auditory, and kinesthetic learning methods will be utilized to facilitate optimum retention and practical application of primary terms and concepts. Prerequisites: COR 3100, COR 3146.

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 health sciences. Broadly these skills include (but are not limited to) understanding how to research the public health literature and scientific writing that conforms to the disciplinary expectations. Assignments include essays, article critique, a literature review, and scholarly communication. Prerequisites: COR 3100, COR 3146.

HSC 3200 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.

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 caregiving, self-care, avoiding burnout, stress management, communication skills for
Undergraduate Studies

HSC 3500 Sustainability
4
Through case-study analyses, this course critically examines in depth key issues facing us. 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 sustainability of culturally diverse populations operating in a global economy. Prerequisites: COR 3100, COR 3146.

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. Prerequisites: COR 3100, COR 3146, COR 3100, COR 3146. Hybrid format.

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. Prerequisites: COR 3100, COR 3146.

HSC 4110 Race, Class, Gender and Health Disparities
4
Race, gender and class differences in health risk, health access and health outcome are described as health inequalities. You may ask, exactly, what defines health inequalities or health disparities? What populations experience disproportionate health risk? What are the correlates of poor health access and adverse health outcomes? What causes disparities in health outcomes? This course provides a construct for exploring and formulating answers to these challenging questions. Health continues to be an asset associated with higher education, employment, access to preventive health services and the timely adequate provision of comprehensive 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. What then might explain these observations? A study of societal historical and social factors might further elucidate these disturbing health disparities and provide guidance in addressing these health concerns. Prerequisites: COR 3100; COR 3146. Hybrid format.

HSC 4120 PsychoSpiritual Dimensions of Illness and Healing
1-4
Through lecture, discussion and experiential format the experience of illness and stress are explored.

HSC 4150 Cancer, Health and Politics
4
This course studies the complicated political and social forces that shape the research and treatment of cancer. Who or what directs the “war on cancer?” What determines the research conducted, treatments advocated, and patients served? Who is looking at issues of prevention and why or why not? What is the role of cultural practices such as the pink ribbon campaign and fundraising walks in the treatment of cancer? The course addresses concerns of cancer risk and both conventional and alternative approaches to understanding cancer. Prerequisites: COR 3100, COR 3146.

HSC 4200 Social-Ecology of Health in Global and Community Populations
4
This course considers the complex interplay between individual, relationship, community, and societal factors relative to addressing health disparities 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 and health outcomes. Prerequisites: COR 3100, COR 3146; Co-requisites: HSC 3145, HSC 4105. Hybrid format.

HSC 4210 Genetics: Living with Our Genes
4
How should the first generation to have the knowledge and power to modify genes apply this information? The course examines the promises 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. Special Requirements or Information: Hybrid.

HSC 4215 Genetics: Living with Our Genes
4
The course examines the complex interplay between individual, family, community, and societal factors relative to addressing health disparities 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 and health outcomes. Prerequisites: COR 3100, COR 3146; Co-requisites: HSC 3145, HSC 4105. Hybrid format.

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 the pharmacology of drugs, 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. Prerequisites: COR 3000, COR 3100. Special Requirements or Information: Hybrid, Online.

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. Prerequisites: COR 3100, COR 3146, HSC 4105. Hybrid format.

**HSC 4223 Chemistry of Life**

This course is an introduction to the molecular basis of life with an emphasis upon how nature and human life work at the molecular level. The course examines the components of living matter and their interrelations within the complex biochemical processes that define and sustain life. This course fosters the understanding of the relationship between biological processes to the underlying chemistry that defines life. The topics will include exercise, nutrition, and medical and environmental case studies.

**HSC 4225 Introduction to Media Studies and Health Promotion**

This course is designed to familiarize students with current theory and knowledge in the field of social marketing and to analyze the components and applications of marketing used for promoting health behavior change strategies. Topics include: Determining Research Needs and Resources, Selecting Target Markets, Understanding the Target Audience and Health Behavior Messages, Implementing and Evaluating Social Health Marketing Efforts, and Ethics in Social Health Marketing. Prerequisites: COR 3100, COR 3146, HSC 4105.

**HSC 4227 Health Behavior Theory & Health Education**

This course examines the intersection between lifestyles and health behaviors as they relate to disease risk and health outcome. Health beliefs will be explored in the process of determining ways of understanding what causes people to adopt a healthy lifestyle or change a risky health-related behavior. Research has determined that individual characteristics in lifestyles and health behaviors are among the most significant contributors linked to health problems worldwide. However, these questions continue to challenge public health professionals as they endeavor to identify ways of addressing disparities in disease risk, morbidity, and mortality. This course examines the theoretical constructs of health theory. Students will examine the process associated with health behavior change and overcoming modifiable characteristics associated with disease risk. Through this course, students will understand the components of health behavior theory and the application of theory in health education and health promotion. Prerequisites/co-requisite: COR 3100, COR 3146, HSC 4105.

**HSC 4230 U.S. Health Care System and Health Policy**

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. Prerequisites/co-requisite: COR 3100, COR 3146, HSC 4105.

**HSC 4233 Evolution of the Metaphysical Heart**

This course is a journey, an exploration of both the physical and metaphysical realms of 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 love and romance; ethnic and in judgment; and in the theological and spiritual aspects of life / matters of faith. Prerequisites: COR 3100, COR 3146.

**HSC 4235 Science and Spirituality**

The journey of the intellect and the heart, each of which seeks to find and experience the deepest truths of our existence, have most often not even dialogued with one another. They are now finding mutual ground and communicating with (and learning from) one another. Though their approaches are very different (as different as the mind is from the heart), they are complementing and reinforcing understandings and we are the wiser for it. This course will explore quantum physics, parapsychology, and the perennial philosophical and mystical disciplines—plus astrology, which might inform one another. The coursework includes readings on the New Physics—and embraces a living systems perspective on the mystery of spirit. The coursework also takes readings from the paranormal, mystical, and philosophical perspectives in looking at the aspects of a common reality, and moving toward a new paradigm. Prerequisites: COR 3100, COR 3146.

**HSC 4300 Nutrition in Living Systems**

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. Prerequisites: COR 3100, COR 314, HSC 4105. Hybrid format.

**HSC 4312 Women and Integral Health**

Many of the health issues facing us today have more to do with behavior than pathology. As the demands of work and family increase, we take less time to take care of ourselves and our health inevitably suffers. We may not get sufficient sleep, palliate symptoms with pills, or eat the wrong foods. As we age, our bodies change in significant ways. Beyond the usual life stages, we may become more susceptible to infection or allergy. Many of the symptoms we treat medically could either be avoided or mitigated with changes in structures are important to our well-being and that the quality of our relationships affects our health—as do our beliefs and expectations. This course looks at not only the health-care delivery system, but also the political and economic landscape in which it operates. Students will learn about their bodies, the history of medicine (particularly as it relates to differences between standard Western and alternative models), and how politics and culture play an important role in who gets access. Prerequisites: COR 3100, COR 3146.

**HSC 4315 Vulnerable Populations: Health and Social Justice**

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. Prerequisites: COR 3100, COR 3146, HSC 4105.

**HSC 4320 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, these non-Western, new, and ancient modalities will be evaluated as alternatives to current standard methods. Prerequisites: COR 3100, COR 3146. Hybrid format.

**HSC 4325 Biodemography 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. Hybrid format.

**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 interaction 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. Prerequisites/co-requisite: 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. Hybrid format.

**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. Hybrid format.

**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. Hybrid format.

**HSC 4900 Topics in Health Sciences** 1-4
Topics vary according to curriculum design and integrity as well as instructor and student interest. 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. May be repeated for credit with a change of topic. Prerequisites: COR 3100, COR 3146, HSC 3145/COR 3145.

**HSC 4998 Senior Seminar in Health Sciences** 2
The Senior Seminar is a discussion-based course and will include significant research and oral presentation of literature by all participants. The primary outcome for this course is the presentation of the Portfolio. Students demonstrate achievement and synthesis of knowledge in the health sciences through the presentation of work completed in their major courses. In response to the Program Learning Outcomes in the Health Sciences major, students select products for their Portfolio from courses taken while completing their study plan. Prerequisites: COR 3146; COR 4000; COR 3300; HSC 3145; HSC 4100; HSC 4105; HSC 4117; HSC 4200; HSC 4225; HSC 4227; HSC 4315. Co-requisites: HSC 4332; COR 4800. Approval of Program Chair.

**HSC 4999 Capstone** 5
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.

**LEGAL STUDIES [PLS] COURSES**

**PLS 3001 Introduction to Law** 4
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 4
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. Prerequisites: PLS 3001 Introduction to Law.

### PLS 3003 Legal Writing 4
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. Prerequisites: PLS 3002 Legal Research.

### PLS 3004 Legal Ethics 2
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 4
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 4
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 4
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**  
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**  
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**  
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**  
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**  
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**  
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**  
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**  
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**  
This course studies the nature, purpose, and philosophy of law. Gives 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**  
An introductory course 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. This course 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, and economic trends and cultural developments that have shaped and reshaped our society.

**PLS 3109 Constitution, Supreme Court and American Democracy**  
Introduces the student to major constitutional law decisions of the Supreme Court in selected areas and also 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**  
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**  
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**  
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**  
Historical survey of novels, poems, stories, and essays from around the world from classic texts to contemporary ones. Examines these
literary texts in historical, cultural, and authorial context.

**LIB 3405 World Religions** 4

Surveys the major religions of the world, including: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. Focuses on worldviews, teachings, and the nature of mysticism.

**LIB 3415 Ethics and Social Values Around the World** 4

Introduces basic concepts of ethical assessment through direct application of ethical concepts to challenging issues facing society today. Compares different ethical systems from the East and the West. Explores ethical systems and social values applicable to a global society. May be applied toward the lower-division general-education humanities breadth requirement.

**LIB 4100 Consciousness, Creativity, and Transformation** 4

Examines the nature and structure of consciousness, creativity, and transformation at the individual and collective levels. Considers the implications and applications for psychology, healthcare, and business.

**LIB 4115 Global Economy and Sustainability** 4

Examines basic concepts in micro- and macroeconomics and offers perspectives on today’s global economy. Investigates economic and environmental sustainability, social equity, and government regulation.

**LIB 4117 World Cultures and Art** 4

Examines 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

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

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

Examines various leadership models, theories, and types with a special emphasis on 21st century transformative leadership and sustainable change. Investigates organizational behavior, power, and politics and the challenges facing organizational leaders in a dynamic global society.

**LIB 4125 Organizational Communication** 4

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. Explores organizational social networking in a digital age.

**LIB 4127 Engagement and Collaboration** 4

Explores strategies to build engagement and collaboration in teams, organizations, partnerships, communities, and networks.

**LIB 4129 Change and Conflict Management** 4

Explores concepts in conflict, crisis, change, and negotiation that are relevant to working in teams, organizations, and partnerships. Examines various approaches to initiating and managing sustainable change in organizations, networks, communities, and society.

**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 Campbell (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

Investigates the origins and history of psychology, focusing on key questions, systems, processes, and methods, and how they have influenced contemporary trends. Prerequisites: Introduction to Psychology or Exploring Psychology.

**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. Prerequisites: Introduction to Psychology.

**PYC 3100 Developmental Psychology** 4

An exploration of infant, child, and adolescent behavior and growth within the context of developmental psychology and the human life cycle. May be applied toward the lower-division general-education social science breadth requirement.

**PYC 3105 Psychology of Adulthood** 4

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. 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. May be applied toward the lower-division general-education social science breadth requirement.

PYC 3115 Death, Dying, and Bereavement  4
Explores the problems and processes associated with death, dying, and bereavement. Considers theories of dying and death from psychological and religious perspectives.

PYC 3200 Personality and Psychotherapy  4
Studies the major personality theories and therapeutic applications in clinical psychology, including body-oriented and transpersonal psychotherapies. Theorists include Freud, Jung, Ellis, Perls, and Rogers. May be applied toward the lower-division general-education social science breadth requirement.

PYC 3210 Social Psychology  4
Examines how social factors influence the feelings, beliefs, and behaviors of others. Explores such topics as: conformity, mass communication, propaganda, persuasion, social cognition, self-justification, aggression, prejudice, liking, loving, and interpersonal sensitivity. May be applied toward the lower-division general-education social science breadth requirement.

PYC 3220 Biological Psychology  4
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. Focuses on the brain’s interrelations with the mind and behavior and how brain malfunctions produce mental disorders.

PYC 3305 Counseling Psychology  4
Explores the basic concepts of the helping professions. Includes exercises to integrate practical skills with a conceptual framework. For students who have little or no experience in the field. May be applied toward the lower-division general-education social science breadth requirement.

PYC 3310 Group Dynamics  4
Explores 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. May be repeated for credit with a change of topic.

PYC 3335 Psychology of Religion  4
This course explores the psychology of religion, including the nature of 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 4000 Community Psychology  4
Examines how the field of psychology can be applied to the community. Explores how psychology relates to and can offer help on such issues as the nature of com munity, community involvement, community organizations, conflict resolution, mediation, and diversity.

PYC 4005 Learning and Cognition  4
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  4
Examines the scope and use of various psychological assessment tools. Explores the assumptions, limits, and challenges to psychological assessment. Focuses on the construction and evaluation of psychological tests and their performance in clinical situations. Students will be engaged in self-assessment during their learning experience.

PYC 4020 Emotional Intelligence and Awareness  4
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  4
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  4
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.
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** 4

Explores the higher and deeper dimensions of human experience. Examines the nature, validity, development, and value of these extraordinary experiences from diverse disciplinary perspectives: psychology, philosophy, sociology, anthropology, religion. Discusses the philosophical and empirical foundations of transpersonal psychology and the transpersonal principles used in counseling. Theorists include Roberto Assagioli, Ken Wilber, Stanislav Grof, Francis Vaughn, A.H. Almaas, and John Welwood.

**PYC 4207 Integral Psychology** 4

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** 4

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** 4

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, paleoanthropology, 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** 4

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** 4

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 bibliotherapy 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** 4

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** 4

Explores the major concepts, theories, and research in the field of cognitive psychology. Examines 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 4221 Abnormal Psychology** 4

This course explores the definitions, categories, and characteristics of abnormal behaviors from biological, psychosocial, and sociocultural perspectives. Examines various treatment concepts while maintaining a sensitivity to cultural constructions of “abnormality.”

**PYC 4222 Cognitive Psychology** 4

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** 4

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** 4
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** 4
Explores 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 examined.

**PYC 4229 Somatic Psychology** 4
Explores the historical foundations of historical psychology as well as how various somatic psychology practices are applied to the development and evolution of the self. Examines somatic understandings of topics such as anxiety, excitement, stress, and personal development. Emphasizes understanding emotional expression, family systems, family interaction patterns, and self development as somatic issues. 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** 4
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** 4
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, theft 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** 4
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** 4
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** 4
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** 4
Studies and projects to be arranged with the instructor and the program chair. 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.
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 – Holistic
- Counseling Psychology – Marriage and Family Therapy
- 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.

Facilities

The JFK University Berkeley Campus allows A&C students to work and exhibit together in a multidisciplinary arts community. This 15,000 square-foot facility is located in Berkeley, California, approximately 20 miles from the main Pleasant Hill Campus. There is a large general-purpose studio and a separate critique and movement studio. A professional-quality gallery space is available for the exhibition of student work as well as the work of distinguished artists from the community. The campus offers a digital media facility for student use as well as digital video equipment. The campus library includes a collection of books and periodicals pertaining to the arts and museum studies. The Arts and Healing Network Slide archive includes slides, written materials, and a computer database documenting the work of approximately 400 contemporary artists from the United States whose artwork deals with some aspect of healing.

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 Arts & Consciousness 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 Arts & Consciousness. Approximately 3,500 people each year visit the Arts & Consciousness gallery. Student group exhibitions are also held throughout the year related to their studies in Transformative Arts.

Visiting Artists

An important aspect of the Arts & Consciousness 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.

MA in Transformative Arts

The Masters 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 chose 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 and Practice: Demonstrates commitment to ongoing creative practice and skill development. Creative works demonstrate an ongoing investigation of the unique and expressive qualities of a variety of media.
- Creative Process and Personal Transformation: Clearly articulates creative process and practice regarding the intention and outcomes of specific works. Identifies 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.
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?

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.

International students should consult with the international Student Advisor for additional requirements.

Degree Requirements

Admission to the MA in Transformative Arts (MATA) 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 MATA 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.

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<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
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<tr>
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<td>Paradigms of Consciousness</td>
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<td>A&amp;C 5100</td>
<td>Introduction to Transformative Arts</td>
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<td>Transformative Arts Teaching Practice</td>
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<td>Artist Resources: Career Pathways</td>
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Select from the following: 6

- A&C 5010 Image and Process 3
- A&C 300 Applied Alchemy 3
- A&C 5305 Art and Altered States of Consciousness 3
- A&C 5315 Dreams and the Arts 2
- A&C 5342 History of Sacred Arts 3
- A&C 5350 Artist in Society 3
- A&C 5530 Art, Archetypes and Creative Process 3

Midpoint Review

- A&C 5555 MA Transformative Arts: Mid-Point Review 1
- Studio Arts: Select from the following: 12
- A&C 5331 Media of Sacred Arts 6
- A&C 5670 Group 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

MFA 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 social transformation, self-inquiry and professional practice through time-based artistic expressions such as improvisation, physical theater and movement.

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.
- 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.

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**Master’s Project**

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**Clinical Psychology**

Clinical psychology is the largest branch of the field of psychology, bringing together science, theory, and practice in order to assess and treat mental health issues. Clinical psychologists work in a variety of settings, including community mental health agencies, college counseling centers, independent or group practices, hospitals, prisons, research settings, and VA medical centers.

The demand for mental health professionals, particularly those with doctoral degrees, is expected to increase over the next decade. The rise in the number of psychologists in prisons and the VA, as well as the overall need for more counseling services as individuals struggle to cope with the pressures of everyday life and work, will contribute to this growth in demand.

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.

Our mission is to create a program with a diverse faculty, student body, and curriculum that focuses on training 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 (PsyD)**

The PsyD degree was first recognized by the APA in 1973. Today, many PsyD programs are offered nationwide. The Doctor of Psychology (PsyD) program is designed for individuals seeking the highest level of training to become applied psychologists. Graduates are prepared for the multiple roles which contemporary psychologists must fill to competently serve their communities: clinician, program administrator and evaluator, consultant, educator, supervisor, assessor, and critical consumer of psychological research. Practical applications, advanced clinical training, and specialized fieldwork are emphasized throughout the course of the program.

At JFK University, a dedicated faculty of practitioner-scholars offers a student-faculty ratio of approximately twelve-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 class. The PsyD program incorporates issues of diversity into all courses in the curriculum.

Students may choose to attend the program under the intensive full-time, part-time, or part-time plan. The intensive full-time plan of study takes four years to complete. Intensive full-time students complete three years of coursework (four quarters per year) plus weekly practicum hours each of the first three years. Full-time students complete their coursework in four years. After the coursework is completed, a one-year, full-time internship, or two half-time internships, are required for graduation. Students are also required to complete a clinical dissertation project. Part-time
students work with their advisor to develop a modified schedule tailored to each individual student’s needs.

Students interested in a Clinical Sport Psychology degree may link the PsyD program with the Sport Psychology program. See the MA Clinical Sport Psychology Program section of this catalog.

Accreditation
The Doctor of Psychology (PsyD) program at John F. Kennedy 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

Fingerprints and Malpractice Insurance
Students must have fingerprints registered with the Department of Justice, and must have student malpractice insurance (obtainable from APAGS) before beginning practicum placement.

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 to be advanced in the program. Failure to meet requirements for advancement will result in a referral to the Review and Advisement Committee to remediate the difficulty. In some instances, students may be required to supplement or repeat certain areas of the program or to take a leave from the program. See the PsyD Student Handbook for Review and Advisement procedure.

Integrated Professional Seminar
The Integrated Professional Seminar (IPS) is a key component of the program. This composite of courses is designed to integrate coursework with practicum throughout the program. Small groups of students meet together with a faculty member over three consecutive quarters. Depending on the year, IPS emphasizes different areas such as working with diverse populations; examining one’s own belief systems, worldview, biases, 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 placement 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 with power, privilege, and oppression in the practice of psychology.

*Accredited, on probation
To this end, 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.

The ethnographic practicum (Practicum I) is not a clinical placement. Indeed, 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. This practicum (Practicum I) and its accompanying Integrated Professional Seminar (IPS-I) are designed to focus on diversity.

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 placement experience and ongoing doctoral coursework. In Practicum II, trainees work 16–20 hours per week to develop skills in doing therapy including accurate assessment, conceptualization, and formulation of client cases from a multicultural/diversity perspective.

Practicum III
Practicum III also is a clinical placement at one of over 60 available sites, this time 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. As with Practicum II, trainees develop skills in accurate assessment, conceptualization, and formulation of client cases from a multicultural/diversity perspective. However, the focus in Practicum III is extended beyond Practicum II to include advanced skills in the development of systematic and empirically justifiable plans for intervention with individuals, groups, or communities within the larger context of human diversity and social change.

Pre-Doctoral Internship
Trainees apply for pre-doctoral internship when they are in the third year of the intensive 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, APPIC, or CAPIC. A full-time internship is completed in four quarters at nine units per quarter for a total of 36 units.

Comprehensive Written Examination
This examination is similar to the Examination for Professional Practice in Psychology (EPPP), which is one of the requirements for state licensure. The exam consists of 200 multiple choice questions and is taken after successful completion of required first- and second-year courses. Passing this exam is a requirement for advancement in the program.

Clinical Proficiency Examination
In the spring of year three, students present a written clinical case report to a panel of two faculty members who examine the student...
on the case. Students are expected to be knowledgeable about theory, case formulation, empirically supported treatment plans, assessment, applicable laws and ethics, and diversity issues. Passing this exam is a requirement for advancement in the program.

Satisfactory Progress

Satisfactory levels of proficiency in all competency areas in coursework and practica must be met by each student to proceed to the next year of 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 a student’s termination from the program.

MA in Clinical Psychology

A student will be awarded a Master of Arts degree in Clinical Psychology when he or she has satisfactorily completed all required first- and second-year courses, is a student 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 Doctor of Psychology’s clinical focus. The dissertation should integrate 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 utilize other research forms. Projects may take the form of a program evaluation, theoretical exploration, meta-analysis, case study or series of case studies, phenomenological study, ethnography, grounded-theory exploration, or other qualitative methodology. The dissertation proposal must be successfully defended prior to the match for pre-doctoral internships and a successful final dissertation defense is required for the degree to be awarded.

Dissertation Extension

Students who have not completed a clinical dissertation project prior to beginning the internship must register for PSD 7302 Dissertation (0.5 units) and pay a dissertation fee for each quarter that the dissertation remains unfinished. 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. (Students who began prior to fall 2006 may take PSD 7302 four times for credit.)

Advancement to Candidacy

In order to advance to candidacy at the end of year three of the program, each student must have satisfactorily completed all coursework, all practica, the Comprehensive Written Exam, the Clinical Proficiency Examination, and the clinical dissertation proposal defense. The student may then enter into an approved internship and begin the final phase of the program.

Individual Psychotherapy

All students in the Doctor of Psychology program are required to complete at least 50 hours of individual psychotherapy within an 18-month time period. Psychotherapy must be with a licensed therapist. Students do not receive academic credit for psychotherapy. It is recommended that students complete the psychotherapy requirement prior to beginning internship.

Licensure

Completion of the PsyD from John F. Kennedy University makes students eligible to apply for licensure as a psychologist. The licensure process is regulated by the California Board of Psychology, and requirements currently include a minimum 3,000 hours of verified supervised professional experience. Licensing statutes and regulations are subject to future legislative and/or administrative revisions. Doctor of Psychology 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:

2005 Evergreen St. Suite 1400
Sacramento CA 95815-3894
phone: (916) 263-2699
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 will acquire knowledge of the foundational concepts and guiding principles of scientific psychology.
  - **Behavioral Science** – Students will demonstrate knowledge of the science that forms the foundations of clinical psychology.
  - **History and Ethics** – Students will demonstrate knowledge of the history, philosophy, and ethical principles governing clinical psychology.
  - **Development and Difference** – Students will demonstrate knowledge of norms and theories of human development across the lifespan, as well as knowledge about cultural differences.
  - **Psychological Measurement** – Students will demonstrate knowledge of principles of psychological measurement, research design, and techniques of data analysis.

- **Goal #2**: Students will acquire developmentally appropriate skills in each of these areas of professional psychology:
  - **Relationship**, **Assessment**, **Intervention**, **Research** and **Evaluation**, and **Professional Roles**.
  - **Relationship** – Students can develop, describe, and maintain constructive and culturally sensitive clinical relationships with clients, supervisors, and others with whom they interact professionally.
  - **Assessment** – Students can assess clinically relevant client characteristics, and use the information gathered to describe, conceptualize, and diagnose within a sociopolitical and cultural context.
College of Graduate and Professional Studies

Intervention – Students can 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.

Professional Roles – Students can articulate the theoretical and empirical foundations of, and demonstrate the basic skills of: supervision, management, consultation, and education in a multicultural professional environment.

Goal #3: Students will demonstrate the personal and professional attributes of multi-culturally competent practitioner-scholars.

Awareness – Students recognize, value, and work consciously with individual and cultural differences within intersecting systems.

Professional Conduct and Attitude – 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 at least 4 completed undergraduate or graduate courses in psychology or a closely related field at the time of application.

• A bachelor's degree from a regionally accredited institution. (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.

• Three letters of recommendation which attest to the applicant’s suitability for a Doctor of Psychology 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.

The Graduate Record Examination (GRE) score is not required of applicants.

The early consideration application date is December 13. The general consideration date is January 17. The application and all supporting documents need to be received by this date. Applicants are admitted for the fall quarter only.

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 a regionally accredited institution. 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.

Transfer credit is not permitted into the linked MA Sport Psychology/PsyD programs.

Degree Requirements

To receive the Doctor of Psychology 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 Doctor of Psychology 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.

• 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

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
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Prerequisites or Co-requisites

Introduction to Psychology
Theories of Personality
Diversity-related course
Statistics

JOHN F. KENNEDY UNIVERSITY
### First Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>PSD 7003</td>
<td>Foundations of Professional Psychology: History and Systems of Professional Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7007</td>
<td>Clinical Interviewing Skills I</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7008</td>
<td>Clinical Interviewing Skills II</td>
<td>3</td>
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<tr>
<td>PSD 7015</td>
<td>Adult Psychopathology I</td>
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<tr>
<td>PSD 7016</td>
<td>Adult Psychopathology II</td>
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<td>PSD 7035</td>
<td>Practicum I</td>
<td>6</td>
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<tr>
<td>PSD 7046</td>
<td>Group Process</td>
<td>3</td>
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<tr>
<td>PSD 7047</td>
<td>Multicultural Awareness in Professional Psychology</td>
<td>6</td>
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<tr>
<td>PSD 7052</td>
<td>Writing Like a Psychologist</td>
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<tr>
<td>PSD 7104</td>
<td>Social and Cultural Bases of Behavior</td>
<td>3</td>
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<tr>
<td>PSD 7122</td>
<td>Psychodynamic Theory and Its application to Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7123</td>
<td>Cognitive Behavioral Theory and Its Application to Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7141</td>
<td>Ethical and Legal Issues in Professional Psychology</td>
<td>3</td>
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<tr>
<td>PSD 7151</td>
<td>Research Methods and Statistics I</td>
<td>3</td>
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<tr>
<td>PSD 7225</td>
<td>Lifespan Development I: Child and Adolescent</td>
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<tr>
<td>PSD 7226</td>
<td>Lifespan Development II: Adulthood and Aging</td>
<td>3</td>
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<tr>
<td>PSD 7250</td>
<td>Research Methods and Statistics II</td>
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### Second Year

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<td>PSD 7107</td>
<td>Biological Bases of Behavior</td>
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<td>PSD 7108</td>
<td>Cognitive and Affective Bases of Behavior</td>
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<tr>
<td>PSD 7115</td>
<td>Assessment I/Intellectual and Cognitive Assessment and Lab</td>
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<tr>
<td>PSD 7116</td>
<td>Assessment II/Personality Assessment I and Lab</td>
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<tr>
<td>PSD 7117</td>
<td>Assessment III/Personality Assessment II and Lab</td>
<td>4</td>
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<tr>
<td>PSD 7121</td>
<td>World Cultures: Diverse Perspectives on Psychological Theory and Practice</td>
<td>3</td>
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<tr>
<td>PSD 7124</td>
<td>Family Systems Theory and Its Application to Diverse Populations</td>
<td>3</td>
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<tr>
<td>PSD 7131</td>
<td>Psychology of Addiction</td>
<td>3</td>
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<tr>
<td>PSD 7135</td>
<td>Practicum II</td>
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<tr>
<td>PSD 7146</td>
<td>Advanced Group Process</td>
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<td>PSD 7147</td>
<td>Multicultural Proficiency in Professional Psychology</td>
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<tr>
<td>PSD 7160</td>
<td>Psychopharmacology</td>
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<tr>
<td>PSD 7251</td>
<td>Qualitative Research: Critical Review</td>
<td>3</td>
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<tr>
<td>PSD 7252</td>
<td>Clinical Dissertation Proposal I</td>
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<tr>
<td>PSD 7253B</td>
<td>Clinical Dissertation Proposal II</td>
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<tr>
<td>PSD 7254B</td>
<td>Clinical Dissertation Proposal III</td>
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### Third Year

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSD 7025</td>
<td>Child and Adolescent Issues: Psychopathology and Treatment</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7215</td>
<td>Consultation and Education in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7230</td>
<td>Management and Supervision: Self, Other, and Organization</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7235</td>
<td>Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7245</td>
<td>Contemporary Issues in Professional Psychology</td>
<td>9</td>
</tr>
<tr>
<td>PSD 7302</td>
<td>Dissertation Completion</td>
<td>1.5-2</td>
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<tr>
<td>Electives</td>
<td></td>
<td>16</td>
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<tr>
<td>Advancement to Candidacy</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

**Total units required**: 180

1. These courses or their approved equivalents are prerequisites to the 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.

2. This is a repeatable course and must be taken multiple times to total the number of units indicated.

3. 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- and second-year courses. This degree is non-terminal and non-licensable.

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## 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.

### MA in Consciousness & Transformative Studies

The Master of Arts 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 three 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
- Science and Consciousness

Students who wish to focus their studies more deeply in 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.
- 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.
- 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.
- Two copies of 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>COR 3145</td>
<td>Research Writing</td>
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<tr>
<td>PHR 3405</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>PYC 3200</td>
<td>Personality and Psychotherapy</td>
<td>4</td>
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**Curriculum**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CNS 5049</td>
<td>Introduction to Consciousness and Transformative Studies</td>
<td>0</td>
</tr>
<tr>
<td>CNS 5010</td>
<td>Paradigms of Consciousness</td>
<td>3</td>
</tr>
<tr>
<td>CNS 5015</td>
<td>Body Consciousness/Body Wisdom</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5020</td>
<td>Archetypal Mythology</td>
<td>3</td>
</tr>
<tr>
<td>CNS 5023</td>
<td>Shamanic Traditions</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5025</td>
<td>Quantum Approaches to Consciousness</td>
<td>3</td>
</tr>
<tr>
<td>CNS 5027</td>
<td>Non-Ordinary States of Consciousness</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5030</td>
<td>Sleep, Dreams, and States of Consciousness</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5033</td>
<td>Consciousness and Psychology</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5035</td>
<td>Consciousness and Philosophy of Mind</td>
<td>3</td>
</tr>
<tr>
<td>CNS 5037</td>
<td>Neuro-Philosophy of Consciousness</td>
<td>3</td>
</tr>
<tr>
<td>CNS 5039</td>
<td>Self-Exploration (topics vary)</td>
<td>3</td>
</tr>
<tr>
<td>CNS 5055</td>
<td>Existentialism, Ethics and Consciousness</td>
<td>3</td>
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<tr>
<td>IPP 5033</td>
<td>Living Systems and Creative Potential</td>
<td>3</td>
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<tr>
<td>CNS 5126</td>
<td>Qualitative Research A</td>
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<tr>
<td>CNS 5127</td>
<td>Qualitative Research B</td>
<td>2</td>
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<tr>
<td>CNS 5284</td>
<td>Consciousness and Sustainability: Solutions for the 21st Century</td>
<td>2</td>
</tr>
<tr>
<td>IPP 5012</td>
<td>Effective Communication A: Emotional Dynamics</td>
<td>3</td>
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<tr>
<td>IPP 5013</td>
<td>Effective Communication B: Intersubjectivity</td>
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</table>

**Electives**

- Select either Integrative Project or Thesis
  - CNS 5610 MA Integrative Project
    - Prerequisite: CNS 5127
  - Electives 7
  - OR
  - CNS 5600 Planning a Thesis
    - Electives 3
  - CNS 5615 Thesis
    - Prerequisite: CNS 5600
  - Electives 5

**Total units required** 68—78

1 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.

2 This requirement must be satisfied by taking IPP courses 5300—5399. Consult an advisor for guidance.

3 Consult with an advisor for appropriate course selections.

4 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 Professional Studies may also apply these courses toward their electives.

### 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<td>CNS 5015</td>
<td>Body Consciousness/Body Wisdom</td>
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<td>CNS 5027</td>
<td>Non-Ordinary States of Consciousness</td>
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<tr>
<td>IPP 5012</td>
<td>Effective Communication A: Emotional Dynamics</td>
<td>3</td>
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<td>IPP 5045</td>
<td>Psychosynthesis</td>
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<tr>
<td>CNS 5620</td>
<td>Issues in Consciousness Studies</td>
<td>Varies</td>
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<td>HHE5125</td>
<td>Energy Models of Healing</td>
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<tr>
<td>IPP 5054</td>
<td>Enneagram Assessment</td>
<td>3</td>
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**Electives**

- Select from the following:
  - CNS 5039 Writing Your Story
  - IPP 5045 Psychosynthesis
  - IPP 5054 Enneagram Assessment
  - IPP 5065 Integrative Project Option
  - IPP 5066 Thesis
  - IPP 5067 MA Integrative Project

**Total units required** 68—78
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 8

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>CNS 5020</td>
<td>Archetypal Mythology</td>
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<tr>
<td>CNS 5120</td>
<td>Diversity, Community, Consciousness (3)</td>
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<tr>
<td>CNS 5284</td>
<td>Consciousness and Sustainability</td>
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<td>Electives</td>
<td>Select among the following:</td>
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<tr>
<td>CNS 5039</td>
<td>Ancestral Consciousness and Healing</td>
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<td>Writing Your Story</td>
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<tr>
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<td>Issues in Consciousness Studies Varies</td>
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<td>CNS 5830</td>
<td>Ecotherapy as Cultural Work</td>
<td>3</td>
</tr>
<tr>
<td>IPP 5347</td>
<td>Spirituality, Symbols, Dreams</td>
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</table>

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 9

<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>CNS 5284</td>
<td>Consciousness and Sustainability</td>
<td>2</td>
</tr>
<tr>
<td>IPP 5033</td>
<td>Living Systems and Creative Potential</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5023</td>
<td>Shamanic Traditions of our Ancestors</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>Select among the following:</td>
<td>7</td>
</tr>
<tr>
<td>CNS 5039</td>
<td>Ancestral Consciousness and Healing</td>
<td>2</td>
</tr>
<tr>
<td>HHE 5173</td>
<td>From Farm to Table</td>
<td>3</td>
</tr>
<tr>
<td>HHE 5145</td>
<td>Health, Environment, Sustainability</td>
<td>2</td>
</tr>
</tbody>
</table>

Science and Consciousness Specialization

Emerging research in quantum physics, neuro-physiology and brain science is revealing remarkable new mind/brain/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>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5025</td>
<td>Quantum Approaches to Consciousness</td>
<td>3</td>
</tr>
<tr>
<td>CNS 5037</td>
<td>Neuro-Philosophy of Consciousness</td>
<td>3</td>
</tr>
<tr>
<td>IPP 5025</td>
<td>Somatic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>CNS 5270</td>
<td>Issues in Science and Consciousness Varies</td>
<td></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 from scientific, psychological, spiritual, indigenous and contemporary perspectives.

Required Courses 16

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CNS 5030</td>
<td>Sleep, Dreams, and States of Consciousness</td>
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<td></td>
<td>Prerequisite: PYC 3200</td>
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<tr>
<td>CNS 5216</td>
<td>Lucid Dreaming</td>
<td>2</td>
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<tr>
<td>CNS 5280</td>
<td>Dreams, Archetypes, and Personal Mythology</td>
<td>2</td>
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<tr>
<td>CNS 5282</td>
<td>Dreams: Initiation and Indigenous Ways of Knowing</td>
<td>2</td>
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<tr>
<td>CNS 5344</td>
<td>Dream Groups: Facilitation and Ethics</td>
<td>2</td>
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<tr>
<td>CNS 9210</td>
<td>Dream Studies Fieldwork</td>
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<tr>
<td>CNS 5212</td>
<td>Psychology of Dreams</td>
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<tr>
<td>CNS 5215</td>
<td>Integral Approach to Dream Work</td>
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</tr>
<tr>
<td>IPP 5347</td>
<td>Spirituality, Symbols, Dreams</td>
<td>2</td>
</tr>
</tbody>
</table>

East-West Philosophy and Religion Specialization

In this increasingly polarized 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 9

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5035</td>
<td>Philosophy of Mind</td>
<td>3</td>
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<tr>
<td>CNS 5037</td>
<td>Neuro-Philosophy of Consciousness</td>
<td>2</td>
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<tr>
<td>IPP 5027</td>
<td>World Spirituality</td>
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<tr>
<td>IPP 5349</td>
<td>Integral Life Practice</td>
<td>2</td>
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<tr>
<td>Electives</td>
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<tr>
<td>CNS 5027</td>
<td>Non-Ordinary States of Consciousness</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5800</td>
<td>Issues in Philosophy</td>
<td>Varies</td>
</tr>
<tr>
<td>IPP 5307</td>
<td>Issues in Religious Studies</td>
<td>Varies</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.
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 sustain ability, 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 environmentally wise solutions and habits.
- Identify a personal area of focus and apply learnings gained within an internship work setting.

**Admission Requirements**

Applicants for the Ecotherapy Certificate must submit:

- Official transcripts.
- 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.

**Certificate Requirements**

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5820</td>
<td>Intensive I: Methods and Practices of Ecotherapy</td>
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<tr>
<td>CNS 5822</td>
<td>Dimensions of Holistic Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>CNS 5824</td>
<td>Horticultural Therapy</td>
<td>3</td>
</tr>
<tr>
<td>CNS 5826</td>
<td>Healing the Human-Nonhuman Relationship</td>
<td>3</td>
</tr>
<tr>
<td>CNS 5828</td>
<td>Intensive 2: Self-Nature Healing Work</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5832</td>
<td>Earth, Body Spirit A, B, C</td>
<td>1/1/1</td>
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<tr>
<td>CNS 5830</td>
<td>Ecopsychology and Ecotherapy as Cultural Work</td>
<td>3</td>
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<td>CNS 5833</td>
<td>Intensive 3: Body, Nature, Place</td>
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</tr>
<tr>
<td>CNS 5834</td>
<td>Ecotherapy Internship</td>
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</table>

**Total units required** 24

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**Counseling Psychology**

**MA in Counseling Psychology - Holistic**

**with Specializations in Holistic Studies, Integral Psychotherapy, Somatic Psychology, Expressive Arts, and Transpersonal Psychology**

The Counseling Psychology - Holistic program offers a Master of Arts degree in Counseling Psychology - Holistic with five specializations: Transpersonal Psychotherapy, Somatic Psychology, and Integral Psychology offered in Pleasant Hill, and Holistic Studies (an integration of somatic and transpersonal) and Expressive Arts, offered at the Campbell / San Jose 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 Master of Arts 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 California Marriage and Family Therapist (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. Recent data indicate that 77% of our graduates passed the California Marriage and Family Therapist (MFT) license examination.
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 MFT Licensing Requirements

The Master of Arts degree in Counseling Psychology - Holistic with a specialization in Transpersonal Psychology, Somatic Psychology, Holistic Studies, Expressive Arts or Integral Psychotherapy meets the educational requirements for the California Marriage and Family Therapist (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 Professional Studies.

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 the Marriage and Family Therapist (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.
- Articulate and apply the principles of the program specializations (Transpersonal, Somatic, Holistic, Integral or Expressive Arts).

Specialization in Expressive Arts
The Master of Arts 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 Campbell 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.

Expressive Arts utilize many of the same methods as more 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
- 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.
- Two copies of a personal statement that is 5-to-8 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

Course No  Course Name Units  

Prerequisites or Co-requisites

Undergraduate Prerequisites

PYJ 3200  Personality and Psychotherapy  0-4
SCJ 3110  Anatomy and Physiology  0-4

Core Curriculum

HSJ 5000  Introduction to Holistic Studies Program  0
HSJ 5100  Seminar in Holistic Studies  2
EXJ 5100  Intensive Master Classes A  5
EXJ 5100  Intensive Master Classes B  5
EXJ 5200  Foundations of Expressive Arts  3
EXJ 5210  Community Arts Practice A  2
EXJ 5211  Community Arts Practice B  2
HSJ 5101  Group Process A  2
HSJ 5102  Group Process B  2
HSJ 5103  Group Process C  2
Prerequisite: HSJ 5101
Prerequisite: HSJ 5102
HSJ 5105  Therapeutic Communication A  3
HSJ 5106  Therapeutic Communication B  3
Prerequisite: HSJ 5105
HSJ 5201  Diagnosis, Assessment and Therapeutic Strategy A  3
HSJ 5202  Diagnosis, Assessment and Therapeutic Strategy B  3
Prerequisite: HSJ 5201
HSJ 5202  Diagnosis, Assessment and Therapeutic Strategy B  3
Prerequisite: HSJ 5201
HSJ 5520  Psychopharmacology  1
HSJ 5543  Community Mental Health  3
HSJ 5120  Individual Development and Family Life Cycle A  3
Prerequisite: PYJ 3200
HSJ 5211  Individual Development and Family Life Cycle B  3
Prerequisite: HSJ 5120
HSJ 5126  Cross-Cultural Issues in Counseling  3
HSJ 5210  Child Therapy  3
Prerequisite: HSJ 5121
Transpersonal psychology addresses many of the same client issues psychotherapies, transpersonal counseling, Jungian psychology, and spirit in their work through content in body-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.
- Two copies of a personal statement that is 5-to-8 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**

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>HSJ 5215</td>
<td>Marriage and Family Counseling A</td>
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</tr>
<tr>
<td>HSJ 5216</td>
<td>Marriage and Family Counseling B</td>
<td>3</td>
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<tr>
<td>HSJ 5220</td>
<td>Personality and Psychotherapy</td>
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</tr>
<tr>
<td>HSJ 5215</td>
<td>Basic Addiction Studies</td>
<td>3</td>
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<tr>
<td>HSJ 5230</td>
<td>Sexuality</td>
<td>2</td>
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<tr>
<td>HSJ 5235</td>
<td>Ethics and the Law</td>
<td>3</td>
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<tr>
<td>HSJ 5620</td>
<td>Approaches to Trauma</td>
<td>2</td>
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<tr>
<td>HSJ 5313</td>
<td>Advanced Clinical Skills: Being a Psychotherapist</td>
<td>2</td>
</tr>
<tr>
<td>HSJ 5315</td>
<td>Counseling Case Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HSJ 5330</td>
<td>Clinical Skills: Partner &amp; Spousal Abuse, Elder Care</td>
<td>2</td>
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<tr>
<td>HSJ 9005</td>
<td>Personal Psychotherapy</td>
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<tr>
<td>HSJ 9015</td>
<td>Child Abuse Assessment</td>
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<td>HSJ 5301</td>
<td>Supervised Field Practicum A</td>
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<td>HSJ 5302</td>
<td>Supervised Field Practicum B</td>
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<td>HSJ 5303</td>
<td>Supervised Field Practicum C</td>
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<td>HSJ 5304</td>
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<td>HSJ 5350</td>
<td>Final Integrative Project A</td>
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<tr>
<td>HSJ 5351</td>
<td>Final Integrative Project B</td>
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</tbody>
</table>

**Total units required** 91-99

*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.

**Specialization in Holistic Studies**

The Master of Arts degree in the Counseling Psychology - Holistic program with a specialization in holistic studies prepares students for careers as psycho therapists with a special emphasis on transpersonal and somatic approaches to psychotherapy. This program is offered at our Campbell 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...
psychotherapy includes the techniques for psychotherapy that have originally emerged from transpersonal psychology, integral aspects of the human experience. Using the AQAL model as its framework, integral psychotherapy uses a systematic way, modern, and post-modern approaches in an integrated and specialization. Integral psychotherapy also includes traditional, clinically oriented courses with the transpersonal psychology proven useful over the last 40 years; therefore students share many aspects of consciousness that are cognitive, moral, and interpersonal among others. The AQAL model also recognizes the importance of developmental levels as well as lines of development. These developmental lines include cognitive, moral, and interpersonal among others. The AQAL model brings a multi-perspective and systemic 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 AQAL model also recognizes the various states and types of consciousness that are aspects of the human experience.

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 AQAL model also recognizes the various states and types of consciousness that are aspects of the human experience.

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.
- 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.
- Two copies of 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**

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
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<tr>
<td>HSI 5121</td>
<td>Individual Development and Family Life Cycle B</td>
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<td>HSI 5126</td>
<td>Cross-Cultural Issues in Counseling</td>
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<td>HSI 5210</td>
<td>Child Therapy</td>
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<tr>
<td>HSI 5215</td>
<td>Marriage and Family Counseling A</td>
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</tr>
<tr>
<td>HSI 5216</td>
<td>Marriage and Family Counseling B</td>
<td>3</td>
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<tr>
<td>HSI 5225</td>
<td>Basic Addiction Studies</td>
<td>3</td>
</tr>
<tr>
<td>HSI 5230</td>
<td>Sexuality</td>
<td>2</td>
</tr>
<tr>
<td>HSI 5235</td>
<td>Ethics and the Law</td>
<td>3</td>
</tr>
<tr>
<td>HSI 5243</td>
<td>Community Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>HSI 5620</td>
<td>Approaches to Trauma and PTSD A</td>
<td>2</td>
</tr>
<tr>
<td>HSI 5313</td>
<td>Advanced Clinical Skills: Being a Psychotherapist</td>
<td>2</td>
</tr>
<tr>
<td>HSI 5315</td>
<td>Counseling Case Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HSI 5330</td>
<td>Clinical Skills: Partner &amp; Spousal Abuse, Elder Care2</td>
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<tr>
<td>HSI 9005</td>
<td>Personal Psychotherapy</td>
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<tr>
<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>
<td>3</td>
</tr>
<tr>
<td>HSI 5303</td>
<td>Supervised Field Practicum C</td>
<td>3</td>
</tr>
<tr>
<td>HSI 5304</td>
<td>Supervised Field Practicum D</td>
<td>3</td>
</tr>
<tr>
<td>HSI 5350</td>
<td>Final Integrative Project A</td>
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</tr>
<tr>
<td>HSI 5351</td>
<td>Final Integrative Project B</td>
<td>2</td>
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</table>

Total units required: 91-103

1These 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.

**Specialization in Integral Psychotherapy**

The integral psychotherapy specialization is based on the All Quadrant, All Level (AQL) 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 AQAL 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.
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.

**Specialization in Somatic Psychology**

The 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 principle of Somatic Psychology - that soma and psyche are inseparable - and combines theoretical and experiential learning modalities. The curriculum emphasizes the understanding that personal and cultural attitudes and beliefs are embodied and expressed in one's posture, gesture, voice, movement, and ways of relating. Emotional, cognitive, social, cultural, and spiritual experiences are therefore considered to be part of an embodied therapeutic process.

This master's-level degree program, one of a very few in the world, integrates the study of psycho-physical-emotional processes in the practice of psychotherapy. It provides students with professional clinical skills of assessment, diagnosis, and treatment with a particular emphasis on somatic processes, such as sensate experience, sensory-motor development, movement expression, structural patterning, and regulation of physiological states. Through movement seminars students explore the reciprocal relationship between movement and the psyche. Students learn to utilize 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 hypoaroused 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, neurodevelopmental 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, Bioenergetics, 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.
- Two copies of 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

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>HPC 5703</td>
<td>Clinical Skills: Partner and Spousal Abuse</td>
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<tr>
<td>HPC 5325</td>
<td>Ethics and the Law</td>
<td>3</td>
</tr>
<tr>
<td>SPC 5535</td>
<td>Individual Development and the Family Life Cycle A</td>
<td>3</td>
</tr>
<tr>
<td>HPC 5216</td>
<td>Sexuality</td>
<td>2</td>
</tr>
<tr>
<td>SPC 5220</td>
<td>Principles of Somatic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SPC 5430</td>
<td>Movement Seminar A: The Self in Movement</td>
<td>2</td>
</tr>
<tr>
<td>SPC 5431</td>
<td>Movement Seminar B: Clinical Technique</td>
<td>2</td>
</tr>
<tr>
<td>SPC 5512</td>
<td>Somatic Psychology Perspectives on Stress and Psychobioimmunology</td>
<td>2</td>
</tr>
<tr>
<td>SPC 5572</td>
<td>Body-Oriented Psychotherapies</td>
<td>2</td>
</tr>
<tr>
<td>SPC 5612</td>
<td>Supervised Practica in Somatic Psychology</td>
<td>2</td>
</tr>
<tr>
<td>SPC 5620</td>
<td>Holistic/Somatic Psychology Approaches to Trauma and PTSD A</td>
<td>2</td>
</tr>
<tr>
<td>SPC 5621</td>
<td>Holistic/Somatic Psychology Approaches to Trauma and PTSD B</td>
<td>2</td>
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**Core Curriculum**
- CNS 5010 Paradigms of Consciousness 3
- HPC 5000 Introduction to Holistic Studies Counseling Psychology Program 1 0

**Somatic Psychology Specialization**
- SPC 5220 Principles of Somatic Psychology 1 3
- SPC 5430 Movement Seminar A: The Self in Movement 2
- SPC 5431 Movement Seminar B: Clinical Technique 2
- SPC 5512 Somatic Psychology Perspectives on Stress and Psychobioimmunology 3
- SPC 5572 Body-Oriented Psychotherapies 2
- SPC 5612 Supervised Practica in Somatic Psychology 3
- SPC 5620 Holistic/Somatic Psychology Approaches to Trauma and PTSD A 2

**General Counseling**
- SPC 5004 Group Process A 1 2
- SPC 5005 Group Process B 1 2
- SPC 5006 Group Process C 1 2
- HPC 5200 Diagnosis, Assessment and Therapeutic Strategy A 1 3
- HPC 5205 Diagnosis, Assessment and Therapeutic Strategy B 1 3
- SPC 5323 Therapeutic Communication A 1 3
- SPC 5324 Therapeutic Communication B 1 3
- HPC 5245 Psychopharmacology 1
- SPC 5103 Applied Clinical Philosophy 1

**Marriage and Family Therapy**
- SPC 5115 Cross-Cultural Issues in Counseling 3
- HPC 5216 Sexuality 2
- HPC 5243 Community Mental Health and Principles of Recovery 3
- HPC 5250 Basic Addiction Studies 3
- SPC 5535 Individual Development and the Family Life Cycle A 3
- SPC 5536 Individual Development and the Family Life Cycle B 3
- HPC 5158 Child Therapy Prerequisites: SPC 5536 3
- SPC 5551 Marriage and Family Counseling A Prerequisites: SPC 5535, SPC 5536 3
- SPC 5552 Marriage and Family Counseling B Prerequisite: SPC 5551 or permission of the advisor 3
- HPC 5325 Ethics and the Law 3
- HPC 5703 Clinical Skills: Partner and Spousal Abuse, Elder Care 2

**Field Placement**
- SPC 5761 Field Placement A 3
- SPC 5762 Field Placement B Prerequisite: SPC 5761 3
- SPC 5763 Field Placement C Prerequisite: SPC 5762 3
- SPC 5764 Field Placement D Prerequisite: SPC 5763 3

**Integrative Final Project**
- SPC 5993 Professional Integrative Final Project A 1
- SPC 5994 Professional Integrative Final Project B Prerequisite: SPC 5994 2

**Total units required**: 92-105

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1. This requirement must be completed prior to year-end review.
2. 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.
3. Choose from PHR 4407, PHR 4412, PHR 4413, PHR 4420, PHR 4430. See course listings for details or consult an advisor for further information.
4. 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.

### 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 a foundation for their work with others.

### 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.
• 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.
- Two copies of 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.

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<thead>
<tr>
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<th>Course Name</th>
<th>Units</th>
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<tbody>
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<td>TPC 5140</td>
<td>Expressive Movement</td>
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<tr>
<td>TPC 5141</td>
<td>Spiritual Systems (topics vary)</td>
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<tr>
<td>TPC 5161</td>
<td>Fundamentals of Transpersonal Counseling A</td>
<td>2</td>
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<tr>
<td>TPC 5162</td>
<td>Fundamentals of Transpersonal Counseling B</td>
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<tr>
<td>TPC 5171</td>
<td>Systems of Transpersonal Counseling A</td>
<td>3</td>
</tr>
<tr>
<td>TPC 5172</td>
<td>Systems of Transpersonal Counseling B</td>
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<tr>
<td>TPC 5205</td>
<td>Diagnosis, Assessment and Therapeutic Strategy C</td>
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</tr>
<tr>
<td>TPC 5004</td>
<td>Group Process A</td>
<td>2</td>
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<tr>
<td>TPC 5005</td>
<td>Group Process B</td>
<td>2</td>
</tr>
<tr>
<td>TPC 5006</td>
<td>Group Process C1</td>
<td>2</td>
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<tr>
<td>HPC 5200</td>
<td>Diagnosis, Assessment and Therapeutic Strategy A</td>
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<td>TPC 5204</td>
<td>Diagnosis, Assessment and Therapeutic Strategy B</td>
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<td>TPC 5213</td>
<td>Therapeutic Communication A</td>
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<td>TPC 5205</td>
<td>Diagnosis, Assessment and Therapeutic Strategy C</td>
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<tr>
<td>HPC 5245</td>
<td>Psychopharmacology</td>
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<td>TPC 5103</td>
<td>Applied Clinical Philosophy</td>
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<tr>
<td>TPC 5152</td>
<td>Marriage and Family Counseling A</td>
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<td>HPC 5158</td>
<td>Child Therapy</td>
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<td>TPC 5192</td>
<td>Individual Development and the Family Life Cycle A</td>
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<td>HPC 5216</td>
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<td>Community Mental Health and Principles of Recovery</td>
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<td>Basic Addiction Studies</td>
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<td>TPC 5422</td>
<td>Cross-Cultural Issues in Counseling</td>
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<td>TPC 5620</td>
<td>Approaches to Trauma and PTSD A</td>
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<td>HPC 5703</td>
<td>Clinical Skills: Partner and Spousal Abuse, Elder</td>
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<tr>
<td>TPC 5704</td>
<td>Professional Integrative Project C</td>
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<td>TPC 5705</td>
<td>Professional Integrative Project D</td>
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<td>TPC 5104</td>
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<td>TPC 5105</td>
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**Total units required** 92-102

1 This requirement must be completed prior to year-end review.
2 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.

**MA in Marriage and Family Therapy**

Encompassing the mission of John F. Kennedy University and the College of Graduate and Professional Studies (CGPS), the Master of Arts (MA) in Marriage and Family Therapy program supports student learning and faculty involvement that integrates academic endeavor, clinical practice, and the unique development of each student. The goal of the program is to develop excellent future practitioners. The program and experienced faculty achieve this by providing intimate classroom learning experiences, offering hands-on supervisory feedback in clinical practicum settings, and encouraging personal exploration and growth in the student’s own psychotherapy experience. Graduates of the 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.

The Master of Arts (MA) in Marriage and Family Therapy course of study fulfills all educational requirements for the California (CA) Marriage and Family Therapist (MFT) license as prescribed by the Board of Behavioral Sciences (BBS). And, with additional specialized coursework, it also meets the BBS requirements for the CA Licensed Professional Clinical Counselor (LPCC) license. These programs prepare students for future clinical work in county and community based agencies, residential treatment programs, and inpatient and outpatient hospital settings and health care facilities, school district locations, private nonprofit outpatient clinics and private practice settings.

**SCOPE OF PRACTICE – Marriage and Family Therapists (MFT)**

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.” “The application of marriage and family principles and methods includes, but is not limited to, the used of applied psychotherapeutic techniques...”

**SCOPE OF PRACTICE – Licensed Professional Clinical Counselors (LPCC)**

The Scope of Practice of a Licensed Professional Clinical Counselor 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...” The LPCC license also permits assessment and treatment of families provided additional training and education has been completed. Our degree, the MA in Marriage and Family Therapy includes this additional training and education.

**California MFT and LPCC Educational Licensing Requirements**

The MA in Marriage and Family Therapy program meets the educational requirements for the California Marriage and Family Therapist (MFT) license. Licensing statutes and regulations are subject to future legislative or administrative revisions. Students will be kept informed about 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 MA in Marriage and Family Therapy program, with the addition of required course work, meets the educational requirements for the California Licensed Professional Clinical Counselor (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 Marriage and Family Therapy Curriculum**

The MA in Marriage and Family Therapy 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. Additionally, 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.

This innovative, applied, 90 unit program, (additional 13.5 units for added LPCC coursework) 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.

Students have a choice of full or part-time programs at the Pleasant Hill and Campbell campuses which offer traditional late afternoon and evening classes. These campuses also offer an annual Fall entry morning class option. In addition, an accelerated full-time cohort program is available at the Berkeley campus with consideration being given to starting a morning option at that site. The student body is highly motivated and diverse. The faculty consists of an experienced group of Scholar-Practitioners who bring current knowledge and professional experience to the classroom.

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 marriage and family therapy and psychotherapeutic 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**

**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 school. 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 variety of community-based mental health agencies, schools, and hospitals within the greater Bay Area. During 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 continue to focus on their practicum experience, receiving both individual and group supervision, and attending 2-hour group didactic trainings. Late in Phase III, students complete the oral portion of the MA comprehensive examination. Students who choose to complete an optional, in-depth MA thesis do so during this phase.

During Phases II and III, the 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.

Review and Advisement

Following admission, an ongoing process of student evaluation begins. When such evaluation indicates that a student’s performance related to academics or conduct expected of a member of the profession falls below the standards expected of a member of the MA in Marriage and Family Therapy program learning community, the student will be referred to the Review and Advisement Committee. 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 2010-2011 catalog.

Supervised Practicum

The 12 units of supervised practicum 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 the JFK University’s Community Centers located in Concord and Sunnyvale, or at an approved external site in a community. The practicum experience also includes a school-based placement component. The JFK University’s community centers draw upon the teaching and supervisory skills of psychologists, marriage and family therapists, and clinical social workers, who are all licensed in their respective disciplines.

At our JFK University community centers, students counsel individuals (adults and children), couples and 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 also 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, students for four quarters/sessions participate in 2-hour weekly clinical case seminars taught by faculty.

After completing the first three quarters of the practicum, Pleasant Hill and Campbell students must apply to remain at one of the University’s Community Centers 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 start-up date.

The MA in Marriage and Family Therapy program 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. Other placements include substance abuse treatment centers and settings that use specialized techniques, such as sport psychology or expressive arts therapy.

MFT students are required to have 225 hours of direct client contact within their graduate studies in order to pursue MFT licensure. LPCC 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 Fieldwork Experience for an additional quarter/session of fieldwork. Units earned in PSY /PSJ/PSB 5266 do not apply toward the 90 graduate units required for the degree.

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 Board of Behavioral Sciences 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, school base or external practicum.
Comprehensive Master's Examination

All MA in Marriage and Family Therapy program students must 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 complete a two-part comprehensive master’s examination similar in format to that of the California MFT Examination. Students must register through the registrar’s office for the master’s examination and pay the appropriate non-refundable fee one quarter/session prior to taking the first component, the written examination (PSY /PSJ/PSB 9090).

Students must take the written examination, which is based on Phase I coursework, during Phase II. This examination is offered twice a year. It is preceded by an orientation meeting and optional practice session to be attended one quarter before 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 a presentation of a student’s own clinical work that the candidate presents to two examiners which is then followed by an ad hoc vignette given to the candidate. Examiners will ask predetermined questions. Both parts of the oral examination provide students with the opportunity to demonstrate competence and the breadth and 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 PSY /PSJ/PSB 5054 Research Methods: Quantitative and Qualitative, PSY /PSJ 5990 Master’s Thesis Proposal, and three quarters (two units each) of PSY /PSJ 5991 Master’s Thesis, namely PSY /PSJ 5991 A, B, and C.

In terms of sequence, students must complete PSY /PSJ/PSB 5054 Research Methods before enrolling in PSY /PSJ 5990 and PSY /PSJ 5990—including the master’s thesis proposal, which students will develop in that class—before enrolling in PSY /PSJ 5991 A and starting on the master’s thesis itself. This means that students must finish the research proposal during the first quarter.

Once students finish the proposal and enroll in PSY /PSJ 5991 A, they must progress to PSY /PSJ 5991 B and PSY /PSJ 5991 C without missing any quarters in between. This means being registered for a minimum of three consecutive quarters. Upon completion of PSY /PSJ 5991 A and PSY /PSJ 5991 B, 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 5991 classes are not applied toward the total unit requirements for the degree.
College of Graduate and Professional Studies

Individualized Program of Study Leading to MA in Psychology Degree

Students may create their own individually designed MA in Psychology. Students who choose this option need to be aware of the fact this program does not fulfill the educational requirements of the BBS for MFT 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 a cross-disciplinary concentration. 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, and the Vice President of Academic Affairs.

Cohort Program

John F. Kennedy University offers accelerated, an 11-session (approximately 26-months), Master of Arts in Marriage and Family Therapy program in Berkeley. The cohort program duplicates the content of the successful Pleasant Hill and Campbell programs, emphasizing experiential learning, psychological theories and substantial practicum, satisfying the educational requirements for licensure in Marriage and Family Therapy (MFT), and if desired, also for the LPCC license with additional course work (19.5 quarter units), but with some unique differences. Both programs satisfy all BBS requirements for licensure. 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 year 2 (5 sessions) and 3 (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 three required workshops, three elective units and two comprehensive master’s examinations that take place within the twenty-six month program which 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 Marriage and Family Therapists (MFTs), licensed clinical social workers (LCSWs), and licensed psychologists. As with our Pleasant Hill and Campbell programs, this fieldwork will help students collect significantly more hours toward licensure than many other MA in marriage and family therapy or counseling psychology programs in Northern California while also giving them a competitive edge when applying to post-master’s internships.

Currently, students who wish to do so, can create their own individualized specialization. Normally, students take the additional courses at the Pleasant Hill or Campbell campuses.
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 Board of Behavioral Sciences as an MFT/LPCC 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 have the opportunity to acquire new skills while earning hours toward licensure. The program is individually designed and created to be completed within a year or less. 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.

Each person in the post-master’s clinical training program has an individualized program established to meet his or her unique needs. Courses and fieldwork make up the certificate. The number of units in the program depends on student needs.

Community Programs

JFK University Community Centers

John F. Kennedy University operates two community centers in conjunction with its Pleasant Hill and Campbell campuses. The centers’ dual mission is to provide supervised training for advanced students in the marriage and family therapist program and to offer high-quality, affordable counseling and psychotherapy to the community. The centers offer individual, couple, family, and group counseling. A wide range of concerns are addressed including family conflicts, parenting, alcohol and drug issues, depression, grief, trauma, aging, and sexuality.

The University opened its first community counseling center in 1974. Today the center, located in Concord near the Pleasant Hill campus, is one of the largest community-based, outpatient mental health facilities in the greater San Francisco Bay Area. Under the supervision of licensed professionals, over 75 graduate MFT trainees serve approximately 5,000 clients per year.

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 MFT 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 collaterals with the youths’ parents. JFK University students may also provide psycho-education, parent workshops, and teacher and administrative consultation.

Issues addressed 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.

ACT Raising Safe Kids Facilitator Training

The ACT Raising Safe Kids program is an innovative, evidence-based, violence-prevention program for parents and caregivers of young children from birth to 8 years of age. Successful completion of this 2-day Facilitator Training prepares any parent or helping professional (e.g., counselors, therapists, law enforcement, clergy, medical personnel or other service providers) to teach the 8-week ACT Raising Safe Kids program in English or Spanish in their own community.

This course is dynamic, interactive and is based on a “train-the-trainer” model that incorporates slides, videos, small-group activities and role-plays. Participants learn how to deliver eight simple yet powerful modules on topics that are not covered in typical parent education classes, including: child development, parenting styles, positive discipline, anger management, conflict resolution techniques and the influence of media violence. Participants also receive practical information and exchange ideas on how to successfully implement the program.

The ACT Raising Safe Kids program was developed by the American Psychological Association (APA) in 2000 under its Adults and Children Together (ACT) Against Violence initiative to help prevent violence in families and communities before it starts. It has been implemented nationally in agency settings, schools, churches and jails. A decade of research has demonstrated its high success rate in positively affecting caregivers’ knowledge, attitudes and behaviors, and has been particularly well-received by the Latino community. John F. Kennedy University is the APA’s Western Regional ACT Training Center, and serves the nine states of Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Utah and Washington.

Participants who complete the ACT Facilitator Training are eligible for 14 hours of CE credit for the APA and, in California, for the BBS and BRN. Therapists-in-training are also welcome to attend and may be eligible to count program hours toward their licensure. For more information and upcoming training dates, visit www.JFKUniversity.edu/act or contact the ACT office at (925) 798-9240 or actprograms@jfku.edu

Expressive Arts Camps

The MA in Marriage and Family Therapy 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. In addition to providing a unique setting in which children can acquire new skills in the arts while enhancing their self-confidence and self-expression, these camps provide MA in Marriage and Family Therapy students the opportunity to apply classroom learning through supervised internships. Additional expressive arts course work is required for students wishing to participate. The Expressive Arts Camps are an excellent example of how the MA in Marriage and Family Therapy program in the College of Professional Studies offers services to enrich the lives of families in our communities while at the same time broadening the opportunities for our student-practitioners to earn additional clinical training hours towards graduation and Board and Behavioral Sciences (BBS) requirements. For more information, see the JFK University website.
### Program Learning Outcomes

The American Association of Marriage and Family Therapists (AAMFT) published objectives for marriage and family therapist training programs in 2004. The faculty of the John F. Kennedy University MA in Marriage and Family Therapy program selected from that publication the objectives which best describe the program’s desired learning results. From the AAMFT objectives, 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.
- 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 the client.
- Facilitating improved interpersonal relationships. Students can utilize concepts, structures, and theories appropriate to the practice of marriage and family therapy.
- Providing psychotherapy within legal and ethical mandates. Students can identify, explain, and apply state, federal, and local laws that govern the provision of psychotherapy and can employ ethical decision-making processes.
- Providing culturally sensitive services. Students can recognize their own potential biases and deliver culturally sensitive treatment.
- Evaluating outcomes of clinical work. Students will be aware of, evaluate, and respond to measurable outcomes of their work with clients.

### Admission Requirements

In addition to the University requirements listed previously in this catalog, applicants to the MA in Marriage and Family Therapy 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, type 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: Marriage and Family Therapy courses are offered in Pleasant Hill (PSY ), Campbell (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, PSC, or PSB.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
<th>Prerequisites or Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 9001</td>
<td>New Student Orientation</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PSY 9020</td>
<td>Community Meeting</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PSY 5054</td>
<td>Research Methods: Quantitative and Qualitative</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 5112</td>
<td>The Family Life Cycle</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 5070</td>
<td>Theories and Practices of Community Mental Health</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 5080</td>
<td>Student Portfolio Review</td>
<td>0</td>
<td>Prequisite: PSY 5231</td>
</tr>
<tr>
<td>PSY 5115</td>
<td>Theories for MFT Practice I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 5156</td>
<td>Theories for MFT Practice II</td>
<td>3</td>
<td>Prequisite: PSY 5115</td>
</tr>
<tr>
<td>PSY 5157</td>
<td>Theories for MFT Practice III</td>
<td>3</td>
<td>Prequisite: PSY 5156</td>
</tr>
<tr>
<td>PSY 5230</td>
<td>Clinical Skills Training A: Self as Clinician</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 5231</td>
<td>Clinical Skills Training B: MFT Techniques I</td>
<td>3</td>
<td>Prequisites: PSY 5115, 5156, 5230</td>
</tr>
<tr>
<td>PSY 5232</td>
<td>Clinical Skills Training C: MFT Techniques II</td>
<td>3</td>
<td>Prequisites: PSY 5231, Co-requisite PSY 5403</td>
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<tr>
<td>PSY 5303</td>
<td>Child Adolescent, and Family Therapy: Assessment and Treatment A</td>
<td>3</td>
<td>Prequisites: PSY 5403, 5157</td>
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<tr>
<td>PSY 5403</td>
<td>Diagnosis and Assessment of Psychopathology A</td>
<td>3</td>
<td></td>
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<tr>
<td>PSY 5635</td>
<td>Ethics and the Law</td>
<td>3</td>
<td>Prequisite: PSY 5231</td>
</tr>
<tr>
<td>PSY 5434</td>
<td>Family Violence Across the Life Span</td>
<td>3</td>
<td>Prequisite: PSY 5635</td>
</tr>
<tr>
<td>PSY 9001</td>
<td>Diversity Awareness Workshop</td>
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</tr>
<tr>
<td>Total Phase I Course Work</td>
<td>38 units</td>
<td></td>
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</tbody>
</table>

| Phase II  |                                      |       |                                |
| PSY 5404  | Diagnosis and Assessment of Psychopathology B | 3     | Prequisite: PSY 5403 |
| PSY 5304  | Child, Adolescent, and Family Therapy: Assessment and Treatment B | 3     | Prequisite: PSY 5303 |
| PSY 5620  | Multicultural Competence | 3     | Prequisite: PSY 9001 |
| PSY 5179  | Family Treatment of Addiction | 3     |                                |
| PSY 5613  | Human Sexuality | 2     |                                |
| PSY 5154  | Couple Therapy | 3     | Prequisites: PSY 5304, PSY 5260 or 5249 |
| PSY 5310  | Group Therapy | 3     | Prequisites: Phase I |
| Select from the following course sequences: | 6     |                                |
| PSY 5249-51 | Supervised External Practicum | 2/2/2 | Prequisites: Phase I |
| PSY 5260-62 | Supervised Internal Practicum | 2/2/2 | Prequisites: Phase I, PSY 5260 or PSY 5249 |
| PSY 5247  | Clinical Case Seminar | 2     |                                |
| PSY 9007  | Introduction to School-Based Program | 0     |                                |
| PSY 9090  | Written Examination | 0     |                                |
| Total Phase II Course Work and Practicum | 30 units |                                |
Holistic Health Education

The Holistic Health Education (HHE) program offered at JFK University’s Pleasant Hill and Costa Mesa campuses reflects cutting-edge understanding of theory and practice in health education from a holistic perspective, embracing body, mind, spirit, and a non-local understanding of energy. 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.

In addition to professional training, personal transformation is an essential component. The program offers opportunities for students to enhance their own health and well-being, for example, through working with movement, diet, and developing or solidifying a spiritual practice. The program also recognizes the potential of the holistic health perspective to facilitate positive societal transformation. It seeks to provide an educational experience that embodies this personally and professionally, acting from the highest values, including:

- Professional ethics;
- Respect for diversity and commitment to access to health education for all;
- Interest in integrative approaches;
- Desire to serve and to act as an agent of change;
- Active and responsible participation in our communities, local to global.

Program Learning Outcomes

- Take an integrally-informed perspective. Graduates will be able to define health, using indicators related to body, mind, and spirit, culture and community, economics and politics, nature and the environment – from an all-quadrant perspective (individual & collective; subjective and objective) that recognizes the inherent value of traditional, allopathic, and holistic worldviews and healing paradigms.
- Demonstrate knowledge of multiple approaches (as a toolkit for individualizing and contextualizing care) in various areas:
  - wellness and prevention
  - self-care (as a topic, not a personal practice)
  - change and adult education
  - stress management
  - nutrition
  - effective communication and health coaching
  - research methods
  - culture and community
- Demonstrate specific knowledge. Graduates will choose and be able to demonstrate understanding of theory, issues, health information, research, and applications in an area of focus or specialization within holistic health education.
- Explain about healing modalities. Graduates will be able to demonstrate familiarity with up-to-date research that substantiates the benefits of these modalities.
- Professional practice. Graduates will be able to apply an integrally-informed perspective of health, education, and knowledge of best practices in the field as a foundation for professional practice in health education. They will possess a high level of professional skills, including, but not limited to the following:
  - Ability to present information for health promotion via oral presentation and in rhetorically effective writing
  - Effective relationship skills
  - Information management ability: to access information and data, to analyze, synthesize, and organize it
  - Ability to conduct needs analysis, to develop and direct effective programs, and to assess effectiveness

MA in Holistic Health Education

The Master of Arts in Holistic Health Education program provides the concepts, applications, and practice necessary so that students can develop themselves personally and professionally to meet their own aspirations to work as teachers, researchers, writers in holistic health, consultants, and professionals who start their own businesses and healing centers, develop programs, or become health coaches, to name a few.

The program offered in Pleasant Hill offers optional specializations in holistic nutrition; health coaching; health, consciousness, and spirituality; and somatics in health education.

Program Goals

The goal of the HHE program is to promote an integrally informed vision of health and to promote a cadre of health educators who embody this personally and professionally, acting from the highest values, including:

- Professional ethics;
- Respect for diversity and commitment to access to health education for all;
- Interest in integrative approaches;
- Desire to serve and to act as an agent of change;
○ Ability to support and facilitate movement toward healthy choices in individuals and groups
○ Ability to collaborate
○ Professional networking skill and habit
○ Self-reflection ability and habit, and commitment to self-improvement

• Embody a healthy approach. Graduates will be able to demonstrate a functioning personal practice of wellness, integrally defined.

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.
• 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 program?
  ○ How does your choice to come to this program fit with who you are and your life or career aspirations?
  ○ What personal growth work have you done in your life, and what would you consider to be your personal practice of health?
  ○ 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?
• Two letters of recommendation. 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 1
PHR 3405 World Religions 0–3
SCI 3110 Anatomy and Physiology 0–4

1 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.

Pleasant Hill Program Curriculum

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHE 5001</td>
<td>Introduction to Holistic Health Education</td>
<td>Prequisites: Permission by Department Chair required</td>
</tr>
<tr>
<td>HHE 5505</td>
<td>Student Review: Midpoint</td>
<td>0</td>
</tr>
<tr>
<td>HHE 5608</td>
<td>Demonstrating Mastery</td>
<td>0</td>
</tr>
<tr>
<td>CNS 5010</td>
<td>Paradigms of Consciousness</td>
<td>3</td>
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<tr>
<td>CNS 5410</td>
<td>Teaching Practicum A</td>
<td>Prerequisites: HHE 5225, HHE 5120, HHE 5512</td>
</tr>
<tr>
<td>HHE 5120</td>
<td>Integrative Health</td>
<td>Prerequisites: HHE 5001, HHE 5225</td>
</tr>
<tr>
<td>HHE 5225</td>
<td>Foundations of Holistic Health Education</td>
<td>Prerequisites: HHE 5001</td>
</tr>
<tr>
<td>HHE 5125</td>
<td>Energy Models of Healing</td>
<td>Prerequisites: HHE 5225, PHR 3405</td>
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<tr>
<td>HHE 5126</td>
<td>Asian Approaches to Healing</td>
<td>Prerequisites: PHR 3405, HHE 5001</td>
</tr>
<tr>
<td>HHE 5425</td>
<td>Moving and Sensing</td>
<td>Prerequisites: HHE 5001</td>
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<tr>
<td>HHE 5130</td>
<td>The Collective Body</td>
<td>Prerequisites: HHE 5225</td>
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<tr>
<td>HHE 5135</td>
<td>Healthcare Economics and Politics</td>
<td>Prerequisites: HHE 5200, HHE 5505</td>
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<tr>
<td>HHE 5140</td>
<td>Culture, Community, and Health</td>
<td>Prerequisites: HHE 5158</td>
</tr>
<tr>
<td>HHE 5145</td>
<td>Health, Environment and Sustainability</td>
<td>Prerequisites: HHE 5225</td>
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<tr>
<td>HHE 5158</td>
<td>The Challenge of Change</td>
<td>Prerequisites: HHE 5225</td>
</tr>
<tr>
<td>HHE 5150</td>
<td>Mind/Body Approaches to Self-Care</td>
<td>Prerequisites: HHE 5512, CNS 5410</td>
</tr>
<tr>
<td>HHE 5155</td>
<td>Foundations of Holistic Nutrition</td>
<td>Prerequisites: HHE 5001</td>
</tr>
<tr>
<td>HHE 5156</td>
<td>Comparative Dietary Approaches</td>
<td>Prerequisites: HHE 5155</td>
</tr>
<tr>
<td>HHE 5512</td>
<td>Physiology and Psychology of Stress</td>
<td>Prerequisites: HHE 5001, SCI 3110</td>
</tr>
<tr>
<td>HHE 5147</td>
<td>Health Education for the 21st Century</td>
<td>Prerequisites: HHE 5200, HHE 5135</td>
</tr>
<tr>
<td>HHE 5200</td>
<td>Integral Research in Health Education</td>
<td>Prerequisites: HHE 5120, HHE 5158</td>
</tr>
<tr>
<td>HHE 5575</td>
<td>Supervised Internship</td>
<td>Prerequisites: Permission of instructor</td>
</tr>
<tr>
<td>HHE 5160</td>
<td>Embodying Spirit</td>
<td>Prerequisite: HHE 5001</td>
</tr>
<tr>
<td>HHE 5615</td>
<td>Practicum in Holistic Health</td>
<td>This is a half-unit course which must be taken six times to total three units. More than one per quarter can be taken.</td>
</tr>
<tr>
<td>HHE 5430</td>
<td>Whole Health Coaching Foundations</td>
<td>Prerequisites: HHE 5001</td>
</tr>
<tr>
<td>HHE 5430</td>
<td>Whole Health Coaching Practicum</td>
<td>Prerequisites: HHE 5430</td>
</tr>
<tr>
<td>HHE 5610</td>
<td>MA Integrative Project</td>
<td>Prerequisites: Minimum 65 units</td>
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<tr>
<td>HHE 5610</td>
<td>MA Integrative Project</td>
<td>Electives</td>
</tr>
<tr>
<td>Total units required</td>
<td>70-77</td>
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Health, Consciousness, and Spirituality Specialization Curriculum

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CNS 5010</td>
<td>Paradigms of Consciousness</td>
<td>3</td>
</tr>
<tr>
<td>HHE 5125</td>
<td>Energy Models of Healing</td>
<td>Prerequisites: HHE 5225, PHR 3405</td>
</tr>
<tr>
<td>CNS 5027</td>
<td>Non-Ordinary States of Consciousness</td>
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</tr>
<tr>
<td>HHE 5160</td>
<td>Embodying Spirit</td>
<td>2</td>
</tr>
<tr>
<td>A&amp;C 5900</td>
<td>Art and Healing</td>
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**Costa Mesa Program Curriculum**

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<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>HHE 5001</td>
<td>Introduction to Holistic Health Education</td>
<td>0</td>
</tr>
<tr>
<td>HHE 5010</td>
<td>Student Review: Midpoint</td>
<td>0</td>
</tr>
<tr>
<td>HHE 5015</td>
<td>Holistic Approaches to Weight Management</td>
<td>3</td>
</tr>
<tr>
<td>HHE 5100</td>
<td>Healing Foods A</td>
<td>2</td>
</tr>
<tr>
<td>HHE 5101</td>
<td>Healing Foods B</td>
<td>2</td>
</tr>
<tr>
<td>HHE 5102</td>
<td>Healing Foods C</td>
<td>2</td>
</tr>
<tr>
<td>HHE 5103</td>
<td>From Farm to Table</td>
<td>3</td>
</tr>
<tr>
<td>HHE 5104</td>
<td>Practicum in Holistic Health</td>
<td>2</td>
</tr>
<tr>
<td>HHE 5105</td>
<td>Whole Health Coaching</td>
<td>3</td>
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<tr>
<td>HHE 5106</td>
<td>Spirituality in Healthcare</td>
<td>2</td>
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<tr>
<td>HHE 5120</td>
<td>Integrative Health</td>
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<tr>
<td>HHE 5125</td>
<td>Foundations of Holistic Health Education</td>
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**Holistic Nutrition Specialization Curriculum**

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<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>HHE 5155</td>
<td>Foundations of Holistic Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>HHE 5156</td>
<td>Comparative Dietary Approaches</td>
<td>2</td>
</tr>
<tr>
<td>A&amp;C 5301</td>
<td>Media of the Sacred Arts</td>
<td>1-3</td>
</tr>
<tr>
<td>HHE 5157</td>
<td>Holistic Approaches to Weight Management</td>
<td>2</td>
</tr>
<tr>
<td>HHE 5158</td>
<td>The Challenge of Change</td>
<td>3</td>
</tr>
<tr>
<td>HHE 5200</td>
<td>Integral Research in Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HHE 5610</td>
<td>Embodying Spirit</td>
<td>2</td>
</tr>
<tr>
<td>HHE 5614</td>
<td>Topics in Holistic Health Education</td>
<td>3</td>
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<tr>
<td>HHE 5615</td>
<td>Whole Health Coaching</td>
<td>3</td>
</tr>
<tr>
<td>HHE 5616</td>
<td>Preparing for Final Project</td>
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</tr>
</tbody>
</table>

**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, spirituality, integral perspectives, multiple worldviews and consciousness evolution, students develop a strong theoretical and practical foundation of western psychology, world spirituality, and 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 the 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.

**MA in Integral Psychology**

The 55 unit Master of Arts 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 & 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 Outcomes

- Apply Integral Psychology as a comprehensive framework of knowledge to personal growth and spiritual development.
- Apply principles from different schools of psychology to individual, interpersonal and social situations.
- Apply Integral Psychology principles to professional development and career goals in a way that fosters creative insight and transformative change.
- Apply sacred psychology spiritual practices of inquiry and meditation to daily life.
- Apply integral methodologies to psychological research and social change.

Degree Requirements

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>IPP 5007</td>
<td>Fundamentals of Psychology: Principles and Practices</td>
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<tr>
<td>IPP 5033</td>
<td>Living Systems and Creative Potential</td>
<td>3</td>
</tr>
<tr>
<td>IPP 5412</td>
<td>Transformative Leadership, Right Livelihood and Service</td>
<td>2</td>
</tr>
<tr>
<td>IPP 5015</td>
<td>Social Psychology and Social Transformation</td>
<td>3</td>
</tr>
<tr>
<td>IPP 5017</td>
<td>Integral Psychology A: Human Development</td>
<td>3</td>
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<tr>
<td>IPP 5018</td>
<td>Integral Psychology B: Worldviews &amp; Applications</td>
<td>3</td>
</tr>
<tr>
<td>IPP 5025</td>
<td>Somatic Psychology: Integrating Body and Soul</td>
<td>2</td>
</tr>
<tr>
<td>IPP 5027</td>
<td>World Spirituality: Evolving Paths, Universal Principles</td>
<td>2</td>
</tr>
<tr>
<td>IPP 5049</td>
<td>Transpersonal Psychology</td>
<td>3</td>
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<tr>
<td>IPP 5051</td>
<td>Integral Research A</td>
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<tr>
<td>IPP 5052</td>
<td>Integral Research B</td>
<td>2</td>
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<tr>
<td></td>
<td>Prerequisite: IPP 5051</td>
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<tr>
<td>IPP 5054</td>
<td>Enneagram Assessment</td>
<td>3</td>
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<tr>
<td>IPP 5349</td>
<td>Integral Life Practice</td>
<td>2</td>
</tr>
<tr>
<td>IPP 5012</td>
<td>Effective Communication A: Emotional Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>IPP 5335</td>
<td>Diamond Heart: Psychology &amp; Spirit</td>
<td>2</td>
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<tr>
<td>CNS 5284</td>
<td>Consciousness and Sustainability</td>
<td>2</td>
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<tr>
<td>IPP 5410</td>
<td>Conflict Transformation: Reconciliation and Renewal</td>
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Professional Development and Electives

<table>
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<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>IPP 5550</td>
<td>Degree Completion</td>
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<tr>
<td>IPP 5610</td>
<td>Final Integrative Project</td>
<td>2</td>
</tr>
<tr>
<td>IPP 5510</td>
<td>Psychosynthesis: Psychology and Spirit</td>
<td>2</td>
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</table>

Leadership for Sustainable Change Certificate

This visionary leadership certificate is a 15 graduate unit program (Courses IPP 5800, 5802, and 5804) that trains leaders for sustainable change in any field, including psychology, education, ecology, business, community development, arts and community, health and conflict transformation, among others. Students learn leadership skills and practices for sourcing wisdom and inner power to design and implement projects for solving problems and creating new possibilities in service of communities, organizations and the planet. Participants attend three face-to-face six day intensives over nine months. Over the course of the program, they apply skills and assignments to their projects and receive coaching from faculty via emails and phone calls. Program includes leadership skills, project design, self-inquiry for sourcing wisdom, leadership identity, and practices for enhancing compassion, human potential and professional application in the world. The leadership program can be taken as a stand-alone certificate or as part of the Integral Psychology program.

Students can use their professional development and elective courses to work toward a certificate in Leadership for Sustainable Change. Students can also create their own area of emphasis through independent study.

Integral Theory

Note: This program will not be 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, John F. Kennedy University has 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.
In partnership with the Integral Institute, JFK University:

- Hosts the international biennial Integral Theory Conference;
- Operates the Integral Research Center; and
- Offers the only accredited online Certificate and Master of Arts in Integral Theory.

**MA in Integral Theory**

Offered in partnership with Integral Institute, the online Master of Arts in Integral Theory at John F. Kennedy 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. Students also gain access to the world’s most extensive integral knowledge library, including subscriptions to the Journal of Integral Theory and Practice (JITP), Integral Life.com, and the Integral Institute.org.

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 with the value schemas generated by traditional, modern, and postmodern levels of the values/worldview line.
- Graduates will be able to take/write-from first-person, second-person, and third-person perspectives as differentiated phenomena available to all humans.
- Graduates will be able to use/employ multiple methodologies as defined by the quadrants and zones of Integral Theory.
- Graduates will be able to apply the five elements of Integral Theory: quadrants, levels, lines, states, and types.
- Graduates will be able to successfully engage in an ongoing Integral Life Practice as defined by Integral Theory.

**Degree Requirements**

**Curriculum**

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>Prerequisites or Co-requisites</td>
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<tr>
<td>Core Theory</td>
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<tr>
<td>ITH 5005</td>
<td>Integral Theory: The Five Elements</td>
<td>3</td>
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<td>ITH 5006</td>
<td>Integral Theory: Integral Methodological Pluralism</td>
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<tr>
<td>ITH 5009</td>
<td>Integral Theory: Applications</td>
<td>3</td>
</tr>
<tr>
<td>ITH 5039</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ITH 5047</td>
<td>Phenomenological Inquiry</td>
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<tr>
<td>ITH 5054</td>
<td>Types: Enneagram</td>
<td>3</td>
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<tr>
<td>ITH 5057</td>
<td>Multiple Intelligences</td>
<td>2</td>
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<tr>
<td>ITH 5059</td>
<td>States of Consciousness</td>
<td>2</td>
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<tr>
<td>ITH 5061</td>
<td>Integral Spirituality</td>
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<tr>
<td>ITH 5210</td>
<td>Subtle Energy Systems</td>
<td>3</td>
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<tr>
<td>ITH 5211</td>
<td>Perspectives on the Body</td>
<td>3</td>
</tr>
<tr>
<td>ITH 5212</td>
<td>Ecological Medicine</td>
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<tr>
<td>ITH 5213</td>
<td>Cognitive Science</td>
<td>3</td>
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<tr>
<td>ITH 5214</td>
<td>Intersubjectivity</td>
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<tr>
<td>ITH 5215</td>
<td>Cultural Development</td>
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<td>ITH 5216</td>
<td>Social Systems</td>
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<tr>
<td>ITH 5217</td>
<td>Neuro-Religion</td>
<td>2</td>
</tr>
<tr>
<td>ITH 5218</td>
<td>Ethics and Compass</td>
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<tr>
<td>ITH 5219</td>
<td>Emergence</td>
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Select from the following courses (10 units)

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<tr>
<td>Integral Applications Courses</td>
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<tr>
<td>ITH 5300</td>
<td>Integral Ecology</td>
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<tr>
<td>ITH 5301</td>
<td>Integral Business</td>
<td>2</td>
</tr>
<tr>
<td>ITH 5302</td>
<td>Integral Art</td>
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<td>ITH 5303</td>
<td>Integral Politics</td>
<td>2</td>
</tr>
<tr>
<td>ITH 5304</td>
<td>Integral Medicine</td>
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</tr>
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<td>ITH 5305</td>
<td>Integral Science</td>
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<tr>
<td>Integral Religion Courses</td>
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<td>ITH 5400</td>
<td>Integral Buddhism</td>
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<td>ITH 5401</td>
<td>Integral Christianity</td>
<td>2</td>
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<tr>
<td>ITH 5402</td>
<td>Integral Kabbalah</td>
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<tr>
<td>ITH 5403</td>
<td>Unique Self</td>
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<tr>
<td>Integral Inquiry Courses</td>
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<tr>
<td>ITH 5450</td>
<td>Non-Duality</td>
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<tr>
<td>ITH 5451</td>
<td>Vision-Logic</td>
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<tr>
<td>ITH 5452</td>
<td>Shadow</td>
<td>2</td>
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<td>ITH 5453</td>
<td>Evolutionary Theory</td>
<td>2</td>
</tr>
<tr>
<td>ITH 5454</td>
<td>Love and Eros</td>
<td>2</td>
</tr>
<tr>
<td>ITH 5455</td>
<td>Integral Metatheory</td>
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</tr>
</tbody>
</table>

Total units required                          | 68    |

**Certificate in Integral Theory**

Note: This program will not be 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.

Offered in partnership with Integral Institute, the Integral Theory certificate program at John F. Kennedy 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 six 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 value schemas generated by traditional, modern, and postmodern levels of the values/worldview line.
- Graduates will be able to take/write-from first-person, second-person, and third-person perspectives as differentiated phenomena available to all humans.
- Graduates will be able to use/employ multiple methodologies as defined by the quadrants and zones of Integral Theory.
- Graduates will be able to apply the five elements of Integral Theory: quadrants, levels, lines, states, and types.
- Graduates will be able to successfully engage in an ongoing Integral Life Practice as defined by Integral Theory.

### Degree Requirements

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITH 5005</td>
<td>Integral Theory: The Five Elements</td>
<td>3</td>
</tr>
<tr>
<td>ITH 5006</td>
<td>Integral Theory: Integral Methodological Pluralism</td>
<td>3</td>
</tr>
<tr>
<td>ITH 5009</td>
<td>Integral Theory: Applications</td>
<td>3</td>
</tr>
<tr>
<td>ITH 5043</td>
<td>Integral Life Practice</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Core Elements—Professional Development</th>
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</thead>
<tbody>
<tr>
<td>ITH 5039</td>
</tr>
<tr>
<td>ITH 5054</td>
</tr>
<tr>
<td>ITH 5057</td>
</tr>
<tr>
<td>ITH 5059</td>
</tr>
</tbody>
</table>

**Total units required** 24

### Management

John F. Kennedy University's 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, and complex global work environment. Being able to balance profitability with the human development and community demands of 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.

Utilizing a transformative learning model rooted in business management, the social sciences and the humanities, the MBA program enables experienced professionals a) to broaden their knowledge about business principles, organizational systems, and workforce dynamics, b) to enhance their collaborative management, networking and decision making skills, and c) to further develop their professional confidence, character, and code of ethics. Besides it 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 core of knowledge in the MBA program, they also explore their particular interests in one of the following areas of specialization: Leadership, Strategic Management, Entrepreneurial Leadership, Program Management, or an individually planned specialization. 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. Because of the evolving nature of business, management and organizations, required specialization courses can change.

The Leadership specialization focuses on examining emotionally intelligent human resource management perspectives and practices, while the Strategic Management specialization focuses on cutting-edge business principles 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. 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 may create a customized specialization by completing 12 units of graduate-level courses that are of special interest to the student. This specialization gives students a chance to create a customized course of study which would help in their career path. It may be a cross-disciplinary concentration integrating courses from more than one program. 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 toward the specialization.

**MBA Program Learning Outcomes**

- 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;
- 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.

**Joint Degree Programs**

The College of Graduate and Professional Studies offers two joint MBA degrees: The Museum Studies MA/MBA and the JD/MBA. To participate in either of the joint degrees one must be fully admitted to the MBA program and the other selected professional degree. See the JD/MBA section and the Museum Studies section below for more details about these programs.

**Admission Requirements**

Candidates for the MBA program come from the corporate, small business, nonprofit and public sectors, or may be social entrepreneurs. They:

- Have 2-3 years of work experience in organizations, and can critically reflect upon this practical experience to analyze material studied and devise their own perspectives and applications;
- Seek leadership roles and increased organizational responsibilities and/or interested in starting a for-profit business or nonprofit organization or pursue a social entrepreneurial venture;
- Can study, research, write and orally present at the graduate level, including analyzing and making reasoned arguments;
- 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.
- Are open to diverse and alternative perspectives, and are willing to critically examine their current understanding and practices in dialogue with other professionals.

In addition to the University’s requirements, applicants to the MBA program must possess a bachelor’s degree from an institution whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA).

Applicants must submit a JFK University application along with a statement of purpose that includes a discussion of:

1) personal qualities and professional experiences that qualify one to participate in an MBA program,
2) why JFK University’s MBA Program—philosophy, content and instructional style— is the best MBA program for one’s career path,
3) how JFK University’s MBA degree will enable one to grow as a person and professional,
4) what potential career opportunities this degree could open up, and
5) one’s commitment to studying for an MBA at this time. The statement of purpose should be at least three double-spaced, typewritten pages.

Besides providing vital professional background and academic study
intended, 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.

Finally, applicants must submit transcripts from all other colleges and universities attended, two letters of recommendations 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.

This degree program must be completed within seven years of the initial date of enrollment.

Requirements for Admission to the Museum Studies MA/MBA Program
See the Museum Studies MA/MBA description in the Museum Studies section of this catalogue for details.

Degree Requirements

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>BUS 5008</td>
<td>Operations and Supply Chain Management</td>
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<td>BUS 5020</td>
<td>Financial Management</td>
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<td>BUS 5035</td>
<td>Visionary Leadership and Sustainability</td>
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<td>BUS 5040</td>
<td>Marketing Management</td>
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<tr>
<td>BUS 5052</td>
<td>Managerial Economics</td>
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<tr>
<td>BUS 5055</td>
<td>MBA Capstone: Managing Strategy, Planning and Innovation</td>
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</tr>
<tr>
<td>BUS 5096</td>
<td>Accounting for Managers</td>
<td>3</td>
</tr>
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<td>BUS 5099</td>
<td>Organizational Ethics and Corporate Social Responsibility</td>
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</tr>
<tr>
<td>BUS 5151</td>
<td>Systems Approach to Business Models and Management</td>
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<tr>
<td>BUS 5152</td>
<td>Information Systems in the Digital Enterprise</td>
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</tr>
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<td>BUS 5385</td>
<td>Leading A Global Workforce</td>
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<tr>
<td>BUS 5475</td>
<td>Organizational Communications, Collaboration and Social Networking</td>
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</table>

Specializations

Entrepreneurial Leadership
- BUS 5037 Venture Capital and the Conversion of Ideas into Business | 3 |
- BUS 5263 Venture Capital and Private Equity Investments | 3 |
- BUS 5450 Emerging Business Models | 3 |
- BUS 5483 Entrepreneurship and New Venture Creation | 3 |

Leadership
- BUS 5030 Power, Leader Integrity and Conflict Resolution | 3 |
- BUS 5325 Dispersed Team Dynamics | 3 |

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<tr>
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<tbody>
<tr>
<td>BUS 5025</td>
<td>Talent and Human Resource Management</td>
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<tr>
<td>BUS 5460</td>
<td>Organizational Culture and Emotionally Intelligent Work Environments</td>
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Program Management
- BUS 5315 Program Metrics and Measurements | 3 |
- BUS 5320 Enterprise Relationship Management | 3 |
- BUS 5325 Dispersed Team Dynamics | 3 |
- BUS 5455 Design Thinking and Organizational Transformation | 3 |

Strategic Management
- BUS 5025 Talent and Human Resource Management | 3 |
- BUS 5315 Program Metrics and Measurements | 3 |
- BUS 5450 Emerging Business Models | 3 |
- BUS 5455 Design Thinking and Organizational Transformation | 3 |

Total units required: 48

Juris Doctor/Master of Business Administration (JD/MBA)

The College of Law and the College of Graduate and Professional Studies offers a joint 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’s 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 and a complete report from the Law School Admissions Council demonstrating an ability to successfully complete the rigorous 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 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.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>LAW 214 A/B</td>
<td>Civil Procedure A/B</td>
<td>6 Sem. Units</td>
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<tr>
<td>LAW 112 A/B</td>
<td>Torts A/B</td>
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<tr>
<td>LAW 115 A/B</td>
<td>Contracts A/B</td>
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<td>LAW 117</td>
<td>Legal Methods</td>
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<tr>
<td>LAW 125</td>
<td>Legal Research and Writing</td>
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<tr>
<td>LAW 312</td>
<td>Electronic Research</td>
<td>2 Sem. Units</td>
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<tr>
<td>LAW 120</td>
<td>Criminal Law</td>
<td>3 Sem. Units</td>
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<tr>
<td>LAW 216 A/B</td>
<td>Evidence A/B</td>
<td>5 Sem. Units</td>
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<tr>
<td>LAW 320 A/B</td>
<td>Constitutional Law A/B</td>
<td>6 Sem. Units</td>
</tr>
<tr>
<td>LAW 212 A/B</td>
<td>Real Property A/B</td>
<td>6 Sem. Units</td>
</tr>
<tr>
<td>LAW 418</td>
<td>Professional Responsibility</td>
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<tr>
<td>Law Elective of Choice</td>
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<tr>
<td>BUS 5052</td>
<td>Managerial Economics</td>
<td>3 Qrtr. Units</td>
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<td>BUS 5099</td>
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<td>YEAR 2: Law Studies/MBA</td>
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<td>BUS 5151</td>
<td>Systems Approach to Business Models &amp; Management</td>
<td>3 Qrtr. Units</td>
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<td>BUS 5035</td>
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<td>Leading a Global Workforce</td>
<td>3 Qrtr. Units</td>
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<td>BUS 5475</td>
<td>Organizational Communication, Collaboration and Social Networking</td>
<td>3 Qrtr. Units</td>
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<tr>
<td>BUS 5152</td>
<td>Information Systems in the Digital Enterprise</td>
<td>3 Qrtr. Units</td>
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<tr>
<td>BUS 5008</td>
<td>Operations and Supply Chain Management</td>
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<td>BUS 5040</td>
<td>Marketing Management</td>
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<td>LAW 310</td>
<td>Trial Advocacy</td>
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<td>LAW 318</td>
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<td>LAW 425</td>
<td>Business Associations</td>
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<td>LAW 416</td>
<td>Appellate or Moot Court</td>
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<td>LAW 420</td>
<td>Remedies</td>
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<td>LAW 428</td>
<td>Advanced Legal Writing</td>
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<td>Law Elective of Choice</td>
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<tr>
<td>BUS 5096</td>
<td>Accounting for Managers</td>
<td>3 Qrtr. Units</td>
</tr>
<tr>
<td>BUS 5020</td>
<td>Financial Management</td>
<td>3 Qrtr. Units</td>
</tr>
<tr>
<td>BUS 5055</td>
<td>MBA Capstone: Business Strategy and Planning</td>
<td>3 Qrtr. Units</td>
</tr>
</tbody>
</table>

**Law Electives**

| LAW 642 | Federal Income Taxation | 2 Sem. Units |
| LAW 638 | Employment Law | 2 Sem. Units |
| LAW 614 | Bankruptcy Law | 2 Sem. Units |
| LAW 656 | International Law | 2 Sem. Units |

**Total units required JD: 84 Sem. Units; MBA: 36 Qrtr. Units**

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**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 conservators, 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 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.
- Demonstrate the capacity to engage professionally in the museum field.
MA in Museum Studies

The program offers a Master of Arts in Museum Studies with two specializations in collections management, and education and interpretation, and a combined MA Museum Studies/Master of Business Administration program (see the program description for this joint degree). Collections management trains individuals to manage and care for collections. 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

Applicants must meet all University requirements for admission in addition to the requirements listed here.

- Interview with 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.
- 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 questions:
  - What is the role of the museum in today’s world?
  - Given your response to question one, describe your specific career goals.
  - How has your education and experience prepared you for graduate study in museum studies?
- Three letters of recommendation.
- Official transcripts from all colleges and universities attended. 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.

Degree Requirements

In addition to the University’s general requirements (outlined in the General Information section of this catalog), students must also complete the following:

- 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 as identified at the time of the student’s admission. Students desiring to specialize in administration must demonstrate that they have completed two undergraduate courses in accounting.
- 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.

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<tr>
<th>Course No</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>MUS 5003</td>
<td>Issues in Museums I: History and Theory</td>
<td>4.5</td>
</tr>
<tr>
<td>MUS 5004</td>
<td>Issues in Museums II: Finance and Administration</td>
<td>4.5</td>
</tr>
<tr>
<td>MUS 5501</td>
<td>Collections Management I: Foundations</td>
<td>4.5</td>
</tr>
<tr>
<td>MUS 5610</td>
<td>The Visitor Experience: Learning Theories and Understanding Audiences</td>
<td>4.5</td>
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<tr>
<td>MUS 5321</td>
<td>Museums and Communities</td>
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<tr>
<td>MUS 5405</td>
<td>Exhibition Development I</td>
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<td>MUS 5420</td>
<td>Museums, Interactive Technologies and Electronic Access</td>
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<td>MUS 5996</td>
<td>Master’s Project: Topic Development</td>
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<td>MUS 5997</td>
<td>Master’s Project: Research Methodology</td>
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<tr>
<td>MUS 5998</td>
<td>Master’s Project: Writing and Production</td>
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Specialization (choose one of the specializations below)

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<td>MUS 5975</td>
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<tr>
<td>MUS 5612</td>
<td>The Visitor Experience: Interpretive Methods and Applications</td>
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<tr>
<td>MUS 5975</td>
<td>Internship</td>
<td>12</td>
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</table>

1 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 John F. Kennedy University.

2 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.

Master of Arts in Museum Studies/ Master of Business Administration

The College of Graduate and Professional Studies offers a joint MA/MBA degree in Museum Studies. Students completing this three year curriculum of full time study will receive two master’s degrees; a MA in Museum Studies and a 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:

- First Year: First two quarters of the program: foundational Museum Studies courses in museum history, finance, visitor experience and collections management;
- Third quarter of the first year: A concluding Museum Studies course in museums and communities taken in conjunction with the initial MBA course in systems thinking, management and business models;
- Second Year: Complete the MBA degree and its capstone project, taking courses in economics, accounting, marketing, leadership, organizational ethics, organizational communication, strategic management, among others;
- Eighth quarter: internship at a museum;
- Third Year: 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

Applicants must meet all University requirements for admission in addition to the requirements listed in this catalog for both the Master of Business Administration and Master of Arts in Museum Studies. See the MA in Museum Studies for specific requirements and application process details.

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<td>MUS 5975</td>
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Management

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<tbody>
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<tr>
<td>BUS 5055</td>
<td>Managing Strategy, Planning and Innovation</td>
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</table>

Total units required 71.5

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

Applicants must meet all University requirements for admission in addition to the requirements listed in this catalog for Master of Arts in Museum Studies. See the MA in Museum Studies for specific requirements and application process details.

Certificate Requirements

<table>
<thead>
<tr>
<th>Course No</th>
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<tr>
<td>MUS 5003</td>
<td>Issues in Museums I: History and Theory</td>
<td>4.5</td>
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<tr>
<td>MUS 5004</td>
<td>Issues in Museums II: Finance and Administration</td>
<td>4.5</td>
</tr>
<tr>
<td>MUS 5321</td>
<td>Museums and Communities</td>
<td>4.5</td>
</tr>
<tr>
<td>MUS 5975</td>
<td>Internship</td>
<td>7.5</td>
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</table>

Select ONE of the following specializations:

Collections Management—select BOTH courses: 9

MUS 5501 Documentation and Collections (4.5)
MUS 5502 Preventive Conservation (4.5)

Education and Interpretation—select BOTH courses: 9

MUS 5610 The Visitor Experience: Understanding Audiences (4.5)
MUS 5612 The Visitor Experience: Interpretative Methods and Applications (4.5)

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.
**Sport Psychology**

The Sport Psychology program provides academically rigorous training to help students become effective sport psychology practitioners. Experiential training is guided by theoretical models, research, ethical principles and how diversity impacts the field of sport psychology. Students who successfully complete the innovative program are able to integrate the core elements of performance enhancement, counseling skills, and sport science within their practice.

**Program Learning Outcomes**

- **Performance Enhancement Skills.** The students will be able to describe, explain, synthesize and apply performance enhancement techniques with individual performers and teams.
- **Theory.** The students will be able to describe, explain, synthesize and apply theoretical perspectives from Sport Psychology and related fields.
- **Assessment.** Students will be able to describe, explain, synthesize and apply various assessment tools in a continuous and evolving process to create effective action plans. Students will be able to screen clinical issues.
- **Counseling Psychology Skills.** The students will be able to identify, describe and explain how to use counseling psychology skills to develop a working relationship with the client. Students will be able to identify, describe, explain and apply how the self impacts the client-consultant relationship.
- **Ethics and Professionalism.** The students will be able to identify, explain, synthesize and critically analyze ethical principles in a professional and culturally appropriate manner. Students will be able to utilize decision making principles and explain choices made relating to ethical situations.
- **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.

- **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.
- **Other Sport & Exercise Sciences.** The students will be able to describe basic principles of the other sport and exercise sciences (for example, physiology, bio-mechanics, motor learning, sport medicine) and be able to refer to appropriate specialists as needed.

**MA in Sport Psychology**

The MA Sport Psychology program curriculum is designed to expose students to an integrated model of sport psychology education that includes performance enhancement techniques, counseling skills, and sport science. The program consists of 77 units which students can complete within approximately a two-year process. Emphasis is placed on training students to understand the theories behind sport psychology and to be able to apply performance enhancement techniques in diverse settings.

This program has campuses in Pleasant Hill, California and Costa Mesa, California, and students beginning Fall 2011 and thereafter will have the opportunity to complete all coursework remotely through the on-line modality. The JFK University MA Sport Psychology Program is one of the few in the United States specifically designed to integrate performance enhancement techniques, counseling skills, and sport science 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. Sport science courses expose students to the major biophysical sub-disciplines of kinesiology, biomechanics, sport injury, and exercise physiology. 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 the cornerstone of the program. It allows students to gain a hands-on education in the role of being a sport psychology professional. 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 optimal performance 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;
• 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:
1) Publishable Paper: original research project that leads to a research publishable paper
2) Applied Project: a fifth internship plus an applied project that culminates in an applied paper of publishable quality

LEAP Program
The mission of the Life Enhancement through Athletic and Academic Participation program (LEAP) is to help at-risk children and adolescents to succeed in school and life. The “hook” of the LEAP program is participation in interactive and non-traditional games or in organized sports. LEAP uses sport participation as a catalyst to help youth learn more effective life skills and coping techniques. Participation in the LEAP Program is available to students proximal to the Pleasant Hill Campus.

The LEAP program provides a bridge to opportunity by helping youth:
• Improve personal decision making;
• Recognize choices have consequences;
• Promote personal responsibility and accountability;
• Improve positive self-concept, self-worth, and self-confidence;
• Learn skills to deal with anger and frustration in appropriate ways;
• Learn to work together to solve problems;
• Learn the discipline necessary to be successful in sports, school, and life.

Who LEAP Works With
• Student Athletes. The LEAP program works with high school student-athletes. The overall goal of the LEAP program 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 program 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 group problem solving skills; practice 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 self-talk, and goal setting are the focal point of the camp. 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 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.
• An interview with the program director is required.

Degree Requirements

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
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<td><strong>Prerequisites or Co-requisites</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Undergraduate Prerequisite</strong></td>
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<tr>
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<tr>
<td>PSP 5054</td>
<td>Research Methods: Quantitative and Qualitative</td>
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<td>PSP 5800A</td>
<td>Sport Psychology A</td>
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<td>PSP 5800B</td>
<td>Sport Psychology B</td>
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<td>PSP 5803A</td>
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<tr>
<td>PSP 5803B</td>
<td>Ethics and Professional Issues in Sport Psychology B</td>
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<tr>
<td>PSP 5804</td>
<td>Assessment Strategies</td>
<td>2</td>
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<tr>
<td>PSP 5805</td>
<td>Psychopathology Assessment</td>
<td>4</td>
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<td>PSP 5810</td>
<td>Sport and Society</td>
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<tr>
<td>PSP 5811</td>
<td>Counseling Skills A</td>
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<tr>
<td>PSP 5812</td>
<td>Counseling Skills B</td>
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<td>PSP 5814</td>
<td>Comprehensive Exploration of Diversity in Sport</td>
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<td>PSP 5815</td>
<td>Performance Enhancement A</td>
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<td>PSP 5816</td>
<td>Performance Enhancement B</td>
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<td><strong>Prerequisite: PSP 5815</strong></td>
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<td>PSP 5817</td>
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<td></td>
<td><strong>Prerequisite: PSP 5816</strong></td>
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</table>

¹ Introduction to Psychology is recommended.

Prerequisites or Co-requisites

College of Graduate and Professional Studies
Clinical Sport Psychology
Linked MA Sport Psychology/PsyD

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. John F. Kennedy University has achieved this by linking the MA in Sport Psychology program with the clinical doctoral program, the 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 the 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 linked 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 linked 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 linked student fulfills all the same curricular and training requirements asked of all PsyD students. The MA component of the linked 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. Upon successful completion of the fifth year of full-time study in the linked program and all requirements for the PsyD, a PsyD degree will also be awarded.

For information on the practicum, intern ship examinations, and advancement to candidacy, refer to the PsyD section of this catalog.

Fieldwork
Linked 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

<table>
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<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td><strong>Undergraduate Prerequisites</strong></td>
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<td>Sport Psychology A</td>
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<td>PSP 5803A</td>
<td>Ethics and Professionalism in Sport Psychology A</td>
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<td>Assessment Strategies</td>
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<td>PSP 5826</td>
<td>Cognitive and Affective Bases of Behavior in Sport</td>
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<td>History and Systems of Professional Psychology</td>
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<td>PSD 7007</td>
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<td>PSD 7015</td>
<td>Adult Psychopathology I 3</td>
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<td>Group Process 3,4</td>
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<td>Social and Cultural Bases of Behavior</td>
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<td>PSD 7121</td>
<td>World Cultures: Diverse Perspectives on Psychological Theory and Practice</td>
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<td>Psychodynamic Theory and Its Application to Diverse Populations</td>
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<td>PSD 7250</td>
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<td>PSD 7117</td>
<td>Assessment III/Personality Assessment II and Lab</td>
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<td>PSD 7131</td>
<td>Psychology of Addiction 3</td>
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<td>PSD 7146</td>
<td>Advanced Group Process 4</td>
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<td>Multicultural Proficiency in Professional Psychology 3,4</td>
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<td>PSD 7160</td>
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<td>PSD 7226</td>
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<td>Qualitative Research: Critical Review</td>
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<td>Child and Adolescent Issues: Psychopathology and Treatment</td>
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<td>Consultation and Education in Psychology</td>
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<td>PSD 7230</td>
<td>Management and Supervision: Self, Other, and Organization</td>
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1 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.

2 In year two, the student moves into the PsyD program. Four units of fieldwork, PSP 5800B Sport Psychology B, and the Sport Psychology comprehensive oral examination will be taken after year one.

3 This is a linked course; it will apply toward both degree programs.

4 This is a repeatable course and must be taken multiple times to total the number of units indicated. The first election is linked to both degree programs.
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 of the Applied Sport Psychology (AASP). This 26 unit, 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 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 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. Please see the following link for more detailed information about the personal statement:

  - Personal interview with the program chair or faculty advisor. 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

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<td>Sport Psychology A</td>
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<td>Performance Enhancement A</td>
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<td>PSP 5816</td>
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<td></td>
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<td>PSP 5833</td>
<td>Kinesiology</td>
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<td>PSP 5834</td>
<td>Motor Learning and Performance</td>
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<td>PSP 5835</td>
<td>Exercise Psychology</td>
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<td>PSP 5819</td>
<td>Social and Historical Issues in Sport</td>
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ARMS & CONSCIOUSNESS [A&C] COURSES

These courses are offered on the Berkeley campus.

A&C 5010 Image and Process 3
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 3
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 1-3
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 3
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 Teaching Practicum 3
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. MATA requirement.

A&C 5300 Applied Alchemy 3
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 3
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. Elective.

A&C 5307 Visual Communications A 3
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 3
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 3
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 3
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 2
This course explores the connection between the dreaming mind and the act of creation. Slide lectures, experiential exercises, and studio work will help students understand the transition between symbolic dream imagery and the multidimensional spaces of the inner world. Reading, written project and studio assignments are required.

A&C 5325 Faces of the Soul 3
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 3
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 History of Sacred 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.

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&C5360 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.

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.

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, Archetypes 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.

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.
A&C 5660 Individual Mentorship 1-3
Mentors are selected by the student from an approved list of successful artists located in the Bay area and nationally. 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 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. Grants, 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 an 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 5000 Manager as Analyst and Communicator 3
This course develops business skills in critical analysis, clearly written communication and oral presentation needed for general information dissemination, report creation, proposal argumentation, collaborative decision making, and strategic planning.

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, financial leverage, 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, Leader Integrity, and Conflict Resolution**  
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 Venture Capital and the Conversion of Ideas into Business**  
3

This course examines the knowledge, skills, and business intelligence required to convert ideas into new businesses and for growing them into successful ventures. With identifying and evaluating strategic market opportunities from a global perspective as a central theme, this course focuses on the current three major areas of venture growth: clean tech-clean energy, bio-pharma and information technology-communications. Business drivers in each of these areas and the approaches used to harvest ideas will be examined, as will the technical, economic, political, and financial considerations in each of these fields. The course will analyze how these business sectors perform under different economic climates and how to finance ventures under different economic circumstances. Other business sectors such as new materials, new processes, and retail advances including advances in retailing will also be discussed.

**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 and 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 Information Systems in the Digital Enterprise
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 Venture Capital and Private Equity Investments
3
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, IPOs, as well as technology, financial and risk considerations.

BUS 5315 Program Metrics and Measurements
3
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
3
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
3
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
3
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 Business Models
3
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 Design Thinking and Organizational Transformation
3
In a highly competitive business environment, change is inevitable. Organizational leaders and staffs 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
3
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, Collaboration and Social Networking
3
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 5483 Entrepreneurship and New Venture Creation**  
Combining academic and practical experience to create knowledge, skills, awareness, and involvement in the process of creating and growing a new venture, this course explores the driving forces of entrepreneurship and new venture creation, focuses on opportunity recognition, team building, and resource harnessing, and addresses how one can identify those opportunities around which higher potential ventures can be built. It also deals with the financial aspects of new ventures, particularly alternative sources of capital, including informal risk capital, venture capital and mezzanine financing.

**BUS 5800 Business Internship**  
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**  
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**  
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**  
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: Co-requisite: COR 3145.

**CNS 5015 Body Consciousness/Body Wisdom**  
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**  
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**  
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 consciousness 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**  
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 Quantum Approaches to Consciousness**  
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. Prerequisites: Prerequisite: CNS 5010.

**CNS 5027 Non-Ordinary States of Consciousness**  
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**  
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**  
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, William James and others. 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 Conscience 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?), and (3) the “problem of free will” (do we really have choice, or are we determined by genetics and environment?). Prerequisite: CNS 5010

CNS 5037 Neurophilosophy of Consciousness 2

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 5039 D 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 existence. 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 5039 E Self-Exploration: Alchemy 2

In this class, students will study the basic principles, history, and practices of alchemy—East and West, exoteric 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 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 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 5199.

CNS 5127 Qualitative Research A 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 5128 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 5300 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 classroom teaching skills for university-level adult learners, including presentation and facilitation skills, experiential activities and leading discussions. Course includes developing lesson plans, 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 5453 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  
In this course, students explore their core values, life history, professional experience, psychological type, and application of principles learned in their degree program as applied to future career goals.

CNS 5460 Exploring Professional Identity B  
Students integrate professional development and degree principles through a one-quarter internship that is aligned with their career goals. Prerequisite: CNS 5455.

CNS 5465 Starting Your Own Business  
For those considering opening a practice as a consultant, coach, therapist, bodyworker, or entrepreneur in 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 5800 Issues in Philosophy 1-3

In-depth research and analysis of specific topics in philosophy and consciousness. Focus varies with instructor and student interest.

### CNS 5822 Dimensions of Holistic Sustainability 3

Discover the societal / economic / political facets of ecotherapy. Students will receive and articulate a cross-disciplinary understanding of earth-friendly forms of living, study the basics of ecological science, learn the history of agriculture and its relation to human psychology, 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 Healing the Human-Nonhuman Relationship 3

Recent research on animal consciousness is combined with research on the inclusion of animals in various human health settings and healing arrangements. 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 these 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 A/B/C Earth, Body, Spirit A, B, C 1/1/1

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

Forty (40) field hours of actual ecotherapy practice gained within an authorized fieldwork setting. The internship emphasizes being mentored in a subspecialty of ecotherapy OR practicing ecotherapy in a community setting. Students will keep a process diary and finish with a written report on what was learned and how to take it into a professional arena.

### CNS 5995 Independent Study in Consciousness Studies 1-3

To be arranged with consent of instructor and approval of the program chair and dean.

### CNS 9210 Dream Studies Fieldwork 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.
EXPRESSIVE ARTS [EXJ] – COUNSELING PSYCHOLOGY COURSES

These courses are offered on the Campbell campus.

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 toward 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 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 2

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 2

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 a smooth flow of Master classes will be delivered and evaluated by students and instructor.

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. Prerequisite: Permission from instructor

HHE 5010 Applied 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. Prerequisite: HHE 5001

HHE 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.

HHE 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: HHE 5012.

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. Prerequisites: HHE 5001, HHE 5225

HHE 5125 Energy Models of Healing 2

This course presents an integrally-informed view from many disciplines and traditions that contribute to understanding how health and wholeness may be defined and worked with in energy terms. We look at energy from the perspectives of thinkers and researchers such as spiritual healers, clairvoyants, quantum physicists, biologists, consciousness and psi researchers, poets, and mystics and create a new framework that can integrate these. We also review some of the most prominent approaches and methods of energy healing, including Homeopathy, TCM, and use of Flower Essences, as well as systems that address the chakras and energy bodies; hands-on, and “spiritual” methods of healing, such as Reiki and prayer. Experiential activities are included, focusing on “perceiving the world in energy terms.” 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 presented in terms. We look at energy from the perspectives of thinkers and researchers such as spiritual healers, clairvoyants, quantum physicists, biologists, consciousness and psi researchers, poets, and mystics and create a new framework that can integrate these. We also review some of the most prominent approaches and methods of energy healing, including Homeopathy, TCM, and use of Flower Essences, as well as systems that address the chakras and energy bodies; hands-on, and “spiritual” methods of healing, such as Reiki and prayer. Experiential activities are included, focusing on “perceiving the world in energy terms.” Prerequisites: HHE 5225; PHR 3405.

HHE 5130 The Collective Body 3

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, legal 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 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 5158.

HHE 5147 Health Education for the 21st Century  3
This course maps out the field of health education, and explores the history of the health education role, the philosophical basis of health education, and directions for the future of the profession. Practical skills needed by health educators are covered, and students have opportunities to practice some of them, including developing a Needs Assessments, and writing a proposal for a health program. Models of health education as part of a mainstream healthcare system and in alternative settings are explored. Professionals in the field may be brought in to share their experiences. Prerequisites: HHE 5200; HHE 5135.

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 class involves small group presentations of one form of mind-body medicine, including meditation, visualization, and other methods. Prerequisites: HHE 5512, CNS 5410

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 explores approaches to change, specifically as it relates to health and health behaviors. We look at several different models of change and explore practical ways to support positive change in individuals, with emphasis on whole person approaches. 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: HHE 5001

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. Nutritional 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, and nutritional coaching are woven together in this course. Prerequisite: HHE 5156.
HHE 5169 Healing Foods A  
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  
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  
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 sequel (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 were also be examined through the lens of holistic nutrition and specific nutritional recommendations for athletes are discussed. Prerequisite: HHE5171.

HHE 5173 From Farm to Table  
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 Management3  
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. Prerequisites: HHE 5156, HHE 5512.

HHE 5180 Somatic Education A  
This course presents a review of somatic modalities including those that are movement-and awareness-based and those that are touch-based. A strong experiential component is included so that students may enhance their own somatic awareness and function.

HHE 5181 Somatic Education B  
This course provides theory and techniques for how health educators (non-practitioners) may work with people one on one and in groups or classes to facilitate development of somatic awareness and enhanced function. Application possibilities and settings are considered. The course may also cover issues such as those that might come up while teaching movement classes and body awareness classes from basics of making people comfortable and adapting classes to particular health challenges, touch, and consequences of teaching practices such as yoga and Qi Gong divorced from the traditional spiritual component. Prerequisite: HHE 5180.

HHE 5183 Starting an Integrative Center  
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 Integral Research in Health Education  
Understanding the structure, language, and function of research is the goal of this class. Students are exposed to a variety of research methodologies within the context of integral theory, focusing on health care. Integral methodology merges 1st person, 2nd person and 3rd person perspectives. Each perspective involves unique modes of inquiry and respective research methodologies. Knowledge and comprehension of integral research will come through application and analysis of key concepts and measures. Students gain insight and experience using vital tools for a career in holistic health education, understanding the importance of research by participating actively in a heuristic research project. Prerequisites: HHE 5120; HHE 5158.

HHE 5225 Foundations of Holistic Health Education  
This course overviews a holistic approach to health education. We consider health as an interdisciplinary field and look at its defining terms and their usage. During the course we touch upon such topics as salutogenesis; treating whole persons and not illnesses; health, wellness, and metaphors for healing; self-care and client/patient involvement; health and relationship; health and spirituality; health of individuals in communities and as part of the environment. We look into Integral Theory as an integrative model. Also tying everything together is a big theme of language, health, and education, and how to present ourselves in ways that reach people (clients, patients, and fellow professionals). This course is writing intensive, Prerequisite: HHE 5001.

HHE 5340 Support Group Facilitation  
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**  
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. Prerequisite: HHE 5001.

**HHE 5429 Whole-Health Coaching Foundations**  
The purpose of this course is to teach beginning coaching skills coming from a holistic/integral perspective so participants can 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**  
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 have 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**  
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 more focused on professional preparation. A student satisfaction survey is given.

**HHE 5512 Physiology and Psychology of Stress**  
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. Prerequisites: SCI 3110, HHE 5120

**HHE 5575 Supervised Internship**  
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 5608 Demonstrating Mastery**  
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 5610 MA Integrative Final Project**  
The MA Integrative Final Project course is designed to assist students in the development of an Integrative Final Project and Oral Presentation on a topic of particular interest to them. Through faculty guidance and peer support students take the final steps in their transition from student to professional in holistic health education. Prerequisite: Minimum of 65 units.

**HHE 5615 Practicum in Holistic Health**  
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**  
Orientation for students to how the program flows and what they need to know in order to complete the program.

**HPC 5158 Child Therapy**  
Explores psychological/developmental issues of childhood from traditional, somatic, and transpersonal perspectives. Developmental impact of such issues as family dysfunction and child abuse are discussed. Various practical therapeutic methods for working with children are reviewed. Prerequisite: PYC 3200.

**HPC 5200 Diagnosis, Assessment, and Therapeutic Strategy A**  
A review of traditional, somatic, and transpersonal diagnostic systems including DSM-IV and alternative typologies (such as the Enneagram, a phenomenological approach, or body-oriented approaches), assessment methods including interviewing and projective and objective testing, and therapeutic strategies appropriate to different diagnostic categories. Prerequisite: PYC 3200.
HPC 5216 Sexuality
This course presents human sexuality through a combination of traditional, integral, and somatic perspectives. Through discussion, clinical cases, dyad work, and panel presentations, students will explore a wide range of human sexual behaviors as they relate to clinical application and treatment. This course is designed to deepen beginning therapists’ understanding of their own and others’ sexualities in order to facilitate the sexual health of their clients. Topics include integral sexuality, sexual development, traditional sex therapy, LGBTQ issues, sexual outsiders, sexual abuse and trauma, sexual assumptions, sexual health, sexual compulsion, and sex and spirituality.

HPC 5243 Community Mental Health and Principles of Recovery
Preparation for challenges and opportunities of 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.

HPC 5245 Psychopharmacology 1-3
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. (Variable unit)

HPC 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.

HPC 5325 Ethics and the Law 3
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. Particular ethical concerns with regards to the specializations will be addressed. Must be taken prior to field placement.

HPC 5703 Clinical Skills: Partner and Spousal Abuse, Elder Care
An examination of 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 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.

HPC 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.

HPC 9005 Personal Psychotherapy 0
Students must register for this course when they have completed their personal psychotherapy requirement.

HOLISTIC STUDIES [HSJ] - COUNSELING PSYCHOLOGY COURSES
These courses are offered on the Campbell campus.

HSJ 5000 Introduction to Holistic Studies Program 0
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 5100 Seminar in Holistic Studies 1
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 5010 Paradigms of Consciousness 3
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 5101-03 Group Process A-C 2/2/2
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: HSJ5101, HSJ5102.

**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. Prerequisites: HSJ5105.

**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: PYJ3200.

**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: PYJ3200.

**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: HSJ5120.

**HSJ 5126 Cross Cultural Issues in Counseling**  
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**  
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 have an understanding of movement in relation to themselves as well as experience in exploring movement with others. Prerequisites: SCI 3110, HSJ 5205.

**HSJ 5150 Supplemental Fieldwork Experience Monitoring**  
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: HSJ5235

**HSJ 5201-02 Diagnosis, Assessment and Therapeutic Strategy A–B**  
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: HSJ5201

**HSJ 5205 Body Oriented Psychotherapies**  
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: HSJ5106

**HSJ 5210 Child Therapy A**  
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: HSJ5121

**HSJ 5211 Child Therapy B**  
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: HSJ5210.

**HSJ 5215 Marriage and Family Counseling A**  
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: HSJ5211.

**HSJ 5216 Marriage and Family Counseling B**  
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. Prerequisites: HSJ5215.

**HSJ 5220 Jungian Psychology**  
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. Prerequisites: HSJ 5115.

**HSJ 5225 Basic Addiction Studies**  
Basic information about alcoholism and chemical dependency
including definitions, impact upon the users and their environments, 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 5235 Ethics and the Law** 3

Students become familiar with the existing legal and ethical issues facing therapists. Students will make an in-depth study of the power of dynamics in the therapeutic relationship. California laws for psychotherapists are studied.

**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 JFK University’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

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 transpersonal and somatic psychology perspective. This class supports students in acquiring professional competence in the important clinical skill of case presenting.

**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 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.

**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 6251 Advanced Field Experience and Internship: Post Master’s 1

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 each of the program’s three quarters. Post-master’s students only.

NON-CREDIT WORKSHOPS AND SPECIAL COURSES

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 PSYCHOTHERAPY - COUNSELING PSYCHOLOGY [IPP] COURSES

IPP 5015 Social Psychology and Social Transformation 3

This course examines the way human beings influence and affect each other’s behavior in group settings, and explores integral and holistic perspectives for visionary leadership and social transformation. Topics include: applied social psychology for community development, cognitive dissonance, self-fulfilling prophecy, learned helplessness, mental schemas, groupthink, prejudice and attribution theory among others. Students also explore diversity issues, social change organizations, and work on projects which serve their communities.

IPP 5017 Integral Psychology A: Human Development 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 human development and the integration of different psychological models. Topics include models of consciousness, pre-modern, modern, and postmodern perspectives and the potential of integral psychology to deepen our understanding of and help bring about personal psychological and spiritual development as well as social/global change.

IPP 5018 Integral Psychology B: Worldviews and Applications 3

Building on the foundation laid down in IPP 5017, this course continues the inquiry into the nuances of integral psychology. In particular, we will explore the relationship between the domains of subjectivity, intersubjectivity, and objectivity and worldviews. In addition, we will explore how these domains of reality interface at each level of being in the world and how they can be applied to personal and global transformation.

IPP 5025 Somatic Psychology: Integrating Body and Soul 2

This course explores the basic concepts in the field of somatic psychology from an integral and holistic framework. Through breath, movement, experiential exercises and the study of somatic principles, students examine the body/mind/soul connection, the importance of embodied life experiences and the vital significance of embodied presence in the world.

IPP 5049 Transpersonal Psychology 3

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 as well as the relationship of psychology and spirituality, self and self and transcendence and immanence.

IPP 5054 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 and intersubjective dynamics.

Students will learn different personality types, their shadow and potential, and ways to apply these to personal, professional and social transformation.

**IPP 5349 Integral Life Practice**  
This course explores different practices that enhance and foster integral, holistic 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 and service to community and the planet.

**IPP 5350 Integral Life Practice for Therapists**  
This course continues the work begun in IPP 5349 Integral Life Practice and will cover and focus on Integral Life Practice for the psychotherapist.

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### 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 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 premorden 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**  
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**  
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

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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**  
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**  
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**  
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**  
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**  
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**  
This course explores the neurological correlates of meditative states, investigating the research and theories relating to this.

**ITH 5218 Ethics and Compassion**  
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**  
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**  
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**  
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**  
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**  
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**  
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**  
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**  
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**  
This course will examine Christianity using the integral approach. Important denominations will be covered including the pre modern, 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**  
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  
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  
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  
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  
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  
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  
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  
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  
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 Integral Theory Residential Intensive  
Integral Theory students register for this course when participating in the Integral Theory Residential Intensive.

MUSEUM STUDIES [MUS] COURSES

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 Collections Management II: 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 I: 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 II: 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 Foundations of Professional Psychology-History and Systems  3

This course offers discussions of the evolution of modern psychology with regard to theories, systems and practices. It examines the philosophical, epistemological, cultural, and sociopolitical contexts and consequences of the major systems in the development of contemporary psychology. This course will emphasize instances in which psychology as a discipline has failed to recognize the importance of cultural and other forms of diversity, and oversight in the traditional accounts of the history of the field.

PSD 7007 Clinical Interviewing Skills I  3

This course is designed to teach students fundamental clinical interviewing skills. Students will learn skills required to establish and maintain a therapeutic relationship. They will also become aware of how culture and ethnicity, language, socioeconomic status, migration, political conditions and other contextual variables influence the interview process. Students will be given opportunities to practice basic attending skills such as empathy, listening, reflecting, focusing, and confrontation. They will also practice skills related to cultural sensitivity and the maintenance of confidentiality. This course will examine multiple forms of clinical competencies such as case formulation, peer supervision, and referrals.

PSD 7008 Clinical Interviewing Skills II  3

This course is designed to teach students fundamental clinical interviewing skills. Students will learn skills required to establish and maintain a therapeutic relationship. They will also become aware of how culture and ethnicity, language, socioeconomic status, migration, political conditions and other contextual variables influence the interview process. Students will be given opportunities to practice basic attending skills such as empathy, listening, reflecting, focusing, and confrontation. They will also practice skills related to cultural sensitivity and the maintenance of confidentiality. In addition, students will integrate basic attending skills, diagnostic interviewing, and appropriate structural elements (e.g., informed consent, summarizing, etc.) into a cohesive and complete clinical session. Prerequisite: PSD 7007.

PSD 7015 Adult Psychopathology  3

This course 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. Students are expected to become familiar with the structure, content, and clinical use of this manual and learn to apply formal diagnostic classification to specific case examples. This course will emphasize the process and problems of individual assessment and diagnosis that arise within the practice of clinical psychology. Students will be introduced to the historical, political, and contextual issues regarding the diagnosis and categorization of human experience.

PSD 7016 Adult Psychopathology II  3

This course continues to examine 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. Students are expected to become familiar with the structure, content, and clinical use of this manual and learn to apply formal diagnostic classification to specific case examples. This course will emphasize the process and problems of individual assessment and diagnosis that arise within the practice of clinical psychology. In addition, students learn the fundamentals of treatment planning and the use of the 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**  
This course includes an exploration of the symptoms, diagnosis and treatment of child and adolescent psychopathology. Child and adolescent development are considered from a range of theoretical perspectives. The strengths and limitations of existing theoretical and clinical approaches to pathology with regard to cultural and related variables are examined. Students will learn assessment and evaluation, treatment interventions, specific therapeutic techniques, and parent and collateral contact skills. Prerequisite: PSD 7016 and PSD 7225.

**PSD 7035 Practicum**  
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 is to enhance 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**  
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 their assigned academic reading, and an exploration of cultural differences in a group context.

**PSD 7047 Multicultural Awareness in Professional Psychology**  
This part of the IPS curriculum focuses on theories of diversity and the history of racism and other “isms.” Students examine the effects of power and privilege—or lack thereof—on psychological functioning. Students will be 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.

**PSD 7052 Writing Like a Psychologist**  
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**  
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**  
This course offers a practical, clinically relevant approach to understanding the involvement of biological factors in normal and abnormal thoughts, feelings, and actions. The course is structured so that basic concepts of neuronal and synaptic activity lead to discussions of basic life processes like sleep/arousal and internal regulation. Discussions and demonstrations follow of the mechanisms underlying sensori-motor systems, learning and memory, and the higher cortical functions. Emphasis in the course is on functional neuroanatomy as it relates to these processes and to individual and cultural differences. The course establishes the ground work for later courses in psychopharmacology, health psychology, and neuropsychology. The material is presented with an evidenced-based emphasis, but consideration of alternative perspectives is also made when relevant.

**PSD 7108 Cognitive and Affective Bases of Behavior**  
This course provides students with an overview of classical and recent research in the areas of cognitive psychology and theories of emotion with an emphasis on the relevance of these models and findings to diversity-competent clinical practice and research.

**PSD 7115 Assessment I/Intellectual and Cognitive Assessment and Lab**  
This course provides an introduction to intelligence and cognitive assessment. It include a historical examination of major theories of intelligence and the multicultural implications of these models. One hour of lab is included each week to help students acquire skills in the administration, scoring, and interpretation of cognitive tests. Prerequisite: PSD 7008 and PSD 7016.

**PSD 7116 Assessment II/Personality Assessment I and Lab**  
Focuses on the various ways personality is assessed through objective measures. Students learn to administer, score, and interpret personality inventories with emphasis on the MMPI-2. One hour of lab each week is included to help the student acquire skills in the administration, scoring, and interpretation of objective personality measures. In addition, emphasis is placed on the integration of cognitive and objective personality test findings within the context of history, mental status, behavioral observations, SES, and culture. Students learn to integrate these data into a psychological test report which provides a clear description of the subject and his or her strengths and weaknesses and relevant treatment recommendations. Prerequisite: PSD 7115.

**PSD 7117 Assessment III/Personality Assessment II and Lab**  
An introduction to the use of projective techniques to assess psychological functioning. Particular attention will be given to the Rorschach and the TAT/CAT. One hour of lab each week is
included to help the student acquire skills in the administration, scoring, and interpretation of these measures. In addition, emphasis is placed on the integration of cognitive, objective, and projective personality test findings within the context of history, mental status, behavioral observations, SES, and culture. Students learn to integrate these data into a psychological test report which provides a clear description of the subject and his or her strengths and weaknesses and relevant treatment recommendations. Prerequisite: PSD 7116.

**PSD 7121 World Cultures: Diverse Perspectives on Psychological Theory and Practice**

3

Exposes students to non-traditional psychological theory as it applies to non-dominant and non-conforming groups, both within and outside the U.S. It contrasts traditional and non-traditional theories and considers postmodern thinking within social and political contexts.

**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 as well as modifications of the approaches typical of system models to meet the needs of such families.

**PSD 7131 Psychology of Addiction**

3

Focuses on the identification, assessment, and treatment of individuals who are abusing substances. The influence of socio economic class and cultural context and the variations in substance use and abuse across groups will be considered. Prerequisite: PSD 7016.

**PSD 7135 Practicum II**

2

The second-year practicum is a clinical placement where students apply the knowledge and skills they have acquired in the first year. The practicum is part of the three-quarter integrated professional seminar sequence in which students discuss clinical and diversity issues. Prerequisites: PSD 7008, PSD 7016, PSD 7035, and PSD 7141.

**PSD 7141 Ethical and Legal Issues in Professional Psychology**

3

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, and groups as well as issues related to working with individuals with cultural, contextual, and individual differences from that 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**

1

In this component of the second-year integrated professional seminar, key aspects of the leader role will be examined with an emphasis on the effects of different theoretical orientations or group models on the leader role and leadership style. The dynamics of conflict and techniques for conflict resolution will be a particular area of emphasis with attention to the impact of diversity on conflict management. Prerequisites: PSD 7008, PSD 7016, PSD 7046, and PSD 7141.

**PSD 7147 Multicultural Proficiency in Professional Psychology**

1

In year two of the integrative professional seminar, the multi-cultural dimension shifts toward examining and experiencing how integral aspects of the therapeutic interchange from diverse cultural perspectives are actually experienced in the clinical setting. Focus will be on examining clinical treatment interventions with specific populations and exploring their relative effectiveness and the impacts on both therapist and client. Prerequisites: PSD 7008, PSD 7016, PSD 7047, and PSD 7141.

**PSD 7151 Research Methods and Statistics I**

3

This course is designed to present an overview of basic research designs and methods including both qualitative and quantitative approaches to research. Additionally, the course covers ethics in research, issues of cultural diversity relevant to the process of research, and an introduction to descriptive statistics and correlational analyses.

**PSD 7160 Psychopharmacology**

3

This course offers a general overview of the applications and limitations of the use of medications to the field of clinical psychology. Discussions of the basic assumptions, advantages, and possible disadvantages of pharmacology set the stage for discussions of the current use of medications for the Axis I disorders forms the bulk of the course. Lectures on the neuronal/synaptic mechanisms
of these drugs as well as the pharmacokinetic considerations of such therapy provide a practical knowledge base to help educate and prepare clients for therapy. Use of psychopharmaceuticals with diverse populations considers not only ethnic and racial diversity, but also age-related and gender diversity. The use of psychiatric medications for non-Axis I disorders and for various non-psychiatric conditions is also discussed. Finally a consideration of alternative and complementary medications concludes the course. Prerequisite: PSD 7016, PSD 7107.

PSD 7170 A–C Clinical Neuropsychology I–III  2–3
This three-quarter long course provides a grounding in functional neuroanatomy and neuropathology in the context of how these affect cognition, emotional, and behavior. This first quarter emphasizes functional neuroanatomy and evaluation of mental status. The second quarter delves into various Neuropathologies and disorders and evaluation with the WAIS, WMS and other neuropsychological tools. The third quarter focuses on the various approaches to neuropsychological evaluation, rehabilitation issues, forensic considerations, and evaluation of higher cortical functions. Throughout the course issues of both the manifestations of various forms of pathology, and the evaluation thereof with diverse populations will be discussed as relevant. Moreover, students will have the opportunity to undergo neuropsychological evaluation for additional insight and understanding of the process. Prerequisite: PSD 7107, PSD 7115, PSD 7116, PSD 7117.

PSD 7215 Consultation and Education in Psychology  3
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. Prerequisite: PSD 7016, PSD 7253 A or B.

PSD 7225 Lifespan Development I: Child and Adolescent  3
Covers the early years of development through adolescence with regard to intellectual, social, moral, and personal maturation. There is an emphasis on child and adolescent identity development, ethnic identity development, sexual identity development, and how teenagers learn to answer the question, “Who am I?” Psychosocial issues such as violence, low self-esteem, suicide, gang involvement, body image, and drug and alcohol use will be addressed.

PSD 7226 Lifespan Development II: Adulthood and Aging  3
Lifespan issues from adulthood through aging and death are discussed in this course. Theory, clinical applications, and current research on aging are emphasized. Biological, cognitive, emotional, and social factors are considered in the contexts 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: PSD 7235 (may be taken as pre- or co-requisite) and PSD 7245 (may be taken as pre- or co-requisite).

PSD 7235 Practicum III  3
Practicum III gives students credit for their third-year training placement. To receive credit for PSD 7235, students must meet the terms of the placement contract, carry an adequate caseload, and receive a satisfactory evaluation by the practicum supervisor. In class, this component of the third-year integrated professional seminar revolves around case presentations and emphasizes the integration of theory into practice, case formulation, and attention to issues of culture, power, and oppression. This class also prepares students for their clinical proficiency examination. Prerequisite: PSD 7135.

PSD 7245 Contemporary Issues in Professional Psychology  1
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 will be explored in depth. Microanalysis of case problems will be a central feature of this year’s seminar as students fine tune their clinical skills and interests. Prerequisites: PSD 7146 and PSD 7147.

PSD 7250 Research Methods and Statistics II  3
This course 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
Responding to the program’s mission of applied, socially relevant, and culturally congruent research, this course covers major qualitative approaches to research and data analysis and the development of critical thinking skills. Skills will be used to assess the relevance, appropriateness, and utility of various methods with regard to specific research questions, populations, and social contexts. Prerequisite: PSD 7250.

PSD 7252 Clinical Dissertation Proposal I  2
This course is designed to begin the dissertation process, deter mine an area of interest, develop a review of the literature, determine an appropriate research design and choice of methodology (quantitative/qualitative), create a prospectus, and begin the process of developing a dissertation committee. Prerequisite: PSD 7251.

PSD 7253 A–B Clinical Dissertation Proposal II  2/1.5
This course is designed to assist students in completing literature
reviews, obtain a dissertation committee, and develop an appropriately detailed methodology section for their projects. Separate qualitative and quantitative methodology sections are provided. Students who began in fall 2006 or prior take PSD 7253A for two units. All others take PSD 7253B for 1.5 units. Prerequisite: PSD 7252.

**PSD 7254 A–B Clinical Dissertation Proposal III** 2/1.5

This course designed to assist students in completing the dissertation proposal. Quantitative and qualitative sections will be offered. It is anticipated that by the end of this quarter, students will have successfully defended their dissertation proposals. Students who began prior to fall 2006 take PSD 7254A for two units. All others take PSD 7254B for 1.5 units. 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 7253A or B and PSD 7254A or B.

**PSD 7309 Topics in Doctoral Psychology** 1–3

Various elective courses are taught according to student and faculty interest. For example, lesbian, gay and bisexual issues in psychotherapy, multicultural consultation, and psychology of trauma.

**PSD 7330 Case Management and Clinical Interventions** 0–3

Review of psychological states and psychopathology issues for culturally diverse clients through a survey of literature and case presentations.

**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 5800 A 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.

**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**  
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**  
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.

**PSP 5805 Psychopathology Assessment**  
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.

**PSP 5810 Sport and Society**  
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**  
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**  
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**  
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**  
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**  
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**  
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 5819 Social and Historical Issues in Sport**  
The course examines selected topics within the sociology and history of sport. Particular emphasis will be given to issues related to the potential of sport to benefit society and its potential to reinforce existing social problems. Students will be encouraged to reflect on their own experiences within sport and to explore in detail one area of special interest within the sociology of sport. The course offers an analysis of sport as a social institution and the interactions between sport and societal subsystems, as well as a consideration of the attitudes, values, and behaviors associated with sport. Analysis of contemporary problems associated with sport will be made; such problems include race relations, the traditional and emergent role of women, aggression and violence, and political and economic concerns. Historical foundations for sporting behaviors and the philosophy of sport will also be considered.

**PSP 5820 Psychology of Coaching**  
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**  
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 Issues in Sport**  
The course examines selected topics within the social psychology and sociology of sport. Particular emphasis will be given to issues related to group behavior and dynamics, leadership, interpersonal communication, the potential of sport to benefit society, and its potential to reinforce existing social problems. The course offers an analysis of sport as a social institution and the interrelations between sport and societal subsystems, as well as a consideration of the attitudes, values, and behaviors associated with sport.
Students will be encouraged to reflect on their own experiences within sport. Analysis of contemporary problems associated with sport will be made; such problems include race relations, the traditional and emergent role of women, aggression and violence, and political and economic concerns. Additionally, students will learn team building and communication skills and strategies that will enable them to effectively work within the current framework of sport in society. The course will examine the practical and theoretical application of group process and social psychology in relation to working in the field of sport psychology. The students will gain an understanding of group behavior and dynamics and will be able to use this knowledge with diverse populations. Students will learn to recognize ethical issues in relation to working with groups and will examine their interpersonal and professional style.

**PSP 5823 Mental Skills Training**  
This course covers an in-depth approach to using the sport psychology techniques and troubleshooting issues that clients may be presenting to the consultant. The students will address professional and ethical issues of consulting in the field and in relation to their own personal consulting style. They will be able to apply these skills to diverse populations.

**PSP 5826 Cognitive and Affective Bases of Behavior**  
This course is designed to offer students an overview of the biological, cognitive, and affective bases of behavior in youth sport. Specifically, students will be exposed to the current research related to the bio-physio and psychosocial models of development. Students will gain an understanding of how motor learning, and motor development impacts youth sport. Students will also gain knowledge in the developmental sequences associated with cognitive development, emotional development, and moral development. Students will then be required to integrate theoretical knowledge with practical strategies and interventions appropriate for youth and adolescent athletes.

**PSP 5832 Psychology of Injury**  
The psychology of injury course teaches students how to work with an injured athlete using mental training strategies for rehabilitation.

**PSP 5833 Kinesiology**  
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 sub-fields 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**  
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**  
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**  
This course will teach 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**  
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 one 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**  
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**  
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 5880A/B Portfolio A & B**  
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**  
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 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: PSP 5054.

**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: PSP 5054, PSP 5891A/PSP 5891B.

**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 of 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 JFK University 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** 0

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** 0

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** 0

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.

**MARRIAGE AND FAMILY THERAPY [PSY], [PSJ], AND [PSB] COURSES**

NOTE: Marriage and Family Therapy courses are offered in Pleasant Hill (PSY), Campbell (PSJ), and Berkeley (PSB) For simplicity’s sake, all courses listed in this catalog will have the PSY prefix, although they also may be offered as PSJ, PSB.

**PSY 5000 New Student Orientation** 0

This is a required one time orientation to the MA in Marriage and Family Therapy 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, 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** 2

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 5045 Research Methods: Quantitative and Qualitative 3
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 students 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 3
This course provides contextual and practical information for working in 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; cultural competence and accountability; 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 0
In the final quarter/session of phase one, students will present a collection of their academic work to faculty. 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 perception of the student's growth, need for continued growth, and hopes and concerns for the student based on the presentation, coursework portfolio, and previous experience with the student. Prerequisite: PSY 5231.

PSY 5112 The Family Life Cycle 3
Students study individual and family life cycle stages and transitions, including childhood, adolescence, launching, courtship, early marriage, child birth, divorce, blended families, aging, and death. 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-clinician development.

PSY 5115 Theories of MFT Practice I 3
This course serves as the beginning of a survey of historical and empirical foundations of therapeutic theories. Individually-oriented and family systems epistemologies are compared in their historical contexts. Theories I cover 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 5156 and 5157.

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 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 5262 or PSY 5251.

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 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. Prerequisites: PSY 5262 or PSY 5251.

PSY 5120G Specific Theories of Change: Group Therapy 3
Explores a specific theoretical approach to psychotherapy with groups, selected from such schools of thought as psychodynamic-object-relational, cognitive-behavioral, and humanistic-existential. Prerequisites: PSY 5262 or PSY 5251.

PSY 5120I Specific Theories of Change: Individual Therapy 3
Explores a specific theoretical approach to psychotherapy with individuals selected from such schools of thought as psychodynamic-psychoanalytic, cognitive-behavioral, dialectic-behavioral, and humanistic-existential. This course may be repeated for credit with a change of topic. Prerequisites: PSY 5262 or PSY 5251.

PSY 5154 Couple Therapy 3
Covers psychodynamic 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; Co-requisite: PSY 5260 or PSY 5249.

PSY 5156 Theories of MFT Practice II 3
This course examines humanistic, experiential, and cognitive-behavioral approaches 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.

PSY 5157 Theories of MFT Practice III 3
This course closely examines 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.
PSY 5167 Brief Therapy 3
This course examines theories and methods of brief therapy from systemic and individual psychotherapy perspectives. Topics include problem identification, goal formulation, languaging, problem solving and solution building. Students will learn philosophical and theoretical premises of approaches, and practice clinical application through experiential activities. Prerequisites: PSY 5304; Co-requisite: PSY 5260 or PSY 5249.

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 are included, along with information about etiology, intergenerational patterns, and relapse. Research on systemic treatment approaches for youth, adults, minorities, and co-occurring disorders are reviewed. Contemporary strategies, such as abstinence/12-step, motivational interviewing, harm reduction, community-based treatment, and recovery 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 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 I 3
An introduction to clinical communication processes with individuals, couples, and families. 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 second in the three-quarter sequence with PSY 5230 and PSY 5232 Prerequisites: PSY 5115, PSY 5156, PSY 5230.

PSY 5232 Clinical Skills Training C: MFT Techniques II 2
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 and systemic theories of practice. This course is the third in the three-quarter sequence with PSY 5230 and PSY 5231. Prerequisites: PSY 5231 (with same instructor or consent of program chair) and PSY 5403.

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: Topics in Marriage and Family Therapy 2/2/2/2
This course is to be taken four (4) times thus accompanying quarters 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. Instructors may also use role play, live sessions with reflecting teams, and other techniques to help students with treatment impasses, illustrate, and practice interventions, etc. Prerequisites: PSY 5249, PSY 5260.

PSY 5249–54 Supervised External Practicum A–F 2/2/2/2/2/2
Field experience in settings that meet BBS requirements for clinical training experiences. Includes one hour of individual supervision and at least two hours of group supervision per week, and practice application of MFT assessment and intervention techniques with individuals, couples, and families. Prerequisite: Completion of Phase I and written consent of field placement coordinator. Prerequisites: PSY 5434, PSY 5080.

PSY 5260–65 Supervised Practicum A–F 2/2/2/2/2
Field experience at a JFK University Community Counseling Center, with individuals, couples, families, and groups. Students receive individual and group supervision, and practice application of MFT assessment and intervention techniques with individuals, couples, and families. Prerequisites: PSY 5635, PSY 5434, PSY 5080. Completion of Phase I, and the written consent of the program director required. Prerequisite: Completion of Phase I and written consent of program director required.

PSY 5266 Supplemental Fieldwork 0–4
Placement in internal, external, or school-based settings that meet BBS requirements and offer clinical training experiences. Prerequisite: Completion of Phase I and the written consent of program director required. This course does not substitute for PSY 5249–54 or PSY 5260–65.

PSY 5303 Child, Adolescent and Family Therapy: Assessment and Treatment A 3
This course provides an introduction to the theory and practice of child and adolescent treatment. Topics include developmental
theories, assessment, diagnosis, case conceptualization and treatment planning. This course considers diverse children in multiple contexts. This course is the first of a two-quarter sequence with PSY 5304. Prerequisite: PSY 5156, and PSY 5403.

**PSY 5304 Child, Adolescent and Family Therapy: Assessment and Treatment B**

This course examines the theory and practice of child and adolescent psychotherapy within an individual and systemic context. 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. Prerequisite: PSY 5303 (with the same instructor or instructor consent).

**PSY 5309 Seminar in MFT**

These 1-3 unit courses cover specific and current issues pertaining to the field of Marriage and Family Therapy. Topics regularly offered include 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, and advanced couple therapy. Students must complete a total of 3 units of 5309. Prerequisite: PSY 5262 or PSY 5251.

**PSY 5310 Group Therapy**

Group Therapy has gained recognition as an evidence-based approach that is both clinically-sound and cost-effective. This course introduces students to the use of group therapy to address clinical issues such as schizophrenia, bi-polar disorder, domestic violence, addiction and ADHD. The value of multicouple and multifamily 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 encourages the students to reflect upon their own interpersonal process to further develop the self of the therapist.

**PSY 5403–04 Diagnosis and Assessment of Psychopathology A–B**

A two-quarter sequence that examines notions of health and psychopathology from individual, familial, and systemic perspectives. These courses explain the history, development, use, and critique of the DSM-IV-TR. Diagnoses will be viewed from various viewpoints, including assessment, neuro-psychology, psychopharmacology, and a bio-psycho-social approach. Culturally sensitive diagnosis is included as well as scope of MFT practice, use of referrals, and wellness/recovery principles.

**PSY 5405 Psychological Testing**

An overview of tests utilized and interpreted in the practice of marriage and family therapy 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 utilized to treat mental disorders including biochemical makeup, function, and possible side effects. Students will be exposed to the basic physiology and function of the brain as it relates to the use of psychotropic medications and some 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 MFTs.

**PSY 5434 Family Violence Across the Lifespan**

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 persons who begin graduate studies on or after January 1, 2004 to complete 15 hours of coursework in domestic violence, and 7 hours of training in child abuse reporting for California licensure as a Marriage and Family Therapist. Prerequisite: PSY 5635.

**PSY 5436 Crisis and Trauma**

This course will teach MFT students about crisis theory and management, and disaster and trauma 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 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. This course examines the impact of gender, race, class, age, health/disability, religion, and sexual and gender identity on 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 cultural competence 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 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 LPCC 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. Co-requisite: PSY 5231.

PSY 5640 Advanced Study in Addictions 1.5
Advanced topics and issues concerning addiction studies designed to expand student knowledge of the topic beyond the core course through additional learning and/or practical applications. This course offers current students and alums an additional 1.5 units of course content in Addictions specific to the education requirement for the newly established license as an LPCC (Licensed Professional Clinical Counselor). Must be taken either concurrently with or subsequent to PSY 5179. Required for students in the LPCC track, though open to all MFT students.

PSY 5642 Advanced Study in Crisis and Trauma 1.5
Advanced topics and issues concerning crisis and trauma designed to expand student knowledge of the topic beyond the core course through additional learning and/or practical applications. This course satisfies the requirement for additional units in specific course content in crisis and trauma counseling needed by students, interns, and licensed MFTs and LCSWs who want to become licensed as LPCCs (Licensed Professional Clinical Counselors). Must be taken either concurrently with or subsequent to PSY 5436. Required for students in the LPCC track, though open to all MFT students.

PSY 5644 Advanced Study in Group Therapy 1.5
Advanced topics and issues concerning group therapy, 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 Group needed by students, interns, and licensed MFTs and LCSWs who want to become licensed as LPCCs (Licensed Professional Clinical Counselors). Must be taken either concurrently with or subsequent to PSY 5310. Required for students in the LPCC track, though open to all MFT students.

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 Research needed by students, interns, and licensed MFTs and LCSWs who want to become licensed as LPCCs (Licensed Professional Clinical Counselors). Must be taken either concurrently with or subsequent to PSY 5054. Required for students in the LPCC track, though open to all MFT students.

PSY 5740 Theory and Practice of Expressive Arts Camps 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 skill development in group facilitation and conflict resolution. Required prior to field placement at JFK University’s expressive arts camp. This course fulfills PSY 5120C for Expressive Arts specialization students.

PSY 5780 Theories of Career Development 4.5
This course provides the course content for students to learn about and evaluate several career development theories. Students will learn to integrate theory and practice in applying aspects of the major theories to their counseling work. This course meets the requirement in Career Development needed by students, interns, and licensed MFTs and LCSWs who want to become licensed as LPCCs (Licensed Professional Clinical Counselors). Required for students in the LPCC track.

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 5991A–C Master’s Project A–C 2/2/2
Required of students completing a master’s thesis. Thesis typically takes two to three quarters 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 5991C

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 each of the program’s three quarters. 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 students only.
PSY 6320 Use of Self as Family Therapist 3
Focuses on psychotherapeutic treatment strategies for clients with particular character styles (e.g., hysterical, obsessive, borderline, narcissistic). Course concentrates on the “how” of doing therapy with such clients. Post-master’s students only. 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 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 students only.

PSY 6390 Advanced Topics in Psychology 1–3
Further 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 students only.

NON-CREDIT WORKSHOPS AND FIELD PLACEMENTS

PSY 9001 Diversity Awareness 0
In this workshop, students engage in activities and discussions designed to increase awareness of diversity issues on the personal, social, professional, and systems levels. Course is intended to be taken in the first quarter and must be completed prior to enrollment in PSY 5620 and field practicum.

PSY 9007 Introduction to School-Based Program 0
This workshop is taken in Phase II prior to a student beginning the school-based experience. Students will be oriented to the organization and dynamics of working in a school-based setting. The politics of working 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 school personnel and parents. Information regarding assessment and treatment planning in the school system will be conducted. Introduction into the specialized recordkeeping and procedures of the school-based program will be implemented.

PSY 9008 Aging and Long-Term Care 0
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 0
This course covers the current medical, psychosocial, and mental health realities of those infected with HIV/AIDS as well as the uninfected, but nonetheless affected, family members and caretakers. Specific concerns addressed include working with chemically addicted clients; ethnic, sexual, and gender sensitivity; legal issues; the therapist’s countertransference; and effective models for service delivery and care. 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. Recommended in Phase I.

PSY 9020 Community Meeting 0
Community meetings provide support to Phase I students in a group setting and are designed to nurture a sense of wholeness and community within the program. The meetings may involve experiential exercises designed to increase awareness of self and other both as individuals and as a community. The meetings will also provide opportunities to share upcoming events, trainings, and conferences of interest, and for faculty to discuss developments in the program and address questions and concerns to the students as a whole.

PSY 9030 In Crisis Workshop 0
This course provides instruction in crisis and trauma counseling, including multidisciplinary responses to crises, emergencies, or disasters, and brief, intermediate, and long-term approaches. Students learn to quickly assess and triage mental health emergencies, perform suicide and homicide risk assessments, mental status examinations, and evaluation of the need for detoxification. This course satisfies the California requirement for 15 hours of crisis and trauma counseling needed by students who started the program prior to Fall 2010, interns, and licensed MFTs and LCSWs who want to become licensed as LPCCs (Licensed Professional Clinical Counselors.)

PSY 9075 Personal Psychotherapy 0
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 training, there is a non-credit requirement for at least 50 sessions 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 Counseling Psychology office.

PSY 9090 Master’s Comprehensive Written Examination 0
The comprehensive written examination is based on Phase I coursework, and taken in Phase II. This exam is offered twice a year, in Spring and Fall quarters, and in session eight (8) of the Cohort. The exam is preceded by a mandatory orientation and preparation meeting to be attended by registered students before the designated examination date. Students must successfully complete the written exam before registering for the Master’s Oral Examination. Students have three (3) opportunities to pass the written examination.
Pre-requisites: PSY 5154, PSY 5304, PSY 5404, PSY 5434, PSY 5620, PSY 5250 or PSY 5261;

**PSY 9091 Master's Comprehensive Oral Examination**

The comprehensive oral examination covers material in all phases of the program. It is taken in Phase III, during the fifth or sixth quarter of practicum. Students present a case from their own practicum experience as well as respond to a clinical vignette given to them during the exam by the oral examiners providing the opportunity to demonstrate the competence, breadth, and depth of knowledge necessary to become an effective therapist. Students have three (3) opportunities to pass the oral examination.

**PSY 9100 Professional Development: Post Masters Preparation**

This exit meeting formalizes the preparation of paperwork that must be processed as students complete supervised practicum 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 future as practitioners.

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**SOMATIC PSYCHOLOGY [SPC] COURSES**

**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**

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**

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**

Examination of 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 5220 Principles of Somatic Psychology**

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, grounding, self-forming, and the concepts of dynamic systems and self-regulation.

**SPC 5241 The Cultural Body: Society, Body Image, and the Self**

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.

**SPC 5323 Therapeutic Communication A**

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 asked to develop the clinical skills of somatic reflection, awareness, clear communication, flexibility, insight, compassion, cross-cultural sensitivity, and personal presence.

**SPC 5324 Therapeutic Communication B**

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. Prerequisites: SPC 5323.

**SPC 5430 Movement Seminar A: The Self in Movement**

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**

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 Psychobioimmunology**

This course introduces students to the neurobiology of stress, stress profiling, and stress reduction techniques for clinical practice in everyday life. Psychobioimmunological theory and practice is also explored. Among the technical approaches introduced are stress...
evaluation, autogenic training, progressive relaxation, guided meditation, visualizations, and somatically based techniques such as parasympathetic breathing, grounding, mindful movement, and conscious self-regulation through awareness.

SPC 5535 Individual Development and Family Life Cycle A 3
This course introduces students to classic developmental theorists 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, Foge, 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. Prerequisite: SPC 5535

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, Biodynamic, Core Energetics, 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 Holistic/Somatic 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.

SPC 5621 Somatic Approaches to Trauma and PTSD B 2
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 2
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
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 JFK University 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 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 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 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 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 3
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 1
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 2
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 3
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 2
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 3
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 3
Applies principles and methods of marriage and family counseling, and marriage and family systems theory to specific problems (e.g., spousal abuse, terminal illness, psychosomatic family members, and addictive families). Transpersonal issues in working with optimal family systems are also explored. Prerequisites: TPC 5152

TPC 5161–62 Fundamentals of Transpersonal Counseling A–B 2/2
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 3/3
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. Prerequisite: PHR 3405
TPC 5192 Individual Development and the Family Life Cycle A 3
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 relationships.

TPC 5193 Individual Development and the Family Life Cycle B 3
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 3/2
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 3
Development and family therapy. Students learn centering, attention and listening skills, and means of discriminating between content and process.

TPC 5214 Therapeutic Communication B 3
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 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 2
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 JFK University 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 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 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 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.
College of Law
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. 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 consisting 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 is offered, including workshops and teaching sessions to assist students in developing skills essential to success on the Bar Exam 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, 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 are available in the University’s law catalog.
Program Learning Outcomes

- **Legal Research.** Students will 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 be able to communicate in written forms 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 develop 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, apply astute legal reasoning skills, and assess the potential options, solutions, and strategies.

- **Knowledge of Legal Doctrine.** Students will 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 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 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**

John F. Kennedy University is accredited by the Western Association of Schools and Colleges. The College of Law is accredited by The Committee of Bar Examiners of the State Bar 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. 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 Records Coordinator 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. Most day classes are scheduled Monday through Thursday from 9 a.m. to noon, and 2 p.m. to 5 p.m.; most 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 practical 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 35,000 volumes and more than 175 periodical titles at the Pleasant Hill campus. Primarily supporting students, alumni, and faculty of the College of Law, 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, Teaching Assistant (TA) review sessions, and practice examinations.

- The Saturday workshops are periodically offered for Contracts, Torts, Civil Procedure, Evidence, Constitutional Law, 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.

- The TA review sessions are led by student teaching assistants and focus on material selected by the master teachers.

- 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 law library. Past California Bar Exam sets are available with Bar-published answers from the library.
Appendices
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Longerbeam, Sheila, Adjunct Professor. University of Pennsylvania, BA; John F. Kennedy University, MA.

Lowe, S. Cambria, Adjunct Professor. Oberlin College, BA; California Institute of Integral Studies, MA.

Luftig, Jordan, Adjunct Professor. Emory University, BA; John F. Kennedy University, MA.

Luskin, Frederic, Adjunct Professor. State University of New York at Binghamton, BS; San Jose State University, MS; Stanford University, PhD.

Lutman, Sharon, Adjunct Professor. San Jose State University, BS; John F. Kennedy University, MA.

Madsen-Brooks, Leslie, Lecturer. Grinnell College, BA; University of California, Davis, MA, MA, PhD.

Mabry, John, Adjunct Professor. California Baptist College, BA; Holy Names College, MA; California Institute of Integral Studies, PhD.

Magraw, Sukie, Professor; Harvard University, BA; California School of Professional Psychology, PhD.

Maller, Doreen, Assistant Professor. North Carolina School of the Arts, BFA; California Institute of Integral Studies, MA, PhD.

Mandel, Linda, Adjunct Professor. University of California, Berkeley, BA; John F. Kennedy University, MA.

Marco, Marilyn, Adjunct Professor; Supervisor, Center for Holistic Counseling. University of California, Berkeley, BA; San Francisco State University, MA.

Margulies, Ann, Lecturer. Princeton, BA; Santa Clara University, MA.

Marrero, Frank, Adjunct Professor. John F. Kennedy University, BA.

Martin, Ann, Adjunct Professor. San Jose State University, BA; John F. Kennedy University, MA.

Martin, Carole, Adjunct Professor. San Jose State University, BA; John F. Kennedy University, MA.
Martin, Fred, Adjunct Professor. University of California, Berkeley, BA; MA.

Martin, Randy, Adjunct Professor. West Liberty State College, BA; University of Nebraska-Lincoln, MA; PhD.

Martin, Susan, Adjunct Professor. Stanford University, BA; Sonoma State University, MA.

Mattar, Sandra, Adjunct Professor. Universidad Catolica Andres Bello, Venezuela, BS; Massachusetts School of Professional Psychology, MA; PhD.

Mattioli, Maria, Adjunct Professor. San Jose State University; BA, MS.

Maushardt, William, Adjunct Professor. University of California, Berkeley, BA; University of Phoenix, MBA.

McCarter, Gordon, Lecturer. University of California, Santa Cruz, BA; PhD.

McCourt, Kim, Adjunct Professor; Supervisor, Center for Holistic Counseling. Southern Methodist University, BA; John F. Kennedy University, MA.

McCullagh, Penny, Adjunct Professor. State University College, Brockport, BS; University of Washington, MS; University of Wisconsin, PhD.

McHenry, Gary, Visiting Professor. University of California, San Diego, BA; Stanford University, AM.

McHugh, Jamie, Adjunct Professor. University of Wisconsin, BS.

McLean, Alvin, Adjunct Professor. Kansas University, BA, BMED; University of Wisconsin, PhD.

McManus, Mary Ellen, Adjunct Professor. State University of New York, BS; Syracuse University, MS.

Medina, Arman, Lecturer. University of San Francisco, BS; MA.

Metzler, Marilyn, Adjunct Professor. San Jose State University, BA; Saint Mary’s College of California, MA.

Meyer, Beverly, Adjunct Professor. University of Michigan, BA; The University of San Diego, J D.

Michahelles, Thomas, Professor. University of Munich, Germany, MA, PhD (law); John F. Kennedy University, MA.

Miller, Jill, Adjunct Professor. University of California, Berkeley, BA; The Wright Institute, PsyD.

Mischke-Reeds, Manuela, Adjunct Professor. Naropa University, BA; California Institute of Integral Studies, MA.

Mitchell, Todd Damon, Adjunct Professor. Vanderbilt University, BS; MD.

Mitnick, Mordecai, Adjunct Professor. Long Island University, C. W. Post Campus, BS; Adelphi University, MSW; University of California, Berkeley, MA.

Mock, Matthew R., Professor. Brown University, BA; California School of Professional Psychology, MA; PhD.

Moilanen-Harper, Jennifer, Adjunct Professor. Metro State College of Denver, BA; John F. Kennedy University, MA; MBA.

Montenegro, Haydee, Professor. New School for Social Research, MA; Rutgers University, PhD.

Moore-McDowell, Jennifer, Assistant Professor. University of California, Berkeley, BA; California School of Professional Psychology, MA, PhD.

Moorhead, W. Douglas, Adjunct Professor. Furman University, BS; Emory University, PhD.

Morales, Rey, Adjunct Professor. University of California, Davis, BS; California State University, Hayward, MS.

Moran, Jamie, Adjunct Professor. University of the Pacific, BA; San Francisco State University, MSW.

Morelli, Giovanna, Adjunct Professor. New York University, BA,; San Jose State University, MSW.

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.

Morin, Tom, Adjunct Professor. Louisiana State University, BA; John F. Kennedy University, MA.

Morrison, Frederic, Adjunct Professor; Supervisor, Center for Holistic Counseling. Minot State University, BS; University of Arizona, MEd.

Mulgrew, Sharon, Adjunct Professor; Towson University, BA; Yale University, MPH.

Murakami, Tomodo, Adjunct Professor. Tokyo National University of Fine Arts & Music, BFA; San Francisco Art Institute, MFA; John F. Kennedy University, MA.

Muscatelli, Patricia, Adjunct Professor. Hunger College, BA; Queens College, MS; University of California, Berkeley, MBA.
Nelson, Karen, Adjunct Professor. California State University, San Bernardino, BA; MA. Newton, Gregory, Adjunct Professor. Cornell University, BS; John F. Kennedy University, MA.

Nickel, Tricia, Adjunct Professor. Saint Mary’s College of California, BA; John F. Kennedy University, MA.

Nowacki, Melissa, Adjunct Professor. California Polytechnic State University, BA.

O’Fallon, Terri, Adjunct Professor. Eastern Montana College, BS; MS; California Institute of Integral Studies, PhD.

Osborne, Sheldeen (Shelly), Adjunct Professor. University of California, Berkeley, BA; State University Teachers College, Oneonta, MA.

Ostrem, Francine, Adjunct Professor. University of Wisconsin, BA; University of California, Berkeley, MA; PhD.

Oveissi, Mohammad Ali, Adjunct Professor. Pars College, BS; California State University, Hayward, MS; University of San Francisco, EdD.

Owen, Mary, Adjunct Professor; Supervisor, Center for Holistic Counseling. Northwestern University, BS; Boston University, EdM.

Palloff, Rena, Adjunct Professor, University of Wisconsin, BA; MSW; Fielding Graduate Institute, MA; PhD.

Palmer, Wendy, Adjunct Professor. Sarah Lawrence College, BA.

Pantell, Steven, Adjunct Professor. California State University, Chico, BA; California State University, Fresno, MA; American School of Professional Psychology (formerly California Graduate School of Psychology), PhD.

Panter, Deborah, Adjunct Professor. University of California, Irvine, BA; Golden Gate University School of Law, JD.

Pardini, Eileen, Adjunct Professor. California State University, East Bay, BA; John F. Kennedy University, MA.

Parker, Charlotte, Adjunct Professor; Supervisor, Center for Holistic Counseling. DePaul University, BS; John F. Kennedy University, MA.

Parsons, Christina, Adjunct Professor. University of San Diego, BA; San Diego State University, MA.

Patterson, Brandolyn, Adjunct Professor. University of California, Davis, BS; San Jose State University, MS; University of Arizona, PhD.

Pegg, Addrienne, Adjunct Professor. California State University, Hayward, BS; John F. Kennedy University, MA.

Pegoda-Hallock, Rebecca, Adjunct Professor; Director of Clinical Services., Sunnyvale Community Counseling Center. University of California, Santa Cruz, BA; University of San Francisco, MA.

Peng, Peiying, Adjunct Professor. Culver-Stockton College, BA; Loyola Marymount University, MA; University of Chicago, MA.

Penn, Stephen, Adjunct Professor. California State University, Los Angeles, BS; Pepperdine University, MBA; Glendale College of Law, JD; Golden Gate University, MS; John F. Kennedy University, MA.

Pereira, Sharon, Adjunct Professor. Sophia College, India, BA; Marywood College, MA.

Perlman, Sharon, Lecturer. San Francisco State University, BA, MA; John F. Kennedy University, PsyD.

Peter, Kenneth, Adjunct Professor. Southern Illinois University, BA; MBA.

Peticolas, Michelle, Adjunct Professor. Rutgers University, BA; Indiana University, MA; PhD.

Pettite, Judi, Lecturer. California State University, BFA; MA, John F. Kennedy University, MFA.

Petty, Louanne, Adjunct Professor. California State University, Long Beach, BS; California State University, Hayward, MS.

Piazza, Charles, Associate Professor. Saint Mary’s College of California, BA; University of San Francisco, MA, Union Institute and University, PhD.

Pleasant, David, Adjunct Professor. University of North Carolina, BA; John F. Kennedy University, MA.

Pojman, Andrew, Adjunct Professor. Adams State College, BA; University of Northern Colorado, MA; EdD.

Polcin, Douglas Lawrence, Adjunct Professor. Thomas Jefferson College, BPh; San Francisco State University, MS; Northeastern University, EdD.

Poletti, Frank, Adjunct Professor. University of Washington, BA; California Institute of Integral Studies, MA.

Polevoy, Justine, Assistant Professor. California College of Arts and Crafts, BFA; California Institute of Integral Studies, MA.
Polin, Stephen, Adjunct Professor. City College of the City University of New York, BA; San Jose State University, MA.

Porter, Eugene, Adjunct Professor; Supervisor, Center for Holistic Counseling. Antioch University, BA; MA.

Powell, Amy, Adjunct Professor. Saint Mary's College of California.

Press, Douglas, Adjunct Professor. Tufts University, BA; Boston University School of Law, JD.

Price, Isabella, Adjunct Professor. University of Zurich, MA.

Quinn, Dan, Adjunct Professor. John F. Kennedy University, BA.

Ramrattan, Lall, Adjunct Professor. St. Francis College, BA; New School University, MA; PhD.

Ramsay, C.A., Adjunct Professor. California State University, Long Beach, BA; John F. Kennedy University, MA.

Ranstrom, Kathy, Adjunct Professor. University of California, Davis, BA; JD.

Rapko, John, Adjunct Professor, University of California at Berkeley, BA; MA; PhD.

Rasbury, Robbin, Assistant Professor. California State University, Los Angeles BA; California School of Professional Psychology, PsyD.

Rawlings, Emma Farr, Adjunct Professor. International College, BS; Ryokan College, MA, PhD.

Raymer, Theresa, Professor. University of Oregon, BS; MS.

Reade, Brenden, Adjunct Professor. State University of New York at Buffalo, BA; Michigan State University MA; PhD.

Regan, Marianne, Adjunct Professor; Supervisor, Center for Holistic Counseling. State University of New York at Buffalo, BA; John F. Kennedy University, MA.

Rhodes, Sheri, Adjunct Professor. Arizona State University, BA; MA.

Rhodius, Alison, Professor; Sport Psychology Program. University of Stirling, Scotland, BSc(Hons.); Liverpool John Moores University, England, MSc; PhD.

Rider, Eva, Adjunct Professor. McGill University, BA; John F. Kennedy University, MA.

Riniti, Jo Ann, Adjunct Professor. Rutgers University, BA; San Jose State University, MS; Georgia State University, PhD.

Rivera-Lopez, Hector, Adjunct Professor. University of Puerto Rico, BA; Caribbean Center for Advanced Studies, MS; The Wright Institute, PhD.

Robinson, Sara, Adjunct Professor. New York University, BFA; John F. Kennedy University, MA.

Roffler, Juerg, Adjunct Professor. Swiss Mercantile College, England, BA; School for Business Administration, Switzerland, MA; College for Social Work & Social Pedagogies, Switzerland, MSW.

Rohwer, Gary, Adjunct Professor. University of California, Irvine, BA; San Jose State University, MA.

Rome, Kate, Adjunct Professor. Williams College, BA; John F. Kennedy University, MA.

Ross, Merry, Adjunct Professor. George Washington University, BA; Webber Douglas Academy of Dramatic Arts, MA; California Institute of Integral Studies, MA.

Rotman, Judith, Adjunct Professor. City University of New York, BA; Bank Street College of Education, New York, MS.

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Russell, Martha, Adjunct Professor. Texas Woman's University, BS; California State University, Sacramento, MS.

Saiter, Sean M. Avila, Lecturer. Evergreen State College, BA; Institute of Transpersonal Psychology, MA.

Samuels, Michael, Adjunct Professor. New York University of Medicine, MD.

Sanchez, Shellie, Adjunct Professor. University of California, Santa Cruz, BS; California State University, Hayward, MS.

Sandberg, David, Adjunct Professor. University of Minnesota, BA; Ohio University, MS, PhD.

Sardella, Stephen, Adjunct Professor. John F. Kennedy University, BA; MA.
Sarraf, Brigitte, Adjunct Professor. Fresno State University, BA; University of Redlands, MA.

Satchell, Linda, Adjunct Professor. Sierra Nevada College, BA; John F. Kennedy University, MA.

Schabes, Alena, Lecturer. University of Wisconsin, BA; California School of Professional Psychology, PsyD.

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Schwarzer, Marjorie, Professor; Chair, Museum Studies. Washington University, St. Louis, BA; University of California, Berkeley, MBA.

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Selby, Judith, Adjunct Professor. Pitzer College, BA; San Francisco State University, MA.

Serrano, Maria Rosa, Adjunct Professor. Holy Names College, BA.

Shankar, Sandaya, Adjunct Professor. Bangalore University, India, BA; MSW; National Institute of Mental Health and Neuro Sciences, India, MPhil.

Schaeffer, Donna, Adjunct Professor. Florida International University, BS, MBA; Claremont Graduate School, PhD.

Sharma, Monica, Adjunct Professor. All India Institute of Medical Sciences, MBBS; MD.

Shapiro, Richard, Adjunct Professor. University of California, Berkeley, BA; MA.

Sharp, Matthew, Lecturer. New College, BA.

Shekerjian, Laura, Adjunct Professor. Oakland University, BA; University of Michigan, MA; California Institute of Integral Studies, MA.

Shelby, Robert, Adjunct Professor; Supervisor, Center for Holistic Counseling. DePauw University, BA; John F. Kennedy University, MA.

Shogan, Jo Ann, Adjunct Professor. Westminster College, BS; University of Pittsburgh, MEd.

Silow, Theresa, Professor; Specialization Director, Somatic Psychology. Stiftungsfachhochschule Munich, Germany, MSW; Ohio State University, PhD.

Silva, Vivian, Lecturer. San Jose State University, BS; MSW.

Simmons, Charline, Adjunct Professor. Columbia University, BA; Tulane Medical School, MD.

Simmons, Ronald, Adjunct Professor. Michigan State University, BA; Golden Gate University School of Law, JD.

Simons, Jeffrey, Adjunct Professor. University of California, Davis, BA; University of California, Davis, MA University of Illinois, PhD.

Sirabella, Mirabruna, Adjunct Professor. Università di Bologna, Italy, Dottorato di Laurea; California State University, Sacramento, MS.

Siskin, Sharon, Adjunct Professor. Temple University, BFA; University of New Mexico, MA; University of California, Berkeley, MFA.

Sjoholm, Karen, Professor. Interim Chair, Arts & Consciousness. California College of Arts and Crafts, BFA; John F. Kennedy University, MA.

Smith, Arlando, Adjunct Professor. California State University, Fullerton, BA; MA.

Smith, Maureen, Adjunct Professor. Ithaca College, BS; MS; Ohio State University, MA.

Smith, Teri, Adjunct Professor. Shippensburg State College, BA; San Francisco State University, MS.

Smolover, Miriam, Adjunct Professor; Clinical Director, Center for Holistic Counseling. University of Pittsburgh, BA; California State University, Hayward, MS.

Solimar, Vernice, Professor; Chair, Integral Studies. Hunter College, BA; Long Island University, MS; California Institute of Integral Studies, PhD.

Solomon, Gloria, Adjunct Professor. University of Oregon, BS; MS; University of California, Berkeley, PhD.

Solt, Gail, Professor; Chair, Sports Psychology. California State University, Hayward, BA; John F. Kennedy University, MA.

Soltani, Sophie, Adjunct Professor. Roosevelt University, BS; John F. Kennedy University, MA; Alliant International University, PsyD.

Soo-Hoo, Terry, Adjunct Professor. California State University, Northridge, BA; San Francisco State University, MS; University of California, Berkeley, MA; PhD.

Speno, Ann Marie, Adjunct Professor. Boston University, BA; University of North Carolina, MA; John F, Kennedy University, MA.
Spero, Susan, Professor. Ohio State University, BA; MA; PhD.

Spinrad, Mark, Adjunct Professor. University of California, Santa Cruz, BA; San Francisco State University, MA.

Stargardt, Steven A., Professor. President, John F. Kennedy University. Fordham University, BA; Boston College, MA, PhD; University of Washington School of Law, JD.

Stark, Marilee, Adjunct Professor. University of California, Los Angeles, BA; International College, MA; Sierra University, PhD.

Stearns, Sharon, Adjunct Professor. Syracuse University, BS; John F. Kennedy University, MA.

Steck, Ron, Adjunct Professor. Humboldt State University, BA; John F. Kennedy University, MA.

Stenger, Mel, Adjunct Professor. Duns Scotus College, BA; California State University, Hayward, MS.

Stephens, Michael, Adjunct Professor. Fresno State University, BS; John F. Kennedy University, MA.

Stephens, Noreen, Adjunct Professor. San Francisco State University, BA.

Stern, Joan, Adjunct Professor. University of Missouri, BJ; John F. Kennedy University, MA; MA.

Sterrett, Jill, Lecturer. University of California, Santa Barbara, BA; John F. Kennedy University, MA.

Strongman, Kenneth, Adjunct Professor. University of California, Davis, BS; Golden Gate University, MBA; John F. Kennedy University, JD.

Sugarman, Karlene, Professor. Sport Psychology Program. Saint Mary’s College of California, BA; John F. Kennedy University, MA.

Sung, Kenzo, Adjunct Professor. University of California, Berkeley, BA; Howard University, MEd.

Szloboda, Paula, Assistant Professor; Chair, Holistic Health Education Program. Costra Costa College, RN; John F. Kennedy University, BA; MA; MBA.

Tan, Suzanne, Adjunct Professor. University of Colorado, BA; John F. Kennedy University, MA.

Tatman, Sandi, Adjunct Professor; Director of Institutional Research. Anna Maria College, BA; College of Notre Dame, MA; Pacific Graduate School of Psychology, PhD.

Taylor, Jeremy, Adjunct Professor. State University of New York at Buffalo, BA; MA.

Thorsen, Daniel, Lecturer. California State University, Fresno, BS; Washington State University, MA.

Timpe, Victoria, Adjunct Professor. Cornell University, BA: John F. Kennedy University, MA.

Thomen, Korena. Adjunct Professor. University of California, Berkeley, BA; John F. Kennedy University, MA.

Toews, Margaret, Adjunct Professor. San Jose State University, BA; University of San Francisco, MA.

Toftol, Karen, Adjunct Professor. East Carolina University, BA; MA.

Torres, Eduardo, Adjunct Professor. Saint Mary’s College, BA; San Francisco State University, MA.

Townsend, Karen, Adjunct Professor. John F. Kennedy University, BA; MA.

Tracy, Thomas, Assistant Professor. University of California, BA; John F. Kennedy University, MA., PsyD.

Tuchscherrer, Mary, Adjunct Professor; Berkeley Campus Director. North Dakota State University, BS; Concordia University, BA; Holy Names College, MA.

Tuckerson, Charlene, Adjunct Professor. Administrative Director. California State University, Hayward, BA; John F. Kennedy University, MBA.

Turner, Jimmie, Adjunct Professor. University of California, Berkeley, BA; MA; PhD.

Tutashinda, Kweli, Adjunct Professor. University of Arkansas, BA.

Vanderburgh, Susan, Adjunct Professor; Supervisor, Center for Holistic Counseling. California State University, Hayward, BA; MS; Graduate Theological Union, MDiv.

Van Gaasbeek, J. Kyle, Adjunct Professor. Kansas State University, BA; Fort Hays State University, MA; Forest Institute of Professional Psychology, PsyD.

Van Oot, Peter, Professor. University of Delaware, BA; University of British Columbia, MA; Pennsylvania State University, PhD.

Vernon, Stephen, Adjunct Professor. Michigan State University, BS; John F. Kennedy University, MA.

Vinson, Debra, Adjunct Professor. Greenville College, BA; John F. Kennedy University, MA.
Vogel, Eric, Associate Professor. University of California, Santa Cruz, BA; John F. Kennedy University, PsyD.

Vohryzek, Eleanor, Adjunct Professor; Supervisor, Center for Holistic Counseling. University of California, Irvine, BA; John F. Kennedy University, MA.

Walbridge, Michael, Adjunct Professor. University of California, Berkeley, BA; California State University, San Bernardino, MA.

Waldman, Helayne, Adjunct Professor. University of Albany, BA; MS; University of San Francisco, EdD.

Wallace, Stephen, Adjunct Professor. Kent State University, BS; MA; University of Wisconsin, PhD.

Walken, Maretta, Adjunct Professor. University of California, Berkeley, BA; Santa Clara University, JD.

Warner, Deborah, Adjunct Professor. University of San Francisco, BS; John F. Kennedy University, MA.

Warren, Nicholas, Adjunct Professor. University of California, Berkeley, BA; Columbia University, MA; PhD.

Waterfield, Linda, Lecturer. University of California, Santa Barbara, BA; John F. Kennedy University, MA.

Webster, Mary, Adjunct Professor. Hollins College, AB; University of North Carolina, MA; San Francisco Art Institute, BFA; Mills College, MFA.

Weinstein, Julian, Adjunct Professor; Supervisor, Center for Holistic Counseling. Stockton State College, BA; John F. Kennedy University, MA.

Wells, Andrea, Adjunct Professor. University of California, Santa Cruz, BA; John F. Kennedy University, MA.

Wells, Sharon, Adjunct Professor; Supervisor, Center for Holistic Counseling. University of Oregon, BA; John F. Kennedy University, MA.

West, Susanne, Adjunct Professor. California State University, Long Beach, BA; John F. Kennedy University, MA.

Williams, Sylvia, Adjunct Professor. San Francisco State University, BA.

Wilson, Uncheedah, Adjunct Professor. San Jose State University, BA; MA; California Institute of Integral Studies, PhD.

Wise, April, Adjunct Professor. Shiller College, Germany, BA; California State University, Hayward, MS.

Wise, Nina, Adjunct Professor. University of California, Santa Cruz, BA.

Withington, Deborah, Adjunct Professor; Supervisor, Center for Holistic Counseling. California State University, Sacramento, BA; John F. Kennedy University, MA.

Wolfson, Tamara, Adjunct Professor. Southern Connecticut State University, BS. Wood, Lisa, Lecturer. California Polytechnic State University, BA; John F. Kennedy University, MA.

Woods, Timothy, Adjunct Professor. Walden University, PhD; California State 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.

Yokoyama, Kayoko, Associate Professor. American University, BA; Columbia University, MA; MEd; Arizona State University, PhD.

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, Probal, Adjunct Professor. University of California, Santa Barbara, BA; Golden Gate University School of Law, JD.

Zeitler, David, Adjunct Professor. University of Delaware, BA; California Institute of Integral Studies, MA.
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 Campbell 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 (Campbell)
HHE  Holistic Health Education
HPC  Counseling Psychology (Holistic) – Core
HSC  Health Sciences
HSJ  Counseling Psychology (Holistic) – Holistic Studies Specialization (Campbell)
IPC  Integral Psychotherapy
IPP  Counseling Psychology (Holistic) – Integral Psychotherapy Specialization
ITH  Integral Theory
LIB  Liberal Studies
MUS  Museum Studies (Berkeley)
PLS  Paralegal/Legal Studies
PSB  Marriage and Family Therapy (Berkeley)
PSD  Doctor of Psychology
PSJ  Marriage and Family Therapy (Campbell)
PSP  Sport Psychology
PSY  Marriage and Family Therapy
PYC  BA Completion in Psychology
PYJ  BA Completion in Psychology (Campbell)
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

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.

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.

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.
Map of Campbell Campus

Address:
One West Campbell Avenue, Bldg. A
Campbell CA 95008-1052

Phone:
(408) 874-7700
(800) 868-2359

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 exit number 5B and exit onto CA-17 south.
Follow CA-17 south to exit number 25 for East Hamilton Avenue and turn right.
Follow East Hamilton Avenue west to South Winchester Blvd. and turn left.
Follow South Winchester Blvd. to Campbell Avenue.
The campus is on the corner of Campbell Avenue and South Winchester Blvd.

Take I-680 or I-880 south to I-280 north.
Follow I-280 north to CA-17 south.
Take exit number 25 for Hamilton Avenue and turn right.
Follow East Hamilton Avenue to South Winchester Blvd. and turn left.
Follow South Winchester Blvd. to Campbell Avenue.
The campus is on the corner of Campbell Avenue and South Winchester Blvd.
Map of Berkeley Campus

Address:
2956 San Pablo Avenue, Second Floor
Berkeley CA 94702-2471

Phone:
(510) 649-0499

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.

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.

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.

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.
Address:
3390 Harbor Boulevard
Costa Mesa, CA 92626-1502

Phone:
714) 429-5200

Take I-405 North.
Take exit 11 for Fairview Road and follow sign toward Harbor Boulevard.
Keep left at the fork to continue toward Harbor Boulevard.
Turn right onto Harbor Boulevard.
The campus will be on the right side at the corner of Harbor Boulevard and Sunflower Avenue.

Take I-405 South.
Take exit 11B for Harbor Boulevard.
Turn left onto Harbor Boulevard.
The campus will be on the right side at the corner of Harbor Boulevard and Sunflower Avenue.

Take CA-55 South.
Take exit 6A to merge onto I-405 North.
Take exit 11 for Fairview Road and follow sign toward Harbor Boulevard.
Keep left at the fork to continue toward Harbor Boulevard.
Turn right onto Harbor Boulevard.
The campus will be on the right side at the corner of Harbor Boulevard and Sunflower Avenue.
Address:
3031 Tisch Way, 100 Plaza East
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
Address:
Cupertino Union School District
572 Dunholme Way
Sunnyvale CA 94087-3300

Phone:
(408) 524-4900

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.

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.
Map of The Center for Holistic Counseling

Address:
2501 Harrison Street
Oakland CA 94612-3811

Phone:
(510) 444-3344

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.

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.

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.
Map of Community Center - Concord

Address:
2020 Willow Pass Road
Concord, CA  94520

Phone:
(714) 429-5200

Directions:

From I-680 Heading South
Take exit 51 for Willow Pass Road.
Turn left from exit ramp onto Willow Pass Road.
Turn right onto Mt. Diablo Street.
Enter parking garage on right and go to second level.

From I-680 Heading North
Take exit 51 for Willow Pass Road.
Turn right from exit ramp onto Willow Pass Road.
Turn right onto Mt. Diablo Street.
Enter parking garage on right and go to second level.

From Hwy 242 Heading South
Take ramp for Concord Avenue.
At bottom of ramp, turn left onto Concord Avenue.
Bear right as Concord Avenue becomes Galindo Street.
Turn left onto Willow Pass Road.
Turn right onto Mt. Diablo Street.
Enter parking garage on right and go to second level.

From Hwy 242 Heading North
At Exit 1, take ramp for Clayton Road.
At end of ramp, take left onto Market Street.
Turn right onto Willow Pass Road.
Turn right onto Mt. Diablo Street.
Enter parking garage on right and go to second level.
## FALL LAW SEMESTER 2011

Schedule available online ................................................................................................................. July 16, 2011  
Online registration begins .................................................................................................................. July 30  
Telephone registration begins .......................................................................................................... August 8  
New Student Orientation .................................................................................................................. August 17 – 19  
Instruction begins .............................................................................................................................. August 22  
Labor Day University Holiday — University is closed ......................................................................... September 5  
Veterans’ Day Holiday ...................................................................................................................... November 11  
Classes may be held, library open, administrative offices closed  
Thanksgiving University Holiday — University is closed ................................................................. November 24 – 27  
Instruction ends .................................................................................................................................. December 2  
Fall Law Semester ends ..................................................................................................................... December 17  
Degree date ....................................................................................................................................... December 19  
Winter Holiday .................................................................................................................................. University is closed.  

Grades due ........................................................................................................................................ January 13, 2012  
Grades available ............................................................................................................................... January 14, 2012

## FALL QUARTER 2011

Schedule available online .................................................................................................................. August 13, 2011  
Online registration begins .................................................................................................................. August 27  
Telephone registration begins .......................................................................................................... September 19  
Instruction begins ................................................................................................................................ October 3  
Veterans’ Day Administrative Holiday ............................................................................................ November 11  
Classes may be held, library open, administrative offices closed  
Thanksgiving Holiday — University is closed .................................................................................. November 24 – 27  
Instruction ends .................................................................................................................................. December 17  
Degree date ....................................................................................................................................... December 19  
Grades due on paper ........................................................................................................................... December 22  
Winter Holiday — University is closed .............................................................................................. December 24, 2011 – January 2, 2012  
Grades due ........................................................................................................................................ January 2, 2012  
Grades available ............................................................................................................................... January 3, 2012

## COHORT SESSION 1, 2011

Registration begins ............................................................................................................................. September 26, 2011  
Instruction begins ............................................................................................................................... October 13  
Veterans’ Day Administrative Holiday ............................................................................................. November 11  
Classes may be held, library open, administrative offices closed  
Thanksgiving Holiday — University is closed .................................................................................. November 24 – 27  
Instruction ends .................................................................................................................................. December 17  
Winter Holiday — University is closed .............................................................................................. December 24, 2011 – January 3, 2012  
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<td>Martin Luther King, Jr. University Holiday</td>
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<td>Presidents’ Day Administrative Holiday</td>
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<td>December 19</td>
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<td>Instruction begins</td>
<td>May 29</td>
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Online registration begins ...................................................................................................................... June 9
Telephone registration begins .............................................................................................................. June 11
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Memorial Day Holiday — University is closed ..................................................................................... May 28
Online registration begins ...................................................................................................................... June 9
Commencement ..................................................................................................................................... June 16
Telephone registration begins .............................................................................................................. July 2
Independence Day University Holiday — University is closed ............................................................ July 4
Instruction begins ................................................................................................................................... July 16
Labor Day University Holiday — University is closed ........................................................................... September 3
Instruction ends ..................................................................................................................................... September 15
Degree Date ......................................................................................................................................... September 17
Grades due ........................................................................................................................................... September 23
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Registration begins ............................................................................................................................... July 16, 2012
Instruction begins .................................................................................................................................... August 2
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*These numbers are subject to change with the January 2012 move of the South Bay campus from Campbell to San Jose.*