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 academic counselor at least once each term, preferably before registering for the succeeding term.

How the Catalog is Organized

John F. Kennedy University is a comprehensive postsecondary institution that offers a variety of undergraduate and graduate degree programs. The university features both on-campus and two online learning modalities. The policies and other student information contained in this Catalog fall into one of three categories based on modality: (1) on-campus, (2) traditional online, and (3) online—powered by FlexCourse. The policies and practices vary across different degree programs and modalities. To avoid confusion, students are strongly encouraged to read the Catalog closely, particularly the information correlated with their specific program and modality.

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 permit discrimination or harassment on the basis of race, ancestry, national origin, religious creed, age, sex, gender, gender identity, gender expression, sexual orientation, color, physical or mental disability, marital status, military or veteran status, or medical condition, under any program or activity under its control. In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities.

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2018-2019 Academic/Catalog Year beginning: July 2, 2018

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John F. Kennedy University
100 Ellinwood Way
Pleasant Hill, CA 94523-4817
(800) 696-JFKU (5358)
(925) 969-3300

John F. Kennedy University is an affiliate of the National University System.
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Dear Student,

It is a great pleasure to welcome you to the John F. Kennedy University family of exceptional faculty, staff, students, and a strong alumni network. We are excited to support you in reaching your educational goals, and we are committed to providing world-class education that is both affordable and accessible.

John F. Kennedy University is a private nonprofit university that has distinguished itself by offering quality, market-relevant degrees through innovative programs that positively transform and impact students, enterprises, and communities. As part of John F. Kennedy University, you join a diverse community of life-long learners who are part of the National University System. Together we share a common approach to learning and fostering student success while creating new and exciting pathways for your educational future.

Since the creation of the National University System, we continue to build on the foundation of serving adult learners in new and creative formats. Today, NUS is comprised of:

- **John F. Kennedy University**: Focuses on community and social justice, largely through differentiated graduate and doctoral programs in psychology and law, and now offers faculty-supported, self-paced online degree programs through an innovative, educational technology platform
- **National University**: A veteran-founded institution that serves a diverse population of adult learners through innovative educational solutions
- **City University of Seattle**: Emphasizes master’s, doctoral and international programs, while establishing choice through workforce partnerships
- **The Division of Pre-College Programs**: Fosters the success of the next generation of K-12 learners through the National University Academy and the National University Virtual High School

The System also oversees the Sanford Programs, three programs inspired by the vision of renowned philanthropist T. Denny Sanford to address critical needs in the education and nonprofit sectors. Sanford Harmony and Sanford Inspire provide innovative resources for the PreK-12 education sector and the Sanford Institute of Philanthropy offers educational programs to help nonprofits become more effective at fundraising and donor relationships.

Connected by shared values of academic excellence and integrity, the affiliates of the National University System offer pathways for students to attain professional and terminal degrees by maximizing the value of faculty, staff, partners and advanced technologies to create a more customized learning experience that guides students to successful completion of their academic and career goals. The National University System further establishes deep partnerships with industry to educate and develop market-ready employees to meet the needs of the 21st century economy.

As graduates can attest, an education from a National University System affiliate provides the skills and knowledge necessary to succeed and lead in today’s ever-changing environment.

Thank you for choosing John F. Kennedy University and Welcome! I wish you much success in your academic and professional journey.

Sincerely,

Michael R. Cunningham, Ph.D.
MESSAGE FROM THE PRESIDENT

Dear Student,

Welcome to John F. Kennedy University!

You are joining a University that is committed to the mission established in honor of one of the most innovative presidents in the history of the United States. Founded in 1964, John F. Kennedy University has served over 17,000 graduates by providing access to a rigorous, innovative education that integrates theory and life experience. At the beginning of each new academic year, we have an opportunity to reflect on the legacy of President John F. Kennedy.

In 1962, President John F. Kennedy said, “Yes,” when he described his goals for the nation’s space effort, affirming that by the end of the decade, our country would put a man on the moon. Kennedy put his faith in America, and in our united human spirit working toward a common goal. He believed we could make this lofty dream become a reality. Kennedy said, “We choose to go to the Moon in this decade and do the other things, not because they are easy, but because they are hard; because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one we intend to win....”

At the University, we also believe in saying yes to big dreams and strong action. We pride ourselves in our continued vision and implementation of innovative educational programs, and community service. We have an obligation to align the University’s academic programs with students’ educational goals. We must be visionary and progressive with all facets of the University in order to be relevant and sustainable in our global community.

It is in this spirit that John F. Kennedy University announces JFKu Online powered by FlexCourseSM. This modern online delivery model allows students the freedom to earn their degree at a flexible pace with one to one interaction with the faculty. The experience supports timely degree completion aligned with the needs of the adult learner.

The John F. Kennedy University experience is engaging, student-focused, and student-centered. Faculty, who are passionate about their disciplines and profession, enjoy mentoring students and provide them with personalized attention whether at our campuses or with JFKu Online.

Thank you for joining our community! We are here to support your success and as you embark on Your educational journey, with a goal to improve your life and the lives of those in your community and across the globe!

Sincerely,

Debra Bean

President
John F. Kennedy University
Foreword

J

OHN 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 30,000 adults have attended classes at the University, and over 17,000 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 scholar-practitioners, 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 approximately 1,300 students in degree and certificate programs in the fields of leadership, management, psychology, holistic health, and law. Eighty percent of students are enrolled in graduate programs.

Accreditation and Recognition

John F. Kennedy University is accredited by the The WASC Senior College and University Commission (WSCUC). 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 WSCUC at:

The WASC Senior College and University Commission
Accrediting Commission for Colleges and Universities
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Phone: (510) 748-9001
Fax: (510) 748-9797
E-Mail: wascsr@wascsenior.org
Web: 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 Bachelor of Science in Business Administration and the Master in Business Administration are accredited by the International Assembly for Collegiate Business Education.
• The Bachelor of Arts in Legal Studies and the Paralegal Certificate programs are approved by the American Bar Association.
• John F. Kennedy University is a member of the Servicemembers Opportunity Colleges (SOC).
Campuses and Centers

John F. Kennedy University provides optimum opportunities for integrating University program and community resources.

The Pleasant Hill Campus houses the University’s administrative offices, the library, and classrooms for its three colleges: College of Business and Professional Studies, College of Psychology, and College of Law.

At the campus in San Jose, the University offers a Master of Arts in Counseling Psychology and a Master of Arts in Counseling Psychology Holistic. The campus houses its own program administrative offices, classrooms, and resource center with computers.

Pleasant Hill Campus
100 Ellinwood Way
Pleasant Hill, CA 94523-4817

San Jose Campus
3031 Tisch Way
100 Plaza East
San Jose, CA 95128-2541

Enrollment and Admissions

On-Campus and Traditional Online:
(844) 890-6912, advisor@jfku.edu

JFKu Online Powered by FlexCourse:
(888) 317-4024, info@online.jfku.edu
General Information
### Degrees, Majors, and Certificates

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Bachelor's</th>
<th>Post Bachelor's Certificate</th>
<th>Master's</th>
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<td>Consciousness and Transformative Studies²</td>
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<tr>
<td>Law</td>
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<td>JD</td>
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</tbody>
</table>

**Key to Degree Abbreviations**
- BA......................... Bachelor of Arts
- BC.......................... Post Bachelor's Certificate
- GC......................... Graduate Certificate
- JD......................... Juris Doctor
- MA.......................... Master of Arts
- PsyD....................... Doctor of Psychology
- UG......................... Undergraduate Certificate

1 Offered through JFKu Online powered by FlexCourse
2 Offered on the San Jose campus.
3 Offered on both the San Jose and Pleasant Hill campuses.
4 Offered on the Pleasant Hill campus and online.
The Mission

John F. Kennedy University’s mission 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:

Quality
We are dedicated to providing an exceptional student experience, from initial contact to degree completion and alumni engagement. This high standard of quality is passed on to our students through personalized student services and our goal to exemplify academic excellence.

Innovation
We invest in the cultivation of innovation internally and remain abreast of the latest developments that impact our students. Investing in discovery allows us to identify contemporary services, products, processes, and business models that may better serve our students. We remain nimble to industry disruptions and respond to new demands.

Access
Our mission drives us to reach beyond current limitations to offer flexible, convenient, and affordable courses and programs for any qualified and motivated lifelong learner.

Diversity
Diversity brings a new perspective to every industry and is especially important as we prepare our students for the future workplace. We embrace differences in race, gender, age, ability, and geography into our academic fabric and appreciate them as drivers of change. Welcoming diversity keeps us relevant, adaptable, and sustainable.

Service
A commitment to service and giving back to the community is embedded in the founding mission of the University. Through this commitment to service, that is an intrinsic component on all academic programs, students learn through practice how their knowledge and skills prepare them to effect positive change in their communities.

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

Meaning of JFK University Degrees
John F. Kennedy University degrees prepare graduates to deliver their acquired skills and knowledge in an applied fashion, informed by multiculturalism, professionalism and service to the community. JFK University accomplishes this result by fostering a learning community of experienced practitioner-faculty and staff who are committed to each student’s individual success.

JFK University Institutional Learning Outcomes
The John F. Kennedy University Institutional Learning Outcomes (ILOs) reflect the broader mission and purpose of the institution. It is the overarching set of learning outcomes that all students, regardless of discipline, achieve by graduation. The ILOs represent a profile of our graduates at completion of their degrees and as such, also represent a promise to our students, their families and communities.

Graduates, at a level appropriate to their degree, will be able to:
- Demonstrate intellectual skills and abilities appropriate to a particular field of study.
- Apply specialized knowledge in a particular field of study.
- Apply relevant ethical principles or frameworks to help inform decision making.
- Effectively practice with an awareness of a multicultural and diverse community.
- Demonstrate a commitment to service to the community.

In addition to the above outcomes, all undergraduate graduates will demonstrate Core Competency through the following learning outcomes.
- Communicate critically, analytically, and creatively.
- Use qualitative and quantitative reasoning to support research.

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.

- A recognition that, in alignment with our commitment to academic excellence, openness to difference exposes students and faculty to broader perspectives, fosters deeper critical analysis, and opens new vistas for scholarly inquiry.
- A commitment to eradicating intolerance, oppression, prejudice, discrimination, and harassment in all interactions within the JFK University community in order to impact, through our example, the local, national, and global communities we inhabit. To appreciate the value of self-reflection in reaching these goals and a commitment to supporting and providing accessibility of education and resources to equip the student body, faculty, and administration with the knowledge, skills, and attitudes required to “work together across our differences to forge the bonds of understanding essential for success in our interdependent global community.” The John F. Kennedy University Diversity Office supports the University’s commitment to promote a Living Culture of Diversity. In supporting a respectful and inclusive work and academic learning environment, the Diversity Office is a resource available for students, faculty and staff. The Diversity Officer can be reached (925) 969-3572.
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 programs or instructors if they will be absent due to a religious holiday.

Unit Load

For the purpose of financial aid and enrollment verification: full-time load for on-campus students is defined as 12 units per quarter for undergraduates, 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. JFKu Online powered by FlexCourse programs are considered full-time status. For JFKu Online powered by FlexCourse, an academic year is a minimum of 48 weeks of instructional time where a student is expected to complete 24 units. Refer to the following chart for a complete definition of unit loads.

<table>
<thead>
<tr>
<th>Status</th>
<th>Undergraduate (quarter)</th>
<th>Graduate (quarter)</th>
<th>Law (semester)</th>
<th>JFKu Online FlexCourse</th>
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</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>12</td>
<td>9</td>
<td>6</td>
<td>12 per session</td>
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<tr>
<td>Three-Quarter Time</td>
<td>9</td>
<td>6</td>
<td>4</td>
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<tr>
<td>Half-Time</td>
<td>6</td>
<td>4.5</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Admissions

The admissions process examines both the academic and personal qualifications of all applicants. John F. Kennedy 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 JD admissions, please review the JD 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 include additional documentation as may be requested by the admitting program. Programs with application deadlines will accept applications after the stated deadline on a space-available basis. International applicants with F-1 classification should refer to information in the International Students section on the following pages.

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. Incomplete applications and files for applicants who were admitted but did not enroll will be destroyed one year after the date of the application.

Degree and Certificate Students

Individuals wishing to enroll in a degree or certificate program must apply and be admitted to JFK University. All admission materials must be submitted directly to the Admissions Office by the application priority deadline (if applicable). An application to JFK University includes, but is not limited to, the following:

- A completed application form.
- Undergraduate applicants must submit official transcripts from all previously attended colleges or universities.
- Applicants for master’s and doctoral 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.
- Federal regulations mandate that educational institutions review all prior credit for all active military, former military and eligible dependents. Prior to being certified for benefits by the educational institution, all official transcripts, including military transcripts, must be submitted.

Some programs may have added requirements, including minimum GPA, 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 (General)

Provisional admission may be granted for an applicant having met minimum admission requirements but pending submission of official transcripts and all required documents for admission determined by the department. Students admitted under provisional admission may register and start coursework while working to fulfill all admission requirements. Provisional admission to the University is not a guarantee of full admission, and the provisional status is only allowed for one term. Financial aid will be available once all admissions requirements are met.

Provisional Admission (International)

Provisional admission may be granted when an international applicant has submitted all documents required for degree or certificate application and only proof of English proficiency is needed. Provisional admission to the University is not a guarantee of full admission, and registration for coursework is prohibited until full admission is granted.

Enrollment Deposit

Upon notification of acceptance into to the Doctor of Psychology (PsyD) program, students are required to submit a nonrefundable enrollment deposit 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 intend to enroll must submit in writing to the Director of Enrollment and Campus Services 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.

**Readmission**

Students who leave the University must reapply before resuming their studies. Upon return, students must provide transcripts from all colleges attended during their absence from JFK University and complete a readmission application. The University has established a leave of absence policy for each modality (on-campus, online) to accommodate students who must leave their studies for a period of time; see the Leave of Absence policies 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 submitting a new application form and fees.

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

**Program Change**

Some students decide after matriculation that they are better suited for another program at the University. In such cases, students may apply to transfer programs. On-campus and traditional online students must provide a Change of Program form, which reflects the application requirements the transferring student must meet in order to be admitted into the new program. On-Campus and traditional online students may call the Registrar’s Office at (925) 969-3353 or email registration@jfku.edu for more information. The Change of Program form is only used between programs of the same academic level; students applying to a different academic level must go through the admissions process.

**Denial**

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

**International Students**

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

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

<table>
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<tr>
<th>Status</th>
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<th>Graduate</th>
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<td>TOEFL Paper-based Test</td>
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<td>550</td>
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<tr>
<td>TOEFL Internet-based Test</td>
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<td>79</td>
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<tr>
<td>IELTS</td>
<td>5.5</td>
<td>6.0 with no band lower than 5.5</td>
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<tr>
<td>DAAD: All from Level A or all from Level B, or a combination of Level A and B only.</td>
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</table>

Other English Proficiency measures may be reviewed on a case-by-case basis.

The approved English proficiency 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;
- 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, either in an official e-script format or 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 that is a member of the National Association of Credential Evaluation Services (www.naces.org) showing course-by-course and lower-/upper-division detail for an application to a bachelor’s degree or law program in which the undergraduate units have been earned outside of the United States (required for graduate applicants when equivalency cannot be determined by the International Student 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 United States Citizenship and Immigration Services (USCIS) Certificate of Eligibility Form (travel document) will be issued only after a qualified applicant has been admitted to the University for an on-campus program. 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 beginning of registration of the second quarter of enrollment.

Questions concerning international student application or admission, including questions about other nonimmigrant classifications and evaluation of prior academic work, should be directed to the International Student Advisor.

Full Course of Study for International Students

For all international students, full time on-campus undergraduate study consists of at least 12 quarter units of instruction per academic quarter, except when the student needs a lesser course load to complete the course of study during the current term. Full time graduate study consists of 9 quarter units (6 semester units) during the coursework phase of a graduate program. Full time study during the internship, practicum or dissertation phase varies depending on the field of endeavor.

Housing

The University does not provide student housing or dormitory facilities to any of its students. The local areas of our three campuses offer a variety of living accommodations including apartments, rooms for rent and single family dwellings.

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

Non-Degree Students

Individuals interested in taking courses for academic credit but not in pursuing a degree should apply as a non-degree student. While non-degree students are not required to undergo a formal admissions process, they are required to submit transcripts, and the department will then determine if additional documents are needed. If approved, they will be cleared for registration. JFKu Online powered by FlexCourse does not currently support non-degree programs.

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 Psychology 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 in on-campus or traditional online programs 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. JFKu Online powered by FlexCourse does not currently support auditing.

Undergraduate Applicants

Applicants to bachelor’s degree programs must submit official transcripts from all colleges and universities previously attended. Students who have not attended college previously must meet the following requirements:
- Must have attended a regionally accredited high school
  (Applicants who attended a non-regionally accredited high school or were home schooled must petition for admission approval.)
- Must have a high school GPA of 2.0
- Written permission from a parent or legal guardian is required for admission of persons under the age of 18.

Home Schooled Applicants

Undergraduate students who have not attended college previously who indicate they received their secondary school instruction through home schooling will be required to submit an official high school transcript with the following information:
- Student’s name
- List and description of courses completed by grade level
- Grades earned for the courses completed
- Number of credits earned for each course
- Names of textbooks utilized in courses
- Signed by person who administered curriculum
- Graduation date (if applicable)

Students must also provide a letter from their state Department of Education or local school district confirming home school registration. If the student’s home state requires that individuals who were home schooled take an exam to show high school completion, the student must submit official high school proficiency exam test scores to the Office of the Registrar. The student will not be required to submit an official high school transcript if providing official high school proficiency exam test scores.
Graduate Applicants, On Campus, and Traditional Online Programs

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

Graduate Applicants, JFKu Online Powered by FlexCourse

A baccalaureate degree in any discipline from an institution accredited by CHEA qualifies a student to enter this program. Students may transfer in a maximum of 2 courses (6 credits). The same course may not be used to fulfill multiple requirements in this degree program. Students entering the MBA program must demonstrate proficiency in college-level mathematics and microeconomics, either by submitting official transcripts of undergraduate courses in each discipline with a grade of C or better or by submitting CLEP tests in each subject area with a minimum score of 50.

If these prerequisite requirements are incomplete, the student will be assigned the appropriate course(s) automatically, and will be required to successfully complete these courses as a part of their degree map.

Transfer Credit Policy for On-Campus and Traditional Online Students

On-Campus and Traditional Online Undergraduate Transfer Credit

For all on-campus and traditional online students, a maximum of 105 quarter units (70 semester units) may be allowed for a combination of work completed through a community or junior college or other two-year institutions, CLEP, Advanced Placement, DSST lower-division, military service, American Council on Education (ACE) 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 completed with a grade of C or higher and meet the other standards of the University will be accepted for transfer credit. Lower-division coursework is not eligible for substitution of upper-division requirements. 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).

Transfer credit that is 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). This means that 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. Courses in computer and technology are eligible for transfer; however, courses that are vocational in nature, such as courses in plumbing, HVAC, and automotive courses, are not 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.

Advanced Placement Test Scores

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

College Level Examination Program

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

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

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

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

Corporate or Government Agency Courses

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

DANTES Subject Standardized Tests

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

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

Military Service

Effective Fall 2014, the University accepts recommendations from ACE for lower-division (L) and upper-division (U) credit as transcribed on the Joint Services Transcript (JST). A maximum of six quarter units will be allowed for military basic training. JFK University is a member of Servicemembers Opportunity Colleges (SOC).

On-Campus and Traditional Online Graduate Transfer Credit

For all on-campus and traditional online students, transfer credit may be awarded for applicable graduate courses completed at other institutions whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA) with verification of transferability by the Registrar’s Office and approval by the program chair. The PsyD and the MA Counseling Psychology program in the College of Psychology 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.

Transfer Credit Policy for JFKu Online Powered by FlexCourse

Maximum transfer credits that may be awarded from all sources follow. Please note that transfer credits may be awarded through a combination of transfer and/or credit by examination, and transfer credits are not included in the calculation of the GPA.

- Bachelor’s Degree - up to 90 units (30 courses)
- Master’s Degree - up to 9 units (3 courses)

JFKu Online Powered by FlexCourse Undergraduate Transfer Credit

The acceptance of transfer credits between institutions is at the discretion of the receiving college or university. An applicant who wishes to receive such an evaluation must provide official (original) college transcripts from the transferring institution. Course content and instructional quality varies across institutions. Because of this, JFKu Online accepts the transfer of completed coursework from other institutions, accredited by an accrediting agency recognized by the U.S. Department of Education. Only grades of C or better will be considered for undergraduate credit.

Transfer credits that are recognized and accepted by JFKu Online are not factored into the calculation of the student’s grade point average.

Students wishing to transfer JFKu Online credits to another institution should check with that institution regarding its policy on recognition of credit for units earned from JFKu Online.

Credit for Military Service School Experience: Learning acquired in military service schools that offer college-level work as determined and evaluated by the Office of Educational Credit of the American Council on Education (ACE) will be credited toward undergraduate and graduate degrees. The credit recommendations of the Office of Educational Credit and Credentials are contained in “The National Guide to the Evaluation of Educational Experiences in the Armed Services.” Army, Navy, Coast Guard, Air Force, Marine Corp enlisted
ratings, military occupational specialties, and similar military designations, plus courses completed in the Defense Language Institute, which have been evaluated by ACE, are also accepted for credit. Credit by Examination: JFKu Online powered by FlexCourse undergraduate students may apply a maximum of 15 credit hours earned by examination toward their undergraduate degree. JFKu Online participates in several nationally recognized standardized testing programs. Such exams are designed, monitored, scored, averaged, and validated by educational testing agencies and enjoy wide acceptance throughout higher education. JFKu Online accepts the recommendations of the American Council on Education (ACE) for approved agencies offering credit by examination. These include:

- CLEP (College Level Examination Program)
- Excelsior College Exams
- DANTES subject exams
- College Entrance Examination Board Advanced Placement Examinations (CEEB-AP)

**JFKu Online Powered by FlexCourse**

**Graduate Transfer Credit**

The acceptance of transfer credits between institutions is at the discretion of the receiving college or university. An applicant who wishes to receive a transfer and/or equivalent credit evaluation prior to enrollment (including satisfaction of prerequisites) must provide official college transcripts. The transfer credit evaluation serves as a guide for determining the remaining coursework required for the student to complete their desired program of study.

Course content and instructional quality varies across institutions and, because of this, JFKu Online does not consider grade points for work completed at other colleges or universities. Therefore, transfer credit neither raises nor lowers a student's grade point average. Only grades of B or better will be accepted for graduate credit. The maximum transfer credit that may be awarded from all sources towards attainment of a master's degree is limited to 9 units.

For master's degrees, credit by examination does not apply. Students who have previously completed coursework in a recognized institution's graduate program, accredited by an accredited agency recognized by the U.S. Department of Education, may transfer up to 9 credits or 13.5 quarter units toward a JFKu Online graduate degree. Credits must reflect a 3.0 GPA (B grade) or better. Program-specific constraints on the type of credit accepted in transfer, as well as exceptions to this credit transfer policy, are noted in the sections on degree requirements.
General Information

Academic Policies and Procedures

On-Campus and Traditional Online

Academic Policies and Procedures

Unit Credit

Units described for on-campus and traditional online programs, excluding the JD Law program, are quarter units (credits). The University subscribes to the national standard for student workload, which is 30 hours per quarter unit of credit. For each unit of credit, a student is expected to complete 10 hours in class and 20 hours of outside preparation.

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

Academic Term

The University’s on-campus and traditional online academic year, other than the College of Law, is divided into four 11-week quarters. For financial aid purposes, an academic year is defined as a minimum of three quarters of enrollment.

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 semester is 11 weeks in duration, which includes a three-day reading period and four days for final examinations.

Attendance

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

On-Campus and Traditional Online 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 using SOAR, calling the Registrar’s Office during specified dates and times, or completing the appropriate registration forms in person. Payment arrangements are due at the time of registration. Students with unpaid balances may be prevented from attending classes or have holds placed that will prevent future registration.

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

Schedule of Classes for On-Campus and Traditional Online Students

The University maintains scheduling information containing course offerings, registration periods, and instructions, forms, and other useful information for registration on SOAR.

Changes in Registration for On-Campus and Traditional Online Students

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. SOAR remains open for adds and drops during the beginning two weeks of the term (See the Refund Policy in the Financial Policies section for more information). If no written approval from the college is required, students may make a change in registration by using SOAR during the beginning two weeks of the term. Students may also call the Registrar’s Office at (925) 969-3353.

Students are required to pay any additional tuition charges. 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 and schedule changes cannot be done on the web. An approved Probation Form must accompany the initial registration as well as for each change of registration. Phone permission is not acceptable for students on academic probation.

Dropping Courses

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

Beginning the fifteenth (15th) calendar day of the term and up to the last business day of the session, students may officially withdraw by notifying the Registrar’s Office. Withdrawals cannot be processed if a grade has been entered. Notifying an instructor or other office of intent to withdraw does not constitute an official withdrawal. Withdrawing from a course does not relieve the deferred payment obligation. Students who withdraw are still responsible for the full amount of tuition for the course and all fees. A Withdrawal (W) is posted on the transcript for withdrawn courses but does not affect the student’s grade point average (GPA).

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

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

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

International students who want to drop more than a full-time course load must contact the International Student Advisor.

Auditors/Field Placement/Research, Online and Hybrid Courses

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

Non-Registered On-Campus and Traditional Online Students

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

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

Graduate Work by Undergraduates

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

Maximum Unit Load for On-Campus and Traditional Online Students

Both undergraduate and graduate students who wish to register for more than 18 units per quarter must obtain written approval from their program chair.

Independent Study

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

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

No work should begin on an independent study project until all approval and registration procedures have been completed. Forms and instructions may be obtained from the Registrar's Office. The Provost has ultimate responsibility for the quality of independent study. Independent studies are reviewed periodically by the provost to ensure that completed work meets University standards of academic excellence.

On-Campus and Traditional Online 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.
Academic Policies and Procedures - continued

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 thesis work if, in the judgment of the thesis coordinator, the student needs to strengthen basic writing skills. Specific programs with thesis 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. The other 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 at (925) 969-3530.

When the rough draft has been approved by the 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 Provost has 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 taken at another institution concurrent with enrollment at John F. Kennedy 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 to confirm 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.

On-Campus and Traditional Online Grading System

The grading system that appears in the chart below governs grading symbols and computations for all undergraduate and graduate students in an on-campus or traditional online program. All letter grades carry quality points and are computed in student GPAs.

Students enrolled in the JD Program follow the grading system as it appears in the JD catalog.

Grades of C+ and C are not acceptable in a master’s degree or graduate certificate program. The minimum acceptable grade is B- in a master’s degree or graduate certificate program.

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

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, 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.

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

Graduate students may request CR/NC grading as an alternative to letter grading only in courses designated as fulfilling competency requirements or in undergraduate courses prerequisite to a graduate degree or certificate program.

Undergraduate students may request CR/NC grading only in elective courses outside the undergraduate major. A student on academic probation may enroll in CR/NC graded courses only with the approval of the college dean and faculty 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 for on-campus and traditional online classes 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 without attending additional sessions of the class.

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

### Mark | Description
--- | ---
AU | Auditor
CR | Credit
I | Incomplete
IP | In progress; no grade or units granted until entire course sequence has been completed.
NC | No credit
UW | Unauthorized withdrawal; student failed to complete course requirements, but did not withdraw.
W | Withdrawal

1. A Credit (CR) is the equivalent of a C or above for undergraduate students and the equivalent of a B or above for master’s and doctoral-level students.
2. In CR/NC courses, the LIW is equivalent to NC. In letter-graded courses, the LIW is equivalent to F. Refer to the following section for additional information.
computed as repeated coursework) and the student will be assessed tuition and applicable fees for the second registration.

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

PURPOSE
- This policy sets forth the conditions under which grades, once properly submitted to the Registrar’s Office and recorded, may be changed. It further governs the procedures by which Petitions for Grade Changes are submitted and evaluated.
- The purpose of the Grade Change Policy is to provide students with an opportunity to dispute a final grade perceived to be inaccurate or even unfair, while respecting the academic responsibility of faculty. It also provides faculty the opportunity to request corrections to grades that were submitted as a result of clear mistakes or errors in the grading process. John F. Kennedy University (JFK University) recognizes that:
  » The integrity of the grading process is paramount in maintaining the overall integrity and credibility of the University. The accurate recording of grades and the meticulous maintenance of academic transcripts is a core function of the University. Once recorded, grades on transcripts or other official records may not be changed absent significant procedural safeguards;
  » Every student has a right to receive a grade based upon a fair and unprejudiced evaluation derived from a method that is neither arbitrary nor capricious
  » Faculty have the right to assign a grade based on any method that is professionally acceptable, submitted in writing to all students and applied equally; and to be protected from undue influence or inappropriate pressure in the assignment of grades.
  » Untruthful, distorted or malicious grievances against a member of the John F. Kennedy University faculty or staff are prohibited and constitute grounds for disciplinary action. Student grievances filed against faculty or staff must be supported by evidence. Allegations not supported by evidence will be considered a violation of the student code of conduct, as described in Article II: Student Responsibilities. The student filing the grievance may be subject to Article V: Sanctions.

SCOPE
- This policy governs any college or department policy, procedure, guideline, or process relating to this topic for oncampus and traditional online programs.
- This policy applies to any program or course for which academic credit is awarded. It does not apply to continuing education programs, extended education programs, or other programs and training courses in which academic credit is not awarded.
- This policy does not apply in those instances in which students have been assigned grades based on academic dishonesty or academic misconduct, which are addressed in JFK University’s Academic Honesty Policy.
- This policy does not allow challenges to an instructor’s grading standard or methods provided they are found to be neither arbitrary nor prejudicial.
- Complaints about unfair grades alleged to be motivated by discrimination or sexual harassment are to be addressed to the appropriate JFK University office responsible for managing complaints related to such conduct.

DEFINITIONS
- Arbitrariness. The grade awarded is not based on criteria related to course objectives, student learning outcomes, the grading rubric contained on the course syllabus, or other expected standards of judgment.
- Error. The instructor made a mistake in fact (clerical error) or calculation (mathematical error).
- Prejudice. The grade awarded is motivated by ill will, and is not indicative of the student’s actual demonstrated academic performance.

DESCRIPTION
- Grounds.
  » Only clerical or mathematical errors, arbitrariness, or prejudice will be considered as legitimate grounds to approve a Petition for Grade Change.
  » While a student has a right to expect fairness in the grading process, it must be recognized that varied standards, individual approaches, and discretion in grading are valid. This policy does not provide recourse for the reassessment or reevaluation of final grades, individual assignments or projects absent specific findings of error, mistake or prejudice.
  » All grade changes may be approved only upon the
recommendation and approval of a designated committee of faculty following the procedure below. This ensures that no individual faculty member or administrator has the authority to approve a change to a recorded grade. This procedural step is necessary given the importance of maintaining the integrity of the grading process, the academic freedom of faculty, and the need to protect any individual faculty member or administrator from undue pressure or influence.

- Procedure

  » Students or faculty may petition for a change of grade. Faculty who discover an error or mistake in their recorded grades may submit a Petition for Grade Change directly to the Dean of the College in which the course was offered. Students who feel that they have received an erroneous grade are encouraged to discuss the matter first with the faculty member to see if there is agreement on the existence of an error or mistake in the grading process. A student is not required, however, to communicate directly with the faculty member if concerns exist regarding the anonymity of the grading process or any possible conflict with the faculty member. If the student and the faculty member agree that a grade change is warranted based on error or mistake, the faculty member should submit a Petition for Grade Change. Should the faculty member for any reason fail to submit a Petition for Grade Change under this scenario within the thirty days after the grade was first recorded with the Registrar's Office, the deadline shall be extended for thirty days so the student may have adequate time to initiate and submit the petition.

  » A student may submit a petition for grade change directly to the Dean of the College in which the course was offered. This may occur if the student chose not to consult with the faculty member or if the faculty member did not agree with the student claim of error, mistake or prejudice.

  » All petitions for grade change must be submitted within thirty days after the grade was first recorded with the Registrar's Office and made available to the student using SOAR (or other notification system). The petition must be submitted to the Dean of the College in which the course was offered. The Dean shall assign the petition to the Academic Standards Committee (ASC) within that college for resolution (if the Academic Standards Committee is unavailable, the Dean may assign the petition to a specially appointed faculty committee). The ASC shall review and decide the petition within thirty days of the original submission to the Dean's office. Although the ASC may confer with faculty or the petitioner if needed, no hearings are required. The ASC shall report its decision in writing to the Dean who will notify the student and faculty member of the decision and will notify the Registrar's Office if a change has been approved. The Provost shall oversee this process if the Dean was the faculty member whose course was the subject of the petition.

  » The decision of the Academic Standards Committee cannot be overturned by the Dean or Provost upon a clear showing of abuse of discretion in its decision-making.

### Prerequisite Courses for On-Campus and Traditional Online 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 Psychology recommend that its students complete prerequisite courses in the quarter prior to beginning the graduate program; however, students may integrate any required undergraduate courses into the first year of graduate work.

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

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

### Prerequisite Courses for the Doctor of Psychology Program

To ensure that students have sufficient background for doctoral-level work, the Doctor of Psychology (PsyD) 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.

### Repeating Courses

On-campus and traditional online undergraduate students may repeat a course in which they earned a C- or below.

On-campus and traditional online graduate students may repeat a course in which they earned a B- or below.

JD 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. JD 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-JD students on probation must have the dean's approval to repeat a course. Both the original and repeat enrollments will be noted on the student's transcript; however, only the units and grade points earned for the higher passing grade are computed in the
grade-point average. When both grades are equal or there is no basis to determine which is higher (as in the case, for example, of a NC and an F or a CR and an A), the last occurrence will apply to the grade-point calculation.

**Scholastic Performance for On-Campus and Traditional Online Programs**

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

Students earning Dean’s List of Honor will have their names posted at the College of Law, will have their honors listed on their transcripts, and will receive letters acknowledging the honors through the College of Law.

**Probation, Dismissal, and Reinstatement**

The following academic policies and procedures apply to all students in on campus and traditional online programs except those in the JD program, 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’s Office. 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 academic counselor and 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. Students on academic probation cannot register using SOAR.

**Dismissal**

An on-campus or traditional online 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 C+ or lower 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 Conduct 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 (including grade appeals; see Grade Change or Academic Integrity sections). Student conduct is referred directly to the Associate Vice President of Student Experience (see Student Conduct section). Civil rights issues are referred directly to the Chief Financial Officer (see Civil Rights section).

**Academic Standards Committee Review**

The case of each student subject to dismissal, as set forth above, shall be reviewed by the ASC of the college in which the student is enrolled. The committee shall schedule a hearing at which the
student's dismissal from the University will be considered. 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 ASC recommends dismissal. This hearing shall be conducted before a body composed of the ASC, all of whom shall have full voting rights. The dean may designate a replacement if a member of the committee has a potential for conflict of interest. The hearing is not a legal forum and representation of parties by legal counsel is not permitted. The parties may, however, be accompanied by another member of the university community, who will act as a personal advisor with whom they may consult. 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 above, after the hearing the committee may refer the matter back to the dean, it may recommend placing or continuing the student on probation or leave of absence subject to conditions and for a length of time that it shall specify, or it may recommend 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. The student may appeal the decision of the dean by filing a notice with the Provost within 10 days after the student is notified of the dean's decision. The Provost 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 Provost is final.

Reinstatement
A student dismissed for reasons set forth 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
On-campus and traditional online students are expected to maintain regular (continuous) enrollment in their program. Students who find it necessary not to enroll for one or more terms must complete and submit a Petition for Leave of Absence. Students are responsible for obtaining the necessary approval from their academic counselor for the leave of absence. This form is available in the Registrar's Office and in the Office of Student Experience Organization on Blackboard. If a student completes a degree or certificate and enrolls in another degree or certificate, the leave of absence calculation starts over. The student will have up to four approved/unapproved leaves with the new program. Students simultaneously enrolled in a combination of degree/certificate programs have only four approved/unapproved leaves.

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

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

Other Leave of Absence Information for On-Campus and Traditional Online Students
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 nonconsecutive, 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 courses within the approved timeframe 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
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.

## Application for Graduation

Degrees and certificates are not awarded automatically upon completion of academic requirements. To be considered as a candidate for a degree or certificate, students must apply for graduation via SOAR (or for JFKu Online powered by FlexCourse students, via request to a student advisor). Petitions must be on file before a degree or certificate will be awarded. Petition deadlines for all programs except JFKu Online powered by FlexCourse and Doctor of Psychology are January 15 for June and September graduation; July 15 for December graduation; October 15 for March graduation. Petitions for graduation for JFKu Online powered by FlexCourse students may be submitted on a rolling basis to the student's advisor. The petition deadline for the PsyD program is February 15 of the year prior to beginning the internships. Students who wish to participate in the current academic year's commencement ceremony must petition by the January 15 deadline for no later than the summer term.

**Review of Student Records**

Upon receipt of the application for graduation and following the grading period for the term specified, the Registrar's Office will review the student's records. The student and academic counselor or advisor should plan for any remaining requirements to be completed for the degree or certificate.

**Awarding of the Degree or Certificate**

At the end of the term of anticipated completion, as stated in the application for graduation, the student's record 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 their Academic Status will be updated to "graduated." Degrees or certificates will be dated as of the Monday after the last day of the quarter/cohoot/semester in which all requirements have been met. Students who have not fulfilled all
### On-Campus and Traditional Online Graduation Requirements by Program Level

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<th>AWARD</th>
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<tr>
<td><strong>Bachelor’s Degree</strong></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 units, as well as capstone or project, must be completed in residence. 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>
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<tr>
<td><strong>Master’s Degree</strong></td>
<td>Varies by program.</td>
<td>At least 70 percent of the work required for a master’s degree must be completed in residence at the University. Some programs may require a residency greater than 70 percent. Refer to the program specific sections of the catalog for the number of units required in residence at the university. Transfer credit is not permitted into the Linked MA Sport Psychology/PsyD programs.</td>
<td>A minimum grade of B- is required for each course applied to a master’s degree. An overall grade-point average of at least 3.0 must be achieved in all work for the declared master’s degree.</td>
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<tr>
<td><strong>Doctor of Psychology (PsyD)</strong></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 that 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>
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<tr>
<td><strong>Juris Doctor (JD)</strong></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 62 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 JFK 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>
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<td><strong>Certificates</strong></td>
<td>Varies by program.</td>
<td>Students enrolled in a graduate certificate program must complete all courses in residence. Please see Legal Studies section for policy on course transfer.</td>
<td>An overall grade-point average of at least 2.0 must be achieved in all work completed for an undergraduate certificate. A minimum grade of B- is required for each course applied to a graduate certificate. An overall grade-point average of at least 3.0 must be achieved in all work completed for a graduate-level certificate.</td>
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requirements should discuss completion with their advisor, and notify the Registrar’s Office of the updated anticipated term of completion. The file will be reviewed again for degree or certificate completion in the updated term. Students who do not notify the Registrar’s Office of degree or certificate completion may miss participating in the commencement ceremony. Degrees or certificates are never automatically entered onto the transcript without review. Degrees or certificates are not awarded if a student is on academic probation, or if there are marks of I (Incomplete), NR (Not Reported), or IP (In Progress) on the transcript.

**Diplomas or Certificates**

Diplomas or certificates for 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, with a complementary official transcript, to the address of record approximately one month after all degrees and certificates have been awarded for each term. 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 accompanied by the appropriate documentation prior to the issuance of the diploma or certificate.

**JFKu Online Powered by FlexCourse**

**Academic Policies and Procedures - continued**

- The Registrar and faculty must approve postponing courses and taking courses out of order from the degree map.
- The course registration is incorrect.
- The student failed a different course previously and needs to be re-registered for it. A student's current course may be dropped in order to retake the previous course.
- The student was automatically registered for a course but does not want to take any more courses during that billing period.

**Learning Resources**

JFKu Online powered by FlexCourse delivers its online programs through a proprietary learning system that allows students to:

- Access textbooks and supplemental online materials
- Take low-stakes, formative assessments (such as end-of-chapter quizzes)
- Submit assignments digitally
- Interact with peers and faculty
- Directly access the digital library, which includes the ProQuest databases, digital books through eBrary, and other resources to support student research
- Directly ask questions of the University's online librarian
- Be referred to 1:1 support in the Writing Center and Math Center
- Immediately message instructors and student advisors
- View degree map, monitor progress and check grades
- View and pay account balances

Students can access their course resources at any time, including prior and future courses on their degree map. Questions asked via the learning management system of the instructor, student advisor, or library specialist are answered within 24 hours during the week or 48 hours over a weekend, except in cases of recognized breaks. Student final projects are graded within seven calendar days (with the exception of university holidays or breaks), and proctored final exams are evaluated upon submission.

**JFKu Online Powered by FlexCourse**

**Unit Credit**

JFKu Online powered by FlexCourse credits (semester units).

To receive one (1) semester unit of credit, a student spends approximately 15 hours in class during a session or in course-related activities during an online term. For each hour spent on instructional activities, students can expect to complete 2 hours of additional work related to the course content (e.g., projects, exercises, or other homework). While online students may progress more quickly because of the flexibility of online study, one online credit hour is equivalent to 45 hours of coursework. Units in JFKu Online degree programs are semester units in terms of transferability to other institutions.

**Academic Term**

JFKu Online powered by FlexCourse Programs are considered non-term. An academic year is a minimum of 48 weeks of instructional time where a student is expected to complete 24 units, or 8 courses. The academic year consists of two sessions, each expected to last approximately 24 weeks.

**Adding and Dropping Courses**

Students are permitted to drop a course in the first two weeks of the term with approval from the Registrar (see calendar for deadline dates). Students may be dropped from a course under the following circumstances:

- The student is not prepared for the course and has made arrangements to either transfer in the credit or take it at a later time.

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**JFKu Online Powered by FlexCourse**

**Academic Policies and Procedures**

**General Information**
Academic Policies and Procedures - continued

Students who do not participate in the degree program for 14 days or more will be subject to administrative withdrawal from their course and/or their program.

If a student cannot regularly participate, they should contact their instructor or student advisor regarding their circumstances and options for maintaining satisfactory academic progress.

Institutionally scheduled breaks do not count against active engagement.

JFKu Online Powered by FlexCourse
Academic Sessions

JFKu Online powered by FlexCourse academic sessions begin the first Tuesday of every month except during break weeks (see calendar), and each session lasts 24 weeks. Students are registered for four courses at the beginning of each session and are expected to complete them sequentially. An academic year is divided into two sessions. The first session begins at the start of the academic year and the second session begins at the mid-point where the student has completed half of the instructional weeks and half of the units in the academic year.

Prerequisites

Undergraduate students may not take upper-division courses (junior, senior) without either fulfilling lower-division requirements or obtaining permission from the appropriate academic leadership. The lower sequentially numbered courses are in most cases general education and prerequisite to the advanced and concentration courses. Because advanced courses build upon general education coursework, online students are required to take the courses in the sequence outlined in their degree map. A student who seeks to change their degree map must contact the student advisor; who will advise on how to petition for the change as faculty must approve any changes to a student’s degree map. Developmental or remedial coursework does not satisfy graduation requirements.

Course Cancellation

The University reserves the right to cancel or modify a course or class instructors, create new classes, and/or alter any other policies or dates related to registration and student records at any time. Notification of such changes will be published in an appropriate manner.

Concurrent Registration (Transferring Credit from Another Institution)

Students who would like to attend and subsequently transfer credit(s) from another institution while still planning to complete their degree at JFKu Online must seek pre-approval of the desired course(s) through the Registrar’s Office. All courses for which prior approval is obtained are subject to the standards and conditions of the JFKu Online powered by FlexCourse Transfer Credit policy.

Satisfactory Academic Progress (SAP)

Academic progress is measured by quantitative (rate of progress) and qualitative (cumulative grade point average) standards. To achieve satisfactory academic progress, students must complete 67% (two-thirds) of all credits attempted while also maintaining a cumulative GPA of at least 2.0 (undergraduate) or 3.0 (graduate). Progress is measured at the end of each session. Transfer credit is not included in the measure of progress. There are three SAP statuses:

- **Good Standing**: Student meets or exceeds both measures of academic progress each term.
- **Probation**: A first-time deficiency in either measure of progress will result in Probation. Students on Probation may remain enrolled to earn three credits and/or improve their cumulative GPA to the required minimum.
- **Dismissal**: A second consecutive term of deficient academic progress may result in Dismissal. Students who have been dismissed from the University for failure to meet SAP guidelines may appeal to be re-admitted to the University. Appeals should have a reasonable explanation for performance to date and compelling evidence that they have the ability to meet SAP in the future. Contact your advisor for more details. Students who earn three consecutive unsuccessful grades will be academically dismissed.

Except for re-enrollment after dismissal, re-admitted students resume enrollment in good standing. Students who reenroll after being dismissed resume their enrollment on Probation status and must achieve good standing by the end of their Probation session.

Repeating Courses

A student may request to repeat a failed course consecutively or return to it after the completion of a subsequent course.

Students may repeat courses when:

- They have received a non-passing grade
- They have received a grade that does not meet the program requirement

Students can only repeat a course one time. When a student repeats a course and receives a higher grade, the higher grade will be used for calculating the GPA, and the lower grade will not be included in the calculation. If the student performs unsatisfactorily in the repeated course, the highest grade will be used for calculating GPA. Please note that both class attempts and grades will appear on a final transcript.

If a student repeats a course and proceeds to fail the course again, the course cannot be taken again at JFKu Online powered by FlexCourse. Students can only take the same course two times. Any course that has been failed twice may result in the student completing that course or an equivalent course at another institution and the credits will need to be transferred in order to meet the course requirement. Students should discuss options with their academic advisor.

Before enrolling at another university to take the course:

- Pre-approval is required from academic leadership (please consult student advisor for guidance)
Academic Policies and Procedures - continued

- Documents (e.g., accredited university’s name, course description, course number, and current syllabus) need to be sent to the Registrar and the appropriate academic program chair.

The following courses must be taken in the specified order:
- PSS 100 Academic Strategies (as it is the first course in AA and BA programs)
- MBA 500 MBA Foundations (as it is the first course in the MBA program)
- MTH 115 College Algebra (only when it is a prerequisite for the MBA program)
- BUS 220 Microeconomics (only when it is a prerequisite for the MBA program)

Students wishing to appeal their final course grade must notify the course instructor within seven days of receiving the course grade to request clarification. If the matter remains unresolved, the student must submit a formal, written appeal to the Dean of Online or designee within 20 days of receipt of the final grade. To submit a grade appeal request, contact your advisor.

Satisfactory Academic Progress Appeals

Students appealing for reinstatement to JFKu Online following an academic dismissal are requesting that the University make an exception to its academic progress policy. Before a student writes an appeal letter, they should review the Student Academic Progress policy within this Catalog and meet with their student advisor about their options. If the student and their advisor are unable to resolve the matter, then the student will need to write a formal appeal of the academic dismissal.

Appeals must be submitted within ten days of the date of academic dismissal. If an appeal is not received within the ten-day period, or if the appeal is denied, the student may not re-enroll for a period of up to 16 weeks after the date of dismissal.

Appeal letters should include the following information:
1. Clearly and concisely describe the circumstances or conditions which explain your inability to maintain satisfactory academic progress;
2. Explain your current status, namely what has changed and what steps you will take to achieve and maintain satisfactory academic progress; and
3. Provide any documentation or evidence to support your explanation and request.

Academic dismissal appeal should be submitted to the College Dean.

Disciplinary Appeals

Appeals regarding disciplinary actions and other University decisions must be made in writing to the academic dean. The student must provide evidence and/or a compelling explanation for why the disciplinary action should not be implemented. Students must submit their appeal within seven days of the notification of the disciplinary action. During these seven days, no action will be taken to dismiss the student or suspend the student from access to courses or services, unless the Administration determines that allowing the student to remain engaged with the University students, staff or faculty would be harmful. Upon submission, the academic dean has 14 days to respond. The decision of the academic dean will be final.

JFKu Online Powered by FlexCourse uses the following system of grading:

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>90-100%</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>80-89%</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>70-79%</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>60-69%</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Not Passing</td>
<td>59% or below</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>90-100%</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>80-89%</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>70-79%</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>Unsatisfactory</td>
<td>60-69%</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Not Passing</td>
<td>59% or below</td>
<td>0.00</td>
</tr>
</tbody>
</table>

- For undergraduate students in JFKu Online powered by FlexCourse, a final course grade of “Not Passing” is insufficient to earn credit toward a degree. Furthermore, an average GPA of 2.0 is required to maintain Satisfactory Academic Progress standards as well as to graduate from the degree program.
- For graduate students in JFKu Online powered by FlexCourse, a final course grade of “Unsatisfactory” or “Not Passing” is insufficient to earn credit toward a degree. Furthermore, an average GPA of 2.0 is required to maintain Satisfactory Academic Progress standards, a cumulative GPA of 3.0 is necessary to graduate from the degree program.

JFKu Online Powered by FlexCourse Course Grading

JFKU Online powered by FlexCourse grades are based on two summative assessments (typically a final exam and final project) and three graded unit exercises (found in Units 2, 4, and 6). Summative assessments are worth 440 points each. The three graded exercises are worth 40 points each. The three graded exercises are intended to prepare a student for the summative assessments, and therefore cannot be completed after submission of the project and/or an attempt on the final exam. While it is possible, under limited circumstances, to resubmit the final project or retake the final exam, it is not possible, under any circumstances, to revise and resubmit unit activities. Students should plan accordingly.
Online Course grades are calculated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2 Graded Assignment</td>
<td>40</td>
</tr>
<tr>
<td>Unit 4 Graded Assignment</td>
<td>40</td>
</tr>
<tr>
<td>Unit 6 Graded Assignment</td>
<td>40</td>
</tr>
<tr>
<td>Summative Assessment Final Exam</td>
<td>440</td>
</tr>
<tr>
<td>Summative Assessment Final Project</td>
<td>440</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

**Minimum Passing Grade**

**Undergraduate Students**

A minimum grade of D (600/1000 points or 60%) is required for undergraduate students to pass a course and for the course to count toward the degree. The final course grade is determined by a simple average of all points earned from graded work. Online undergraduate students who receive less than 60% in the course may request a second attempt on a summative assessment if time remains in the term and the summative assessment score is less than 60% (264/440 points). Second attempts on the three graded unit assignments are not permitted. The minimum Cumulative GPA (CGPA) required to earn a baccalaureate from JFKu Online is 2.0.

**Graduate Students**

For graduate students, a minimum grade of C (700/1000 points or 70%) is required to pass a course and for the course to count toward their degree. The final course grade is determined by a simple average of all points earned from graded work. Online graduate students who receive less than 70% in the course may request a second attempt on a summative assessment if time remains in the term and the summative assessment score is less than 70% (308/440 points). Second attempts on the three graded unit assignments are not permitted. The minimum cumulative GPA (CGPA) required to earn a graduate degree from JFKu Online is 3.0.

**Cumulative Grade Point Average (CGPA)**

CGPAs are computed by dividing the total number of grade points earned by the total number of units attempted in courses in which grades "A" to "F" are assigned. If the same class has been taken twice, only the highest score is counted toward the CGPA calculation.

**Example:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Grade Earned</th>
<th>Grade Points Earned</th>
<th>Total Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101A</td>
<td>3</td>
<td>A</td>
<td>4.0</td>
<td>12.0</td>
</tr>
<tr>
<td>History 110</td>
<td>3</td>
<td>C</td>
<td>2.0</td>
<td>6.0</td>
</tr>
</tbody>
</table>

**GPA Calculation:**

12.0 + 6.0 = 18.0
grade points/6 units = 3.0 GPA (B average)

**Grade of “I” (Incomplete)**

An “Incomplete” (I) may be temporarily granted for students who have not yet completed a course for which they are registered by the end of their session. Students must request the “Incomplete” from the course instructor within 14 days of last being actively involved in the course.

**Grade of “W” (Withdrawal)**

A student may not withdraw from a course once they have submitted a summative assessment for grading (e.g., final exam or final project) and within 14 days of last being actively involved in the course.

**Undergraduate Students**

If an undergraduate student has not submitted a final project or final exam, then they may withdraw from a course and will receive a grade of “W.” An undergraduate student can have a maximum of 6 withdraws (W’s) in a JFKu Online powered by FlexCourse program. This is inclusive of re-enrolling after separation from the University for any reason.

**Graduate Students**

A graduate student can have a maximum of 3 withdraws (W’s) in a JFKu Online powered by FlexCourse program and will receive a “W” grade. This is inclusive of re-enrolling after separation from the University for any reason.

**Maximum Number of Withdrawals**

Once a student’s total number of “W” grades reaches the maximum, any subsequent Request for Course Withdrawal will be denied. Therefore, the student will remain enrolled in the course(s) and will receive their final grade based on coursework completed over total possible points.

**Leave of Absence**

Two weeks of vacation is scheduled at the end of each calendar year. Online students who require a break other than the scheduled two-week break must reach out to their student advisor to receive authorization for an academic leave. In general, an academic leave may not exceed 30 days from the last date of attendance and must include a written confirmation of intent to return on a specified date. Failure to return on the date committed may result in administrative withdrawal. Students who wish to take more time off must withdraw and re-enroll when they are ready to continue their degree program. Once withdrawn, a student must re-enroll and may be subject to the
terms and conditions of the new enrollment agreement, including new tuition rates and applicable fees.

**Graduation Requirements**

Bachelor's degrees require the completion of 120 credits. Up to 90 credits (30 courses) can be awarded through a combination of transfer and equivalency credit, and/or credit by examination. The minimum cumulative grade point average (CGPA) to receive the bachelor's degree is 2.0.

Master's degrees require completion of 36 credits (12 courses). Up to 6 credits (2 courses) can be awarded through a combination of transfer and equivalency credit. Credit by examination does not apply to graduate programs. Graduate students must earn a C or higher on all required coursework; grades below this must be repeated for credit. The minimum cumulative grade point average (CGPA) to receive the master's degree is 3.0.

**Graduation and Diplomas**

Students must file an Application for Graduation form no later than 60 days prior to graduation. A student must be in good financial standing in order to graduate. Degrees are conferred when all degree requirements are met.

JFKu Online powered by FlexCourse produces diplomas bimonthly. Students must complete all program and administrative requirements to become diploma eligible. Diplomas are issued to students who have satisfied all program requirements and clearances and will not be issued if any requirement or clearance is not met.

Diplomas are issued as an academic custom and are not proof of degree. Degrees are evidenced by official transcript or attestation from the Office of the Registrar. JFKu Online powered by FlexCourse does not distribute copies of transcripts or evidence of degree(s) achieved at other institutions to third parties.

Only the student's legal name (or common derivation) may appear on the diploma. Professional or preferred titles, prefixes, and/or suffixes may not be included.

JFKu Online powered by FlexCourse diligently and securely packages diplomas for mailing, and bears no responsibility for diplomas that are lost or damaged in transit. If a diploma arrives damaged, however, JFKu Online will issue a replacement, at no cost to the student, upon the university’s receipt of the damaged original. Replacements or copies of diplomas may otherwise be ordered at the student's cost.

If the student does not provide a separate mailing address for the diploma, it will be mailed to the student's address of record. It is the student’s responsibility to maintain correct and accurate contact information with the university.

**JFKu Online Powered by FlexCourse Technology Specifications**

The University recommends the following technical specification to ensure that students can successfully take proctored examinations and complete online coursework. Students with questions should contact support@online.jfku.edu.

Students will need:

- Desktop or laptop computer that runs at least Windows 7 or Mac OS X, with at least 2GB RAM. (Tablets, such as iPads and Surface, are incompatible with JFKu Online's FlexCourse learning platform for uploading assignments and completing proctored exams.)
- Webcam (built in or external with a resolution of at least 640 x 480, with 1280 x 720 recommended)
- Computer microphone (many webcams have built-in microphones)
- Computer speakers or headphones

**JFKu Online Powered by FlexCourse 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 120 acceptable units must be completed.</td>
<td>At least 30 semester must be completed in residence. 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.</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>A minimum of 36 acceptable units must be completed.</td>
<td>At least 30 units must be completed in residence.</td>
<td>An overall grade-point average of at least 3.0 must be achieved in all work for the declared master’s degree.</td>
</tr>
</tbody>
</table>
• Productivity software, such as Microsoft Office (e.g., Word, Excel, PowerPoint) or Google Apps
• Google Chrome web browser (most current version) with Adobe Flash Player installed. (Adobe Flash Player is a free download at www.adobe.com.)
• Reliable high-speed internet connection of at least 3 Mbps download and upload speed (test internet speed at www.speedtest.net)

Online Proctored Examinations
JFKu Online powered by FlexCourse uses Examity to proctor final exams. Prior to taking an exam, students will need to create their Examity profile. During this process, a student uploads a government-issued photo ID (such as a passport or driver’s license), answers security questions, and enters their first and last name. This information acts as the signature proctors use during the authentication process. All information is encrypted and stored on servers residing in the United States. JFKu Online and Examity hold strict security standards, and the information is only used during the authentication process.

Policies and Procedures that Apply to All Students

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

<table>
<thead>
<tr>
<th>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 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).

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

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

• Prior fall and winter graduates;
• Students who are completing all requirements as of summer quarter; and
• Students who have six or fewer quarter units or 9 or fewer semester units to complete.

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

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, in program and curriculum development, and in contribution to the enhancement and development of the faculty member’s field of study.

Student Records
Transcripts and other documents received by the University for the purpose of admission or recording supplemental work become the
Academic Policies and Procedures - continued

property of the University and will not be released to or copied for students. California regulatory agencies require that student records be kept for only five (5) years. JFK University regularly destroys records after five (5) years of inactivity.

Transcript Request (Issuance)

John F. Kennedy University transcripts are ordered online via the National Student Clearinghouse at www.getmytranscript.com. The transcript fee is $10 for normal processing and $15 for rush orders, and rush delivery is available for an additional fee.

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

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

Transferability of JFK University Courses

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

Faculty Academic Freedom

Faculty Rights and Responsibilities Due Process

Faculty are entitled to the rights of due process. These include the right to be notified in a timely manner of any complaints or grievances against them and the right to respond to those complaints or grievances.

Academic Freedom

The right to academic freedom is the right of every faculty member.

Academic freedom is defined as the freedom of thought and expression as it applies to teaching, publication, oral presentation, and extramural activities. It includes the right of faculty members to choose and use materials that they deem appropriate to program or course goals in their classes without interference.

Institutions of higher education exist for the common good. The welfare and strength of John F. Kennedy University and of society at large depend on the uninhibited search for truth and its free expression. Academic freedom is based upon the premise that scholars are entitled to immunity from coercion in matters of thought and expression, and on the belief that the mission of John F. Kennedy University can be performed only in an atmosphere free from administrative or political constraints and tolerant of thought and expression. Academic freedom is fundamental for the protection of the rights of both the faculty in teaching and the student in learning. Academic freedom is also essential to protect the rights of the faculty to freely discuss and debate all ideas, however controversial or unpopular, within John F. Kennedy University or before the broader community. The exercise of academic freedom cannot serve as cause for discipline, dismissal, or non-reappointment. Academic freedom does not include communication or material presented in class that constitutes discrimination, sexual harassment, illegal behavior, or encourages students or others to engage in criminal or unethical behavior.

In the event a faculty member’s choice of course materials is challenged, the burden will be on the challenger to establish by material evidence that the challenged material is academically inappropriate for the course. The College Dean will be the academic administrator charged with oversight of this process. The College Dean will request that the Program Chair assess the allegedly inappropriate material and make a determination of the appropriateness of the materials. If the Program Chair’s materials are in question, the College Dean will request a faculty member in the discipline to assess the materials and make a determination. Determination as to the appropriateness of the course material in question will be made within 60 calendar days of the date that the College Dean receives written challenge to the academic appropriateness of the material in question.

Notwithstanding the broad right of faculty members to select and use academically appropriate materials for their courses, faculty members should be sensitive to the possibility that some students in a course may find certain materials to be personally offensive. Faculty members can elect to alert students at the beginning of their courses to any potentially controversial course materials. Faculty members may, but are not required to, provide suitable alternative materials for students who find particular course materials to be personally offensive.

A faculty member who alleges a violation of his or her academic freedom should notify in writing his or her representative on the Faculty Senate Executive Board and the President of the Faculty Senate. The President of the Faculty Senate will direct the faculty member’s complaint to the appropriate Faculty Senate committee for investigation. The Committee will investigate the charge to determine the merits of the complaint. The Committee will report its findings to the Senate and, if warranted, recommend a remedy. The Faculty Senate will render a finding and recommendation within 60 calendar days of the written notice to the Faculty Senate.

Faculty members who believe that a violation of academic freedom may have resulted in an adverse personnel decision should contact their representative on the Faculty Senate Executive Board and the President of the Faculty Senate in writing. The Senate will investigate this claim and provide its findings to the Provost, with a copy to the faculty member, within 60 calendar days of receiving the faculty member’s written notification. The Faculty Senate’s findings will be considered in any subsequent personnel or grievance proceedings.
Student Services

Changes of Name or Address
Students in on-campus and traditional online programs are responsible for filing a Change of Name/Address/Status Form in the Registrar’s Office if name, residence, phone number, gender, or email address has changed since last registration. Name change requests must be accompanied by a copy of one of the following: court order, marriage certificate, dissolution decree, social security card, passport or driver’s license. Students in JFKu powered by FlexCourse programs should consult their student advisor regarding their requested changes.

Office of Student Experience
The Office of Student Experience provides high-quality, support services that allow students to experience and enjoy a positive learning environment. This support involves collaboration between the following groups to help students thrive throughout the pursuit of their degree or certificate program:

- Academic Counseling
- Career Services Center
- Library
- Student Government Association
- Undergraduate Success Center
- Writing Center
- Student Advocacy Services
- Student Code of Conduct

Academic Counseling
Academic Counselors assist students in benefitting from services and programs that support their academic success to degree attainment.

Academic Counselors assist students admitted to a degree or certificate program with the following:

- Answering program requirement questions
- Planning student course schedules
- Course registration
- Individual academic counseling
- Connecting students with University resources to support academic success
- Answering questions about graduation requirements

For students in on-campus and traditional online programs, academic counselors can be reached at AcademicCounselor@jfku.edu and students can also use the online booking tool within the Office of Student Experience Organization on the Blackboard Student Portal to schedule an in-person, phone or virtual appointment with their academic counselor. Students in the JFKu Online powered by FlexCourse program can contact their advisor from within the learning platform, by email or by phone.

Career Services Center
The Career Services Office supports students interviewing preparation, and an annual career fair. Career Services helps students define their unique potential for success and foster lifelong professional and career development skills.

GradLeaders
JFK University recently introduced its Job Portal powered by GradLeaders. This online system is a searchable repository of posted internship, job, and volunteer opportunities, both local and nationwide. Through the centralized portal, students can login to search for positions in their areas of interest based on a profile they create.

For more information, contact career@jfku.edu.

Library
The JFK University Libraries system consists of the central Robert M. Fisher Library in Pleasant Hill and its branch on the San Jose campus. The Law Library is also located on the Pleasant Hill campus. Students in JFKu Online powered by FlexCourse may use the online libraries of ProQuest, accessible within the learning system.

The collections of the University’s libraries number more than 40,000 volumes, 150,000 e-books, 80 online databases, and 50,000 print and electronic journals. The libraries collect materials in print, audio, video and electronic formats. Media viewing and listening stations are available at each campus.

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

Reference assistance and research instruction are available on site or via phone (925) 969-3100 or email reference@jfku.edu. In addition to formal library research course offerings, course-related workshops are provided at the request of faculty. Guides to research methods and a research tutorial are also available on the library website.

The libraries at JFK University are dedicated to supporting learning, scholarship, professional

Student Government Association
The purpose of the Student Government Association is to enhance the quality of student life for on-campus students by making every student’s experience at JFK University enriched 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 to advocate for various student interests, and to support the reputation of the University. The nominal Student Association fee, charged
to all on-campus students at registration, enables the student government to fund sanctioned student associations as well as other University-wide projects. Student government members are elected annually and are required to abide by all JFK University policies and procedures. For more information, contact stugov@jfku.edu.

**Undergraduate Success Center**

The Undergraduate Success Center serving Latino and underserved students is funded by a U.S. Department of Education, Title V Hispanic-Serving Institution (HSI) grant and offers dedicated services to JFK University’s growing Latino and underserved student population.

The Center provides Spanish and English speaking academic counselors, tutors and mentors, a computer lab, and professional development opportunities to students. Students can benefit from an Electronic Lending Library of laptops, tablets and voice recorders as well as textbooks to borrow for the full quarter made available through the HSI Grant. For more information please contact HSI@jfku.edu or call (925) 969-4741.

To enhance cultural awareness of Latinos, and their contributions within our community, the Center offers a wide variety of cultural and educational activities to foster a welcoming environment and create a sense of belonging for the University’s students. Current information about Center news and events is available by joining the Center’s Facebook group at https://www.facebook.com/groups/jfkuhsi/ or through our Monthly Student Newsletter.

The Center provides services at the Pleasant Hill and San Jose campuses for students’ onsite and online classes. Available Monday through Friday, the Center collaborates with other departments to provide a full suite of services to the University’s students. To schedule an appointment, email HSIAdvisor@jfku.edu or call (925) 969-4741.

**Writing Center**

The Writing Center focuses on important success skills, including writing, assistance with reading strategies, critical thinking, research methods, study skills, and time management. The Writing Center can help students at any stage of the writing process; if you’re blocked and need help getting started, if you’d like feedback on a draft, or if you just have a few quick editing questions before you submit a paper. Appointments are available on-site, via email, via Zoom meeting, or by phone. Students can schedule to meet with staff at the Pleasant Hill and San Jose campuses. For additional information, contact writingcenter@jfku.edu.

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

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

**Student Advocacy Services**

Student Advocacy Services support a positive learning environment for all students by offering a process for resolving issues or conflicts. JFK University students can access a variety of advocacy resources throughout their academic careers at the University.

1. Academic-related issues or concerns should be initially directed to the student’s Academic Counselor to advance appropriately. Email AcademicCounselor@jfku.edu or, for FlexCourse students, reach out to your student advisor.

2. For questions or concerns regarding the Student Code of Conduct, please contact the AVP of Student Experience at advocate@jfku.edu.

3. For questions or concerns related to Civil Rights and Title IX, please contact the Title IX coordinator at titleix@jfku.edu.

**Student Code of Conduct**

**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; and
- Children and pets (with the exception of service animals) are not brought to class.

Adherence to this code of etiquette will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.
Online Student Code of Conduct
Equally valued, with freedom of speech and expression, is the respect
given to University computer systems and information technology. To that end, students will adhere to the following online code of conduct:

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

Student Code of Conduct Procedure
John F. Kennedy University dedicates itself to maintaining a supportive and welcoming environment for its students, faculty, and staff. Each college and many individual programs maintain standards and practices for addressing issues related to student conduct and behavior appropriate to the professional field for which the student is preparing. Please refer to the policies and procedures housed in each program or college for clarity on acceptable student conduct and professionalism. When instances are inappropriate for resolution, within the college or at being appealed, the matter will be referred by the dean to the appropriate university office (i.e., Associate Vice President of Student Experience for conduct and academic integrity issues, and the Chief Financial Officer for civil rights issues). The University procedures will be followed:

Article I: Standards for Student Conduct
Each member of the campus community must choose behaviors that contribute toward a healthy educational environment. Student behavior that is not consistent with the Student Code of Conduct is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

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

Unacceptable Student Behaviors
The following behavior is subject to disciplinary sanctions:

- Dishonesty, including:
  - Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage;
  - Furnishing false information to a University official, faculty member, or campus official;
  - Forging, alteration, or misuse of a University document, key, or identification instrument; and
  - Misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries;
- Unauthorized entry into, presence in, use of, or misuse of University property;
- Willful, material and substantial disruption or obstruction of a University-related activity, or any University activity;
- Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community;
- Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity;
- Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community;
- Conduct that threatens or endangers the health or safety of any person within or related to the University including physical abuse, threats, intimidation, harassment, or sexual misconduct;
- Hazing or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student. In addition, any act likely to cause physical harm, personal degradation, or disgrace resulting in physical or mental harm. Neither the express or implied consent of a victim of hazing, nor the lack of active apathy or acquiescence in the presence of hazing, is a neutral act and is also a violation of this section;
- Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia (except as expressly permitted by law and University regulations), or the misuse of legal pharmaceutical drugs, or public intoxication related to illegal drug use while on campus or at a University related activity;
- Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University-related activity;
- Theft of property or services from the University community, or misappropriation of University resources;
- Unauthorized destruction or damage to University property or other property in the University community;
- Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous
Student Services - continued

- Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose;
- Misuse of computer facilities or resources, including:
  - Unauthorized entry into a file, for any purpose;
  - Unauthorized transfer of a file;
  - Use of another’s identification or password;
  - Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University Community;
  - Use of computing facilities and resources to send obscene or intimidating and abusive messages;
  - Use of computing facilities and resources to interfere with normal University operations; and Use of computing facilities and resources in violation of copyright laws;
- Violation of any published University policy rule, regulation or presidential order;
- Failure to comply with directions of, or interference with, any University official or any public safety officer while acting in the performance of his/her duties;
- Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations;
- Violation of the Student Conduct Procedures, including:
  - Falsification, distortion, or misrepresentation of information related to a student discipline matter;
  - Disruption or interference with the orderly progress of a student discipline proceeding;
  - Initiation of a student discipline proceeding in bad faith;
  - Attempting to discourage another from participating in the student discipline matter;
  - Attempting to influence the impartiality of any participant in student discipline matter;
  - Verbal or physical harassment or intimidation of any participant in a student discipline matter;
  - Failure to comply with the sanction(s) imposed under a student discipline proceeding;
- Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline; and
- Any violation of the college specific policies as outlined in the handbook for the college in which the student is enrolled.

Article III: Application of this Code

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

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

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

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

The President or designee may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order.

A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within ten (10) working days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the President or designated representative, enter any campus of John F. Kennedy University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

Article V: Sanctions

- The following sanctions may be imposed upon any student found to have violated the Student Code:
  - **Warning.** A notice in writing that a student has failed to meet some aspect of the University’s standards of conduct and behavioral expectations;
  - **Probation.** A period of time during which the privilege of continuing in student status is conditional. The conditions may include, but are not limited to, loss of specified privileges which a current student would otherwise be entitled to and an acknowledgement by the student that any additional violations of the Student Code will result in a more serious sanction;
  - **Suspension.** Separation of the student from student status at the University for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified;
  - **Expulsion.** Permanent separation of the student from student status from the University; or
Student Services - continued

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

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

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

• **Denial of Admission or Readmission.** Admission or readmission may be qualified or denied to any student found to have violated the Student Code.

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

**Article VI: Interim Suspension**

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

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

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

**Article VII: Conduct by Applicants for Admission**

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

**Article VIII: Proceedings Complaint**

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

• The complaint shall be prepared in writing and directed to the Associate Vice President of Student Experience or designee.

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

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

• A complaint is not necessary for the Associate Vice President of Student Experience to determine that charges should be initiated.

• The Associate Vice President of Student Experience shall investigate each complaint filed and determine whether or not a conference or hearing is warranted.

**Investigation**

The Associate Vice President of Student Experience or designee may review and investigate the complaint to determine if the allegations have factual merit, to identify violations of the Student Code, and to initiate disciplinary proceedings.

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

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

• On completion of the investigation the Associate Vice President of Student Experience or designee will prepare a written report summarizing the witness statements and the evidence. A copy will be maintained by the Associate Vice President of Student Experience and the Office of Human Resources.

**Conference**

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

**Hearing**

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

» **Hearings shall be closed to all persons other than the Registrar, the student named in the complaint (respondent), the Associate Vice President of Student Experience (if they are not conducting the hearing), a single advisor for the student named, a single advisor for the Associate Vice President of Student Experience, a person designated to record the hearing and those who may have knowledge of the facts.**
Student Services - continued

» The student may be accompanied by one advisor of his or her choice, who may act on his or her behalf. As this is not a legal forum, legal counsel is not permitted. The Registrar may be accompanied by one advisor of his or her choice.

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

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

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

» The Registrar 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 Registrar shall be admitted.

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

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

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

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

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

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

- At any time during the hearing process, the respondent may elect to waive the hearing and accept a sanction recommended by the Associate Vice President of Student Experience. The waiver and acceptance of the recommended sanction shall be in writing.

Recommendation of the Registrar

- After the hearing, the Registrar 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 Registrar’s determination shall be made on the basis of whether it is more likely than not that the student charged violated the Student Code.

- After having made its determination, the Registrar, shall submit a written report to the Associate Vice President of Student Experience or designee that includes a determination as to whether the respondent is responsible for violating the Student Code and recommended sanctions, if any. The Registrar’s report shall be submitted within ten (10) working days of the conclusion of the hearing.

Associate Vice President of Student Experience Action

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

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

Appellate Procedures

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

- A reasonable possibility that the unfavorable decision was clearly wrong, given the Registrar’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 to present such evidence at the hearing.

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

International Student Services

International Student Services is a resource for on-campus and traditional online F-1 international students, other nonimmigrant visa holders, and U.S. permanent residents and citizens with international education backgrounds. Information is provided in the areas of F-1 immigration regulations, the U.S. visa process, education equivalency, and student services referrals. New international student orientation and employment workshops are offered. Please contact the International Student Advisor at iss@jfku.edu, for additional information.

Office of Accessibility Services

The Office of Accessibility Services for students (OAS) 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, OAS works closely with faculty and staff to provide disability representation, information, and awareness throughout the University community.

Students with disabilities who may require accommodations or auxiliary aids should contact OAS 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). OAS students are eligible for priority registration. Please reference the Academic Calendar for relevant dates. For more information, contact access@jfku.edu.

VALOR Center of Excellence for Veteran Success

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

The VALOR Center (Veteran Academic Ladder for Opportunity and Resiliency) is funded by Department of Education Grant and subsidized by John F Kennedy University. The Grant provides additional assistance to our veteran students.

- Dedicated director and staff members located in the VALOR Center
- Veteran students will be given registration priority
- University funded veteran scholarships
- Three free counseling services offered through the Concord, Oakland, and Sunnyvale JFK Counseling Centers coordinated through the VALOR Center
- Peer mentoring support
- Tutoring
- Career Counseling
- Office of Accessibility

Veterans’ Benefits

John F. Kennedy University On-Campus and Traditional Online degree programs are approved by the California State Approving Agency for Veterans Education (CSAAVE) and the U.S. Department of Veterans Affairs (VA).

Non-academic certificate programs are not approved for VA benefits. Veterans who expect to receive VA educational benefits must notify the Valor Center Coordinator at time of registration. A Welcome Success Packet will be given with directions on how to apply for the certificate of eligibility from the VA. To contact the Valor Center Coordinator, please email nmorra@jfku.edu or call at 925-969-3332.

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

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.
Student Services - continued

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<th>On-Campus and Traditional Online Student Status</th>
<th>Undergraduate Units</th>
<th>Graduate Units</th>
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<td>6</td>
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<tr>
<td>Three-Quarter Time</td>
<td>9</td>
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<td>4</td>
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<tr>
<td>Half-Time</td>
<td>6</td>
<td>4.5</td>
<td>3</td>
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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. This process is formally approved by the Dean. 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. This is completed by the Financial Aid Department who completes all certification of benefits through Veterans Affairs. The University will 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 nonpunitive 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

If you have at least 90 days of aggregate active duty service after Sept. 10, 2001, and are still on active duty, or if you are an honorably discharged Veteran or were discharged with a service-connected disability after 30 days, you may be eligible for this VA-administered program.

Yellow Ribbon Program

John F. Kennedy University participates in the Yellow Ribbon Program. The University provides tuition assistance to a limited number of eligible Post-9/11 (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 Certification Office/Director of Financial Aid at (925) 969-3385.

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.

Computer Labs

Computer labs are available on each campus to support the learning, scholarly, and professional pursuits of students and alumni. The Pleasant Hill Computer Lab is supported by the JFK University Information Technology Department. The San Jose Learning Resource Center includes computing resources.

Continuing Education

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

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

Our certificate programs are designed to offer in-depth learning opportunities in select clinical subject areas. Current topics of study include: Autism Spectrum Disorder, Cognitive Behavioral Therapy, Eating Disorders, Expressive Arts Therapy, Deep Imagination, Mental Health for Aging Adults, and Nutritional Psychology.

CE is approved to sponsor continuing education by the American Psychological Association (APA), the California Association of Marriage and Family Therapists (CAMFT), California Board of Registered Nursing (BRN), California Foundation for the Advancement of Addiction Professionals (CFAAP/CAADAC), and State Bar of California.

CE offers a 10% discount to National University System students, faculty, staff and alumni for any on-site course.

Please note: CE courses cannot be applied toward an academic degree or academic certificate program.
Student Services - continued

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

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

Campus Crime
The University will provide upon request all campus crime statistics as reported to the U.S. Department of Education, www.ope.ed.gov/security. To request this information, contact the Office of Educational and Institutional Effectiveness and at (925) 969-3545 or visit the website at https://www.jfku.edu/about-us/campus-security/.

Safety Program
John F. Kennedy University is concerned about the safety of its students and employees and has instituted a University Safety Policy and an Injury and Illness Prevention Program. Students play an important role in ensuring that their classroom facilities are safe. Students should:

• Review fire, medical, and earthquake emergency procedures posted in each classroom and be prepared to respond accordingly
• Review emergency egress routes and know the location of fire extinguishers
• Watch for any hazardous conditions and report them immediately

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.

Campus Security
The University recognizes that crime prevention is the responsibility of each person either working, attending school, or visiting at a University facility. Crime prevention is best served by the vigilant surveillance of the premises and the reporting of any suspicious personal behavior. The University, therefore, is committed to providing a safe environment for learning and working.

If students are involved in or aware of any event that requires the attention of the University administration, they should contact the Campus Safety Officer, as soon as practicably possible, or to security personnel if they are present. If no one is available to meet with you in person, call the University switchboard at (800) 696-5358 or the University Human Resources department at (925) 969-3450.

Pursuant to the Crime Awareness and Campus Security Act of 1990, referred to as the Clery Act, the University publishes the Annual Security Report that discloses information about campus safety policies, procedures, and crime statistics. This current report is available on the University’s website at https://www.jfku.edu/about-us/campus-security/

Food Service
The Classic Cafe offers a healthy selection of salads, soups, sandwiches, burgers, beverages, and snacks. The cafe is open to students, faculty, and staff during building operational hours. The Classic Cafe serves as the sole food vendor for the University.

Housing
The University does not provide student housing or dormitory facilities to any of its students. The local areas of our two campuses offer a variety of living accommodations including apartments, rooms for rent, and single family dwellings.

Libraries
The JFKU University Library system consists of the central Robert M. Fisher Library in Pleasant Hill and its branch on the San Jose campus. The Law Library is also located on the Pleasant Hill campus.

The collections of the University’s libraries number more than 40,000 volumes, 150,000 e-books, 80 online databases, and 50,000 print and electronic journals. The libraries collect materials in print, audio, video and electronic formats. Media viewing and listening stations are available at each campus. Currently registered students have web access to the JFK University Libraries’ e-resources and may use their student ID card to borrow materials at any campus. Interlibrary borrowing and free document delivery services are available. Alumni have borrowing privileges and may access electronic resources only when on site. Members of the public are welcome to access resources on site on a fee basis. Please see the Libraries web site for up-to-date information on services, open hours, circulation policies, etc.

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

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

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. The outdoor picnic tables are nonsmoking areas.

Student Photo Identification Cards
Student photo ID cards are issued by the Registrar’s Office. The cards serve as student identification for a variety of off and oncampus services, including the library, computer labs, and free bus fare to and from the BART station, 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. Current IDs are available at the Registrar’s Office in Pleasant Hill or student service office on the San Jose campus.

Online students may request a student photo ID card by emailing their photo from their student email address to registration@jfku.edu. The student photo ID card will then be mailed to the student’s address on record.

**Civil Rights Policies and Procedures**

JFK 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, color, height, weight, national origin, ancestry, citizenship, religion, age, marital status, pregnancy/childbirth, gender identity, sexual orientation, veteran status, disability or any other basis protected by state or federal laws, for any program or activity offered under its control.

This policy applies to prohibit unlawful discrimination or harassment between members of the University community, including between students and other students, between students and faculty, 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.

When an allegation of a class-based discrimination or harassment or related retaliation is brought to an appropriate administrator’s attention, and through the University process, the University determines that a violation has occurred, serious sanctions will be used to reasonably ensure that such actions are not repeated. The University will take steps to prevent recurrence of harassment and correct its discriminatory effects on the Complainant and others, if appropriate. More specifically, the University complies with Title IX of the Education Amendments of 1972, the Violence Against Women Reauthorization Act (VAWA), and regulations for any other applicable federal or state law.

**Title IX: Complaints Relating Sexual Harassment and Sexual Misconduct**

In keeping with this commitment to comply with Title IX of the Education Amendments of 1972, the Civil Rights Act of 1964, and the Violence Against Women Reauthorization Act (VAWA), 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. Sex-based or gender-based discrimination include acts of sexual violence, sexual harassment, non-consensual sexual contact, domestic violence, dating violence, stalking, gender-based bullying or hazing, and discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity.

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, including retaliation by third parties. Sexual harassment, sexual violence and other gender- or sex-based harassment occurring in the college setting invokes a federal law called Title IX of the Higher Education Amendments of 1972, which prohibits discrimination on the bases of sex in education programs or activities, which triggers certain responsibilities on the part of the school.

A hostile environment is created when sexual harassment is severe, or persistent or pervasive, and objectively offensive, such that it unreasonably interferes with, denies or limits someone’s ability to participate in or benefit from the University’s educational programs. When sexual harassment occurs with unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a person having power or authority over another this constitutes Quid Pro Quo sexual harassment. Submission to such sexual conduct is made either explicitly or implicitly as a term or condition of rating or evaluating an individual’s educational development or performance.

**Reporting Procedures for Civil Rights and Title IX 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. As necessary, the University may initiate a complaint, serve as Complainant, and initiate University proceedings without a formal complaint by the alleged victim.

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

**Chief Financial Officer**
John F. Kennedy University
100 Ellinwood Way
Pleasant Hill, CA 94523
Phone: (925) 969-3306

A complaint may be filed with the Title IX Coordinator and Compliance 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 encourages submission of complaints in written form. Complaints should clearly describe the incident, incorporate supporting documentation, and describe the desired remedy.

Inquiries or complaints concerning the application of Title IX may be referred to the University’s Title IX Coordinator and/or Deputy Title IX Coordinators. You may wish to report to the University to access (take out the word “to”) support or to file a complaint against a University student, faculty, staff member, or third party who engaged
in the unwelcome behavior. Please be aware that in most cases, any University employee who receives a complaint of this nature must report all pertinent information to a designated school officer charged with responding. Reports of discrimination, harassment and/or retaliation may be made using anyone of the following options:

- Report directly to the Title IX Coordinator or Deputy Coordinator
- Call or email the complaint to titleIX@jfku.edu

**Title IX Coordinator and Compliance Officer**
Susan Sermeno
John F. Kennedy University
100 Ellinwood Way
Pleasant Hill, CA 94023-4817
Phone: (925) 969-3339
Email: TitleIX@jfku.edu

**Deputy Title IX Coordinator**
Debra Bean
Provost
John F. Kennedy University
100 Ellinwood Way
Pleasant Hill, CA 94023-4817
Phone: (925) 969-3303
Email: TitleIX@jfku.edu

The University’s designated Title IX Coordinator and Deputy Title IX Coordinators oversee the University’s compliance with Title IX, including coordinating the investigation and response to sex-based or gender-based discrimination or harassment complaints, responding to inquiries concerning Title IX, tracking incidents and trends involving sexual misconduct, publicizing the University’s policies and providing training on preventing sex discrimination, sexual harassment, and sexual violence. The University provides mandatory training for those implementing the grievance procedures (Title IX Coordinator(s), investigators, adjudicators), to include training on the handling of complaints of sexual harassment, the University’s Title IX Policy and Grievance Procedures, and applicable confidentiality requirements.

The accuser also has the right to file a complaint with the Office for Civil Rights of the U.S. Department of Education (OCR). An accuser is not required to use the school’s grievance process before filing such a complaint.

**Office for Civil Rights**
400 Maryland Avenue SW
Washington, DC 20202-1100
Customer Service Hotline: (800) 421-3481
TDD#: (877) 521-2172
Email: OCR@ed.gov
Website: www.ed.gov/ocr

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.

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.

**Conduct that is Criminal in Nature**

The University has authority to address these complaints in a non-criminal context. The University process is completely separate from the police and courts.

For any incident that potentially involves criminal activity, a Complainant may wish to report directly to law enforcement in addition to, or instead of, reporting to the University. In addition, in some cases there may be time-sensitive considerations for reporting to law enforcement, such as the option to have medical or other evidence collected and preserved. University personnel can assist a Complainant in making a report to law enforcement. A Complainant may pursue both the University process and the criminal process simultaneously. In addition, state law may require a University official to report certain crimes to law enforcement if the police have not already been notified.

When a police or criminal matter occurs simultaneously to the University process, in most cases the University will not wait until the criminal case is resolved before proceeding with the University process. The University’s fact-finding investigation may be delayed for a short period of time upon a request of law enforcement, but the University will promptly resume the investigation as soon as possible. In cases involving threats, threatening behavior or violence including sexual violence, the University can provide information about seeking an order of protection through the courts.

**Procedures for Civil Rights and Title IX Complaints**

Students who believe that they have been subjected to unlawful discrimination or harassment, sexual harassment, including sexual assault, and sexual violence, carried out by employees, faculty, students and/or third parties, may use the following informal and
formal procedures to resolve their complaint. Under the Civil Rights and Title IX grievance procedures students may, at any time, elect to stop these procedures.

Upon receiving a report or complaint, the University’s Title IX and/or Deputy Title IX Coordinator will review the complaint and conduct an immediate inquiry to determine whether there is reasonable cause to believe that there was a violation of the policy prohibiting class-based discrimination or harassment, i.e. a reasonable person would determine that further inquiry is warranted. Conflicts of interest (real or perceived) by those handling the Title IX grievance procedure is prohibited. Either party may raise bias or conflict of interest regarding the Title IX Coordinator(s) or others handling the Title IX Grievance Procedures. Reports of bias or conflict of interest committed by the Title IX Coordinator should be reported to the University President or Provost.

Office of the President
John F. Kennedy University
100 Ellinwood Way
Pleasant Hill, CA 94523-4817
Phone: (925) 969-3302

If the initial inquiry indicates there is not reasonable cause to believe that there was a violation of the policy, the designated officer will close the case. In some cases, the University may attempt to resolve the complaint through mediation or intervention with the parties, although these methods will not be utilized in cases of sexual violence. If the initial inquiry indicates that there is reasonable cause to believe that the policy may have been violated, the designated officer will begin the formal grievance procedure described below.

If the initial inquiry indicates that there is reasonable cause to believe a violation occurred and mediation is not used, the University will initiate a thorough, equitable, impartial and prompt investigation designed to provide a reliable determination about whether or not a violation has occurred.

An investigation will be conducted by individuals who have received specialized training in conducting civil rights-based investigations. In general, the investigation may include interviews with the parties, interviews with relevant witnesses, the identification, solicitation and review of any information relevant to the investigation including educational or personnel records and available police reports, and consultation with expert witnesses as the investigator deems necessary. An investigative record keeping file will be maintained for the purpose of adequate documentation of the proceedings.

Location of Incident. All complaints will be reviewed regardless of where the conduct occurred, including conduct occurring online or through technological means, to determine whether the conduct occurred in the context of an educational program or had continuing effects on campus or in an off-campus educational program or activity. (remove: or employment.)

Timeliness. The University encourages prompt reporting of complaints so that a rapid response can be made and appropriate action can be taken. There is no time limit on filing a complaint as long as the accused individual remains subject to the University’s jurisdiction although a significant delay in reporting may negatively affect the ability of the investigator to gather information about what occurred.

Time Frame for Resolution. The University will resolve complaints in a prompt manner, and will make best efforts to resolve complaints within 60 calendar days, with additional time for any appeals. A concurrent criminal investigation by police may impact this time frame as discussed below. All parties will be provided with periodic updates as to the status of the case as the parties’ desire and as is reasonable. Notification will be provided to parties when additional time will be necessary, as well as the process for extending deadlines.

Interim Steps During the Resolution. The Title IX and/or Deputy Title IX Coordinator will take interim steps to protect a Complainant while the case is pending. Depending on the case, the Complainant’s wishes and what is reasonably available, these steps may include changes to academic and working situations over which the University has control, directing the Respondent to not have contact with a Complainant, excluding a Respondent from parts of campus, or providing a Complainant with an escort on campus, counseling: health and mental health services, and sources of advocacy and support. Any adjustments will be designed to minimize the burden on the Complainant’s educational program. The designated officer may modify work or academic arrangements during an investigation as it deems necessary, in order to protect the safety or welfare of a member of the campus community or to allow the Complainant to continue to receive the benefits of education. These steps will be taken promptly and at no cost to the Complainant, and the University will continue to take these steps if a sexual violation is found to have occurred.

The Title IX and/or Deputy Title IX Coordinator will discuss retaliation with the parties. Parties who believe they have been retaliated against due to participation in a grievance proceeding should notify the Title IX and/or Deputy Title IX Coordinator as soon as possible.

The Title IX and/or Deputy Title IX Coordinator may place a Respondent on an interim suspension pending the resolution of the case where there is a substantial concern for the health, safety, or welfare of any person, and will notify the Respondent by email if this occurs. An interim suspension means that the student cannot attend class and must remain off of University property until the grievance procedure is completed. Should a Respondent need to be on campus during this period, they must submit a request to the Title IX and/or Deputy Title IX Coordinator in writing 24 hours in advance, including the reason for needing to be on campus and the specific date, time frame and location requested. The Title IX and/or Deputy Title IX Coordinator will review the request and respond as to whether or not the request has been approved. Until the student receives written approval granting their request, their presence on campus will be considered trespass and law enforcement will be contacted.
Student Services - continued

Procedures for Complaints Involving a University Student as Respondent

Designated and reasonably prompt timeframes for the major stages of the complaint process will be established (including notification to the parties when additional time will be necessary), as well as the process for extending deadlines. The University will inform the parties at regular intervals of the status of its investigation. The procedure will include a provision for weighing requests by complainants not to proceed with a formal resolution, including criteria for when to proceed with a full investigation and when to limit the investigation (including, for the latter, specifications of steps that can be taken while honoring the request). The parties have the right to end the informal process and begin the formal process at any time.

The availability of confidential reporting and the identity of the employee responsible for evaluating requests for confidentiality and the range of appropriate factors that will be considered in weighing confidentiality requests will be provided. The University will take steps to investigate and respond to complaints consistent with a complainant’s request for confidentiality, but that its ability to respond may be limited in the event of such a request (including pursuing discipline against the accused) and or that it may have to override a request to meet its obligations in limited instances.

When a John F. Kennedy University student is identified as the Respondent, the Title IX and/or Deputy Title IX Coordinator will review the complaint and determine the most appropriate method for responding. Options may include voluntary informal mechanisms like mediation and/or a formal investigation as described.

The University will contact the Respondent by email to notify them of the investigation, describe the alleged misconduct and the policies it may violate, and offer the Respondent the opportunity to meet with the investigator in person or by phone to respond to the allegations within the timeframe described in the email. Notice to the Respondent is considered received on the date the email is sent. If the Respondent fails to attend a meeting by the specified date, or if the Respondent schedules but does not attend or attends but does not participate, the investigator may complete the investigation, and, as appropriate, issue findings, and, as appropriate, issue sanctions without the Respondent’s participation. The University encourages Respondents to participate in the grievance process.

The University will use best efforts to provide equitable rights to the parties throughout the resolution process:

- The parties are afforded similar and timely access to any documents and information used at a hearing, including the University's Title IX investigative report.
- The parties are afforded an equal opportunity to have an advisor/representative of their choice at the hearing (including whether an attorney may serve in this role), and that equal restrictions apply to the ability of advisors/representatives to speak or otherwise participate during the hearing (or equally permitting third party expert testimony; equal cross examination of witnesses; equally present for the entirety of a hearing).
- Parties are not restricted from discussing and sharing information relating to their complaint with others that may support them or assist them in presenting their case.
- Parties may not personally question or cross-examine each other during a hearing.
- Parties are afforded fair and equitable appeal review rights of the initial investigation/determination regarding the complaint, the hearing outcome, and/or the sanctions/remedies.
- Parties are afforded equal opportunities to participate in any further process.

The Complainant and Respondent each have the option to bring one advisor to any meeting to provide advice or support. Any attorney acting as advisor may not formally represent a party in University Administrative proceedings. The investigator may exclude any advisor who disrupts a meeting. Both parties have the right to identify witnesses and provide other information relevant to the investigation. Evidence of the Complainant’s past relationships with anyone other than the accused is inadmissible. The Complainant and Respondent will not be permitted to directly question each other and are not required to be present together at any point in the grievance process. The Complainant is not required to be present at the hearing as a prerequisite to proceed.

The investigation will result in a finding as to whether or not the policy has been violated. The finding will be based on a preponderance of the evidence standard of proof utilized in both the investigating and adjudicating of Title IX complaints, i.e., whether it is more likely than not that the conduct occurred. A written notice to the parties of the outcome of the complaint, including whether sex discrimination was found will be provided.

Sanctions and Remedies. When the accused is found not responsible for the alleged violation, the investigation will be closed and the Complainant and Respondent notified. When the accused is found responsible for the violation, the University will take action to end the discrimination or harassment, prevent its recurrence, and remedy its effects on the victim and the University community. The Title IX and/or Deputy Title IX Coordinator will determine the consequences or sanctions for the Respondent and remedies for the Complainant, and as appropriate, the University community.

Any student found responsible for a violation may receive sanctions ranging from probation to expulsion along with any other sanctions, depending on the severity of the incident and taking into account factors such as any previous incidents. The Title IX and/or Deputy Title IX Coordinator reserves the right to broaden or lessen this range of sanctions in the event of mitigating factors or egregiously offensive behavior. Sanctions imposed are implemented immediately unless the President delays their implementation in extraordinary circumstances pending the outcome of an appeal as described below.

The University will determine which remedies may be offered to a Complainant depending on the nature of the case, including changes to academic or work obligations under the school’s control. Possible remedies may include providing an escort to ensure that the Complainant can move safely between classes; ensuring the
Complainant and Respondent do not share classes or extracurricular activities; providing victim services such as counseling and academic support services; or arranging for a Complainant to re-take a class, have extra time to complete a class, or withdraw from a class without an academic or financial penalty.

The Complainant and Respondent will be informed of the finding, the rationale for the finding and any relevant sanctions to the extent permissible by law simultaneously and via email, usually within 24 hours of decision.

**Appellate Procedures for Civil Rights Issues**

A party may file a written appeal within ten (10) days of receipt of the findings with the Provost. The only grounds for appeal are as follows:

1. To consider new evidence unavailable during the original investigation, that could substantially impact the original finding or sanction. A summary of the new evidence and its potential impact must be included in the request for appeal; or
2. The sanctions imposed are substantially disproportionate in the severity of the violation; or
3. The grievance procedure was not followed which significantly impacted the outcome.

Upon receipt of the appeal, the Provost will forward a copy to the other party(ies).

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

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

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

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

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

**Other Policies and Procedures**

**Computer Use**

**Computing Resource Usage**

This statement of policy governs the use of university computing and network resources. It is not intended as exhaustive, and all existing law, both federal and state, and all relevant university regulations and policies will also apply, including not only those that are specific to computers and networks, but also those that may apply generally to personal conduct. All users of JFK University computing and network services acknowledge by their use of these resources that all university computing and network services are provided, managed, and operated for the benefit of the entire university community, and not of any particular account holder or user. Changes in the operation of university computing resources will be made from time to time, and malfunctions may occur. Users must use appropriate judgment in deciding what information to store in the systems, and should keep separate copies of their own data, against possibility of loss. Ultimately, each user is responsible for the safety and security of his or her own data, programs, and files.

**Misuse**

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

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

**Enforcement**

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

More serious violations are handled via formal procedures. Some examples are sharing accounts or passwords, harassment or repeated minor infractions, as described in but not limited to those described in the preceding paragraph, may result in the temporary or permanent loss or modification of access to the university’s computing resources and notification of the student’s instructors, department/division chairs, Associate Vice President of Student Experience, or the appropriate manager in the case of a faculty or staff individual.
Particularly grave abuses, such as unauthorized use; attempts to steal passwords or data, or to examine data without authorization; unauthorized use or copying of licensed software; violations of other university policies; or repeated lesser violations as described in the above paragraphs may also result in the temporary or permanent loss of computing access privileges, as well as other disciplinary actions. In such cases, the offender’s appropriate instructor(s)/department(s) will be notified of the infractions. If the offender is a student at the university, the case will also be referred to the appropriate vice president for appropriate action.

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

**Examples of Misuse**

- Using a computer account you are not authorized to use, by any means whatsoever. Obtaining a password for another’s computer account without the consent of the account owner. If you, as an authorized user, give out your account and password to another individual, you can still be held accountable for any actions that may arise that are associated with your account.
- Knowingly or carelessly performing any act that will interfere with the normal operation of computers, terminals, peripherals or networks, or data or software therein, or impair their security or integrity.
- Attempting to circumvent data protection schemes or uncover security loopholes. This includes creating or running programs that are designed to identify security loopholes or decrypt or access intentionally secure data. This also includes storing programs within an account, or under the ownership of an account, that are designed or associated with security cracking.
- Violating terms of applicable software licensing agreements or copyright laws.
- Using e-mail to harass others.
- Creating mail or other electronic distribution lists larger than 10 addresses that send electronic communications to other accounts without prior permission of the receiving individual, or sending excessive electronic communications to any user without consent.
- Moving large files across networks during peak usage periods or prime hours such that it degrades resource performance. Prime hours will be considered to be Monday through Friday from 10 a.m. to 6 p.m.
- Storing large files on the systems that could compromise system integrity or interfere with other users’ access to storage resources. The Information Technology Department staff may remove or compress any files that in their judgment are consuming excessive amounts of disk or other storage space, with or without prior notification.
- Masking the identity of an account or machine. This includes, but is not limited to, sending mail anonymously.
- Using university computing resources for any activity that is for profit, or that is commercial in nature, i.e., paid for by non-university funds. Commercial activities include, but are not limited to, consulting, typing services, developing software for sale, and advertising.
- Posting on electronic bulletin boards or other generally accessible locations materials that violate existing laws or the university codes of conduct.
- Posting on Internet services, or in any non-private location, information that may be slanderous or defamatory in nature.
- Displaying sexually explicit, graphically disturbing, or sexually harassing images or text in a public computer facility or other non-private location that can potentially be in view of other individuals, or transmitting such material to another without their advance consent.
- Attempting to monitor or tamper with another user’s electronic communications, or reading, copying, changing, or deleting another user’s files or software without the explicit agreement of the owner. Accounts and files owned by individual users are to be considered private property, whether or not they are accessible to other users.

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

**Drug and Alcohol Policy**

The “Drug-Free Schools and Communities Act Amendments of 1989” (Public Law 101–226) clearly states the position that universities are expected to take with regard to drug and alcohol abuse. In support of the purpose of this legislation National 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 at large. More specifically, the University:

- Is committed to preventing illicit drug use and alcohol abuse or providing appropriate intervention and referrals;
- Expects that members of the University community who use alcohol or prescription drugs do so within the bounds of lawful behavior and good judgment; and
- Expects that members of the University community accept responsibility for their behavior and its effects on the University community by adhering to University regulations, applicable state laws, and legislation of the United States.

John F. Kennedy University policy prohibits the unlawful manufacturing, distribution, possession, or use of alcohol, illegal drugs, or controlled substances; inappropriate use of prescription drugs; and the unauthorized use of alcohol on university premises. Such prohibition specifically includes, without limitation:

- Possession use, sale, distribution, or furnishing of any controlled substance, including heroin, barbiturates, cocaine, LSD, methamphetamine, hallucinogens, and marijuana.
- Possession, use, sale, distribution, or furnishing of alcohol on campus, unless at a specifically authorized University activity;
» It is unlawful to distribute, sell, or provide alcohol to a person under the age of 21
» The possession of alcohol by anyone less than 21 years of age in a public place, or a place open to the public is illegal
• The sale of any controlled substance which is in violation of local, state, or federal statutes; and.
• Any other conduct which involves a drug-related violation of local, state, or federal ordinances.

Violations of this policy will result in disciplinary action or referral for prosecution in accordance with local, state, and federal statutes, or both.

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

Academic dishonesty includes cheating, plagiarism, and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means. Below is a list of some forms academic dishonesty may take:
• Using or attempting to use unauthorized materials, information, or study aids in any academic exercise;
• Submitting work previously submitted in another course without the consent of the instructor;
• Sitting for an examination by surrogate or acting as a surrogate;
• Representing the words, ideas, or work of another as one’s own in any academic exercise; and
• Conducting any act that defrauds the academic process.

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

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 ask their instructors for guidance on this issue. Students might also consult writing handbooks and/or refer to their programs or college for specific citation style within that discipline.

If an instructor determines there is sufficient evidence of academic dishonesty on the part of a student, 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 Academic Standards Committee. The student must submit a written appeal to the Academic Standards Committee within forty-five (45) days of the allegation.

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

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 Academic Standards Committee. The student must submit a written appeal to the Academic Standards Committee within forty-five (45) days of the allegation.

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It is the instructor’s responsibility to report any reasonable suspicion of academic dishonesty to the Academic Standards Committee, so that such behavior may be monitored and repeat offenders identified. Notification may be made through one’s program chair. Upon request for disciplinary action or upon repeated offenses, the Academic Standards Committee 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 ask their instructors for guidance on this issue. Students might also consult writing handbooks and/or refer to their programs or college for specific citation style within that discipline.
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 John F. Kennedy 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.

Requests for exceptions should be submitted to the Registrar’s Office no later than the last business day of the following term to which the request is referring. Requests that are received beyond the last business day of the following term may not be reviewed.

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

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

All exception requests must be accompanied by an Exception to University Policy form, available from the Registrar’s Office. Students must provide documentation of illness, death, military service, or job-relation 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 Program Chair and Dean of the College, with a recommendation to approve or not approve. In some cases, exceptions may be initiated by the University on behalf of a student in those extraordinary circumstances in which a student is not able to initiate the process, or to otherwise correct an injustice.

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

Family Educational Rights and Privacy Act

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

- The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. (A list of the records that may not be reviewed by a student is available in the JFK University Policy and the Family Educational Rights and Privacy Act of 1974, expanded version, a copy of which may be obtained in the Registrar’s Office, Pleasant Hill; the College of Law, Pleasant Hill; and at the student services office, San Jose.)
- Students shall submit to the Registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) they wish to inspect.
- If the records are not maintained by the University official to whom the request is made, that official shall advise the student of the correct official to whom the request should be addressed.
- The University official responsible for the records will make arrangements for access and notify the student of the time and place where the records may be inspected.
- The right to request the amendment of the student’s education records that the student believes are 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.
- The University will notify the student of its 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 student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by JFK University to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington DC 20202-5920
The University may disclose, without consent, directory information. At JFK University, directory information includes the following:

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

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

- To personnel within the University who maintain educational records and those with a legitimate educational interest including faculty or staff who deal with the student and carry out education duties and employees designated by them to assist in these tasks. JFK University defines “legitimate educational interest” as “needs the record(s) to carry out employment responsibilities.” Therefore, any University employee (or person acting on behalf of the university) may have access to student records without the student’s written consent if that person needs the access to carry out his or her employment responsibilities.
- Other colleges to which a student is transferring;
- Specified University officials or contracted agents for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the University;
- Accrediting organizations;
- Appropriate parties in compliance with a judicial order or lawfully issued subpoena; and
- Appropriate officials in cases of a health and safety emergency.

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

**Solomon Amendment (1996)**

In 1996, Congress enacted the Solomon Amendment (10 U.S.C. 983) which requires educational institutions to provide directory-type information on students at least 17 years of age upon request of representatives of the Department of Defense for military recruitment purposes. JFK University routinely receives and complies with such requests. JFK University is obligated under law to provide the following directory information: name, address, phone number, email, date of birth and educational level (undergraduate/graduate) and major. We do not provide information of students who have requested non-disclosure of directory information (FERPA “No”).

**Federal and State Data Collection and Use**

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which students’ education records and personally identifiable information (PII) contained in such records—including student Social Security Number, grades, or other private information—may be accessed without the student’s consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to records and PII without a student’s consent to any third party designated by a Federal or State Authority to evaluate a federal or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to education records and PII without the student’s consent to researchers performing certain type of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive students’ PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without student consent PII from education records, and they may track a student’s participation in education and other programs by linking such PII to other personal information about the student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.
**Financial Policies**

**Tuition and Fees**

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

Tuition is refundable on a percentage basis according to the dates published by the Registrar's Office. (Refer to the Registration section in this catalog.) Fees—including course materials fees—become non-refundable beginning the first day of the term. Students expecting to drop courses or to seek a refund of tuition or fees should consult with the appropriate offices beforehand.

**Note:** Tuition and fees are charged as indicated and are subject to change without notice. All tuition charges are per unit unless otherwise indicated. See next page for additional information.

<table>
<thead>
<tr>
<th>Law Tuition Per</th>
<th>Unit/ Per Semester</th>
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</thead>
<tbody>
<tr>
<td>JD Courses</td>
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<tr>
<td>Doctoral Tuition</td>
<td>Per Unit/Per Quarter</td>
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<tr>
<td>PsyD Courses</td>
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<td>PsyD Internship Fee</td>
<td>$217</td>
</tr>
<tr>
<td>On-Campus Graduate Degree/Certificate</td>
<td>Per Unit/Per Quarter</td>
</tr>
<tr>
<td>Master's and Graduate Certificate Courses</td>
<td>$680</td>
</tr>
<tr>
<td>Academic Certificate in Trauma Studies &amp; Graduate Certificate in Health Coaching</td>
<td>$500</td>
</tr>
<tr>
<td>Field Placement</td>
<td>$680</td>
</tr>
<tr>
<td>On-Campus Undergraduate Degree/Certificate</td>
<td>Per Unit/Per Quarter</td>
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<tr>
<td>Bachelor Completion</td>
<td>$500</td>
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<tr>
<td>Paralegal Certificate and Legal Studies Common Courses</td>
<td>$300</td>
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<tr>
<td>Block Tuition Rate (For 12 -18 Undergraduate Units)</td>
<td>$6,000</td>
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<tr>
<td>JFKu Online powered by FlexCourse Undergraduate and Graduate</td>
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</tr>
<tr>
<td>48-Week Academic Year</td>
<td>$8,500</td>
</tr>
<tr>
<td>24-Week Academic Session</td>
<td>$4,250</td>
</tr>
</tbody>
</table>

**PROGRAM-SPECIFIC FEES**

| Background Check, Internships | $40 |
| Competency Exams, Per Exam | $25 |
| Credit by Assessment, Per Assessment Area | $750 |
| Law Academic Support Fee, Per Semester Unit | $35 |
| Law Exam Fee, Annual | $60 |
| PsyD - Taylor Study Method Fee, Course Specific | $100 |
| PsyD Comprehensive Exam | $100 |
| PsyD Dissertation Fee | $75 |

<table>
<thead>
<tr>
<th>On-Campus Course Audit</th>
<th>Per Unit/Per Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>JD Audit</td>
<td>$629</td>
</tr>
<tr>
<td>JD Alumni Audit</td>
<td>$452</td>
</tr>
<tr>
<td>PsyD Audit</td>
<td>$478</td>
</tr>
<tr>
<td>PsyD Alumni Audit</td>
<td>$338</td>
</tr>
<tr>
<td>Graduate Audit</td>
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</tr>
<tr>
<td>Graduate Alumni Audit</td>
<td>$333</td>
</tr>
<tr>
<td>Undergraduate Audit</td>
<td>$471</td>
</tr>
<tr>
<td>Undergraduate Alumni Audit</td>
<td>$333</td>
</tr>
</tbody>
</table>

**PETITION TO GRADUATE**

| Certificate/Credential Program Completion | $50 |
| Degree, Bachelor’s | $130 |
| Degree, Master’s | $160 |
| Degree, Doctoral/JD | $175 |

**STUDENT ACTIVITIES FEES**

| Per Quarter (includes Cohort sessions) | $12 |
| Per Semester                           | $15 |

**TECHNOLOGY FEES**

| Per Quarter (includes Cohort sessions) | $75 |
| Per Semester                           | $100 |

**ACCOUNTING FEES**

| Charge for Late or Missed Payment | $30 |
| Returned Check Charge             | $35 |
Deferred Payment of Tuition

A $30 late fee will be charged for missed payments for on-campus and traditional online programs. Eligibility parameters are established by the Accounting Office. Approval is not automatic.

A deferred payment fee is charged for this service and a late penalty per payment is charged for payments made beyond deadlines. Contact the Accounting Office for the current fees and penalties. A Deferred Tuition Agreement will be kept on file at 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. Transcripts, degrees and certifications will not be released until the account is paid in full.

Questions regarding tuition payments and billing for JFKu Online powered by FlexCourse programs may reach out to billing@online.jfku.edu.

On-Campus and Traditional Online University Refund Policy

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

Students enroll in classes with the understanding they will attend the entire course. Faculty contracts, commitment of space, and other University resources are allocated on that assumption, creating financial obligations that students who drop or withdraw must share. The University's refund policy reflects this position. A student may drop a course prior to midnight (PST) of the fourteenth (14th) calendar day of the session by contacting the Office of the Registrar at (925) 969-3353 or using SOAR. SOAR will remain open for registration and registration changes through midnight of the 14th calendar day of the term. After that, any registration changes (withdrawal) must be done by speaking directly with a registration assistant.

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

If a student drops a course, tuition credits are made according to the schedule below. The credit policy is the same for onsite, hybrid and online classes. Students who drop or withdraw from a course:

- Prior to midnight (PST) of the seventh (7th) calendar day of the session receive a 100% tuition credit;
- Prior to midnight (PST) of the fourteenth (14th) calendar day of the session receive a 80% tuition credit;
- After midnight (PST) of the fourteenth (14th) calendar day through the end of the term receive no tuition credit, and the course remains on the transcript with a grade of W that does not affect the grade point average (GPA).
- For courses that begin after the fourteenth day of the session, students may drop the course within 7 calendar days of the first class meeting to receive a 100% tuition credit. This must be done by contacting the Office of the Registrar at (925) 969-3353.

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

JFKu Online Powered by FlexCourse Refund Policy

The student has the right to cancel and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. To cancel or withdraw, the student must submit a withdrawal request from the personal Account and Billing page on the JFKu Online website (online.jfku.edu). The cancellation or withdrawal is effective on the date selected in the withdrawal request once submitted and approved by the Registrar.

Refund Schedule

The enrollment fee is not refundable. If the student cancels an enrollment agreement, withdraws or is administratively withdrawn during a period of attendance, the refund policy for students who have completed 60 percent or less of the period of attendance shall be a pro rata refund. For purposes of determining a refund, a student shall be considered to have withdrawn from an educational program when he or she withdraws or is deemed withdrawn in accordance with the withdrawal policy stated in this institution's catalog. Students who withdraw or are administratively withdrawn will receive a refund of tuition according to the following table.

<table>
<thead>
<tr>
<th>Week of Withdrawal</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>100%</td>
</tr>
<tr>
<td>Week 2</td>
<td>100%</td>
</tr>
<tr>
<td>Week 3</td>
<td>88%</td>
</tr>
<tr>
<td>Week 4</td>
<td>83%</td>
</tr>
<tr>
<td>Week 5</td>
<td>79%</td>
</tr>
<tr>
<td>Week 6</td>
<td>75%</td>
</tr>
<tr>
<td>Week 7</td>
<td>71%</td>
</tr>
<tr>
<td>Week 8</td>
<td>67%</td>
</tr>
<tr>
<td>Week 9</td>
<td>63%</td>
</tr>
<tr>
<td>Week 10</td>
<td>58%</td>
</tr>
<tr>
<td>Week 11</td>
<td>54%</td>
</tr>
<tr>
<td>Week 12</td>
<td>50%</td>
</tr>
</tbody>
</table>
Where a student is using a cash payment plan and has pre-paid tuition that results in a credit balance after a tuition refund has been calculated, the institution shall refund any credit balance on the student's account within 45 days after the date of the student's completion of, or withdrawal from, the educational program in which the student was enrolled.

Students' financial accounts must be current. JFKU Online powered by FlexCourse reserves the right to restrict access to students' coursework if they are enrolled with a past due payment of 30 days or longer. The student account will remain on Restricted Access until payment arrangements have been made. Payment arrangements can either be full payment of all pastdue amounts or a mutually agreeable payment plan. The student still owes the full balance of their contract regardless of any alternative payment arrangements that have been made. Students who fail to make full payment of past-due balances or make satisfactory payment arrangements within 14 days may be administratively withdrawn from the University. Students who are withdrawn in this fashion will need to settle their account before re-enrolling.

If difficulties arise, the student is responsible for making the appropriate arrangements with the Billing Department. Students who fail to complete satisfactory arrangements or who default on their financial arrangements are subject to financial probation.

Students who have a balance who are not enrolled in a session, will be placed on financial probation, which means they will lose access to coursework, future registrations, graduation clearance, and transcripts. If the past-due balance is cleared within 30 days, a student will be removed from financial probation and may register immediately for a new course or resume a course. Students who have established and made payments toward a payment plan will be allowed to continue online studies. If any of the scheduled payments in the agreed-upon payment plan are missed or declined, the student will be immediately withdrawn. Under no circumstances will current or former students who have an outstanding balance receive a transcript.

**Financial Aid**

The Financial Aid Office provides financial assistance in the form of loans, grants, scholarships and work-study. 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. Detailed information about eligibility, procedures, and the financial aid programs are available at www.jfku.edu, from the Financial Aid Office in Pleasant Hill and from finaid@jfku.edu. Basic eligibility requirements include half-time enrollment in an eligible program or enrollment in JFKU Online powered by FlexCourse. In addition, no prior student loans may be in default status. Financial aid regulations change frequently. Students should check with the Financial Aid Office for the latest information. Financial aid is available to students who are US. citizens, nationals or permanent residents of the U.S. or certain Pacific Islands (Freely Associated States) and any other eligible non-citizens (individuals who can provide documentation from the United States Citizenship and Immigration Services (USCIS) in the Department of Homeland Security (DHS) that they are in the United States for other than a temporary purpose with the intention of becoming a citizen or 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.** Federal Pell Grants are federally funded entitlements for low-income undergraduates. Grant amounts range from $611 to $6,095 per year and are prorated for less-than-half, half-, three-quarter-, and full-time enrollment. Eligibility is based on financial need.

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

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

**Federal Work-Study.** The Federal Work-Study provides part-time employment (up to 20 hours per week) to undergraduate and graduate degree-seeking students who are enrolled at least half-time (undergraduates 6 units; graduate 4.5 units and law 3 units) and who show financial need. The Federal Aid Office determines FWS eligibility.

**JFK University Scholarships.** JFK University scholarships are institutionally funded awards for graduate and undergraduate students. Scholarships range from $250 to $4,000 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 and availability of funding.
Financial Policies - continued

JFK University Law Scholarships. JFK University Law Honors Student Merit Scholarships are available to JFK University Law students. These are merit-based scholarships. See College of Law catalog for details.

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

JFK University welcomes contributions to the University scholarship fund. All contributions are tax deductible and may be sent to:

JFK University
Office of University Advancement
100 Ellinwood Way
Pleasant Hill, CA 94523-4817

Loans

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

Federal Direct Stafford Loans. Federal Direct Stafford Loans (subsidized and unsubsidized) are long-term, low-interest loans that are available from the U.S. Department of Education. Both undergraduate and graduate students are eligible for Federal Direct Loans. Lower-division undergraduates can borrow 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. Graduate students may borrow an unsubsidized loan up to $20,500 per academic year and GradPLUS loans up to the Cost of Attendance.

The Subsidized Federal Direct Loan. The Subsidized Federal Direct Loan exists to assist undergraduate students who demonstrate financial need. Interest does not accrue while the student is enrolled at least half-time status (undergraduate = 6 units; graduate = 4.5 units; law = 3 units) in an eligible program. Repayment begins and interest starts to accrue six months after graduation, withdrawal, or cessation of half-time enrollment, and can take up to ten years. There are additional repayment plans which may extend the repayment time. The interest rate for new loans disbursed as of July 1, 2018 is fixed at 5.05 percent at time of repayment. Graduate students are no longer eligible for the Subsidized Federal Direct Loan.

The Unsubsidized Federal Direct Loan. The Unsubsidized Federal Direct Loan was created for middle- and higher-income borrowers. With the exception of demonstrating financial need, the Unsubsidized Federal Direct Loan has the same eligibility criteria as the Federal Subsidized Direct Loan. Family income or poor credit will not affect loan eligibility or disqualify a student from obtaining an Unsubsidized Federal Direct Loan. Interest on new loans disbursed as of July 1, 2018 is fixed at 6.60 percent. Unlike Subsidized Federal Direct Loans, interest does begin accruing after the loan is disbursed.

The Federal Direct PLUS Loan. The Dependent Parent Direct PLUS and the Graduate Direct PLUS Loan provide additional federal funding beyond Direct subsidized and unsubsidized loans and offers a fixed 7.60 percent interest as of July 1, 2018. 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. A credit check is required. The U.S. Department of Education regulations (Code of Federal Regulations §34CFR682.604g) requires all recipients of Federal Direct Student Loans (subsidized and unsubsidized) and Federal Perkins Loans to attend or complete an entrance interview prior to loan certification and an exit interview prior to graduation or withdrawal from school. The exit interview includes information on the average indebtedness of students, the average anticipated monthly 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.

Application Forms and Deadlines

The Free Application for Federal Student Aid (FAFSA) is used to calculate eligibility for the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study, the JFK University Scholarship, Direct Loans, undergraduate and graduate Direct PLUS loans, and Cal Grants. The Cal Grant application requires a separate GPA verification as well as filing of the FAFSA by March 2 each year. Separate application forms are required for the Federal Subsidized Direct Loan, the Federal Unsubsidized Direct Loan and Direct PLUS loans (graduates and dependent parent borrowers) and Federal Work-Study. Students should contact the Financial Aid Office with questions regarding any applications for financial aid. Students must apply each academic year (three terms) to receive financial aid. Any student who knowingly submits incorrect, misleading, or incomplete information in applying for or receiving financial aid will be subject to discontinuation of funds and may be subject to dismissal from the University.

Satisfactory Academic Progress Standards for Financial Aid

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

The Financial Aid Office at JFK University monitors academic progress each term or session, monitoring all units attempted and completed, including:

- Units that were transferred from another institution and accepted by JFK University;
- Units from JFK University that were attempted for which the student did not receive any aid; and Units earned prior to a student’s change in program.
Financial Policies - continued

- 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.

  Quantitatively. Ensuring students complete their program within a maximum time frame. Because students at JFK University pursue a variety of educational objectives, the number of units required for completion will vary from program to program. A standard academic year at JFK University for on campus or traditional online students is defined as three terms (either three quarters or three semesters) or four sessions. For JFKU Online powered by FlexCourse, an academic year is a minimum of 48 weeks of instructional time and 24 successfully earned credits that apply toward the student's program of study. In order to be considered making quantitative satisfactory academic progress, however, all financial aid applicants and recipients must adhere to the following guidelines:

  • **Unit Completion Rate/Pace Requirement:** Students must complete (receive credit for or earn units in) at least 67% of all cumulative units attempted. The following grades are not considered units successfully completed: I, W, UW, AU, NC, F, NR; and

  • **Maximum Time Frame:** Students are limited to taking no more than 150% of the units, including transfer units, of the published length of their program.

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

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

Law students will be evaluated once per year at the end of Spring term. If a student is allowed to continue per an approved appeal with the Law school, per the State Bar of California, a student may continue one year on a Financial Aid Warning, Financial Aid Termination. When grades have been posted at the end of the Financial Aid Warning period (one term), any student still failing to meet either the qualitative or quantitative standards for maintaining Satisfactory Academic Progress will be disqualified from receiving further financial aid. In addition, students are granted only one warning period while enrolled. Once a student has used his/her FA Warning Period and subsequently re-establishes eligibility, (s) he will automatically be disqualified if (s)he ever falls below the required minimums again.

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

  • Extraordinary Circumstances: Any student who feels that there were extraordinary circumstances that were beyond their control that contributed to their being placed on a Financial Aid Warning may file a written appeal with the Director of Financial Aid requesting a probationary period to continue FA eligibility, along with appropriate documentation of the extraordinary circumstances. Important Notice—The appeal cannot be based upon your need for assistance or your lack of knowledge that your assistance was in jeopardy.

    » Extraordinary circumstances may include a student’s illness or injury, death in the family, or other serious factors that are outside the student’s control.

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

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

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

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

Return of Title IV Funds

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

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

\[
\frac{\text{Total # of calendar days in term}}{\text{# of days completed up to the withdrawal date}} \times \text{Amount of aid disbursed toward institutional charges} \times (100\% - \% \text{ earned})
\]

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.

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

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

Withdrawal/Leave of Absence for On-Campus and Traditional Online Students

All on-campus and traditional online undergraduate and graduate students who wish to withdraw from John F. Kennedy University during a quarter/semester must do so according to the schedule and instructions published by the Registrar’s Office. Students in JFUOnline powered by FlexCourse should refer to the leave of absence policy within that section of this catalog.

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

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

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

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

The Financial Aid Office at JFK University does not recognize leaves of absence for financial aid purposes.
College of Business and Professional Studies
College of Business and Professional Studies

John F. Kennedy University’s College of Business and Professional Studies brings together undergraduate programs and competitive and creative graduate programs. Combined they 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 admissions process to the College of Business 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. The College’s dedicated faculty and staff create a supportive learning community, encouraging students along the path of achieving their educational goals. Classes in all programs 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.

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.
Bachelor of Arts in Management

The Bachelor of Arts in Management degree requires a minimum of 120 units of study. Students in this program must complete 54 units of core General Education courses, 42 units within their chosen major, and 24 units of courses from an academic concentration. Transfer students must complete a minimum of 30 units of study at John F. Kennedy University.

The Bachelor of Arts in Management major is a traditional business degree program designed for individuals desiring to gain the knowledge, skills and perspectives that will enable them to become effective managers in an organization or business.

Learning Outcomes for the BA in Management

With the successful completion of this program, students will be able to:

- Apply managerial principles and practices to conduct successful business plans and operations
- Employ leadership strategies and practical managerial skills through written and oral communication across a variety of organizational and business situations
- Analyze quantitative data, assess personal strengths, and measure organizational needs, and determine action and outcomes necessary for success in a competitive environment
- Demonstrate balanced reasoning and business acumen
- Develop an ethical framework and professional philosophy committed to clear communication, effective decision-making, healthy interpersonal relationships, and a strong climate of mutual respect.

General Education Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSS 100</td>
<td>Academic Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ART 220</td>
<td>Introduction to Film</td>
<td>3</td>
</tr>
<tr>
<td>BIO 151</td>
<td>Introduction to Biology</td>
<td>3</td>
</tr>
<tr>
<td>CIS 101</td>
<td>Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>COM 146</td>
<td>Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101A</td>
<td>Reading and Comprehension</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101B</td>
<td>Critical Thinking, Reading and Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 204</td>
<td>Interdisciplinary Reading, Writing, Research</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101</td>
<td>American History</td>
<td>3</td>
</tr>
<tr>
<td>MTH 115</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHL 263</td>
<td>Social Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHL 271</td>
<td>Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHY 155</td>
<td>Physics</td>
<td>3</td>
</tr>
<tr>
<td>POL 241</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>PSC 152</td>
<td>Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>PSY 221</td>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SSC 304</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>SOC 230</td>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

Management Major Core Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 209</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 220</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MGT 301</td>
<td>Leadership in Organizational &amp; Business Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 303</td>
<td>Management Theories and Practices</td>
<td>3</td>
</tr>
<tr>
<td>MGT 304</td>
<td>Organizational and Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGT 305</td>
<td>Business Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>MGT 313</td>
<td>Business Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MGT 358</td>
<td>Production and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 401</td>
<td>Information Sys. for Bus. Process &amp; Mgmt.</td>
<td>3</td>
</tr>
<tr>
<td>MGT 407</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>MGT 408</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 409</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGT 410</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 499</td>
<td>Integrated Capstone Project</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units for Management Major Core</strong></td>
<td><strong>42</strong></td>
<td></td>
</tr>
</tbody>
</table>

Entrepreneurship Concentration Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDR 301</td>
<td>Social Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>LDR 302</td>
<td>New Venture Creation</td>
<td>3</td>
</tr>
<tr>
<td>LDR 303</td>
<td>Founder's Dilemma</td>
<td>3</td>
</tr>
<tr>
<td>LDR 360</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>LDR 401</td>
<td>Family and Small Business</td>
<td>3</td>
</tr>
<tr>
<td>LDR 402</td>
<td>New Product Development</td>
<td>3</td>
</tr>
<tr>
<td>LDR 403</td>
<td>New Venture Financing</td>
<td>3</td>
</tr>
<tr>
<td>MGT 411</td>
<td>Strategic Planning</td>
<td>3</td>
</tr>
</tbody>
</table>
Business Administration - continued

Leadership Concentration Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDR 360</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>LDR 364</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>LDR 471</td>
<td>Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>LDR 472</td>
<td>Mentoring and Team Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LDR 481</td>
<td>Principles and Practice of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MGT 411</td>
<td>Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 389</td>
<td>Cross-Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 421</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Summary of Management Major

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>54</td>
</tr>
<tr>
<td>Major Requirement</td>
<td>42</td>
</tr>
<tr>
<td>Concentration</td>
<td>24</td>
</tr>
<tr>
<td>Total Units for BA in Leadership</td>
<td>120</td>
</tr>
</tbody>
</table>

Master of Business Administration (Graduate Program)

The Master of Business Administration is a professional degree program recognized across industries. An integrated curricular framework allows students to examine core functional areas of business, deepen management knowledge and skills in select concentrations, and assess learning through practical and challenging applications.

Program Learning Outcomes for the MBA

The Master of Business Administration graduate degree program prepares individuals to:

- Identify the key features of each business function
- Evaluate how changes to an organization's knowledge systems can improve performance
- Lead others in order to meet organizational goals
- Apply accounting methods to assess the financial health of an organization
- Create marketing strategies to meet customer needs
- Enable an organization to maximize financial performance by providing relevant information
- Evaluate business situations from legal, ethical, and regulatory perspectives
- Predict how changes in the international economic environment will affect an organization
- Propose strategies to improve an organization's competitive position

Prerequisites for the MBA

A baccalaureate degree in any discipline qualifies a student to enter this program. As part of the admission process, applicants must demonstrate proficiency in college-level mathematics and microeconomics, either by submitting official transcripts of undergraduate courses in each discipline with a grade of C or better or by submitting CLEP tests in each subject area with a minimum score of 50. Students may transfer in a maximum of 2 courses (6 credits). The same course may not be used to fulfill multiple requirements in this degree program.

MBA Core Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 500</td>
<td>MBA Foundations</td>
<td>3</td>
</tr>
<tr>
<td>MBA 600</td>
<td>Decision Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MBA 605</td>
<td>Leadership and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MBA 610</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MBA 615</td>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MBA 620</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 625</td>
<td>Business Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 630</td>
<td>The Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>MBA 635</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>Total Units for MBA Core</td>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>

Concentration in Finance

The Master of Business Administration’s concentration in Finance provides up-to-date knowledge of financial theory, analytical techniques, institutional practices, and practical applications and allows students to become effective decision makers regarding fiscal policy and strategy. This degree prepares students for work as financial analysts, financial managers, and comptrollers.

Finance Concentration Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 605</td>
<td>Financial Institutions and Markets</td>
<td>3</td>
</tr>
<tr>
<td>FIN 610</td>
<td>Risk Analysis and Insurance</td>
<td>3</td>
</tr>
<tr>
<td>FIN 615</td>
<td>Investment Analysis and Portfolio Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration in Health Care

The Master of Business Administration concentration in Health Care explores techniques related to managing health care organizations, maintaining and predicting financial strength, and understanding ethical challenges and legal constraints in this setting. This degree prepares students for positions like hospital administrator, pharmaceutical project manager, or physician relations coordinator.
Health Care Concentration Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 655</td>
<td>Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 670</td>
<td>Health Care Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 675</td>
<td>Legal and Ethical Issues in Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration in Human Resources

The Masters of Business Administration concentration in Human Resources examines global talent management, organizational development, and strategic human resource management, and it prepares students for careers in those areas.

Human Resources Concentration Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 611</td>
<td>Organizational Dev. &amp; Transformational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MBA 612</td>
<td>Cross-Cultural Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 645</td>
<td>Managing the Global Workforce</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration in Information Technology

The Masters in Business Administration concentration in Information Technology weighs the impact of information technology on how the world does business. It examines logical design, documentation, storage, management and security of information. This degree concentration prepares students for careers such as technology manager and business systems analyst.

Information Technology Concentration Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 680</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>MBA 685</td>
<td>Database Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 690</td>
<td>Computer and Network Security</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration in Management

The Masters of Business Administration concentration in Management focuses on leadership and management skills and prepares students for positions of increasing managerial responsibility, such as general manager, operations manager, or sales director.

Management Concentration Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 640</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 645</td>
<td>Managing the Global Workforce</td>
<td>3</td>
</tr>
<tr>
<td>MBA 643</td>
<td>Sales Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration in Sales Management

The Masters of Business Administration's sales management concentration focuses on core competencies in selling, entrepreneurship and sales management as well as how to deliver a company’s products and services and reinforce its value proposition. This degree program prepares students for positions in direct sales, operations management, and strategic account management.

Sales Management Concentration Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 641</td>
<td>Intermediate Selling</td>
<td>3</td>
</tr>
<tr>
<td>MBA 642</td>
<td>Entrepreneurial Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MBA 643</td>
<td>Sales Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration in Strategic Management

The Masters of Business Administration's strategic management concentration focuses on strategic action as the force behind a mission statement, and it requires an understanding of the competitive environment from the perspective of senior leaders who are responsible for identifying new sustainable business opportunities. This degree program prepares students to lead strategic planning teams, conduct strategic competitive analysis, and write strategic plans.

Strategic Management Concentration Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 601</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 602</td>
<td>Executive Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MBA 603</td>
<td>New Venture Creation</td>
<td>3</td>
</tr>
</tbody>
</table>

Summary of the MBA Degree

Core Requirements | 27
Concentration | 9
Total Units for MBA | 36
In conjunction with the College of Law, the College of Graduate and Professional Studies offers a Juris Doctor and Master of Business Administration (JD/MBA) dual degree, for legal and business professionals who want an interdisciplinary education grounded in social justice, community service and socially responsible leadership. Students completing this four-year curriculum of full-time study will receive two degrees: a Juris Doctor and a Master of Business Administration. Students may also enroll part-time. Juris Doctor courses are offered on JFK University’s Pleasant Hill campus. The MBA is a fully online program offered through JFKu Online powered by FlexCourse.

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. The program is offered to both full-time and part-time students. It requires four years of study (full-time program) or four-and-one-half years (part-time program). The College of Law offers an 80 (semester) unit full-time or part-time JD program. The MBA program consists of 30 units and is typically completed by full-time students in one full year. The MBA waives 12 units of its specialization classes in addition to six units of required courses, which would otherwise be required in the MBA program.

Students enrolled in the dual degree program complete the first year of study exclusively at the College of Law (including the summer session), and spend the second year in the MBA program. For full-time students, the third and fourth years of study are exclusively in the College of Law. For part-time students the third and fourth years include study at both the law and in the MBA program. Students must satisfy the minimum requirements for each degree program including course requirements, GPA, residency, and other requirements listed in the student handbook.

### Admission Requirements

In addition to meeting the admission requirements for the MBA program and being accepted, all JD/MBA applicants must be admitted to the College of Law under the criteria established for all JD applicants. This includes a bachelor’s degree, the Law School Admissions Test (LSAT), and a complete report from the Law School Admissions Council demonstrating an ability to successfully complete the rigors of law school. Letters of recommendation, a personal statement, and an interview with a core faculty member also are required under the admissions criteria. The College of Law is accredited by the Committee of Bar Examiners of The State Bar of California. Please see the JFK University’s College of Law catalog for program and application details.

Students may apply for admission to the JD/MBA program during their initial application to JFK University's College of Law, or they may apply to the JD program first and then apply for the joint program during the spring semester of their first year of law studies. Students already in the JFK University law program must maintain a 70.00 GPA for admission to the joint degree program.
Holistic Health Education Program

The Holistic Health Education (HHE) program, offered at the John F. Kennedy (JFK) University Pleasant Hill campus and online, reflects cutting-edge understanding of theory and practice in health education from a holistic perspective, embracing body, mind, spirit, community, and environment. The HHE program offers two degrees and one certificate:

- Master of Arts in Holistic Health Education – Hybrid or Online
- Graduate Certificate in Holistic Health Coaching – Online

John F. Kennedy University was one of the first schools to offer an academic program in Health Education that reflected a holistic perspective. Since 1980, the HHE program has infused the health education curriculum with holistic concepts, philosophies and practical skills that set us apart from other conventional health education programs. Our program focuses not only on concepts of body, mind, spirit, community, and environment but also fosters an appreciation of multiple perspectives and teaches students to effectively evaluate rigid protocols and worldviews that tend to dominate many health professions. In the context of health and health education, valuing the whole person includes many concepts that inform our Holistic Health Education curriculum:

- The human experience has many dimensions including “mind, body, and spirit;”
- Emotional, environmental, social, and occupational health are all vital to the health of each individual and our communities;
- An emphasis upon building and promoting whole health and well-being rather than merely addressing symptoms or risk factors; and
- A respect for infinite diversity, culminating in a deep commitment to social justice for all people.

In the context of health education, our holistic perspective leads to an appreciation for the “whole” learner/client/student and an emphasis on learner-centered teachings. We focus on concepts, theories and philosophies of health as well as ways to communicate effectively as a health educator. A central purpose of holistic health education is to facilitate autonomous, self-driven decision-making, rather than shaping behavior or enforcing compliance and conformity, as is often sought by conventional health education programs. The medical model which gave rise to the field of health education is outdated; we provide an innovative and dynamic education model that cultivates resilience, coherence, and self-efficacy.

Graduates of the Holistic Health Education program are professionally prepared to enter the field of health education. Health educators work in hospitals and clinical settings, schools and universities, non-profit organizations, community health settings, and health care organizations including insurance companies and corporate wellness programs developing, delivering, and managing health education programs. Health coaches are in high demand by health care organizations which recognize that promoting wellness is an effective way to contain health care costs. Graduates have also created their own educational platforms, consulting businesses, and health coaching practices. For more information about the professional role of the health educator, visit the US Department of Labor, Bureau of Labor Statistics Occupational Outlook Handbook for Health Educators at: http://www.bls.gov/ooh/Community-and-Social-Service/Health-educators.htm

Program Vision & Mission Statement

Our vision is a health education profession dedicated to facilitating autonomous decision-making of individuals and communities about how to live their best lives and to empowering them to take control of their own health and well-being. The mission of the Holistic Health Education Program at JFK University is, therefore, to develop health educators who promote health while acting from the highest values including:

- Respect for diversity and commitment to access to health education for all;
- Integrative approaches incorporating conventional and complementary and alternative (CAM) models;
- A high level of professional ethics;
- Acting as an agent of change; and
- Active and responsible participation in our communities, local to global.

Master of Arts in Holistic Health Education

The Master of Arts in Holistic Health Education degree (MA-HHE) prepares students for specialized work in health education settings, including: classrooms, workshops, trainings, and one-on-one work as health and wellness coaches or nutritional consultants. Though not required, for students who are interested in functional nutrition, the MA-HHE offers a Holistic Nutrition Specialization, which offers a holistic model of wellness centered on whole food nutrition. Most students choose to pursue either the Specialization or the Graduate Certificate in Holistic Health Coaching, or both.

Beginning in 2018-19, the MA-HHE is offered in two formats: hybrid and fully online. The hybrid format includes some online classes as well as a significant number of in-person classes at JFK University’s Pleasant Hill campus which include online assignments, peer interaction and student work submission. The MA-HHE online formats provide all content and instruction online. The two MA-HHE formats are considered to be the same degree, and share certain offerings, such as the Program’s Colloquium courses, which serve as a virtual residency that all students take together, and various synchronous coaching classes.
Program Learning Outcomes

To the level appropriate for a Master’s degree, students completing the MA-HHE degree will be able to:

• Holistic Health Education Skills - Demonstrate skills and abilities for the field of holistic health education.
• Holistic Health Education Specialized Knowledge - Apply specialized knowledge in the field of holistic health education, including holistic perspectives on health, health education, and health coaching.
• Ethical Practice - Apply relevant ethical principles or frameworks to guide both professional conduct and relationships with individuals, communities, and other professionals.
• Multicultural Professionalism - Cultivate an awareness of a multicultural and diverse community to inform all aspects of the health educator role and to promote health equity, eliminate disparities, and improve the health of all groups.
• Community Service - Demonstrate commitment to service to the community.

Admission Requirements

In addition to a completed application, an applicant must submit:

• One set of official transcripts with conferred bachelor degree and any post-bachelor credits or degrees. A 3.0 GPA is generally required for admission; exceptions are considered on a case-by-case basis.
• A personal statement that is 5-to-8 double-spaced, typewritten pages reflecting on who you are at this moment of your life, including experiences that have shaped you. Areas to cover are:
  » How does the field of holistic health education fit with who you are and your life or career aspirations?
  » What significant experiences or events in your life journey contribute to your readiness for graduate study in holistic health education?
  » What do you foresee your future work to be? And, how will this degree support that?
• Two letters of recommendation. Letters should be from professional associates, teachers, supervisors or others who can assess capacity for graduate study in the degree area, as well as comment on professional and personal development.

Upon receipt of a completed application, applicants may be asked to participate in an admissions interview or to submit additional documentation to assess their capacity for success in the MA-HHE program, including an additional writing sample.

Degree Requirements

<table>
<thead>
<tr>
<th>Core Curriculum</th>
<th>Degree Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curriculum</td>
<td></td>
</tr>
<tr>
<td>HHE 5701</td>
<td>Introduction to Holistic Health Education</td>
</tr>
<tr>
<td>HHE 5702</td>
<td>Town Hall Meetings</td>
</tr>
<tr>
<td>HHE 5703</td>
<td>Cohort Meetings</td>
</tr>
<tr>
<td>HHE 5710</td>
<td>Foundations of Holistic Health Education</td>
</tr>
<tr>
<td>HHE 5713</td>
<td>Written Communication for Health Education</td>
</tr>
<tr>
<td>HHE 5716</td>
<td>Foundations of Holistic Nutrition</td>
</tr>
<tr>
<td>HHE 5730</td>
<td>Fundamentals of Coaching</td>
</tr>
<tr>
<td>HHE 5732</td>
<td>Health Education Research Basics</td>
</tr>
<tr>
<td>HHE 5734</td>
<td>Integrative Health</td>
</tr>
<tr>
<td>HHE 5737</td>
<td>Nutrition for Wellness Throughout the Lifecycle A Prerequisite: HHE 5716</td>
</tr>
<tr>
<td>HHE 5750</td>
<td>Coaching Practicum A Prerequisite: HHE 5730</td>
</tr>
<tr>
<td>HHE 5753</td>
<td>Research in Health Education</td>
</tr>
<tr>
<td>HHE 5756</td>
<td>Multicultural &amp; Cultural Competency</td>
</tr>
<tr>
<td>HHE 5759</td>
<td>Nutrition for Wellness throughout the Lifecycle B Prerequisite: HHE 5737</td>
</tr>
<tr>
<td>HHE 5770</td>
<td>Health, Environment, &amp; Sustainability</td>
</tr>
<tr>
<td>HHE 5772</td>
<td>Challenge of Change</td>
</tr>
<tr>
<td>HHE 5774</td>
<td>Professional Development</td>
</tr>
<tr>
<td>HHE 5777</td>
<td>Complementary and Alternative Modalities</td>
</tr>
<tr>
<td>HHE 5801</td>
<td>Student Review: Mid-Point</td>
</tr>
<tr>
<td>HHE 5820</td>
<td>Concepts and Practices for the Emerging Educator</td>
</tr>
<tr>
<td>HHE 5823</td>
<td>Psychology and Physiology of Stress</td>
</tr>
<tr>
<td>HHE 5825</td>
<td>Internship May be taken over two quarters. Prerequisite: HHE 5774</td>
</tr>
<tr>
<td>HHE 5840</td>
<td>Innovative Strategies for Health Education</td>
</tr>
<tr>
<td>HHE 5842</td>
<td>Mind-Body Practices for Self-Care</td>
</tr>
<tr>
<td>HHE 5855</td>
<td>Coaching for Health and Wellbeing Corequisite: HHE 5750</td>
</tr>
<tr>
<td>HHE 5865</td>
<td>Capstone A</td>
</tr>
<tr>
<td>HHE 5866</td>
<td>Capstone B Prerequisite: HHE 5865</td>
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</table>

<table>
<thead>
<tr>
<th>Core Curriculum Units</th>
<th>49 units</th>
</tr>
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<tbody>
<tr>
<td>HHE 5870</td>
<td>Colloquium in Holistic Health Education Each Colloquium is 1 unit each.</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives are 1-4 units each.</td>
</tr>
</tbody>
</table>

| Total Units Required for Degree | 59 units |
Holistic Health Education - continued

Electives
MA students must take a minimum of five elective units, and may select from among the following electives:

<table>
<thead>
<tr>
<th>Electives Required for Nutrition Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHE 5910 Dietary Planning</td>
</tr>
<tr>
<td>HHE 5911 Nutritional Consultation Business Practices</td>
</tr>
<tr>
<td>HHE 5912 Nutritional Consultation and Coaching</td>
</tr>
<tr>
<td>HHE 5913 Nutrition for Healing Body and Mind</td>
</tr>
<tr>
<td>HHE 5914 Holistic Approaches to Weight and Health</td>
</tr>
<tr>
<td>HHE 5915 Farm to Table</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives Required for Coaching Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHE 5920 Coaching Experiential</td>
</tr>
<tr>
<td>HHE 5922 Coaching Practicum B</td>
</tr>
<tr>
<td>HHE 5930 Weight and Body Image for Coaches</td>
</tr>
<tr>
<td>HHE 5934 Supervised Community Coaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Electives*</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHE 5720 Seminar in Holistic Health Education</td>
</tr>
<tr>
<td>HHE 5940 Energy Models of Healing</td>
</tr>
<tr>
<td>HHE 5941 Asian Approaches to Health and Healing</td>
</tr>
<tr>
<td>HHE 5942 Arts in Healthcare</td>
</tr>
<tr>
<td>HHE 5943 Functional Nutrition Blood Analysis</td>
</tr>
<tr>
<td>HHE 5944 Nutrition for Women's Health</td>
</tr>
<tr>
<td>HHE 5945 The Grieving Process</td>
</tr>
</tbody>
</table>

*Electives are offered subject to student demand. Additional topics may be added.

**Holistic Nutrition Specialization**
MA students interested in functional nutrition may choose to pursue the Holistic Nutritional Specialization, which offers a holistic model of wellness centered on whole food nutrition. Students evaluate multiple nutritional approaches and dietary theories, analyzing the benefits and deficits of each approach as applied to the individual. Students learn to use food as a healing modality in a variety of contexts, from addressing imbalances that occur throughout an individual's lifetime to developing nutritional and herbal approaches to common health conditions including heart disease, diabetes, cancer, and autoimmune conditions. Additionally, the concepts of nourishment and creating health within imbalance and illness are also explored.

Our specialization is recognized by the National Association of Nutrition Professionals (NANP) and empowers students to sit for the NANP's examination to become Board Certified in Holistic Nutrition. While many of the required courses are embedded in the degree as core courses, students who graduate with the Specialization must take a minimum of 65 units due to the additional electives required.

<table>
<thead>
<tr>
<th>Holistic Nutrition Specialization Courses Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHE 5716 Foundations of Holistic Nutrition</td>
</tr>
<tr>
<td>HHE 5730 Fundamentals of Coaching</td>
</tr>
<tr>
<td>HHE 5737 Nutrition for Wellness throughout the Lifecycle A</td>
</tr>
<tr>
<td>HHE 5750 Coaching Practicum A</td>
</tr>
<tr>
<td>HHE 5759 Nutrition for Wellness throughout the Lifecycle B</td>
</tr>
<tr>
<td>HHE 5770 Health, Environment, &amp; Sustainability</td>
</tr>
<tr>
<td>HHE 5910 Dietary Planning</td>
</tr>
<tr>
<td>HHE 5911 Nutritional Consultation Business Practices</td>
</tr>
<tr>
<td>HHE 5912 Nutritional Consultation and Coaching</td>
</tr>
<tr>
<td>HHE 5913 Nutrition for Healing Body and Mind</td>
</tr>
<tr>
<td>HHE 5914 Holistic Approaches to Weight and Health</td>
</tr>
<tr>
<td>HHE 5915 Farm to Table</td>
</tr>
</tbody>
</table>

Total Units for Holistic Nutrition Specialization 24 units

MA students interested in health and wellness coaching may elect to take the Graduate Certificate in Holistic Health Coaching, which is also a "stand-alone" certificate (see below). Students admitted to the MA degree will automatically be admitted to the Certificate upon request. Many core courses that MA students take overlap with the subject matter of the Certificate courses, and can thus be substituted. Students are thus able to graduate with both the MA degree and the Certificate with only 60 units.

**Graduate Certificate in Holistic Health Coaching**
The Graduate Certificate in Holistic Health Coaching is designed for individuals who want to master the professional skill of coaching for health and wellbeing from a holistic perspective embracing body, mind, spirit, community, and environment. Simply providing health information is rarely enough to inspire individuals to make positive, sustainable lifestyle changes. Coaching is a dynamic, effective, and
Holistic Health Education - continued

evidence-based method for empowering individuals to take control of their personal journey toward increased health and vitality. In this Certificate program, qualified individuals will learn how to pair the skill of coaching with their existing expertise in the health field to enhance and deepen their healthcare or health promotion practice. The Certificate is being taught online.

There are two paths to obtaining the Certificate. First, students enrolled in the Master’s in Holistic Health Education program may combine the Certificate with their Master’s degree. It is possible to earn both the Master’s degree and the Certificate without adding significantly more time or units. Second, students with at least a Bachelor’s degree may pursue a “stand-alone” certificate, without pursuing the Master’s degree. The stand-alone certificate is designed to take most people nine months (enrollment for three quarters).

Examples of individuals who might pursue the certificate include: healthcare professionals such as nurses, physician’s assistants, nutritionists and dieticians, chiropractors, physicians, and others; health educators and community health workers; massage therapists; fitness instructors and trainers; or employee assistance specialists and human resource specialists.

Qualified health coaches practice in a variety of settings, including nonprofit organizations, community health settings, gyms, spas, wellness vendors, employee wellness programs, university health programs, physicians’ offices and HMOs, and private practice.

Certificate Learning Outcomes
A student completing the Graduate Certificate in Holistic Health Coaching at JFKU will be able to:

- Demonstrate mastery of the coaching competencies as defined by the International Coach Federation (ICF) and the International Consortium for Health and Wellness Coaching (ICHWC).
- Facilitate health-promoting changes in alignment with the values and objectives of the client.
- Utilize change theory and holistic health principles to support the coaching relationship.
- Two letters of recommendation. Letters should be from professional associates, teachers, supervisors or others who can assess your capacity for work as a health coach, including the ability to provide a compassionate, non-judgmental presence, and excellent communication skills. Upon receipt of a completed application, an admissions interview may be required.

<table>
<thead>
<tr>
<th>Graduate Certificate in Holistic Health Coaching Courses Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHE 5730 Fundamentals of Coaching</td>
</tr>
<tr>
<td>HHE 5750 Coaching Practicum A</td>
</tr>
<tr>
<td>Prerequisite: HHE 5730</td>
</tr>
<tr>
<td>HHE 5855 Coaching for Health and Wellbeing</td>
</tr>
<tr>
<td>Corequisite: HHE 5750</td>
</tr>
<tr>
<td>HHE 5920 Coaching Experiential Variable units 0.5-1 units per quarter.</td>
</tr>
<tr>
<td>Students take 2 units total.</td>
</tr>
<tr>
<td>HHE 5922 Coaching Practicum B</td>
</tr>
<tr>
<td>Prerequisite: HHE 5750</td>
</tr>
<tr>
<td>HHE 5924 Health, Disease, &amp; Wellbeing for Health Coaches MA</td>
</tr>
<tr>
<td>Students may substitute HHE 5710.</td>
</tr>
<tr>
<td>HHE 5926 Mind-Body Connection for Health Coaches MA</td>
</tr>
<tr>
<td>Students may substitute HHE 5823.</td>
</tr>
<tr>
<td>HHE 5928 Change Theory for Coaches MA</td>
</tr>
<tr>
<td>Students may substitute HHE 5772.</td>
</tr>
<tr>
<td>HHE 5930 Weight and Body Image for Coaches</td>
</tr>
<tr>
<td>HHE 5932 Stress Management for Health Coaches MA</td>
</tr>
<tr>
<td>Students may substitute HHE 5823.</td>
</tr>
<tr>
<td>HHE 5934 Supervised Community Coaching Variable units 1-2 per quarter. Students take 2 units total.</td>
</tr>
<tr>
<td>Prerequisite: HHE 5750</td>
</tr>
<tr>
<td>Total number of units</td>
</tr>
</tbody>
</table>
Creative Strategy

**Master of Arts in Creative Strategy**

The overall mission of the Master of Arts in Creative Strategy is to train graduates to solve difficult problems in creative and novel ways using leading edge skills and technology. A blend of visual design, coding and communication skills is needed to advance entrepreneurial, social and business goals. Utilizing emerging technologies in combination with creative design thinking principles will give students the ability to innovate and implement change in the evolving social, mobile and interactive economy. Understanding the process of adapting to change and developing new innovative solutions is a key attribute of our program. Students engage in collaborative projects from concept to implementation that address real world problems by employing digital design, communication and creative technologies.

Students acquire relevant hard and soft skills through hands-on practice and team collaboration. Early courses in the program provide the foundational learning in the design-centric suite of tools and practices to build emergent media solutions; later courses provide students with experiences working with external clients to creatively solve problems in actual situations brought to the classroom. Creativity, teamwork, group leadership and project management are mastered through active experiences with students, faculty and clients. Design, strategy, project management, communications and emerging technology fields are areas of interest to graduates. This program fits within the larger field of "Emergent Media," an interdisciplinary field that studies change motivated by technological innovation. A salient characteristic of the Emergent Media field is an outward facing orientation toward creative engagement with stakeholder communities to promote social well-being. The body of knowledge in this field comes from a variety of disciplines such as the arts, business, engineering, and science. The curriculum collects these theories and techniques into a cohesive program where the students learn by experimenting in projects from external clients. The graduates understand the value of telling a story and are able to utilize a wide variety of platforms to share messages over ever collapsing distances.

Examples of their work product might include: digital strategy, wireless media applications, serious games, or a consulting plan. The program is a 54 credit onsite experience at the Pleasant Hill Campus.

**Program Learning Outcomes**
- Construct and employ best practices in creative problem solving
- Apply clarity of intention to creative acts, events and artifact
- Describe and implement the phases of media production, using aesthetic and technical best practices to address business and cultural problems
- Create and maintain collaborative teams in local and virtual settings
- Evaluate social, cultural and ethical implications of technological innovation
- Employ oral, written and visual communication practices for internal and external audiences

**Admission Requirements**
- Bachelor’s degree

**Degree Requirements**

<table>
<thead>
<tr>
<th>Creative Strategy Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT 5001 Emerging Media Seminar</td>
<td>3 units</td>
</tr>
<tr>
<td>ICT 5002 Digital Studio I - Still and Motion</td>
<td>4 units</td>
</tr>
<tr>
<td>ICT 5003 Digital Studio II - Interaction</td>
<td>4 units</td>
</tr>
<tr>
<td>ICT 5004 Programming Studio</td>
<td>4 units</td>
</tr>
<tr>
<td>ICT 5005 Change and Disruption</td>
<td>4 units</td>
</tr>
<tr>
<td>ICT 5006 Game Theory and Practice Studio</td>
<td>4 units</td>
</tr>
<tr>
<td>ICT 5007 Maker and Electronics Production Studio</td>
<td>4 units</td>
</tr>
<tr>
<td>ICT 5008 Transmedia Story Studio</td>
<td>4 units</td>
</tr>
<tr>
<td>ICT 5009 Psychology and Neuroscience in Art and Media Seminar</td>
<td>4 units</td>
</tr>
<tr>
<td>ICT5010 Collaborative Studio I (Team Tools and Iterative Process)</td>
<td>4 units</td>
</tr>
<tr>
<td>ICT 5011 Collaborative Studio II (Community Engagement and Technology)</td>
<td>4 units</td>
</tr>
<tr>
<td>ICT 5012 Entrepreneurial Leadership Seminar</td>
<td>3 units</td>
</tr>
<tr>
<td>ICT 5013 Current topics in Culture and Technology (taken 3x)</td>
<td>3 units</td>
</tr>
</tbody>
</table>

**TOTAL UNITS REQUIRED FOR MA DEGREE:** 55 units

**Academic Certificate in Creative Strategy**

The Academic Certificate in Creative Strategy is an opportunity for professionals in a variety of fields to advance their careers with the power of design thinking. Throughout the six-course program, you’ll explore design thinking, iterative design, and media production and gain the skills needed to harness emerging media technologies applicable to your field. You’ll also develop the advanced communication skills necessary to convey complex ideas and new solutions in visual, oral, and written mediums. Upon graduation, you’ll leave with the insight and abilities necessary to propel yourself to new levels of agency and influence within your field.

**Admission Requirements**
- Bachelor’s degree

**Certificate Requirements**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT 501</td>
<td>Emerging Media Seminar</td>
<td>3 units</td>
</tr>
<tr>
<td>ICT 502</td>
<td>Creative Process A</td>
<td>2 units</td>
</tr>
<tr>
<td>ICT 503</td>
<td>Creative Process B</td>
<td>2 units</td>
</tr>
<tr>
<td>ICT 509</td>
<td>Psychology and Neuroscience in Art and Media Seminar</td>
<td>3 units</td>
</tr>
<tr>
<td>ICT 513</td>
<td>Design Thinking</td>
<td>3 units</td>
</tr>
<tr>
<td>ICT 514</td>
<td>Iterative Design</td>
<td>3 units</td>
</tr>
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</table>

**TOTAL UNITS REQUIRED FOR CERTIFICATE:** 16 units
## Course Descriptions

### JFKu Online Powered by FlexCourse

**General Education [ART] Courses (units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 220</td>
<td>Introduction to Film</td>
<td>3</td>
</tr>
<tr>
<td>BIO 151</td>
<td>Introduction to Biology</td>
<td>3</td>
</tr>
<tr>
<td>CIS 101</td>
<td>Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>COM 146</td>
<td>Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENG 080</td>
<td>Fundamental Reading</td>
<td>0</td>
</tr>
<tr>
<td>ENG 081</td>
<td>Fundamental Writing</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101A</td>
<td>Reading and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101B</td>
<td>Critical Thinking, Reading and Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 204</td>
<td>Interdisciplinary Reading, Writing and Research</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 103</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 227</td>
<td>Ancient World History</td>
<td>3</td>
</tr>
<tr>
<td>MTH 090</td>
<td>Fundamental Math</td>
<td>0</td>
</tr>
</tbody>
</table>

**Description of Courses**

- **ART 220: Introduction to Film**: This course introduces students to the fundamental analysis of film in America including building an appreciation for the role of film as a communication tool for political and social commentary. Students will gain a basic understanding of films and the different genres of film.

- **BIO 151: Introduction to Biology**: This course introduces the basic principles of biology and demonstrates how relevant science is to everyday life. General biology focuses on the theoretical foundations that form our understanding of the living world. Upon completion, students will possess a broad, conceptual understanding of living organisms from the building blocks of cells to ecosystems.

- **CIS 101: Computer Literacy**: This course covers software design, practical implications of computer technology, and the legal ethical issues and practices pertaining to computer use from the internet on authoring and identity.

- **COM 146: Communication**: This course will introduce students to the fundamentals of public speaking. These basics include every step of the process, from researching to outlining to delivering a speech. Learning experiences will also focus on the relationship between speaking and listening, dealing with nervousness, gauging an audience, and using visual aids as support. Students will be asked to give an array of speeches that will enhance their appreciation of and comfort with the art of speaking.

- **ENG 080: Fundamental Reading**: This course will help students increase their comprehension of college-level material by providing them with specific, research-based strategies to use before, during and after reading. Vocabulary enrichment, reading comprehension strategies and exercises, written responses, and reflections will all be used to increase student understanding of college texts.

- **ENG 081: Fundamental Writing**: This course explores the foundational writing concepts related to college composition and provides opportunities to practice drafting sentences, paragraphs, and essays. Basic grammar and the structure of the writing process will be covered, to assist students with creating grammatically correct and well-structured paragraphs. Students who complete the course will be able to compose a coherent, well-organized essay and will be prepared for college-level composition.

- **ENG 101A: Reading and Composition**: Reading and interpreting a variety of narrative and expository texts including essays, fiction, and one longer, significant text. Students compose a sequence of expository essays and a research paper. Instruction emphasizes reading and writing as discourse with a focus on thesis formation, sentence and paragraph structure and essay development. (Acceptable placement score or passing grade on developmental work required.)

- **ENG 101B: Critical Thinking, Reading and Writing**: Reading to analyze, evaluate and form rational arguments through inquiry and research. Develops skills of reasoning, argumentation, drawing conclusions from evidence, and inductive and deductive thinking. Work is contextualized in the critical analysis of current issues that affect daily life.

- **ENG 204: Interdisciplinary Reading, Writing and Research**: This gateway course is designed to refine skills in reading, writing, and critical thinking, and to apply these skills in a multifaceted approach to research in specific disciplines.

- **HIS 101: American History I**: This course examines political, economic, social, cultural, and diplomatic phases of American life from the discovery of America until 1877.

- **HIS 103: American History II**: This course is a survey of United States history from 1861 to date, with particular attention to the themes of politics, economics, geography, race, gender and culture. Students are introduced to the discipline of history and to the skill of reading and interpreting primary sources from a variety of text forms.

- **HIS 227: Ancient World History**: This course provides an introduction to the peoples of the ancient world. Students investigate various aspects of ancient world cultures, including geography, politics, history, art, literature, and religion. Students begin to think historically about their world in terms of patterns of human experience and assess the similarities between conditions prevailing in ancient times and those in the current era.

- **MTH 090: Fundamental Math**: This course introduces fundamental mathematical skills and concepts with a focus on practical application. Topics covered include basic operations with whole numbers, fractions, decimals, and roots; factoring; ratios and rates; estimation techniques; measurement; and basic geometry and algebraic expressions.
Course Descriptions - continued

**MTH 100 Intermediate Algebra**  3
This course includes the study of systems of linear equations, inequalities and problem-solving; functions and their graphs; and exponents and factoring polynomials.

**MTH 115: College Algebra**  3
Topics discussed include functions and graphs; rational functions; exponential and logarithmic functions; systems of equations.

**MTH 135: Statistics**  3
An introduction to descriptive and inferential statistical concepts and methods. Topics include grouping of data, measures of central tendency and dispersion, probability concepts, sampling, statistical estimation, and statistical hypothesis testing.

**MTH 220 Pre-Calculus**  3
Preparation for calculus or other courses requiring depth in algebraic background; includes inequalities, theory of equations, sequences and series, matrices, functions and relations, logarithmic and exponential functions.

**NTS 126 History and Literature of the Early Christians**  3
A study of the beginnings and systematic expansion of the Christian Church. Topics included are the Pentecostal outpouring of the Holy Spirit and its attendant effects, the Apostolic doctrine, the ministries and miracles of the apostles and their application to the church today, the opening of the Church to the Gentiles, the life and missionary journeys of the Apostle Paul. An emphasis will be placed on the development of the early church in the Roman Empire with its conflicts, influences and persecutions.

**OTS 113 History & Literature of Ancient Israel**  3
A survey of Old Testament literature. This course combines literary and historical methodologies and sets these texts within their ancient world context. Students trace major themes, including covenant, holiness, and law. Emphasis is placed on the relationship between God and humanity in early times and its continuing relevance to believers today.

**PHL 210 Christian Worldview & Contemporary Living**  3
This course is designed to identify a biblical worldview that provides a basis for human relationships and interpersonal communications in the modern world. Attention is given to the biblical description of human beings as designed and created by God, the nature and consequences of the fall, and the impact of salvation and sanctification on human beings. In this context, the course examines contemporary issues for Christianity today.

**PHL 263: Social Ethics**  3
This course surveys the ethical writings and thoughts of philosophers including Plato, John Stuart Mills, Friedrich Nietzsche, Garrett Hardin, and Peter Singer. Students study the fundamental ethical questions of the self, and justice to ethical business practices and environmental responsibility in both historical and contemporary contexts.

**PHL 271: Introduction to Philosophy**  3
Philosophy is foundational to most disciplines in that it addresses questions about the way the world is or should be, about what is right or wrong, and about what is or can be known. In this course, students consider perspectives of great thinkers, including voices from non-Western perspectives. From these ideas, students will begin to develop their own questions about the foundational issues of what we think, do, and know, and how these impact how we live and believe.

**PHY 155: Physics**  3
This course focuses on mechanics, covering the following topics: motion in one and two dimensions; Newton's laws; statics; work, energy and power; and momentum.

**POL 241: American Government**  3
A study of the principles and problems of American government, including the U.S. Constitution and the concept of Federalism, and the organization and functions of federal, state, and local governments.

**PSC 152: Physical Science**  3
Introduction to the physical sciences, including selected topics from astronomy, chemistry, geology, meteorology, oceanography, and physics.

**PSS 100: Academic Strategies**  3
In this course students develop skills and plans that will help them succeed throughout their academic programs. This includes how to set and reach goals, manage physical health and stress, build and maintain strong support systems, stay organized, practice effective reading and writing strategies, and prepare for exams.

**PSY 221: Psychology**  3
This course introduces the principal areas, problems, and concepts of psychology, including perception, thinking, motivation, personality, and social behavior.

**SOC 230: Sociology**  3
This course provides an introduction to society, culture, and personality. Major problem areas examined are the interaction of culture and personality, socialization, social change, prejudice, and large group behavior.

**SSC 304: World Religions**  3
This course is a study of traditional religions, including Judaism, Christianity, Hinduism, Buddhism, and Islam. Special attention is focused upon the worldview inherent in the religions and the social and cultural impact of these views.
Course Descriptions - continued

**THE 245: Theological Foundations**  3
Students examine major biblical doctrines, including revelation, inspiration, the doctrine of God, the Trinity, the Holy Spirit, Sin, and Salvation. Differing views are analyzed in terms of their biblical bases and logical coherence. Students analyze theological issues and formulate their own theological framework based on biblical teaching and using various biblical study tools and methods.

**BUS 101: Introduction to Business**  3
This course is an introduction to the concepts and practice of business at all levels. Students will approach numerous topics while exploring the fundamentals of business including entrepreneurship, marketing, human resources and trends. Case studies, group activities and presentations will emphasize those topics discussed in class to help the student acquire the necessary skills to succeed in building a knowledge base for a career in business.

**BUS 209: Financial Accounting**  3
Introduction to bookkeeping procedures: emphasis on the development of skills for both cash and accrual methods of recording, including adjusting and closing entries, cash controls and bank reconciliation, coverage of accounting systems, internal control procedures and procedures for completion of an accounting cycle.

**BUS 220: Microeconomics**  3
This is a general introduction to microeconomic systems. An examination of general microeconomics theory with an emphasis on supply and demand, opportunity cost, consumer choice, the firm, the market structure (s) and regulation, allocation of resources, capital, interest, profit, labor unions, income analysis, energy, national resource economics, and public policy.

**CRJ 150: Corrections**  3
This course examines the context, trends, practices, and special interests of corrections. Emphasis is placed on the history and current trends of the practice, jails, the prison experience, institutional management, educational/treatment programs, prisoners’ rights, women in prison, and race/ethnicity challenges.

**CRJ 260: Criminology**  3
The course is a theoretical study of crime, its causes, and crime prevention and control. The student will examine the field of criminology and develop an understanding for how research models are used to better understand and explain criminal behavior and society's response.

**CRJ 265: Juveniles in the Justice System**  3
This course will bring the student with an interest in public safety and criminal justice into the American juvenile justice system. The student will learn about the laws and procedures that govern the way juveniles are handled by the police and the court, the reasons for them, and how to apply them in the everyday discharge of the law enforcement officer's duty. This course covers the basics of juvenile justice, from entry into the system by way of law enforcement to prosecution, rehabilitation, and corrections.

**CRJ 350: Ethical Behavior in the Criminal Justice System**  3
This course covers the basics of public administration and the ethical issues of public service, including law enforcement, sentencing, corrections criminal justice research, and crime control.

**CRJ 360: Criminal Law and Procedure**  3
This course covers the key components of criminal law and its enforcement. While the primary focus is substantive criminal law including its statutory codification, other topics include an overview of the criminal law process, defenses, and jurisdiction of the courts. The course will examine crimes against persons, property, and peace and order in detail and analyze the essential elements and burdens of proof required for a conviction.

**CRJ 370: Criminal Investigation**  3
This course is an introduction to criminal investigation and investigative process, policies, and procedures. Current issues in criminal investigations will be studied along with true case studies and applicable US Constitutional law.

**CRJ 450: Drug Use and Abuse**  3
This course serves as an overview of the chemicals that are commonly being abused in our current society. It will address the classes of drug and the effect of each class of drug. It will discuss the common methods of administration, the speed of transmission to the brain, and the neurological impact on the brain. There will also be a brief look at the treatment continuum of care.
Course Descriptions - continued

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**EDU 325: Infant and Toddler Growth and Development 3**
This course will examine prenatal, infant, and toddler development and the influence of physical development, including the early development of the human organism, brain development, physiological and social influences, emotional regulation, and attachment.

**EDU 335: Introduction to Children with Special Needs 3**
This course will examine the developing child with special needs and the influence of family, community, laws that support the continued development of a child.

**EDU 345: Observation and Assessment 3**
In this course, students will evaluate the appropriate use of assessment through objective and subjective observation to document development and make learning visible for families and professionals.

**EDU 355: Curriculum and Intervention Strategies for Young Children 3**
This course will evaluate the use of observation and assessment in creating inclusive learning environments. This will include curriculum, and intervention strategies for working with all young children, including those with special needs, and working in partnership with families and other support systems.

**EDU 365: Teaching Young Children in a Diverse Society 3**
This course will examine the development of social identities in diverse societies and discuss the role of inclusive practices in creating a dynamic classroom environment that is developmentally appropriate.

**EDU 425: Administration I: Program Management 3**
This course provides an introduction and framework for early childhood education program management to include regulatory and policy issues, budget and financing, project management, and assessment skills.

**EDU 435: Administration II: Leadership and Supervision 3**
This course emphasizes the practical application of leadership principles and supervision techniques and the role these play in the development of the effective supervisor.

**EDU 445: Advancing the Profession 3**
This course provides an application of strategic management practices and key leadership skills needed to advance the education profession. Emphasis also is placed on developing and mentoring staff, fostering leadership, and modeling reflective practices.

**JFKu Online Powered by FlexCourse**

**FIN 605: Financial Institutions and Markets 3**
This course examines the role that financial institutions and markets play in the dominant economies of the world. Financial institutions will be explored, with emphasis on the types of institutions and how each type of institution participates in financial intermediation. The roles and interactions of financial markets, governments, businesses, and consumers will be examined with focus on regulation, market structure, interest rates, and the function of central banks and the Federal Reserve.

**FIN 610: Risk Analysis and Insurance 3**
This course focuses on analyzing and solving risk management problems in business organizations based upon the assumption that risk can be managed if risks are identified prior to a loss and that insurance is an important tool for that purpose. Utilizing managerial, consumer, and societal perspectives, topics include methodology for risk analysis, insurance principles and practices, and techniques for risk and loss control.

**FIN 615: Investment Analysis and Portfolio Management 3**
This course focuses on the analysis of investment options including stocks, bonds, mutual funds, stock options, and derivatives. Capital market theory and market efficiency are examined from a financial management perspective. Students learn to evaluate investments in an international market by incorporating economic conditions, ratios, and market information. Emphasis is placed on portfolio management and diversification.

**LDR 301: Social Entrepreneurship 3**
Social entrepreneurs face a unique set of challenges, particularly when it comes to establishing a viable business model and securing funding. This course provides an introduction to the world of social entrepreneurship and an exploration of how individuals throughout the world are assessing problems in their communities, finding solutions, and entering the marketplace.
LDR 302: New Venture Creation  
This course is an introduction to new venture creation. Students will be provided with a hands-on experience in the preparation of a professional business plan for a new venture. Emphasis will be placed on strategic and tactical objectives, as well as strategic variables critical to achieving success in a new venture.

LDR 303: Founder’s Dilemma  
New ventures face a host of challenges that must be met head on by the founder. This course examines the process for establishing a venture and the unique decisions the founder or CEO must make as the enterprise progresses from an idea to an established corporate presence. Students will study various benchmarks, trends, and influences that must be known to ensure for a successful enterprise.

LDR 360: International Business  
This course covers the concepts of international organizational structures and management processes including the cultural, political, economic and legal environments of global marketing, world market patterns, and international trade theory.

LDR 364: Organizational Dynamics  
Workplaces vary substantially, not only in their products and services, but also in organizational behavior. This course addresses the sources of difference, such as communication, decision-making, culture, structure, and focuses on ways managers can influence individual and group behavior to create effective organizations.

LDR 401: Family and Small Business  
In this course students will apply business knowledge basics to the specific study of small and family business ventures. Students will analyze the various structures family and small businesses take, assess management and marketing strategies, and consider ethical business operation and succession planning.

LDR 402: New Product Development  
Bringing something new to a market successfully involves much more than simply coming up with a brilliant new idea. To be sustainable, the product or service must be tested and refined, and its target market thoroughly defined and researched. Success also hinges on accurate sales projections, top management buy-in, ample funding, and an effective marketing plan and product launch. Students will explore this complex process and expand their understanding of marketing, market research and targeting, financial projections, and financing within the context of bringing something new to market.

LDR 403: New Venture Financing  
Even the greatest ideas need funding to get off the ground. In this course, students will study the funding of startups and new ventures from the perspectives of both the entrepreneur and the financier. By examining how investors view and analyze potential investment opportunities and how entrepreneurs structure their firms, products, services, and secure funding, students will develop a broad understanding of the financial decisions and strategies, on both sides, that must occur for a new venture to shift from idea to reality.

LDR 471: Conflict Management  
This course will focus on techniques and skills to manage conflict using appropriate strategies, tactics, and goal setting. Emphasis is placed on building long-term positive relationships in professional settings, theoretical and practical aspects of authority, face-saving, conflict assessment, communication, and problem solving.

LDR 472: Mentoring and Team Leadership  
This course will give students insight into the management and motivation of employees. Areas covered in this course include selecting the right people for the job, delegating effectively, accountability, coping with challenging people, and building effective teams.

LDR 481: Principles and Practice of Leadership  
This course explores the history, meaning, theory and styles of leadership. From dyadic, group, and organizational perspectives, students examine the type of leadership required to create and maintain high levels of performance in organizations. Students learn how leaders evolve and also discover their own philosophy of leadership and how to apply it effectively.

LDR 499: Capstone  
The capstone project provides a culminating experience for students to identify and study a current managerial problem or issue applicable to an organizational or business setting. Students design, research, and present their project in a manner that demonstrates mastery and integration of the knowledge and skills expected of an organizational leader, manager, or professional.

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MGT 301: Leadership in Organizational and Business Management  
This course provides opportunities for personal assessment, setting of goals and priorities, and planning for professional development necessary for functioning effectively as a leader or manager in an organizational or business setting. The emphasis for this course is placed upon exploring and identifying suitable leadership and management styles; and strategies useful in problem solving, decision-making, and conflict resolution by individuals, groups and organizations.

MGT 303: Management Theories and Practices  
This course examines management principles and practices that apply to informal and formal organizations. Systems models and emerging management paradigms are emphasized for use in identifying, analyzing and resolving problems in organizations. Methods of style,
planning, and motivation are studied to prepare the student for use in organizational settings. Managing a multicultural organization, changing environments, and the international market place are also explored.

MGT 304: Organizational and Business Communication  
This course is an exploration of the critical role of communication in creating and maintaining a productive organization. Students develop formal written and oral communication skills and by learning about effective interpersonal and group communication in business.

MGT 305: Business Research Methods  
This course covers the use of business research methods for analyzing business problems. It provides students with an understanding of quantitative and qualitative research, and of how to write research questions and hypotheses, collect and analyze data, and prepare and present a research report. An emphasis is placed on conducting practical business research in order to help managers make informed and data-driven decisions.

MGT 313: Business Law and Ethics  
This course provides an overview of the legal terminology, sources, and principles that apply to resolving typical business problems. The course provides students with an understanding of legal topics, such as organizational structures, contracts and other legal documents, property, tort law and liability, civil rights, and criminal law. The interrelationships between legal and ethical responsibilities are stressed. Special emphasis is placed on preventative law and alternate methods of dispute resolution available to individuals and businesses.

MGT 358: Production and Operations Management  
This course examines the concepts, processes, and methods of managing and controlling operations in manufacturing or service settings. Current issues such as globalization, supply chain strategy, E-business, and enterprise resource planning are analyzed.

MGT 401: Information Systems for Business and Management  
This course will explore how information systems may be used, developed, and managed to support both the tactical and strategic decision-making activities as well as operations of organizations.

MGT 407: Managerial Economics  
This is a survey of the basic concepts and principles of economics that managers and decision makers need to understand and apply in business. Topics, trends and approaches in both microeconomics and macroeconomics are addressed. The internationalization of our economy and its impact are stressed.

MGT 408: Marketing Management  
This is an introduction to the role and impact of marketing in achieving the mission and goals of an organization. Basic marketing concepts and strategies, useful to improving the image, sales, and profitability of businesses, are emphasized. Domestic and international marketing opportunities, entrepreneurship, and other topics related to business development are also explored.

MGT 409: Managerial Finance  
This course addresses basic financial principles, procedures, and tools necessary for leading or operating any business. Focus is placed upon understanding accounting terminology and utilizing accounting documents to the extent that they facilitate the manager’s tasks of planning, budgeting and decision making for the organization in an efficient and cost-effective manner.

MGT 410: Human Resource Management  
This course surveys principles and practices of human resource management. It provides an opportunity to review and assess an organization’s personnel structure, policies and procedures. Special attention is given to the legal, ethical, and practical implications of planning, recruitment, selection and hiring; training and development; performance evaluation; discipline and termination; compensation and benefits; safety and health protection; employer-employee relations; and diversity and equal employment opportunity.

MGT 411: Strategic Planning  
Recognizing the elements and approaches for developing and implementing a strategic plan are necessary for successful execution of a mission and long-term objectives of any organization. Special emphasis is placed on an integrated planning process that incorporates strategic analysis and other action steps necessary for creating and documenting a strategic plan, which will drive the accomplishment of operational plans.

MGT 499: Capstone Integrated Management Project  
The Capstone Project for the Management is a culminating experience that integrates business and management principles to create a comprehensive business plan for a new product or service for either an existing business or an entrepreneurial venture. Students design, research, and present their final project in a manner that demonstrates their mastery of the knowledge and skills expected of a manager.

CREDIT BY ASSESSMENT [CBA] COURSES LOWER-DIVISION (units)  

CBA 100 Credit by Assessment  
Units earned through assessment of prior learning experience such as corporate training; professional workshops, seminars, and conferences; licensure or certification; independent scholarship; and appropriately supervised volunteer training.
**Course Descriptions - continued**

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<th>COURSES (units)</th>
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<td><strong>CBA 106 Credit by Assessment</strong></td>
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**HOLISTIC HEALTH EDUCATION [HHE] COURSES (units)**

HHE 5000-5699 represent courses offered to students enrolled in the Master of Arts in Health Education degree and the Graduate Certificate in Holistic Health Coaching in 2017-18 and earlier.

HHE 5700-5999 represent courses offered in the Master of Arts in Holistic Health Education degree and the Graduate Certificate in Holistic Health Coaching in 2018-19.

[Current MA in Health Education courses from previous catalogs – for any student enrolled prior to Fall 2018]

**HHE 5001 Introduction to Health Education Program** | 0 |
| A required, no cost, no credit course for all students entering the MA-HHE program, this class prepares students to get the most out of their courses and what they need to do to complete the program. Students will also have an opportunity to consider their values, goals, and objectives at the commencement of their graduate studies. |

**HHE 5120 Integrative Health** | 4 |
| This course provides a foundation in Integrative Health, exploring the development of Western Medicine and alternative and complementary 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. Students evaluate multiple approaches for addressing degenerative diseases, cancer, cardiovascular disease and diabetes examining the relationships among behavioral, environmental and genetic factors that enhance or compromise health. |

**HHE 5140 Culture, Community, and Health** | 4 |
| We discuss our individual, ethical, and professional responsibilities to engage with the challenges of cultural oppression, bias, privilege, and stigma. We examine key issues at the intersection of culture and health, including the social determinants of health and health equity. Students identify the role of the health educator in the formation and evaluation of health policy and embody the role of health activist and advocate. We explore key models of cultural competency in health education, including cultural humility, structural competence, and participatory and community-based approaches. Also covered: the social ecological model of health promotion; community building and community organizing; and Health in All Policies (HiAP). |

**HHE 5145 Health, Environment, and Sustainability** | 2 |
| In this course, we examine the connection between the health of the environment and the health of the individual and community. We look at the origins of humanity’s disconnection from nature and the resulting modern worldview, through which we understand ourselves as separate individuals, “free” but helpless in the face of increasing environmental destruction. We evaluate the consequences of this worldview on our physical, psychological, social, and spiritual health. We then explore possibilities for re-connecting to each other and to the natural world as part of a homecoming that will allow us to re-imagine our relationship to nature and begin to create a sustainable future. |

**HHE 5147 Research in Health Education B** | 4 |
| This course continues the work begun in HHE 5200 Research in Health Education A, going deeper with cultivating skills to become sophisticated consumers of health and health education research, with an emphasis on qualitative research methods. The central work in the course will be developing additional skills in the types of research most often requested by agencies providing health education and health promotion services: program evaluation. This will include how to perform an asset-based needs assessment, design an effective program evaluation, and implement a relevant outcomes assessment. We will also introduce the community-based participatory research orientation, and explore how that orientation manifests in the field of health promotion. |

**HHE 5148 Health Education Research Basics** | 1 |
| This course introduces students pursuing a Master’s in Health Education to research concepts and practices that will support success in their graduate studies. The emphasis will be on developing critical thinking skills and gaining familiarity with academic publications. Key areas of discussion will include how to use the library’s databases to conduct effective literature searches, how to evaluate the quality of a journal and the quality of an article, an efficient strategy for reading articles, the different types of articles, and an introduction to interpreting research article results. |

**HHE 5155 Foundations of Holistic Nutrition** | 4 |
| Food forms the fiber of our being. Beyond basic nutrition, this course lays the foundation for using food as medicine focusing on supporting healthy cellular, organ and system function. Reviewing anatomy and physiology through the lens of functional medicine, we also examine the role of macronutrients and micronutrients in health and illness. As a result of the course students will be able to communicate the scientific reason for their nutritional recommendations. |

**HHE 5158 Models of Change for Health Education** | 4 |
| This course will cover determinants that influence health and wellbeing and discuss the role of the health educator in working with individuals attempting to make health behavior changes. Students
Course Descriptions - continued

will explore concepts and approaches of change specific to health and health behaviors. Current models of health behavior change will be analyzed and viewed through the lens of a holistic approach to health and health education.

**HHE 5167 Nutritional Consultation and Coaching** 2

The focus of this course is effective nutrition counseling including the skills needed for building rapport, listening and interviewing skills, including motivational interviewing, and working with clients through various states of change. Blending together counseling and coaching techniques, students will learn how to identify key areas of intervention to maximize clients’ success and how to engage with clients in a collaborative manner to co-create a dietary plan that works. *Prerequisites: HHE 5169, HHE 5430.*

**HHE 5169 Nutrition for Wellness Throughout the Lifecycle** 4

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. Special dietary needs of children and elders are 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 will also be examined through the lens of holistic nutrition and specific nutritional recommendations for athletes are discussed. *Prerequisite: HHE 5155.*

**HHE 5171 Nutrition for Healing the Body and Mind** 4

Nutritional approaches for working with clients with conditions such as diabetes, irritable bowel syndrome, allergies, depression, heart disease, autoimmunity, gastrointestinal issues, and cancer are addressed in this course. *Prerequisite: HHE 5169.*

**HHE 5173 Farm to Table** 2

A thorough examination and analysis of the complete food chain will serve as a means of determining how and why our food supply may or may not supply healthy choices for any of us. Food production begins in the earth and continues through many necessary and sometimes unnecessary processes. This class will look at farming practices; to include the fundamentals of soil examination, soil enhancement, ecological effects on soil health, soil degradation, political soil extortion, the many types of farming from the large industrial farming system to small organic biodynamic farms, the kinds of fertilizing of soil and plants, the status and implementation of the water supply needed for agriculture to remain sustainable, harvesting, transporting, and finally the distribution and the profit motivated practices of getting the food to the consumer. This understanding is critical to offering sound, uncomplicated, appropriate, and healthy “food” knowledge and nutritional advice.

**HHE 5200 Research in Health Education A** 4

Whether working in private practice or as part of an organization, the health educator needs to be prepared to find, understand, and evaluate public health or medical articles written by experts in the field. They also need to know, through systematic evaluation, whether health programs are having an impact on the target population. This course helps develop these core health educator skills: research literature assessment, data interpretation, research design methods, population management, and program analysis. Students will gain essential familiarity with quantitative research methods. They will design a study to determine the effectiveness of a health program or model.

**HHE 5225 Foundations of Health Education** 4

This course overviews the field of health education and prepares students for study and practice in their chosen field. We discuss the role of the health educator and various professional and ethical considerations inherent in that role. We look into various holistic theories as tools for analyzing and understanding health and health education. We begin to identify issues and questions of importance to the field and to us personally and professionally, such as health education for the “whole person;” shifting from a disease-focused to a health-focused health paradigm; cultural competency, and spirituality and health. This course is also designed to provide students entering the MA in Health Education program with a review of the critical thinking and writing skills that will serve as a foundation for producing graduate-level work.

**HHE 5428 Fundamentals of Coaching A** 1

The demand for coaching is ever increasing to meet the challenges of living in today’s world. In this course, students discover what is needed to develop an effective and trusted coaching relationship that creates meaningful and sustainable change. They learn how to coach from an integral perspective that engages the complexity and potential of the whole person -- mind, body, heart and spirit. Aligned with the ICF competencies for professional coaches, Foundations of Coaching A is the first of a two-part course, and will teach how to establish the coaching relationship, co-create trust and intimacy, and develop the core coaching skill of deep dialogue. It will also introduce the first stage of the coaching process, how to integrally assess the needs of the client.

**HHE 5429 Fundamentals of Coaching B** 1

The second of a two-part course, this course continues the work of HHE5428 through the next stages of the coaching process: creating meaningful and clear coaching goals, integral design, and maintaining coaching momentum and accountability. This course will be taught in a dynamic, practice-based approach, and is appropriate for managers, consultants, and those interested in integrating coaching into their profession.

**HHE 5430 Coaching Practicum A** 1

Students continue to build and deepen their coaching skills through practice and review the coaching competencies. Other key topics include coaching agreements, use of intake questionnaires, self-care for coaches, and considerations for setting up a coaching practice.

**HHE 5431 Coaching for Health and Wellbeing** 1

The focus of this course is coaching individuals for health and
HHE 5432 Coaching Practicum B 1

Students are observed coaching and receive detailed feedback from a coaching mentor. Written and practical examinations are administered as the final step in obtaining the Coaching Certificate/Specialization (depending on student's program) and to conform to the requirements of the International Coach Federation and other credentialing organizations. Prerequisite: HHE 5430.

HHE 5451 Mind-Body Connection for Health Coaches 2

Beginning with an inquiry into the meanings of health and healing, students explore the field of mind-body medicine, including psychoneuroimmunology, integrative health, and whole-person approaches. Key topics of interest to health coaches are covered, including self-care, nutrition, spirituality, embodiment, ecotherapy, the importance of connection and community, and more.

HHE 5452 Change Theory for Coaches 1

This course looks at what motivates people to make sustainable changes in their lives. Key change theories, such as the Health Belief Model, the Transtheoretical Model, and Self-Determination Theory, are explored. Coaching students explore how they can use these theories and models to help their clients realize their goals and achieve lasting change.

HHE 5453 Weight and Body Image for Health Coaches 1

Individuals frequently seek out health and wellness coaches to lose weight and/or change their body shape/size. However, the evidence is overwhelming that weight-loss diets are ineffective long-term and often harmful. Moreover, body dissatisfaction is a growing and insidious problem in U.S. culture. In this course, health coaches learn how to work from a “do no harm” perspective to promote these clients’ long-term health and wellbeing. Coaches will also learn how to recognize more serious conditions, such as depression, eating disorders, and body dysmorphic disorder, as well as how to refer appropriately.

HHE 5454 Holistic Stress Management for Health Coaches 1

Stress may be the defining characteristic of 21st century life; no one is immune. Because every client is different though, health coaches need to understand stress and how it can affect us, and to appreciate the myriad of ways there are to manage it. This course examines the physiological, mental, and spiritual effects of stress before turning to a variety of holistic approaches to stress management that coaches will find useful in their practice.

HHE 5500 Concepts and Practices for the Emerging Educator 2-4

This course is designed for future educators, including teachers, trainers, coaches, and others who facilitate learning. We will explore how students can forge their identity as educators from the wisdom of their own lived experience. Topics will include: whole person learning, creating space for learning, adult learning models, learning taxonomies, content organization, presentation skills, experiential activities, learning aids, and how to create a learning module. Opportunities for practice will enable students to discover and develop their own style of teaching.

HHE 5505 Student Review: Midpoint 0

Students are oriented to the last year of the program, which is focused on applications and professional preparation. Students are also provided with faculty feedback on their progress through the program. Co-requisite: HHE 5140.

HHE 5512 Mind-Body Approaches to Stress Management 2-4

In this course, we examine the psychological and physiological effects of stress on the mind and body. Content will include information on the impact of stress on the nervous, endocrine, cardiovascular, digestive and immune systems, among others. The theory, concepts and practice of various mind-body medicine modalities (such as meditation, expressive movement, visualization, etc.) will be presented as comprehensive holistic approach to stress management. Students will learn hands-on practices for mind-body self-care and will integrate their learning into course content. Prerequisites: HHE 5120, HHE 5155, HHE 5225.

HHE 5574 Preparing for Supervised Internship 0

This required, no cost, no credit course focuses on the skills and requirements necessary for identifying and obtaining an appropriate internship and putting together a successful internship contract. Prerequisite: Permission of instructor.

HHE 5575 Supervised Internship 1-3

Students work with ways of bridging their work as students with what they hope to do as professionals by working for one quarter in a professional setting under the guidance of a mentor, keeping a journal, and describing their work in a paper. Prerequisite: HHE 5574 and Permission of Instructor.

HHE 5607 MA Integrative Project A .5 – 1

This is the first course of a three-course series in which the student will develop and create a health education capstone project, which consists of a written paper and an oral presentation. The student considers an important question or challenge in the field of health education and develops a holistic or integrative solution in the shape of a new model, approach, program, curriculum, etc. (approach or program) through faculty guidance and peer support/feedback. In the first course, the student develops the approach or program and writes a detailed description of it and its possible method of implementation. Prerequisite: HHE 5505.
### Course Descriptions - continued

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**HHE 5608 Demonstrating Mastery**  
A required, no cost, no credit course taken at the end of the course of study, in which students are able to demonstrate mastery of health education knowledge and skills, as described in the Program Learning Outcomes.

**HHE 5609 MA Integrative Project B**  
This is the second course of a three-course series in which the student will develop and create a health education capstone project, which consists of a written paper and an oral presentation. In this course the student writes the remainder of the paper, including: conducting an extensive literature review, providing an explanation of the theoretical foundations of the proposed approach or program, and identifying similarities and differences between theirs and existing approaches or programs.

**HHE 5610 MA Integrative Project C**  
This is the third course of a three-course series in which the student will develop and create a health education capstone project, which consists of a written paper and an oral presentation. Having written a complete draft in HHE 5609, the students give a public presentation of their approach or program and revise the final paper. Additional writing of new material will be limited in the third course to the abstract and appendices.

**HHE 5615 Practicum in Health and Healing**  
Practicum in Health and Healing courses are designed to give students exposure to a variety of practical topics related to the field of health education. In some practica, specific healing modalities will be introduced, such as energy medicine, mind-body practices, Asian models of healing, and others. Other practica will offer insights and holistic perspectives into diverse topics, such as dietary planning, body image, working with different age groups and populations, death and dying, the arts in healthcare, setting up a nutritional consultation practice, and more.

**HHE 5702 Seminar in Holistic Health Education**  
From time to time, the Department offers an elective seminar on selected topics related to holistic health education.

**HHE 5703 Cohort Meetings**  
Students will meet online with an Advisor and their cohorts a minimum of once per quarter while they are enrolled in the program. Students will be assigned to cohorts based on their format and approximate pace of study.

**HHE 5710 Foundations of Holistic Health Education**  
This course overviews the field of health education and prepares students for study and practice in their chosen field. We discuss the role of the health educator and various professional and ethical considerations inherent in that role. We look into various holistic theories as tools for analyzing and understanding health and health education. We begin to identify issues and questions of importance to the field and to us personally and professionally, such as health education for the “whole person;” shifting from a disease-focused to a health-focused health paradigm; cultural competency, and spirituality and health.

**HHE 5713 Written Communication for Health Education**  
This course is also designed to provide students entering the MA in Holistic Health Education program with a review of the critical thinking and fundamental writing skills that will serve as a foundation for producing graduate-level written work. In addition, students will learn and practice different types of writing that health educators encounter in the field and how to write for different audiences.

**HHE 5715 Practicum in Health and Healing**  
From time to time, the Department offers an elective seminar on selected topics related to holistic health education.

**HHE 5716 Foundations of Holistic Nutrition**  
This course goes beyond basic nutrition and lays the foundation for using food as medicine focusing on supporting healthy cellular, organ and system function. Reviewing anatomy and physiology through the lens of functional medicine, we also examine the role of macronutrients and micronutrients in health and illness. As a result of the course students will be able to communicate the scientific reason for their nutritional recommendations.

**HHE 5720 Seminar in Holistic Health Education**  
From time to time, the Department offers an elective seminar on selected topics related to holistic health education.

**HHE 5720 Seminar in Holistic Health Education**  
From time to time, the Department offers an elective seminar on selected topics related to holistic health education.

**HHE 5730 Fundamentals of Coaching**  
In this course, students discover what is needed to develop an effective and trusted coaching relationship that creates meaningful and sustainable change for clients. They learn how to coach from an integral perspective that engages the complexity and potential of the whole person -- mind, body, heart, and spirit. Aligned with the ICF competencies for professional coaches, Fundamentals of Coaching will teach students how to establish the coaching relationship, co-create trust and intimacy, and develop the core coaching skill of deep dialogue. It will also introduce the stages of the coaching process, including how to integrally assess the needs of the client, creating meaningful and clear coaching goals, integral design, and maintaining coaching momentum and accountability. This course will be taught in a dynamic, practice-based approach.
HHE 5732 Health Education Research Basics 2

This course introduces students to research concepts and practices that will support success in their graduate studies in holistic health education. The emphasis will be on developing critical thinking skills and gaining familiarity with academic publications. Key areas of discussion will include how to use the library’s databases to conduct effective literature searches, how to evaluate the quality of a journal and the quality of an article, an efficient strategy for reading articles, the different types of articles, and how to interpret research article results.

HHE 5734 Integrative Health 3

This course provides a foundation in Integrative Health, exploring the development of Western Medicine and alternative and complementary 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. Students evaluate multiple approaches for addressing degenerative diseases, cancer, cardiovascular disease and diabetes examining the relationships among behavioral, environmental and genetic factors that enhance or compromise health.

HHE 5737 Nutrition for Wellness Throughout the Lifecycle A 2

This course introduces the foods, ways of eating and nutritional therapies that help to bring about and maintain the most vibrant health throughout the lifecycle, highlighting pediatric health and geriatric health nutrition. Special dietary needs of children and elders are a focus of this course. Nutritional recommendations for physical and mental vibrancy in the pediatric and elder years are identified through a holistic approach for preventing illness and maintaining wellness. Prerequisite: HHE 5716

HHE 5750 Coaching Practicum A 1

Students continue to build and deepen their coaching skills through practice and review the coaching competencies. Other key topics include coaching agreements, use of intake questionnaires, self-care for coaches, and considerations for setting up a coaching practice. Prerequisite: HHE 5730

HHE 5753 Research in Health Education 2

This course continues the work begun in HHE 5732 Health Education Research Basics, going deeper with cultivating skills to become sophisticated consumers of health and health education research. Whether working in private practice or as part of an organization, the health educator needs to be prepared to find, understand, and evaluate public health or medical articles written by experts in the field. Both quantitative and qualitative methods will be surveyed.

HHE 5756 Multiculturalism & Cultural Competency 2

We discuss our individual, ethical, and professional responsibilities to engage with the challenges of cultural oppression, bias, privilege, and stigma. We examine key issues at the intersection of culture and health, including the social determinants of health and health equity. Students identify the role of the health educator in the formation and evaluation of health policy and embody the role of health activist and advocate. We explore key models of cultural competency in health education, including cultural humility, structural competence, and participatory and community-based approaches. Also covered: the social ecological model of health promotion; community building and community organizing; and Health in All Policies (HiAP).

HHE 5759 Nutrition for Wellness throughout the Lifecycle B 2

This course introduces continues with the coursework from Nutrition for Wellness throughout the Lifecycle A (HHE 5759) highlighting geriatric health and holistic sports nutrition. Special dietary needs of elders and athletes are 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 will also be examined through the lens of holistic nutrition and specific nutritional recommendations for athletes are discussed. Prerequisite: HHE 5737

HHE 5770 Health, Environment, and Sustainability 2

In this course, we examine the connection between the health of the environment and the health of the individual and community. We look at the origins of humanity’s disconnection from nature and the resulting modern worldview, through which we understand ourselves as separate individuals, “free” but helpless in the face of increasing environmental destruction. We evaluate the consequences of this worldview on our physical, psychological, social, and spiritual health. We then explore possibilities for re-connecting to each other and to the natural world as part of a homecoming that will allow us to re-imagine our relationship to nature and begin to create a sustainable future.

HHE 5772 Challenge of Change 3

This course will cover determinants that influence health and wellbeing and discuss the role of the health educator in working with individuals attempting to make health behavior changes. Students will explore concepts and approaches of change specific to health and health behaviors. Current models of health behavior change will be analyzed and viewed through the lens of a holistic approach to health and health education.

HHE 5774 Professional Development 1

Students will prepare for their internships and for work after graduation. Students will be encouraged to cultivate key skills such as informational interviewing and “selling” their ideas through oral and written communication. Students will learn how to identify and obtain an internship as a model for obtaining work throughout their careers.

HHE 5777 Complementary and Alternative Modalities 2

A general survey of holistic health practices and issues, with a focus on the variety of alternative and complementary modalities that are
**Course Descriptions - continued**

present in integrative health care settings. Students will complete an assessment of the values and attitudes which underpin their current health practices, as well as examining the values and issues that shape our current health care models. They will explore and critically evaluate a variety of holistic health services and their application.

**HHE 5801 Student Review: Mid-Point** 0

A comprehensive review of the student's work halfway through the program. Each student's work is reviewed by the department chair. All degree candidates must meet with the department chair in order to continue in the program.

**HHE 5820 Concepts and Practices for the Emerging Educator** 3

This course is designed to help future educators, including teachers, trainers, coaches, and others who facilitate learning develop familiarity with a range of learning models and instructional methods. Topics will include: whole person learning, creating space for learning, adult learning models, learning taxonomies, content organization, presentation skills, experiential activities, writing learning outcomes, and how to create a learning module. Opportunities for practice will enable students to apply course content immediately.

**HHE 5823 Psychology and Physiology of Stress** 2

In this course, we examine the psychological and physiological effects of stress on the mind and body. Content will include information on the impact of stress on the nervous, endocrine, cardiovascular, digestive and immune systems, among others.

**HHE 5825 Internship** 1-2

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. This two-unit requirement may be satisfied with two separate internships of 1 unit each; one 2-unit internship in a single quarter, or a 1-unit internship over two quarters. Prerequisite: HHE 5774 and Permission of Instructor.

**HHE 5840 Innovative Strategies for Health Education** 2

Students explore creative and novel ways to approach complex health education problems using collaborative processes that emerge from the fields of design thinking, iterative design, and media production. Students will also hone their ability to communicate complex ideas and solutions in a variety of internal and external settings.

**HHE 5842 Mind-Body Practices for Self-Care** 2

The theory, concepts and practice of various mind-body medicine modalities (such as meditation, expressive movement, visualization, etc.) will be presented as comprehensive holistic approach to stress management. Students will learn hands-on practices for mind-body self-care and will integrate their learning into course content.

**HHE 5855 Coaching for Health and Wellbeing** 1

The focus of this advanced level course is coaching individuals for health and wellbeing. Students consider different coaching models and tools, such as salutogenesis, narrative, and appreciative inquiry, that are well suited to promoting the client's wellbeing. Students explore the importance of alignment between a client's health values and beliefs and their coaching goals. The practice of creating "wellness visions" and the like is examined. We also identify barriers to coaching for health and wellbeing and how to overcome them. Prerequisite: HHE 5750

**HHE 5865 Capstone A** 2

This is the first course of a two-course series in which the student will develop and create a health education capstone project, which consists of a written paper and an oral presentation. The student considers an important question or challenge in the field of health education and develops a holistic or integrative solution in the shape of a new model, approach, program, curriculum, etc. (approach or program) through faculty guidance and peer support/feedback. In the first course, the student develops the approach or program and writes a detailed description of it and its possible method of implementation. Prerequisites: Permission of Chair

**HHE 5866 Capstone B** 2

This is the second course of a two-course series in which the student will develop and create a health education capstone project, which consists of a written paper and an oral presentation. In this course the student presents a public oral presentation providing an explanation of the theoretical foundations of the proposed approach or program and identifying similarities and differences between theirs and existing approaches or programs. Prerequisite: HHE 5865

**HHE 5870 Colloquium in Holistic Health Education** 1

The colloquia represent our residency requirement, offered three times a year, often held over a single weekend. Students from both the online and hybrid formats attend together, with program faculty welcome to attend as well. Topics covered will include those of general interest to all, such as professional identity or spirituality and health, as well as cutting edge issues as they arise. Each Colloquium consists of a written paper and an oral presentation. In this course the student presents a public oral presentation providing an explanation of the theoretical foundations of the proposed approach or program.

**HHE 5875 Capstone A** 2

This is the first course of a two-course series in which the student will develop and create a health education capstone project, which consists of a written paper and an oral presentation. The student considers an important question or challenge in the field of health education and develops a holistic or integrative solution in the shape of a new model, approach, program, curriculum, etc. (approach or program) through faculty guidance and peer support/feedback. In the first course, the student develops the approach or program and writes a detailed description of it and its possible method of implementation. Prerequisite: HHE 5750

**HHE 5880 Capstone B** 2

This is the second course of a two-course series in which the student will develop and create a health education capstone project, which consists of a written paper and an oral presentation. In this course the student presents a public oral presentation providing an explanation of the theoretical foundations of the proposed approach or program and identifying similarities and differences between theirs and existing approaches or programs. Prerequisite: HHE 5865

**HHE 5890 Colloquium in Holistic Health Education** 1

The colloquia represent our residency requirement, offered three times a year, often held over a single weekend. Students from both the online and hybrid formats attend together, with program faculty welcome to attend as well. Topics covered will include those of general interest to all, such as professional identity or spirituality and health, as well as cutting edge issues as they arise. Each Colloquium consists of a written paper and an oral presentation. In this course the student presents a public oral presentation providing an explanation of the theoretical foundations of the proposed approach or program and identifying similarities and differences between theirs and existing approaches or programs. Prerequisite: HHE 5865

**HHE 5910 Dietary Planning** 1

Students will develop the skills and practical experience necessary to develop customized diet and meal plans. Different approaches to diet development and meal planning will be covered. Students will learn how to develop meal plans and food charts for a variety of dietary approaches such as a cleansing diet, calorie controlled diets, vegetarian diets, vegan diets, Paleo, Ketogenic, etc. Diets for several common health issues will also be discussed. Prerequisite: HHE 5772

**HHE 5911 Nutritional Consultation Business Practices** 1

This course is designed to train students how to build, run, and market their own nutrition consulting practice. Nutrition consulting has become an increasingly viable and growing option for nutrition professionals. Whether planning to open their own practice, work for another health professional, or work as a health educator within a...
corporate setting, students need the skills to create their own practice within a practice. In this course, students gain a clear understanding of the consulting process and learn to recognize their own strengths as a consultant and to define and establish a strategic direction, as well as tips on running an office, setting fees, insurance needs, and developing an overall business plan and marketing strategy. Prerequisite: HHE 5772

HHE 5912 Nutritional Consultation and Coaching 2

The focus of this course is effective nutrition counseling including the skills needed for building rapport, listening and interviewing skills, including motivational interviewing, and working with clients through various states of change. Blending together counseling and coaching techniques, students will learn how to identify key areas of intervention to maximize client’s success and how to engage with clients in a collaborative manner to co-create a dietary plan that works. Prerequisites: HHE 5750, HHE 5772.

HHE 5913 Nutrition for Healing Body and Mind 4

Nutritional approaches for working with clients with conditions such as diabetes, irritable bowel syndrome, allergies, depression, heart disease and cancer are addressed in this course. This course introduces the foods, ways of eating, nutritional therapies and dietary approaches that help to bring about and maintain the most vibrant health with regard to gastrointestinal health, diabetes, allergies, autoimmune disease, depression, cancer and heart disease. This course will explore some of the underlying causes, nutritional deficiencies and lifestyle factors that contribute to these health conditions. Nutritional and herbal approaches for high cholesterol, high blood pressure, insulin resistance, food allergies, asthma, and breast cancer will also be discussed. Emphasis is on promoting and maintaining wellness. Prerequisite: HHE 5772

HHE 5914 Holistic Approaches to Weight and Health 1

Approaches to weight management are examined, including an alternative model of looking at weight and size – Health At Every Size. The psychology behind issues related to nourishment and poor body image are considered in this course, along with socio-cultural factors that influence weight and health. Prerequisite: HHE 5772

HHE 5915 Farm to Table 2

A thorough examination and analysis of the complete food chain will serve as a means of determining how and why our food supply may or may not supply healthy choices for any of us. Food production begins in the earth and continues through many necessary and sometimes unnecessary processes. This class will look at farming practices; to serve as a means of determining how and why our food supply may or may not supply healthy choices for any of us. Food production begins in the earth and continues through many necessary and sometimes unnecessary processes. This class will look at farming practices; to include the fundamentals of soil examination, soil enhancement, ecological effects on soil health, soil degradation, political soil extortion, the many types of farming from the large industrial farming system to small organic biodynamic farms, the kinds of fertilizing of soil and plants, the status and implementation of the water supply needed for agriculture to remain sustainable, harvesting, transporting, and finally the distribution and the profit motivated practices of getting the food to the consumer. This understanding is critical to offering sound, uncomplicated, appropriate, and healthy “food” knowledge and nutritional advice.

HHE 5920 Coaching Experiential 0.5 – 2

A seminar with variable units that enables faculty and students to create an active coaching community among those pursuing the Certificate at any given time. Faculty and students meet as needed to introduce cutting edge topics in coaching, report on new research and developments, and provide extra coaching practice as needed.

HHE 5922 Coaching Practicum B 1

Students are observed coaching and receive detailed feedback from a coaching mentor. Written and practical examinations are administered as the final step in obtaining the Coaching Certificate or Specialization (depending on student’s program). Prerequisite: HHE 5750

HHE 5924 Health, Disease, & Wellbeing for Health Coaches 1

Conventional medicine is compared to holistic concepts of health and wellbeing. Conventional risk factors and common chronic diseases are covered. Emphasis will be placed on holistic, health-promoting approaches such wellness wheels, continuums, salutogenesis, and similar wellness models. MA Students may substitute HHE 5710.

HHE 5926 Mind-Body Connection for Health Coaches 1

Students explore the field of mind-body medicine, including psychoneuroimmunology, integrative health, and whole-person approaches. Key topics of interest to health coaches are covered, including self-care practices, nutrition, spirituality, embodiment, and ecotherapy. MA Students may substitute HHE 5823.

HHE 5928 Change Theory for Coaches 1

This course looks at what motivates people to make sustainable changes in their lives. Key change theories, such as the Health Belief Model, the Transtheoretical Model, and Self-Determination Theory, are explored. Coaching students explore how they can use these theories and models to help their clients realize their goals and achieve lasting change. MA Students may substitute HHE 5756.

HHE 5930 Weight and Body Image for Coaches 1

Individuals frequently seek out health and wellness coaches to lose weight and/or change their body shape/size. However, the evidence is overwhelming that weight-loss diets are ineffective long-term and often harmful. Moreover, body dissatisfaction is a growing and insidious problem in U.S. culture. In this course, health coaches learn how to work from a “do no harm” perspective to promote these clients’ long-term health and wellbeing. Coaches will also learn how to recognize more serious conditions, such as depression, eating disorders, and body dysmorphic disorder, as well as how to refer appropriately. Prerequisite: HHE 5750

HHE 5932 Stress Management for Health Coaches 1

Stress may be the defining characteristic of 21st century life; no one is immune. Because every client is different though, health coaches
Course Descriptions - continued

need to understand stress and how it can affect us, and to appreciate the myriad of ways there are to manage it. This course examines the physiological, mental, and spiritual effects of stress before turning to a variety of holistic approaches to stress management that coaches will find useful in their practice. MA Students may substitute HHE 5842.

HHE 5934 Supervised Community Coaching 1-2
Coaching certificate students will gain valuable experience coaching under the supervision of experienced coaches. Variable units: 1-2 per quarter. Students are required to take 2 units total. Prerequisite: HHE 5750

HHE 5940 Energy Models of Healing 2
This course investigates how health, illness, wholeness and healing may be defined and worked with in energy terms. The coursework involves in-depth inquiry into the many disciplines and traditions that contribute to energy healing as well as an analysis of the concepts and philosophies upon which these systems are based. We look at energy medicine from the perspectives of quantum physicists, biologists, consciousness and psi researchers, philosophers, spiritual healers, and medical intuitives. We will also investigate how energy modalities are viewed by mainstream medicine.

HHE 5941 Asian Approaches to Health and Healing 2
Two of the oldest holistic systems of medicine—Chinese and Ayurvedic medicine—are presented in this survey course. Their basic philosophy, principles, and standards of treatment will be explored both didactically and experientially. The course will not focus on comparing the two systems, but the diversities of each will be outlined with emphasis on their spiritual roots, cultural and social perspectives, and their growing appeal as global alternatives in health care.

HHE 5942 Arts in Healthcare 1
This course is an overview of the powerful role that the arts can play in fostering well-being and wholeness. Research is documenting connections between creative engagement and pain management, stress reduction, recovery and resilience. We will explore the writing, visual arts, theater and music programs being used within hospitals, healthcare facilities, and communities. Experiential creative exercises will allow participants to experience their own movement toward a fuller living experience. Coursework includes meditative practices and creative processes including the use of visual art, movement, and writing. No art experience is necessary. The course is focused on internal growth and development of the individual. Each student will apply the course content to their own personal and professional needs.

HHE 5943 Functional Nutrition Blood Chemistry 1
Designing an effective nutrition program is dependent on the establishment of an accurate nutritional profile guided by scientific approaches such as a comprehensive blood test. There is no test more accepted, efficient and affordable than a comprehensive blood chemistry profile. By learning how to interpret blood chemistry from a nutritional perspective, you can detect the shifts in physiological function and use it in a more preventative manner. Designing a truly individualized nutrition program will produce a more efficient and longer lasting result than just addressing one symptom or effect of the imbalance. You will also easily be able to track the effectiveness of any nutrition program. In this practicum you will learn the basics of nutritional blood chemistry and how to identify some common patterns of imbalance and how to develop a customized nutrition program based on the results.

HHE 5944 Nutrition for Women’s Health 1
As women are living longer than ever, it is important for women to address their health so that they can remain vital and thrive throughout the life cycle. A woman’s health profile can dramatically change from one decade to the next. In this class students will learn about using diet, lifestyle and nutrients to balance hormones throughout life. We will also discuss the relationship of blood sugar metabolism, stress, thyroid health, inflammation and gut health to fertility, weight issues, mood shifts, PMS, PCOS, endometriosis, fibroids, perimenopause, osteoporosis and menopause.

HHE 5945 Transitions & Grief 1
One of the most important functions of a health educator or health coach is to help clients navigate transitions and transformative change. Too often, we forget that a key element of many kinds of change is releasing our attachment to past ways of being and going through an appropriate grieving process. Students will learn about different approaches to coping with grief and how they can support clients who find themselves grieving various types of loss.

CREATIVE STRATEGY [ICT] COURSES (units)

ICT 5001 Emerging Media Seminar 3
Description of the domain of emergent media. This is the picture of the field including what are the problems we are trying to solve, what are our processes, what are the building blocks of the field. We will strive for some guest speakers from the field in this course to open up current topics. We discuss solving problems by listening to those who will benefit (Design Thinking), problem solving methodologies along with more specific topics such as networked communication, gamification and serious games, big data, social media structures and visual effects techniques from film.

ICT 5002 Digital Studio I – Still & Motion 4
The studio courses all follow a plan of introducing the core concepts of the discipline and then begin adding production techniques to create objects or images of those concepts. This course has a twofold purpose. First to introduce and build creative vision in the students through critique of existing works and through developing a “daily practice” of making some creative act each day that is documented or recorded. The second piece of the course is covering the essential aspects of the current toolbox of software and techniques that make
up still and motion works. This has some training in actual software tools and learning underlying techniques.

**ICT 5003 Digital Studio II – Interaction**  4

Studio II is similar in structure to Studio I but moves the creative aspects further on. The content revolves around not only creating interactive experiences but a study of how creating interaction is informed by the experiences of users, (Human Centered Design). Interaction design could be how we interact with the web, how to make an application, how we might build a solution for a museum that members touch and give input to.

**ICT 5004 Programming Studio**  4

The Programming Studio is geared toward students with no programming experience. They receive an overview of the why control of software is critical in this field and experience the basics of logical structure for programming. We use a simple programming language called Processing that was written specifically for creative and for art and media tasks.

**ICT 5005 Change & Disruption**  4

This seminar focuses on understanding the historical genesis of technological disruption to legacy models of business and how technology can lead to shifts in culture. What are ways in which we process change individually and as a society? How can we see change as a normal occurrence and be proactive with how we will apply it.

**ICT 5006 Game Theory & Practice Studio**  4

This studio course has a module of seminar style learning about the study of gaming theory (Ludology), the psychology of gaming and the history from board games to other modern styles. The second module is studio where teams build prototypes of games starting with paper prototypes and continuing onto utilizing the skills learned in the other studio courses to build a simple version or a slice of a game. The focus is on serious games and games for change.

**ICT 5007 Maker & Electronics Production Studio**  4

Much of modern technology is now physical in nature. By that we mean small electronics in our rooms or on our persons that tell us about our environment, ourselves or give us feedback about the real world. These simple electronics can be easily programmed for a wide variety of tasks that can be utilized for research, education or art. The related “Maker” aspect of this is also making tangible objects in many ways related to what a shop class would cover. The new world of this shop class entails the printing of physical objects like a tool or a bone on a device from a computer description. This world utilizes basic programming and design skills from the other courses and brings virtual ideas into the real world. This segment of technology has a decidedly non-commercial attitude and is all about do it yourself.

**ICT 5008 Transmedia Story Studio**  4

Transmedia is telling a story in or across multiple platforms or media. Our form of transmedia also includes audience participation in the story. Students will study the traditional story arcs such as the hero's journey and script act. Skills from the previous courses such as interactivity, programming and design will be brought to bear to create a transmedia experience. This course will also introduce basic team structures and touch on methods of leadership and communication.

**ICT 5009 Psychology & Neuroscience in Art & Media Seminar**  4

This course provides a platform, based in neuroscience and psychology, for students to research the scientific underpinnings in the fields of emergent media, game theory, communication and other aligned topics. Students research selected topics and make long form presentations with accompanying discussion or exercises. We build a vision of what is known about human experience of media, change and vision. Students are not expected to be scientists, but rather to learn how to glean meaningful understanding from scientific study. The secondary value of the course is a focus on presentation and verbal skills in speaking with a group.

**ICT 5010 Collaborative Studio I (Team Tools and Iterative Process)**  4

The Collaborative Production course is the introduction into client driven design of projects for the community (preferably nonprofit, or entrepreneurial). Interior or exterior partners will provide project goals around which the students will collaboratively build teams, brainstorm and iteratively design solutions. Design thinking, learning styles, communication strategies, project management tools and conflict resolution are all explored and utilized in the class. The final result may be a strategic plan, a design brief, a wireframe of a game or app, a media artifact or tool. Students will form teams and follow development cycles to complete the project for the client.

**ICT 5011 Collaborative Studio II (Community Engagement & Technology)**  4

Collaborative Studio II picks up directly on the themes and work in Collaborative I. Deeper methods for creative problem solving and client skills are explored in an active and real world situation. Time is given to leadership skills in team and client settings. Concepts of gamification and novel innovation in application of research to technology are also explored. An example would be using simple sensors for body monitoring to build a protective helmet for severely autistic youth that not only keeps the child safe, but provides relevant and real time information about the physical state of the child*. 

* Project completed by Becky Colley at Champlain College 2015 for Vermont Autism Speaks

**ICT 5012 Entrepreneurial Leadership Seminar**  3

What skill sets, attitudes and information does it take to start and then maintain a new media business? This question is the heart of the exploration in this course. Leveraging the rich entrepreneurial base in the Bay Area we will have some key guest speakers as well as presentations on topics critical to not only understanding how to begin a business but how to present a new opportunity within an existing company.
Course Descriptions - continued

ICT 5013 Current Topics in Culture & Technology (taken 3 times) 3
The recurring series of advanced topics courses are the place where new and emerging trends in media are studied along with key aspects of culture that may provide an opportunity for students. This is also the course that provides the opportunity for guest educators to share their vision or research in the field of media, science or culture. Some possible subjects include: • Virtual and Augmented Reality • Computational Photography – images made from data as much as light • New businessm structures and models such as b-corps • The future of wireless media (gaming and interaction)

JFKu Online Powered by FlexCourse

[MBA] Courses (units)

MBA 500: MBA Foundations 3
This course provides an overview of fundamental management concepts across a broad spectrum of subject areas as a foundation for later specialized study. Students will learn how to think in strategic terms, how to communicate as a manager, and how to conduct effective research at the master’s level. Topics covered include the critical business functions of accounting, economics, marketing, finance, and strategy, providing students with cross-functional knowledge to inform decision-making.

MBA 600: Decision Analysis 3
Managers typically need to be able to make decisions based on incomplete information. This course focuses on the application of a wide variety of quantitative methods to aid in decision-making, including populations and samples, probabilities, expected values, decision tree analysis, resource allocation, and correlations. Each method is applied in real-world management situations, preparing students for critical decision-making in the workplace.

MBA 601: Managerial Economics 3
This course examines interactions that take place within organizations, among companies, and between firms and consumers from an economic perspective. Students will learn why firms behave the way they do, and they will be introduced to tools and frameworks that will help them make better decisions in their professional and personal lives. The course also provides a good foundation for understanding matters such as how companies set prices and why they advertise.

MBA 602: Executive Leadership 3
A leader is a person who is able to cast a vision in a way that others want to follow and accomplish that vision. This course is designed to help students improve their leadership skills in order to function effectively in the global economy. Topics include critical issues in executive leadership and foundational concepts on motivation and negotiation skills.

MBA 603: New Venture Creation 3
This course prepares students to spearhead new initiatives, paying special attention to the process and activities required before a startup can open for business. Entrepreneurship, in this context, is viewed as long-term value creation. Accordingly, using real-world case studies, this course focuses on critical issues in the development of a new venture: market and competitive conditions, testing critical assumptions upon which the new business concept rests, adequate planning, proper assessment of skills and resources required to create a strong competitive position, and creation of a formal business plan.

MBA 605: Leadership and Organizational Behavior 3
Dynamic environments need leaders who challenge themselves and others to discover and test new ways to be effective. This course examines a variety of methods to manage and lead people in complex organizations and design workplaces that elicit high performance from individuals, teams, and organizations.

MBA 610: Managerial Accounting 3
Managers need basic knowledge of accounting principles and practices. In this course, an emphasis is placed on managerial uses of accounting data including what kind of information is needed, where data can be obtained, and how these figures can be used as managers perform their planning, controlling, and decision-making responsibilities.

MBA 611: Organizational Development and Transformational Leadership 3
This course investigates organizational development and change practices used to enhance organizational effectiveness, improve quality of work life, increase productivity, and facilitate the organization’s capacity to assess and solve its own problems. In an examination of the role of transformational leader, students will develop skills in organizational diagnosis, survey development, change management, team building, systems redesign, problem identification, and problem solving.

MBA 612: Cross-Cultural Management 3
The hyper-competitive global arena of the twenty-first century means that managers develop skills necessary to design and implement global strategies, to conduct effective cross-national interactions, and to manage daily operations in foreign subsidiaries. Through case study, students learn how culture interacts with other national and international factors to affect managerial processes and behaviors. Cross-cultural management and competitive strategy is evaluated in the context of global changes.

MBA 615: Marketing 3
This course includes marketing management essentials such as the establishment of marketing goals that align with internal resources and marketing opportunities, planning and execution of appropriate activities to meet the goals, and measurement of progress. Innovation in the marketplace, including new products, technologies, and services, are considered as well as the strategies for achieving marketing objectives.
Course Descriptions - continued

MBA 620: Managerial Finance 3
This course introduces the basic principles of managerial finance and demonstrates how businesses manage their funds to accomplish organizational objectives. Emphasis is placed on financial environment, financial statements, cash flow and financial planning, time value of money, risk and return, interest rates and bond valuation, stock valuation, and capital budgeting cash flows. Upon completion, students will possess a broad, conceptual understanding of how to use these financial techniques to analyze a company’s finances.

MBA 625: Business Law and Ethics 3
This course involves the study of legal principles and concepts of business law, focusing on U.S. corporate law. Topics of relevance include the following core legal concepts: government regulation, consumer protection, business formation, contracts, crimes and torts, employment, and employment relationships. The application of these legal concepts to practical business issues will be emphasized, demonstrating the relevance of business law to a variety of business situations.

MBA 630: The Global Economy 3
In a study of the financial operations of multinational corporations and financial institutions, students will focus on macroeconomic variables, models of policy effects over time, geo-political changes, foreign exchange markets and trade balances. Topics include Gross Domestic Product, foreign exchange risk, rates of return analysis, Purchasing Power Parity, interest rate determination, and policies affecting fixed and floating exchange rates in the unique context of multinational finance.

MBA 635: Strategic Management 3
This course introduces students to the strategic management process. Through analysis and real-life problem solving, students integrate management, finance, accounting, marketing, economics, production, and decision-making concepts in order to understand an organization’s many moving parts. Students will gain insight into the daunting task of managing an organization and its complex components.

MBA 640: Operations Management 3
This course presents techniques and methods for managing operations in services and manufacturing. Current topics such as supply chain management, the balanced scorecard, and yield management are examined using a real-world perspective and a contemporary approach. This course stresses teamwork, quality, and customer service.

MBA 641: Intermediate Selling 3
This course is designed to give the graduate student the concepts and skills necessary to successfully sell to decision makers in a corporation. The topics covered include responding to requests for proposals, making formal presentations, selling to top-level executives, and fundamental sales strategies.

MBA 642: Entrepreneurial Strategy 3
This course focuses on the creation of strategic growth as a catalyst for a small company’s transition to being a key competitor in an industry segment. Students explore the strategic management process as it relates to building the entrepreneurial firm. This is the capstone course for the entrepreneurship concentration.

MBA 643: Sales Management 3
This course is designed to teach students a series of key concepts, methods, techniques, and skills that, when used by the sales manager, can produce highly effective and successful sales. These tactics are applicable to a wide variety of management and sales management roles.

MBA 645: Managing the Global Workforce 3
Global leaders must be able to effectively acquire, develop, compensate, and motivate employees in order to maximize organizational effectiveness. Students will learn about how human resource management contributes to business success by strategically managing an organization’s human capital.

MBA 655: Health Care Management 3
This course addresses the management of organizations that deliver health care services, such as hospitals, nursing homes, multi-specialty clinics, and home health care agencies. Students will examine principles of effective management, including organizational design, motivation, leadership, conflict management, teamwork, and strategic alliances. Management issues that distinguish health services organizations from other types of organizations will be identified and strategies for dealing with these issues will be evaluated.

MBA 670: Health Care Finance 3
This course addresses systems and uses of accounting and financial planning in health care organizations, including planning and control. Students will examine the analysis of financial statements, reporting, ratios, and budgeting for health care organizations to make sound decisions. This course provides a conceptual and practical knowledge of health care finance including sources of funding, revenue and cost determinants, third-party payers, managed-care contracts, and valuations.

MBA 675: Legal and Ethical Issues in Health Care 3
Managers in medical offices, hospitals, clinics, or skilled nursing facilities have a professional stake in understanding the multiple legal and ethical issues that they will encounter as part of their day-to-day responsibilities. This course examines the legal aspects of health services management including consumer protection, the patient/physician relationship, principles that govern patient information, professional licensure and liability, medical malpractice, and public duties of a health care professional.
**Course Descriptions - continued**

**MBA 680: Systems Analysis** 3

This course provides an introduction to the field of systems analysis and design with the objective of using the appropriate logical processes to develop information systems. Specific topics include determining business requirements, documenting organizational processes, analyzing information flows, and re-engineering information.

**MBA 685: Database Management** 3

This course examines database management methods and specially designed software applications used in a variety of information system environments. Topics include storing, cataloging, modifying, querying, and extracting data in relational database management systems. Examples of database management systems to be discussed include SQL Server, Oracle, SAP, and Microsoft Access.

**MBA 690: Computer and Network Security** 3

This course provides an introduction to the field of computer security principles and network security. Specific topics to be examined include computer security threats and attacks, vulnerabilities in the password authentication system, file system, virtual memory system, threats and vulnerabilities to network architectures and protocols, Botnets, E-mail security, IP security, Web security, and network security management techniques such as Firewalls and IDS.
The College of Psychology provides an academic environment that is rigorous, supportive, and transformative. Aspiring clinicians, educators, therapists, and consultants are offered an array of opportunities to develop the knowledge, skills, and understanding needed to reach their potential.

Our undergraduate and 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 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 (PsyD)
- Consciousness & Transformative Studies
- Counseling Psychology - MFT
- Counseling Psychology–Holistic
- Sport Psychology
- BA Psychology (JFKu Online Powered by FlexCourse Format)
- Academic Certificate in Trauma Studies

The faculty of the College of Psychology are practitioner-scholars who bring their real-world experiences into the classroom to enrich your educational experience. They are dedicated to the success of our students—they will encourage, challenge and mentor you through your studies at John F. Kennedy University.

Intrinsic to all of the programs in the College of Psychology 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 Psychology 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.
PSYCHOLOGY

Bachelor of Arts in Psychology

The Psychology major explores multiple perspectives of human action and behavior. Students learn to conduct research and to evaluate other’s research with the goal of increasing our understanding of human nature. The psychology major is designed to prepare the student for the next step after undergraduate studies, whether it is immediate employment or graduate school. The degree includes a choice of concentrations in Criminal Justice, Early Childhood Education, or Industrial-Organizational Psychology.

Learning Outcomes for the BA in Psychology

With the successful completion of this program, students will be able to:

• Demonstrate knowledge of major psychological theories, concepts, testing and assessment strategies, research methodologies and therapeutic techniques
• Create well-crafted oral and written research presentations using computer-based technology
• Apply basic research methods in psychology including research design, data analysis, and interpretation of findings, and report those results in conformance with APA format
• Demonstrate familiarity with standards and ethics of professional practice including professional responsibility, record keeping, confidentiality, duty to warn, and sensitivity for gender, ethnicity, culture, disability, and national origin
• Analyze and critique their own personal and professional strengths and growth areas

The Bachelor of Arts degree in psychology requires a minimum of 120 units of study. Students in this program must complete 54 units of core General Education courses, 42 units within the major, and 24 units of courses from an academic concentration. Transfer students must complete a minimum of 30 units of study at John F. Kennedy University.

<table>
<thead>
<tr>
<th>General Education</th>
<th>54 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>42 units</td>
</tr>
<tr>
<td>Academic Minor/Concentration</td>
<td>24 units</td>
</tr>
<tr>
<td><strong>Total Semester Units</strong></td>
<td><strong>120 units</strong></td>
</tr>
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General Education Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSS 100</td>
<td>Academic Strategies</td>
<td>3 units</td>
</tr>
<tr>
<td>ART 220</td>
<td>Introduction to Film</td>
<td>3 units</td>
</tr>
<tr>
<td>BIO 151</td>
<td>Introduction to Biology</td>
<td>3 units</td>
</tr>
<tr>
<td>CIS 101</td>
<td>Computer Literacy</td>
<td>3 units</td>
</tr>
<tr>
<td>COM 146</td>
<td>Communication</td>
<td>3 units</td>
</tr>
<tr>
<td>ENG 101A</td>
<td>Reading and Comprehension</td>
<td>3 units</td>
</tr>
<tr>
<td>ENG 101B</td>
<td>Critical Thinking, Reading and Writing</td>
<td>3 units</td>
</tr>
<tr>
<td>ENG 204</td>
<td>Interdisciplinary Reading, Writing, Research</td>
<td>3 units</td>
</tr>
<tr>
<td>HIS 101</td>
<td>American History</td>
<td>3 units</td>
</tr>
<tr>
<td>MTH 115</td>
<td>College Algebra</td>
<td>3 units</td>
</tr>
<tr>
<td>PHL 263</td>
<td>Social Ethics</td>
<td>3 units</td>
</tr>
<tr>
<td>PHL 271</td>
<td>Philosophy</td>
<td>3 units</td>
</tr>
<tr>
<td>PHY 155</td>
<td>Physics</td>
<td>3 units</td>
</tr>
<tr>
<td>POL 241</td>
<td>American Government</td>
<td>3 units</td>
</tr>
<tr>
<td>PSC 152</td>
<td>Physical Science</td>
<td>3 units</td>
</tr>
<tr>
<td>PSY 221</td>
<td>Psychology</td>
<td>3 units</td>
</tr>
<tr>
<td>SSC 304</td>
<td>World Religions</td>
<td>3 units</td>
</tr>
<tr>
<td>SOC 230</td>
<td>Sociology</td>
<td>3 units</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>54 units</strong></td>
</tr>
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</table>

Psychology Major Core Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 301</td>
<td>Psychological Testing and Assessment</td>
<td>3 units</td>
</tr>
<tr>
<td>PSY 302</td>
<td>Learning Theory</td>
<td>3 units</td>
</tr>
<tr>
<td>PSY 311</td>
<td>Experimental Psychology</td>
<td>3 units</td>
</tr>
<tr>
<td>PSY 312</td>
<td>Lifespan Development</td>
<td>3 units</td>
</tr>
<tr>
<td>PSY 321</td>
<td>Statistics for the Behavioral Sciences</td>
<td>3 units</td>
</tr>
<tr>
<td>PSY 322</td>
<td>Personality Theories</td>
<td>3 units</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Child Growth and Development</td>
<td>3 units</td>
</tr>
<tr>
<td>PSY 375</td>
<td>Biological Basis of Behavior</td>
<td>3 units</td>
</tr>
<tr>
<td>PSY 389</td>
<td>Cross-Cultural Psychology</td>
<td>3 units</td>
</tr>
<tr>
<td>PSY 403</td>
<td>Human Sexuality</td>
<td>3 units</td>
</tr>
<tr>
<td>PSY 411</td>
<td>Abnormal Psychology</td>
<td>3 units</td>
</tr>
<tr>
<td>PSY 421</td>
<td>Social Psychology</td>
<td>3 units</td>
</tr>
<tr>
<td>PSY 422</td>
<td>Psychology of the Family</td>
<td>3 units</td>
</tr>
<tr>
<td>PSY 476</td>
<td>Counseling</td>
<td>3 units</td>
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</tbody>
</table>
## Psychology - continued

### Criminal Justice Concentration

The Criminal Justice Concentration in Psychology is concerned with the study of human behavior within the criminal justice system. It is designed to prepare students for careers in criminal justice administration, juvenile justice programs, and public welfare agencies.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 101</td>
<td>Introduction to Criminal Justice</td>
<td>3 units</td>
</tr>
<tr>
<td>CRJ 150</td>
<td>Corrections</td>
<td>3 units</td>
</tr>
<tr>
<td>CRJ 260</td>
<td>Criminology</td>
<td>3 units</td>
</tr>
<tr>
<td>CRJ 265</td>
<td>Juveniles in the Justice System</td>
<td>3 units</td>
</tr>
<tr>
<td>CRJ 350</td>
<td>Ethical Behavior in the Criminal Justice System</td>
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<tr>
<td>CRJ 360</td>
<td>Criminal Law and Practice</td>
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<td>CRJ 370</td>
<td>Criminal Investigation</td>
<td>3 units</td>
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<tr>
<td>CRJ 450</td>
<td>Drugs – Use and Abuse</td>
<td>3 units</td>
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</tbody>
</table>

### Early Childhood Education Concentration

The Early Childhood Education Concentration in Psychology is concerned with the study of human development as it relates to the support and education of children between the ages of 2 and 7.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>EDU 325</td>
<td>Infant and Toddler Growth and Development</td>
<td>3 units</td>
</tr>
<tr>
<td>EDU 335</td>
<td>Introduction to Children with Special Needs</td>
<td>3 units</td>
</tr>
<tr>
<td>EDU 345</td>
<td>Observation and Assessment</td>
<td>3 units</td>
</tr>
<tr>
<td>EDU 355</td>
<td>Curriculum &amp; Intervention Strategies for Young Children</td>
<td>3 units</td>
</tr>
<tr>
<td>EDU 365</td>
<td>Teaching Children in a Diverse Society</td>
<td>3 units</td>
</tr>
<tr>
<td>EDU 425</td>
<td>Administration I: Program Management</td>
<td>3 units</td>
</tr>
</tbody>
</table>

### Industrial-Organizational Psychology Concentration

The Industrial-Organizational Psychology concentration is concerned with the study of workplace behavior and involves the application of psychological principles to workplace issues including selecting employees, developing and training employees, and improving worker productivity.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>LDR 364</td>
<td>Organizational Behavior</td>
<td>3 units</td>
</tr>
<tr>
<td>LDR 471</td>
<td>Conflict Management</td>
<td>3 units</td>
</tr>
<tr>
<td>LDR 481</td>
<td>Principles and Practices of Leadership</td>
<td>3 units</td>
</tr>
<tr>
<td>LDR 499</td>
<td>Capstone Experience</td>
<td>3 units</td>
</tr>
<tr>
<td>MGT 303</td>
<td>Management Theories and Practices</td>
<td>3 units</td>
</tr>
<tr>
<td>MGT 304</td>
<td>Organizational and Business Communication</td>
<td>3 units</td>
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<tr>
<td>MGT 313</td>
<td>Business Law and Ethics</td>
<td>3 units</td>
</tr>
<tr>
<td>MGT 410</td>
<td>Human Resource Management</td>
<td>3 units</td>
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</table>

### Summary of the Psychology Major

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>54 units</td>
</tr>
<tr>
<td>Major Requirement</td>
<td>42 units</td>
</tr>
<tr>
<td>Academic Minor</td>
<td>24 units</td>
</tr>
<tr>
<td><strong>Total Units for BA in Psychology</strong></td>
<td>120 units</td>
</tr>
</tbody>
</table>
CLINICAL PSYCHOLOGY

Clinical Psychology

Clinical psychology is the largest branch of the field of psychology that integrates science, theory, and clinical practice to assess and treat a broad spectrum of mental health and behavioral medicine concerns. Clinical psychologists work in a variety of settings, including community mental health agencies, hospitals, college counseling centers, corporations, independent or group practices, wellness clinics, health insurance agencies, prisons, universities and other research settings, as well as Veteran Affairs (VA) medical centers.

The demand for mental health professionals, particularly those with doctoral degrees, is expected to increase over the next decade. Factors contributing to this increase in the need for psychologists include the significant number of veterans experiencing post-traumatic distress, the increasing number of people who are aging, the growing acknowledgment of the role of behavioral medicine techniques in treating chronic disease, and the ever present demands of dealing with the stress and pressures of everyday life and work.

The Doctor of Psychology (PsyD) in Clinical Psychology at John F. Kennedy University is designed for individuals seeking the highest level of training to become hands-on practitioners in the field of psychology. We have created a program with a diverse faculty, student body, and curriculum. Our mission is to train practitioner-scholars who will provide comprehensive and culturally sensitive services to a variety of communities. Our particular focus on multicultural competency sets us apart from other doctoral programs.

Doctor of Psychology

The Doctor of Psychology (PsyD) degree was first recognized by the American Psychological Association (APA) in 1973. Today, many PsyD programs are offered nationwide. Graduates are prepared for the key roles that contemporary psychologists must fill to competently serve their communities: clinician, evaluator, assessment expert, and critical consumer of psychological research. We also provide training in the fundamentals of consultation, supervision, program administration, and education. 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 thirteen-to-one. In the selection of faculty, staff, and students, the PsyD program aims to reflect the diversity of California’s community including gender, race, physical ability, sexual orientation, and socio-economic status. The PsyD program incorporates issues of diversity into all courses in the curriculum.

Students may choose to attend the program under the full-time, intensive, or part-time plan. The full-time plan of study takes five years to complete. Full-time students complete four years of coursework (four quarters per year) including an ethnographic placement in year one, a practicum during years two or three and in year four of the program, and then a year-long internship. Students may choose to enroll in an intensive program whereby all coursework is completed in three years and then go to internship in their fourth year. Part-time students work with their advisor to develop a modified schedule tailored to each individual student’s needs. In addition to the coursework, ethnographic placement, practica, and internship, students are also required to complete a clinical dissertation project. All students must meet the residency requirement of 36 units that are required in the first year (over four quarters) for at least one of the years they are in the program. At present, about two-thirds of our graduates finish the program in five years or less.

Concentrations

The PsyD program offers two concentrations:

- Clinical Sport Psychology
- Neuropsychology

The Clinical Sport Psychology Concentration was designed to be the next step in the evolution of the Dual Degree Program (see MA Sport Psychology/PsyD program section in this catalog). There has been increasing focus in the field of Sport Psychology to integrate clinical and sport psychology. The concentration trains students in the specifics of how to integrate the clinical aspects of sport psychology through coursework and a clinical sport psychology externship. This concentration is available to students who have completed a Masters degree in Sport Psychology and to students who are working toward a Master’s degree in Sport Psychology (i.e., Dual Degree Program).

### PREREQUISITES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7035</td>
<td>Ethnographic Placement: Sport-Focused (2)</td>
<td>6 units</td>
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<tr>
<td>PSP 5817</td>
<td>Performance Enhancement C</td>
<td>3 units</td>
</tr>
</tbody>
</table>

### REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7176</td>
<td>Clinical Topics in Sport Psychology</td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7330</td>
<td>Externship</td>
<td>3 units</td>
</tr>
<tr>
<td>PSP 5280</td>
<td>Fieldwork (4) Co-requisite: PSP 5817</td>
<td>8 units</td>
</tr>
<tr>
<td>PSP 5800B</td>
<td>Sport Psychology B</td>
<td>3 units</td>
</tr>
</tbody>
</table>

The Neuropsychology Concentration provides students who are interested in pursuing a career in clinical neuropsychology an opportunity to receive additional training in the classroom and in a clinical setting in neuropsychological assessment and neurorehabilitation, as well as opportunities to work closely with practicing neuropsychologists in the area. The concentration is in compliance with the Houston Conference Resolutions which define the educational standards and training required for practice in professional clinical neuropsychology. The concentration is also designed to facilitate student entrance into APA accredited internships with rotations in clinical neuropsychology and integrated healthcare settings. For the specific requirements for applying to this concentration, please see your academic counselor.
The first year ethnographic placement lays the foundation for culture and diversity-sensitive training as well as practice in selfreflection 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.

To this end, the purpose of the ethnographic placement experience 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.

Ethnographic trainees’ fieldwork is integral to their 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 ethnographic placement experience and its accompanying Integral Professional Seminar (IPS I) are designed to focus on diversity.

**Beginning Clinical Practicum**

The Clinical Practicum is a placement at one of over 60 available sites. The focus of Clinical Practicum is on the supervised integration and application of knowledge gained from the ethnographic placement experience and ongoing doctoral coursework. In Clinical Practicum, trainees work 16–20 hours per week to develop skills in a variety of interventions and treatments including accurate assessment, conceptualization, and formulation of client cases from a multicultural/diversity perspective.

**Advanced Clinical Practicum**

The Advanced Practicum is a clinical placement at one of over 60 available sites for 20–24 hours per week. The focus of Advanced Practicum is on the supervised integration and application of knowledge gained from previous practica, and ongoing doctoral coursework. At a more complex level than Beginning Practicum, trainees develop skills in comprehensive assessment, conceptualization, and formulation of client cases from a multicultural/diversity perspective. However, the focus in Advanced Practicum is extended 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.
Clinical Psychology - continued

Pre-Doctoral Internship
Trainees apply for pre-doctoral internship when they are in the fourth year of the full-time curriculum. Trainees need to be registered for the relevant number of internship units for each quarter in which they are accruing internship hours. All academic units must be completed, and dissertation proposal successfully defended, before going to internship.

JFK University PsyD trainees may apply for full-time or part-time internship programs that are accredited by APA, and in some cases internships that are part of the CAPIC and APPIC consortia. To be considered full time, trainees must work a minimum of 35 hours per week. A full-time internship is completed in four quarters at nine units per quarter for a total of 36 units.

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

Clinical Proficiency Examination
In the spring of year four, students present a written clinical case report to two faculty members who examine the student on the case. Passing this exam is a requirement for advancement in both the academic and clinical portions of the program.

There is a $100 fee that covers both the comprehensive and clinical proficiency examinations.

Comprehensive Exam/Licensure Preparation
All areas of study assessed on the comprehensive exams and national licensing exam are augmented with materials from Taylor Study Method (TSM). TSM provides students with a shadow curriculum including key terms, flashcards, mind maps, and practice exam questions.

There is a $100 yearly fee for this preparation.

Satisfactory Progress
Meeting program expectations in all competency areas in coursework, all requirements of fieldwork/practica, and passing the written comprehensive examination and the clinical proficiency examination are required before students may proceed to the next year of the program or internship. Failure to meet requirements for advancement to the next year may result in a student being required to supplement or repeat certain areas of the program or in termination from the program.

Master of Arts Degree in Clinical Psychology
A student will be awarded a MA degree in Clinical Psychology when she or he has satisfactorily completed all required first-, second-, and third-year courses, is in good standing, and has passed the comprehensive written examination. This degree is non-terminal and non-licensable. Students who come into the PsyD program with an MA in Psychology or related field are not awarded a second master’s degree.

Clinical Dissertation Project
The clinical dissertation project is an intensive study in an area of interest. Projects must reflect the program’s emphasis on diverse or underserved populations as well as the PsyD clinical focus. The dissertation 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 modalities. Projects may take the form of a program evaluation, theoretical exploration, meta-analysis, case study, phenomenological study, ethnography, content analysis, or grounded-theory analysis. A dissertation proposal must be successfully defended prior to the pre-doctoral internship match, and a successful final dissertation defense is required for the degree to be awarded.

There is a $75 dissertation publishing fee paid upon completion of the dissertation.

Dissertation Completion
Students must register for PSD 7302 dissertation (for 0.5 units) and pay a dissertation fee for each quarter until the dissertation is defended. PSD 7302 may be taken a maximum of three times for a total credit of 2 units toward their required 144 academic units. The student must continue to enroll and pay for PSD 7302 until the dissertation is complete, but will not receive more than 1.5 units in total toward their 144 academic units.

Individual Psychotherapy
All students in the PsyD program are required to complete at least 50 hours of individual psychotherapy within an 18-month time period. 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 PsyD program 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. 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. The PsyD students will be kept informed about licensing requirements and any changes that occur. The PsyD program maintains an active relationship with the licensing board.
The Board of Psychology may be contacted directly at:
1625 North Market Blvd., Suite N-215
Sacramento, CA 95834
Phone: (916) 263-2699
Toll Free: (866) 503-3221
E-mail: bopmail@dca.ca.gov
Website: www.psychboard.ca.gov

Model, Goals, and Objectives
The PsyD program subscribes to a practitioner-scholar model of clinical training. The goals of the PsyD Program with their underlying objectives are as follows:

Goal #1
Students acquire knowledge of the foundational concepts and guiding principles of scientific psychology.
- Behavioral Science. Students demonstrate knowledge of the science that forms the foundations of clinical psychology.
- History and Ethics. Students demonstrate knowledge of the history, philosophy, and ethical principles governing clinical psychology.
- Development and Difference. Students demonstrate knowledge of norms and theories of human development across the lifespan, as well as knowledge about cultural differences.
- Psychological Measurement. Students demonstrate knowledge of principles of psychological measurement, research design, and techniques of data analysis.
- Professional Roles. Students demonstrate knowledge of the theoretical and empirical foundations of supervision, management, consultation, and education in a multicultural professional environment.

Goal #2
Students acquire developmentally appropriate skills in each of these areas of professional psychology: Relationship, Assessment, Intervention, and Research and Evaluation.
- Relationship. Students develop, describe, and maintain constructive and culturally sensitive clinical relationships with clients, supervisors, and others with whom they interact professionally.
- Assessment. Students assess clinically relevant client characteristics and use the information gathered to describe, conceptualize, and diagnose within sociopolitical and cultural context.
- Intervention. Students engage in effective, theory-informed, research-based, culturally appropriate activities that promote, restore, sustain, or enhance positive functioning and a sense of well-being in clients through preventive, developmental, or remedial services.
- Research and Evaluation. Students demonstrate the ability to interpret, design, and implement clinically and culturally appropriate research.

Goal #3
Students demonstrate the personal and professional attributes of multi-culturally competent practitioner-scholars.
- Multicultural Awareness. Students recognize, value, and work consciously with individual and cultural differences within intersecting systems.
- Professional Conduct. Students conduct themselves in accordance with professional standards, laws, and ethics.
- Scholarship. Students demonstrate their commitment to the practitioner-scholar model of clinical psychology.

Program Learning Outcomes
- Relationship and Intervention. Students develop, articulate, and maintain constructive and contextually sensitive working relationships with clients, colleagues, supervisors, and others with whom they interact professionally. Students engage in contextually appropriate activities that promote, restore, sustain, or enhance positive functioning and a sense of well-being in clients through preventive, developmental, or remedial services.
- Systemic and Theoretical Foundations. Students demonstrate knowledge of the foundational concepts and guiding principles of scientific psychology.
- Research and Evaluation. Students can conduct a systematic and culturally relevant inquiry involving problem identification, selection of appropriate methodology, analysis and interpretation of data, and clear and accurate communication of findings pertaining to psychological phenomena.
- Assessment. Students describe, conceptualize, characterize, predict, and present clinically relevant aspects of clients (e.g., character, behavior, strengths, challenges, symptoms, relationship quality, functioning) in sociopolitical and cultural context.
- Contextual Awareness and Professionalism. Students articulate, value, and work consciously with individual and contextual differences within intersecting systems, and conduct themselves in accordance with professional standards, laws, and ethics. “Contextual” includes, but is not limited to: race, ethnicity, class, immigration status, sexual orientation, gender, and ability.

Admission Requirements
In addition to the University requirements listed previously in this catalog, applicants to the PsyD program must provide the following:
- Official transcripts from all colleges and universities attended. Note: An undergraduate GPA of 3.0, or a graduate GPA of 3.5, is required;
- For those who do not have or are not currently pursuing a degree in psychology or a related field, transcripts must include a minimum of four completed undergraduate or graduate courses in psychology or a closely related field (e.g., Human Development) at the time of application;
Clinical Psychology - continued

• 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; and

• Three letters of recommendation that attest to the applicant’s suitability for a PsyD program are required; two of the three recommendations will preferably be from former or current instructors.

Applications will be evaluated by the PsyD Admissions Committee. Applicants deemed most appropriate for admission will be contacted by the program to schedule an interview. Applicants are admitted for the fall quarter only.

The following four classes are required prior to enrollment in the PsyD program. These classes need to have been taken at a regionally accredited institution within the past ten years with a grade of C or better in an undergraduate program or a B or better in post-undergraduate work:

• Introduction to Psychology;

• Theories of Personality;

• Diversity-related course; and

• Statistics.

Transfer Credit

Students requesting course transfer credit must have attained a grade of “credit” or a letter grade of B or higher from an institution that is regionally accredited or has other recognized accreditation. When transfer credit is granted for a course completed at another institution, regardless of whether it was offered on the quarter or semester system, the maximum number of units transferred will equate to the number of units given for completing the corresponding doctoral course at JFK University. Transfer credit will not be included as part of the cumulative University PsyD GPA. Courses eligible for transfer credit must have been taken within the last eight years. The maximum number of approved credits that may be transferred into the PsyD program from master level courses is 18. The maximum number of approved credit that may be transferred into the PsyD program from doctorate level courses is 30. If a student is transferring credits from both master level and doctorate level courses, the total transfer credits cannot exceed 30 units. Although transfer credits may reduce the cost of the program, it will not reduce the overall length of the program, due to the three years of the Integrated Professional Seminar (IPS I, II & III). The number of transferred credits permitted is at the discretion of the PsyD program.

Transfer credit is not permitted into the linked Master of Arts in Sport Psychology/PsyD programs.

Degree Requirements

To receive the PsyD degree, the student must meet the following requirements:

• The Comprehensive Written Examination and the Clinical Proficiency Examination must be passed;

• Fifty hours of personal psychotherapy must be completed;

• All training logs and supervisors’ evaluations must be submitted to the Training Office;

• The dissertation must be successfully defended;

• After admission to the PsyD program, all academic requirements must be completed in residence, except where transfer credit units have been awarded;

• A full-time load of 36 units must be carried for a minimum of one year, preferably in year one;

• A minimum grade of B is required in each course applied to meeting degree requirements;

• An overall grade-point average of 3.0 must be achieved in all work for the PsyD program; All program requirements must be completed within eight calendar years of matriculation; and

• Candidates for doctoral degrees are required to file a Petition for Degree and pay the required fee by winter quarter of the year prior to beginning internship.

Curriculum

Prerequisites:

• Introduction to Psychology

• Theories of Personality

• Diversity-related course

• Statistics

These courses or their approved equivalents are prerequisites to the Doctor of Psychology program. All prerequisite courses must be completed prior to attending the first-year Doctor of Psychology courses, with official transcripts documenting successful completion on file in the Registration Office. Prerequisite courses must have been taken at a regionally accredited, approved college or university within the past ten years with a grade of C or better in an undergraduate program or a B or better in post-undergraduate work.

All courses are 3 quarter units unless otherwise indicated.

The following is the full-time curriculum, in which students complete four years of academic work before going on to internship for one year.
**FULL-TIME CURRICULUM**

### YEAR 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7007</td>
<td>Clinical Interviewing Skills I</td>
<td>3</td>
</tr>
</tbody>
</table>
| PSD 7008    | Clinical Interviewing Skills II  
*Prerequisite: PSD 7007* | 3     |
| PSD 7015    | Adult Psychopathology I                           | 3     |
| PSD 7016    | Adult Psychopathology II  
*Prerequisite: PSD 7015* | 3     |
| PSD 7151    | Research Methods and Statistics I                 | 3     |

The following are repeatable courses across three quarters and together constitute the Integrated Professional Seminar (IPS) I. They must be taken three times to total the number of units indicated:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
</table>
| PSD 7035    | Ethnographic Placement  
*Co-requisites: PSD 7046, PSD 7047* | 2 (6 total) |
| PSD 7046    | Group Process  
*Co-requisites: PSD 7035, PSD 7047* | 1 (3 total) |
| PSD 7047    | Multicultural Awareness in Professional Psychology  
*Co-requisites: PSD 7035, PSD 7046* | 2 (6 total) |

### ADDITIONAL REQUIRED COURSES IN YEAR 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7009</td>
<td>Group Clinical Skills</td>
<td>2</td>
</tr>
<tr>
<td>PSD 7114</td>
<td>Psychometrics: Foundations in Psychological Assessment</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td>Comprehensive Written Examination I: Diversity, Psychopathology, Clinical Skills, Law &amp; Ethics</td>
<td>0</td>
</tr>
</tbody>
</table>

### YEAR 2

Before proceeding with Year 2, students meet with their faculty advisor to decide whether to initiate Beginning Practicum in Year 2.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
</table>
| PSD 7115    | Assessment I/Intellectual/Cognitive Assessment and Lab  
*Prerequisites: PSD 7008, PSD 7016, PSD 7114* | 4     |
| PSD 7116    | Assessment II/Personality Assessment I and Lab  
*Prerequisite: PSD 7115* | 4     |
| PSD 7117    | Assessment III/Personality Assessment II and Lab  
*Prerequisite: PSD 7116* | 4     |
| PSD 7118    | Assessment Practicum (elective course)  
*Prerequisite: PSD 7117* | 1 (maximum 3) |
| PSD 7124    | Family Systems Theory and its Application to Diverse Populations | 3     |

The following are repeatable courses across three quarters and together constitute the Integrated Professional Seminar (IPS) II. They must be taken three times to total the number of units indicated:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
</table>
| PSD 7135    | Clinical Practicum (Fall, Winter, Spring)  
*Prerequisites: PSD 7008, PSD 7016, PSD 7035, PSD 7141* | 2 (6 total) |
| PSD 7147    | Multicultural Proficiency in Professional Psychology  
*Prerequisites: PSD 7008, PSD 7016, PSD 7035, PSD 7141, Co-requisites: PSD 7135, PSD 7146* | 1 (3 total) |

### ADDITIONAL REQUIRED COURSES IN YEAR 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
</table>
| PSD 7250    | Research Methods and Statistics II  
*Prerequisite: PSD 7151* | 3     |
| PSD 7251    | Qualitative Research: Critical Review  
*Prerequisite: PSD 7250* | 3     |
| PSD 7252    | Clinical Dissertation Proposal I  
*Prerequisite: PSD 7251* | 2     |
| PSD 7253    | Clinical Dissertation Proposal II  
*Prerequisite: PSD 7252* | 2     |
| PSD 7271    | Applied Diagnosis                                  | 1     |
### Clinical Psychology - continued

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7272</td>
<td>Case Formulation</td>
<td>1 unit</td>
</tr>
<tr>
<td>PSD 7273</td>
<td>Informed Treatment Planning</td>
<td>1 unit</td>
</tr>
<tr>
<td>PSD 7131</td>
<td>Psychology and Treatment of Substance Use <strong>Prerequisite: PSD 7016</strong></td>
<td>3 units</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Written Examination II: Theory, Research, Assessment</td>
<td>0 units</td>
</tr>
</tbody>
</table>

**YEAR 3**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7104</td>
<td>Social and Cultural Bases of Behavior</td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7107</td>
<td>Biological Bases of Behavior</td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7108</td>
<td>Cognitive and Affective Bases of Behavior</td>
<td>3 units</td>
</tr>
</tbody>
</table>

The following are repeatable courses across three quarters and together constitute the Integrated Professional Seminar (IPS) III. They must be taken three times to total the number of units indicated:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7235</td>
<td>Advanced Practicum (3)</td>
<td>9 units</td>
</tr>
<tr>
<td>PSD 7371</td>
<td>Integrative Case Conceptualization and Treatment Planning (1)</td>
<td>3 units</td>
</tr>
</tbody>
</table>

**ADDITIONAL COURSES REQUIRED IN YEAR 3**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7160</td>
<td>Psychopharmacology <strong>Prerequisites: PSD 7016, PSD 7107</strong></td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7180</td>
<td>Psychology of Trauma</td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7227</td>
<td>Human Development</td>
<td>4 units</td>
</tr>
<tr>
<td>PSD 7254</td>
<td>Clinical Dissertation Proposal III <strong>Prerequisite: PSD 7253</strong></td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Written Examination III: Foundations</td>
<td>0 units</td>
</tr>
</tbody>
</table>

**YEAR 4**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7003</td>
<td>History and Systems of Psychology</td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7126</td>
<td>Applied Clinical Theory</td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7215</td>
<td>Foundations of Professional Consultation <strong>Prerequisite: PSD 7016</strong></td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7230</td>
<td>Fundamentals of Clinical Supervision</td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7302</td>
<td>Dissertation Completion <strong>Prerequisite: PSD 7254</strong></td>
<td>.5 units (1.5 maximum)</td>
</tr>
</tbody>
</table>

Electives (Accrued across all years, typically starting in Year 2) 18 units minimum: May be taken any time after Spring Quarter of Year 1. Timing discretionary with advisement. Note: Students must enroll in this course every quarter until the dissertation is completed.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7331</td>
<td>Externship <strong>Prerequisites: PSD 7035, PSD 7046, PSD 7047, PSD 7016, PSD 7008, PSD 7141 and a minimum of 6 months clinical experience. This is a repeatable elective with only 4 units counting towards elective units. Training office approval required.</strong></td>
<td>1 unit</td>
</tr>
</tbody>
</table>

**YEAR 5**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7400</td>
<td>Internship – 36 units      Dissertation Defense –</td>
<td>0 units</td>
</tr>
</tbody>
</table>

**Total Units Required for Degree**

| **180 units** |
Consciousness & Transformative Studies

Consciousness & Transformative Studies offers an innovative and practical approach to the exploration of consciousness and the catalyzing of personal and societal transformation. This interdisciplinary curriculum aims to actualize human potential in service of the greater global good. Students learn knowledge and skills that empower them to become responsible leaders in their own lives and creative agents of organizational, sociocultural, and ecological change. The integrative 58-unit curriculum cultivates personal capacities such as wisdom, courage, compassion, joy, and vitality, while enriching the sense of meaning, passion, and purpose. Toward this transformative goal, students engage in an intensive psycho-spiritual exploration of their lives and selectively share their experiences with classmates.

This leading-edge program is offered in both fully online and hybrid (mixture of onsite and online courses) modalities. Graduates pursue careers in teaching, coaching, consulting, writing, research, entrepreneurship, and organizational leadership, or apply new knowledge and skills to enhance their current profession.

The holistic curriculum integrates six major fields of study: psychology, philosophy, religion/spirituality, the new sciences, culture, and professional development. These diverse fields provide cross-fertilizing perspectives, combining contemporary scientific research with insights and practices from ancient wisdom traditions.

Each of the six fields addresses one or more of the experiential, behavioral, cultural, and systemic dimensions of human existence:

- **Psychology**: Courses in transpersonal, somatic, archetypal, developmental and integral psychology—as well as Diamond Heart, and the enneagram—offer experiential, behavioral, and social perspectives on the development of mind, emotion, body, soul, and spirit.

- **Philosophy**: Courses on paradigms of consciousness, philosophy of mind, and neuroscience provide broad intellectual frameworks for conceptualizing and understanding the nature of consciousness and transformation.

- **Religion/Spirituality**: Courses on the world’s religions, Shamanic traditions, mystical teachings, spiritual practices, myths, archetypes, rituals, and the perennial wisdom offer pathways and practices for alchemizing mind, body, soul, heart, and spirit.

- **The New Sciences**: Courses in neuroscience and mindfulness, quantum physics and evolutionary cosmology, living systems theory, and ecological principles highlight the emerging scientific paradigm and address cosmic, evolutionary, and planetary perspectives on consciousness and transformation.

- **Culture**: Courses on multicultural diversity, cultural evolution, ancestral heritage, myth, ritual, and archetype contribute to fostering cultural and global awareness, citizenship, and engagement. Courses on creativity, myth, metaphor, symbol, dreams, and indigenous knowledge foster personal growth and creativity.

- **Professional Development**: A required professional development track of 9 units supports students in translating this multidisciplinary degree into right livelihood. These courses assist students first to identify their life purpose and secondly, to develop professional skills in the areas commonly pursued by our graduates: teaching, coaching, workshop facilitation, organizational consulting, transformational leadership, writing and publishing, and entrepreneurship.

**Master of Arts in Consciousness & Transformative Studies**

The Master of Arts (MA) in Consciousness & Transformative Studies program offers a flexible 58-unit curriculum that challenges students’ beliefs, examines values, explores the relationship between consciousness and the world, and engages new possibilities for personal, social, and planetary transformation.

The program is offered in two modalities:

- Hybrid (a mixture of online and onsite classes at our campus in Pleasant Hill)
- Online classes only

In addition to the core curriculum of 32 units in consciousness studies, students take 4 units of spirituality/religion and the 9-unit professional development track, 5-6 units of research, and 7-8 units of electives.

A research project undertaken in the final year of coursework allows students to identify a topic of personal interest, within the broad interdisciplinary field of consciousness studies, and to investigate this topic in depth, thereby developing expertise in the topic area. There are two options for completing the research sequence, either a 5-unit integrative project or a 6-unit thesis.

To round out their studies, students choose 7-8 units of electives in special topics of personal interest and self-exploration. Students who want to focus their MA more deeply in one area may elect to declare this topic in depth, thereby developing expertise in the topic area. There are two options for completing the research sequence, either a 5-unit integrative project or a 6-unit thesis.

- Coaching – available online only
- Consciousness and Healing – available onsite and online
- Philosophy and Religion – available onsite and online
- Dream Studies – available onsite only
- Leadership – available online only

**Program Mission**

The core mission of the program is Consciousness-in-Action—that is, creative action that expands consciousness and human potential and fosters conscious leadership in service of personal, organizational, cultural and ecological change.
Program Learning Outcomes

Learning outcomes for the program state the overarching learning objectives that the Consciousness & Transformative Studies program is designed to address.

At the successful completion of the degree, students will be able to:

1. Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems
2. Demonstrate intrapersonal and interpersonal intelligence and accountability, using psychological and spiritual principles and practices
3. Explain and apply systems theory principles at individual, community, organizational, and planetary levels
4. Apply communication skills, diversity leadership skills, and professional development skills in service of consciousness growth and systems change
5. Apply critical thinking, inquiry and participatory research skills in service of consciousness growth and systems change

Admission Requirements

In addition to a completed application, an applicant must submit:

- One set of official transcripts of the conferred BA or BS degree and of any post-bachelor credits or degrees.
- A personal statement of 6 to 8 double-spaced, typewritten pages describing any personal or professional growth, work or life events that have informed and shaped the applicant’s consciousness across the life span. In addition, the essay may comment on influential prior reading in the field of consciousness studies, and future professional and personal goals.
- Letters of recommendation are welcomed, but not required. Letters should be from professional associates, teachers, supervisors, friends, or others who can comment on emotional, spiritual, intellectual and practical development, personal character, and capacity for graduate study in the degree area.

Upon receipt of a completed application, an admissions interview with the program chair may be scheduled. The interview can be conducted in person, by phone or via online video conferencing.

Degree Requirements

Professional Mentor Requirement

Given that the curriculum engages students in deep processes of inquiry and transformation, the program requires that all students obtain a Professional Mentor in their own locale to accompany them throughout the program, and to lend extra support through challenging periods. The Mentor could be a therapist, counselor, spiritual director, spiritual teacher, dream worker, coach, clergy, or another professional skilled in the art of facilitating conscious transformation and development.
### Consciousness and Transformative Studies - continued

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>CNS 5610</td>
<td>MA Integrative Project A</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: CNS 5127</td>
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<tr>
<td>CNS 5611</td>
<td>MA Integrative Project B</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: CNS 5610</td>
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**OPTION B**

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<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>CNS 5600</td>
<td>Planning a Thesis</td>
</tr>
<tr>
<td>CNS 5602</td>
<td>Thesis (1)</td>
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<td></td>
<td>Prerequisite: CNS 5600</td>
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**ELECTIVES (UNITS TO REACH 58)**

<table>
<thead>
<tr>
<th>Total Units Required for Degree</th>
<th>58 units</th>
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1. Upon review of the personal statement submitted for admission to the program, the program chair will determine whether a writing sample will be required. If it is determined that an applicant’s writing skills need further development, prerequisite writing course, COR 3145 Research Writing, will be required. Students must complete this course during the first year of graduate study.

2. Consult with an advisor for appropriate course selections.

3. Students taking the Integrative Project option complete 8 units of electives. Students writing a thesis complete 7 units of electives. Electives may be chosen from graduate courses offered throughout the University. Students admitted to certificate programs in the College of Psychology may also apply these courses toward their electives.

### Specializations

Note: Specializations can be completed within the 58 units required for the MA degree. Specializations are optional; when a specialization is chosen, a student’s electives are taken in the area of the specialization. (Note: Not all specializations are available in both onsite and online modalities. See notations beside each specialization below, or check with Program Chair.)

#### Coaching Specialization

Coaching is a dynamic, effective, and evidence-based method for empowering individuals to realize their personal and professional potential. In both Life Coaching and Executive Coaching, the partnership between client and coach catalyzes a thoughtful, interactive, and creative process that facilitates movement towards the client’s goals. In this specialization, students learn how to pair the skill of coaching with expertise in the consciousness field, thereby enhancing their marketable professional knowledge and skills. The specialization is oriented toward mastery of the core coaching competencies as identified by the International Coaching Federation: setting the foundation, co-creating the relationship, communicating effectively, and facilitating learning and results. Available in online modality only.

<table>
<thead>
<tr>
<th>REQUIRED COURSES (9 UNITS)</th>
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<tbody>
<tr>
<td>CNS 5017</td>
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<tr>
<td>CNS 5275</td>
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<tr>
<td>CNS 5428</td>
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<tr>
<td>CNS 5430</td>
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<tr>
<td>CNS 5432</td>
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<tr>
<td>CNS 5452</td>
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<table>
<thead>
<tr>
<th>ELECTIVES: CHOOSE AMONG THE FOLLOWING (7 units)</th>
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<tbody>
<tr>
<td>CNS 5018</td>
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<tr>
<td>CNS 5043</td>
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<tr>
<td>CNS 5046</td>
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<tr>
<td>CNS 5230</td>
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<tr>
<td>CNS 5335</td>
</tr>
<tr>
<td>CNS 5348</td>
</tr>
<tr>
<td>CNS 5465</td>
</tr>
<tr>
<td>HHE 5615</td>
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</table>
Consciousness and Transformative Studies - continued

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, psychological well-being, and personal longevity. Available in both onsite and online modalities.

| REQUIRED COURSES (9 UNITS) | CNS 5012 | Emotional Intelligence | 3 units |
| CNS 5015 | Body Consciousness/Body Wisdom | 2 units |
| CNS 5023 | Shamatic Traditions | 2 units |
| CNS 5275 | Living Systems and Creative Potential | 2 units |

**ELECTIVES: CHOOSE AMONG THE FOLLOWING (7 UNITS)**

| CNS 5041 | Ancestral Consciousness & Healing | 2 units |
| CNS 5042 | Writing Your Story | 1 unit |
| CNS 5037 | Neuroscience & Mindfulness | 2 units |
| CNS 5043 | Psychology of Happiness | 1 unit |
| CNS 5230 | Metaphors & Symbols of Transformation | 2 units |
| CNS 5335 | Diamond Approach | 2 units |
| CNS 5348 | Psycho-Spiritual Development & Integral Meditation | 1 unit |
| CNS 5620 | Issues in Consciousness Studies | varies |
| CNS 5832 | Earth Body Spirit | 2 units |
| HHE 5615 | Energy Models of Healing | 1 unit |

**Total Units Required for Specialization** | 16 units |

Philosophy and Religion Specialization

Since Heraclitus, philosophers have questioned the nature of being and consciousness. In this increasingly fragmented and polarized, global society, the world’s philosophic and spiritual perspectives play a crucial role in big-picture thinking and values exploration. The 16 units in this specialization allow students to focus on fundamental philosophical questions, perennial wisdom, nature-based spirituality and to broaden perceptions awareness of self and the global community. Available in both onsite and online modalities.

| REQUIRED COURSES (10 UNITS) | CNS 5010 | Paradigms of Consciousness | 3 units |
| CNS 5025 | Cosmology and Consciousness | 3 units |
| CNS 5275 | Living Systems and Creative Potential | 2 units |
| CNS 5349 | Integral Life Practice | 2 units |

**ELECTIVES: CHOOSE AMONG THE FOLLOWING (6 UNITS)**

| CNS 5027 | Non-Ordinary States of Consciousness | 2 units |
| CNS 5035 | Philosophy of Mind | 2 units |
| CNS 5037 | Neuroscience and Mindfulness | 2 units |
| CNS 5230 | Metaphors and Symbols of Transformation | 2 units |
| CNS 5286 | World Spirituality | 2 units |
| CNS 5335 | Diamond Approach | 2 units |
| CNS 5620 | Issues in Consciousness Studies | varies |

**Total Units Required for Specialization** | 16 units |
Dream Studies Specialization

The Dream Studies specialization offers an interdisciplinary exploration of dreams from scientific, psychological, spiritual, indigenous and contemporary perspectives. It is one of the few accredited interdisciplinary dream studies curricula in existence, offering courses taught by experts, authors, and researchers who have dedicated their lives to exploring this important state of consciousness. Graduates use their specialized dream studies knowledge in a variety of careers, including teaching, personal coaching, research, writing, art, and other creative endeavors. Available onsite only.

<table>
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<tr>
<th>REQUIRED COURSES (10 UNITS)</th>
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<tbody>
<tr>
<td>CNS 5020 Archetypal Mythology 3 units</td>
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<tr>
<td>CNS 5023 Shamanic Traditions 2 units</td>
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<tr>
<td>CNS 5030 Consciousness of Sleep and Dreams 2 units</td>
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<tr>
<td>CNS 5125 Transpersonal Psychology 3 units</td>
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<thead>
<tr>
<th>ELECTIVES: CHOOSE AMONG THE FOLLOWING (6 UNITS)</th>
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<tbody>
<tr>
<td>CNS 5046 Creativity &amp; Transformation 2 units</td>
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<tr>
<td>CNS 5212 Psychology of Dreams 2 units</td>
</tr>
<tr>
<td>CNS 5216 Metaphors &amp; Symbols of Transformation 2 units</td>
</tr>
<tr>
<td>CNS 5280 Dreams, Archetypes, and Personal Mythology 2 units</td>
</tr>
<tr>
<td>CNS 5347 Spirituality, Symbols, Dreams 2 units</td>
</tr>
<tr>
<td>CNS 5620 Issues in Consciousness Studies varies</td>
</tr>
<tr>
<td>CNS 5832 Earth Body Spirit 2 units</td>
</tr>
<tr>
<td>CNS 5027 Non-Ordinary States of Consciousness 2 units</td>
</tr>
</tbody>
</table>

Total Units Required for Specialization 16 units

Transformational Leadership Specialization

Consciousness principles and transformative practices inform healthy leadership. Similarly, the continuous development and integration of one’s own consciousness toward higher potential naturally leads to the emergence of leadership capacities. The Transformational Leadership specialization focuses on the cultivation of professional skills and personal capacities, including understanding multiple perspectives; emotional and social intelligence; communication and collaboration; multi-cultural competence; systems thinking; shadow dynamics; ethical, socially and environmentally responsible decision-making and accountability; creativity, innovation, visionary perspectives, and leadership for results. These skills are widely applicable to any field, and form the essence of leadership.

<table>
<thead>
<tr>
<th>REQUIRED COURSES (10 UNITS)</th>
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<tbody>
<tr>
<td>CNS 5013 Social Intelligence 3 units</td>
</tr>
<tr>
<td>CNS 5120 Diversity, Community &amp; Leadership 3 units</td>
</tr>
<tr>
<td>CNS 5275 Living Systems and Creative Potential 2 units</td>
</tr>
<tr>
<td>CNS 5620 Transformational Leadership 2 units</td>
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<table>
<thead>
<tr>
<th>ELECTIVES: CHOOSE AMONG THE FOLLOWING (6 UNITS)</th>
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</thead>
<tbody>
<tr>
<td>(Offered online through City University of Seattle):</td>
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<tr>
<td>MAL 505 Discovery Leadership 3 units</td>
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<tr>
<td>MAL 510 Ethics in Leadership 3 units</td>
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<tr>
<td>MAL 530 Adaptive Leadership 3 units</td>
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<tr>
<td>MAL 532 Thought Leadership and Creativity 3 units</td>
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</tbody>
</table>

Total Units Required for Specialization 16 units
Counseling Psychology - continued

Counseling Psychology

Master of Arts in Counseling Psychology

The Master of Arts (MA) in Counseling Psychology program trains future licensed Marriage and Family Therapists and Professional Clinical Counselors to work with individuals, couples and families in a variety of settings. The program curriculum emphasizes development of the self as the therapist; multicultural diversity and inclusion; social justice; and in-depth understanding of a wide range of individual and systemic counseling theories. Students gain understanding of early, postmodern, contemporary and evidence based models of treatment. The program is composed of three phases: Phase I: foundational courses; Phase II: field placement, coursework, and written comprehensive exam; Phase III: completion of coursework and oral comprehensive exam. Through the combination of didactic and experiential classroom learning modalities and supervised intensive practicum, students practice clinical skill building throughout the program.

The MA in Counseling Psychology’s core coursework fulfills the educational requirements in preparation to obtain a Marriage and Family Therapy (MFT) license (LMFT), approved by the Board of Behavioral Sciences (BBS). In addition, we offer a Professional Clinical Counselor (PCC) specialization, which meets the BBS requirements to be eligible for licensure as a Professional Clinical Counselor (LPCC). Both areas of study prepare students for future clinical work in county and community based agencies, residential and addiction treatment programs, inpatient and outpatient hospital settings, health care facilities, veterans’ centers, school districts, private and nonprofit outpatient clinics, and private practice settings.

Scope of Practice – Licensed Marriage and Family Therapist

The Scope of Practice of a Marriage and Family Therapist is defined by Section 4980.02 of the Business and Professions Code. This provision allows practitioners to perform services “...with individuals, couples, or groups wherein interpersonal relationships are examined for the purpose of achieving more adequate, satisfying, and productive marriage and family adjustments. This practice includes relationship and pre-marriage counseling.” “The application of marriage and family principles and methods includes, but is not limited to, the use of applied psychotherapeutic techniques, to enable individuals to mature and grow within marriage and the family.”

Scope of Practice – Licensed Professional Clinical Counselor

The Scope of Practice of a LPCC is defined by Section 4999.20 of the Business and Professions Code. “Professional Clinical Counseling means the application of counseling interventions and psychotherapeutic techniques for the purpose of improving mental health and is not intended to capture other, nonclinical forms of counseling for the purposes of licensure. For the purposes of this paragraph, ‘nonclinical’ means non-mental health.”

The LPCC license permits assessments for the purpose of establishing counseling goals and objectives to empower individuals to deal adequately with life situations, reduce stress, experience growth, change behavior, and make well-informed rational decisions. Professional clinical counseling does not include the assessment or treatment of couples or families unless the professional clinical counselor has completed additional training and education, as required under Business and Professions Code Section 4999.20(a)(3)(A).

California Educational Licensing Requirements

The MA in Counseling Psychology program meets the educational requirements for the California MFT license. Licensing statutes and regulations are subject to future legislative or administrative revisions. Students are kept informed about the MFT licensing requirements and any changes that occur. A description of the requirements of the law (Business and Professional Code Sections 4980.37 and 4980.38) and how the program meets these requirements is available from the College of Psychology office. This information is also available online at bbs.ca.gov.

The PCC concentration in the MA in Counseling Psychology program meets the educational requirements for the California LPCC license. Licensing statutes and regulations are subject to future legislative or administrative revisions. Students are 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 Psychology office. This information is also available online at bbs.ca.gov.

Master of Arts in Counseling Psychology Curriculum

The MA in Counseling Psychology curriculum provides in-depth knowledge of theoretical orientations and applications in the field of Marriage of Family Therapy. The program is designed to teach and train future clinicians through the combination of didactic and experiential classroom learning modalities along with supervised intensive practicum. Essential themes are interwoven throughout the sequential coursework including wellness, resiliency, and recovery; cultural diversity; systemic thinking; collaborative treatment; community mental health practice; and the impact of continued social stressors. The program’s core competencies are integrated throughout the program curriculum. These competencies include focus on: culturally sensitive services; theoretical knowledge and application; diagnosis and assessment; clinical skill development; law and ethics; treatment approaches and modalities; and evaluation of treatment.

The program is committed to promoting the development of the Self of the Therapist by increasing the student’s selfknowledge 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 believes that achieving proficiency in these areas prepares future clinicians to provide effective and culturally-sensitive services. Students are prepared for a wide range of clinical situations, from those most brief to those most severe, co-occurring and persistent. The curriculum considers contemporary issues in the field and practice of essential skills for effective clinical work.

The faculty are respected practitioner-scholars and bring the most current knowledge and practical experience into the classroom. Part-Time students have the option of delaying the start of their practicum if needed by taking many of their courses prior to starting their Field Practicum experience. Part-Time students need to be aware of occasional need to take courses in the mornings.

The MA in Counseling Psychology Program offers afternoon and evening classes and some weekend classes on the Pleasant Hill and San Jose campus.

An accelerated MA Counseling Psychology program is offered. The program is a full-time cohort model. Classes meet on one designated weeknight evening and all day Saturdays. There are additional workshops and elective coursework held occasionally on Friday evenings and Saturdays.

Alumni of the JFKU Master of Arts in Counseling Psychology program enjoy a high pass rate on the state’s MFT examinations. Our graduates are considered some of the best, most comprehensively trained providers of counseling psychology and psychotherapeutic counseling services in the greater Bay Area, and are highly sought after by agencies and other employers upon graduation and licensure.

Program Phases

Our innovative applied 90-unit program is composed of three phases: Phase I—coursework; Phase II—practicum, coursework, and master’s written comprehensive examination; and Phase III—course-work; and the master’s oral comprehensive examination. Successful completion of each phase is required in order to advance to the next phase.

Phase I: In this phase students are introduced to foundational theories of counseling and psychotherapy, from traditional to postmodern approaches. Along with didactic learning, students practice theoretical application through experiential activities in a three-quarter Clinical Skills Training course sequence, as well as in other introductory courses.

Phase II: The focus shifts to clinical training as students begin fieldwork practicum while simultaneously completing additional coursework. The addition of fieldwork to the student schedule may create the need for flexibility regarding when and where courses are taken in order to stay on track with the program flow chart. Most students have their first direct clinical experience at a through fieldwork if their required hours were not completed in Phase II, and must complete the oral comprehensive exam. If personal psychotherapy has not been completed in the earlier phases, it is to be completed by the end of this phase. In their final quarter, students are to register for Professional Psychotherapy and Professional Development: Post Master’s Preparation, and to attend the Post Master’s Preparation meeting.

Academic Advisement and Mentoring

All MA Counseling Psychology students are provided advisement throughout their program by assigned faculty mentors and Academic Counselors. Advisement provides support for various concerns. The most common concern is registration clearance prior to each quarter/session. These clearances are done by the program Academic Counselor for the full-time student, unless there is an extenuating circumstance interrupting the student’s sequence of courses according to the flowchart. In this case, the student will need to meet with his/her assigned Faculty Mentor. Part-time students will receive course clearance through their Faculty Mentor, unless the mentor has arranged for the Academic Counselor to grant such clearance.

Students having concerns about their academic work; personal issues; the program; professional guidance; taking a leave of absence; or other such concerns, should speak with their Faculty Mentor for support.

Course Flowcharts

All students receive a flowchart outlining their courses by quarter/session. The flowchart is based on the student’s program start date, and is written for full-time attendance. Students attending part-time, entering the program with graduate transfer credits, returning from a leave of absence, and/or other extenuating circumstances will be advised on and cleared for course registrations prior to each quarter/session, by their faculty mentor. In most cases, the majority of the courses will follow the flowchart.

Course Grading

Letter grading is given for the following MA in Counseling Psychology program courses: PSY/PSJ/PSB 5070; 5112; 5115; 5120; 5154; 5156; 5157; 5167; 5179; 5167; 5303/5304; 5310; 5403; 5404-7; 5435; 5436; 5613; 5635; 5646 and 5780. All other courses and workshops are normally graded on a Credit/No Credit basis.

Students are responsible for meeting course requirements, assignment deadlines, and grading criteria outlined in each course.
Counseling Psychology - continued

syllabus. The grade of B - is acceptable. However, any grade below B - is considered as not passing and results in an automatic referral to Review and Advisement (see below). The course for which the grade was received must be retaken. University policy requires that a master's student achieve and maintain a cumulative grade point average (GPA) of 3.0 or above. A cumulative GPA of 2.9 or below will place a student on university academic probation. The MA Counseling Psychology program upholds the University policy regarding academic misconduct such as plagiarism and cheating.

Review and Advisement

The MA Counseling Psychology program has a Review and Advisement process for supporting students with an academic, conduct or personal concern that impacts their performance in the program. Students are referred to faculty members serving on the Review and Advisement (R & A) committee. In the R & A process, a plan is developed to address the identified concern and provide mentoring and direction for the student. Please refer to the specific policies, procedures and guidelines regarding Review and Advisement in the Student Handbook.

Supervised Practicum Opportunities

Supervised practicum (field placement), provides students the opportunity to apply academic learning to clinical practice. Practicum cannot be completed in less than four consecutive quarters. Practicum sites include community-based programs, including the School Based Program, which serves elementary through junior college age students and their families, the First Place for Youth, Family Resiliency Project, La Clinica, Meals on Wheels/Senior Outreach Services, Options Recovery Services, Returning Citizens Engagement Project, Saratoga Senior Center and the Veterans. In addition, the Counseling Psychology program has numerous approved field placement sites throughout the greater San Francisco Bay Area. These include community mental health programs, private nonprofit outpatient clinics, residential treatment programs, and inpatient and outpatient hospital settings and veteran's centers. Other placements include substance abuse treatment centers and settings that use specialized techniques, such as sport psychology or expressive arts therapy.

Students are clinical trainees while in practicum, and depending on placement sites, may work with individuals (adults and children), couples, families, seniors and groups. Relationship difficulties, parent-child conflicts, and adjustment problems of adolescents and children are among the many family issues encountered. In the second, third and fourth quarters/sessions of practicum, students are enrolled in Clinical Case Seminar. This is a course in which support for clinical work is provided, and students gain skills in clinical case presentation and case consultation.

MA in Counseling Psychology students are required to acquire 225 face-to-face client hours, of which 75 can be client centered advocacy, in order to pursue MFT licensure. PCC students are required to have a minimum of 280 face-to-face client hours in order to pursue PCC licensure. The practicum experience occurs over four quarters. Students who are not able to satisfy the required hours during their four quarters of practicum, will need to enroll in supplemental Practicum for one or more additional quarters/sessions of fieldwork. Units earned in such additions do not apply toward the 90 graduate units required for the degree. (Refer to PSY/PSJ/PSB 5249-5254 External and PSY/PSJ/PSB 5260-5265 Internal in course descriptions.)

All students are required to purchase malpractice insurance and be fingerprinted prior to beginning practicum. Those with concerns about fingerprinting are encouraged to speak with the Program Chair and also to contact the California Board of Behavioral Sciences to address concerns in regard to licensure. For more information on practicum, 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 healthcare 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 and is provided at the practicum site.

Comprehensive Master's Examination

Students in the MA in Counseling Psychology program are required to demonstrate an understanding of theoretical material and their capacity to function effectively and ethically as professional clinicians. As part of the assessment of these competencies, students must complete a two-part comprehensive master's examination similar in format to that of the California MFT licensure exam.

Offered twice a year, the master's written examination is taken in the second year of the program. The exam covers all Phase I coursework, and coursework from the first two quarters of Phase II. Students must register for this examination (PSY/PSJ 9090), and pay the non-refundable fee. Registered students will attend a scheduled orientation meeting and optional practice session held approximately six weeks prior to the date of the examination. Students who are required to retake the written examination must re-register and again pay the appropriate non-refundable fee. Students have an opportunity to pass the written examination the next time it is offered. A student who fails the written examination must meet with the master's written exam Instructor of Record to discuss the exam results.

During the second to last quarter/session of practicum, students register for and complete the oral component of the comprehensive master's examination, PSY/PSJ/PSB 9091. There is a non-refundable fee for this exam. The examination consists of two parts: a case presentation by the candidate from their own clinical work, and a clinical vignette requiring the candidate to respond to predetermined questions. Both parts of the oral examination provide students with the opportunity to demonstrate competence, breadth, and the depth of knowledge necessary to become an effective therapist. Students required to retake the master's oral examination must re-register
and pay the course non-refundable fee. A student who fails the master's oral examination must meet with the Instructor of Record to discuss the exam results.

**Professional Development Workshops**

As a part of the MA in Counseling Psychology program, students attend a series of workshops designed to enhance their development as professionals as well as their Post-Master's internship and employment opportunities. In Phase I, students enroll in PSY/PSJ/PSB 9000 Child Abuse Assessment, Reporting and Treatment prior to entering the first quarter/session of Field Practicum. The workshop satisfies BBS requirements for seven hours of coursework covering legal definitions, reporting requirements and processes as well as crisis intervention, countertransference issues and community resources for families and abusers.

Phase I students will also take PSY/PSJ/PSB 9001 Diversity Awareness, which is a prerequisite to PSY/PSJ/PSB 5620 Multicultural Competence. PSY/PSJ/PSB 9007 Introduction to Community Based Programs is the orientation to, and training required during the summer quarter prior to starting the School Based Program or the Family Resiliency Project.

Phase III students enroll in PSY/PSJ/PSB 9008 Aging and Long Term Care, which satisfies BBS requirements for persons who begin graduate studies on or after January 1, 2004, to complete a minimum of ten hours of coursework in aging and long-term care. PSY/PSJ/PSB 9010 Issues with HIV and AIDS, satisfies BBS requirements for seven hours of coursework covering characteristics and methods of assessment and treatment of people living with HIV.

In the last quarter/session of the program, students enroll in PSY/PSJ/PSB 9100 Professional Development: Post Master's Preparation. This workshop prepares students to complete the paperwork requirement to register for their MFT intern status or PCC status with the BBS.

**Personal Psychotherapy**

Throughout their course of study, students are encouraged to take responsibility for their personal development and knowledge of self, and to become sensitive to their impact on others. Consistent with this focus on developing the Self of the Therapist, there is a non-credit requirement that students participate in at least 50 sessions of personal face-to-face psychotherapy while in the program. Therapy can be individual, couple, family, or group; with 15 maximum hours for group. Guidelines for the student psychotherapy experience are available in the College of Psychology Office and in the program's current Student Handbook. Students who receive therapy from a licensed therapist, may count those hours toward BBS hours of experience requirements.

Therapy is to begin prior to or while enrolled in PSY/PSJ/PSB 5230, Clinical Skills A, and to be attended throughout the field placement (practicum) experience. Students register for PSY/PSJ/PSB 9075 Personal Psychotherapy in their last quarter/session of the program. A Personal Psychotherapy Experience form must be filled out and given to the Instructor of Record during the quarter in which the student is registered for PSY/PSJ/PSB 9075 in order to receive credit for this requirement. This form is available on SOAR.

**Individualized Program of Study Leading to the Master of Arts in Psychology Degree**

Students interested in earning a non-clinical MA in Psychology degree have the option to create their own individually designed MA degree in Psychology. Students who choose this option must be aware that this program does not fulfill the educational requirements of the BBS for MFT or PCC licensure. Typically, an individual program emphasizes a special area of interest or cross-disciplinary emphases such as program administration, teaching in higher education, and/or consulting/training in organizations and community-based agencies. The program must include a Master's Thesis or Project that focuses on a particular area of interest. The Individualized program designed by the student and the Coordinator adhere to the general requirements for graduation outlined in the University catalog and is clearly different from any MA program already offered by the College of Psychology. To graduate with this degree must complete a minimum of 72 units, approved by the Coordinator, Program Chair, Dean of the College of Psychology, and the Registrar.

**Master's Project**

The master's project is an optional research experience that allows students to pursue in depth a subject area of their choice. The required sequence of courses for project students is PSY/PSJ 5054 Research Methods: Qualitative and Quantitative, PSY/PSJ 5880 Master's Project Proposal, PSY/PSJ 5881 Master's Project A, PSY/PSJ 5882 Master's Project B, PSY/PSJ 5883 Master's Project C, and if needed PSY/PSJ 5884 Supplemental Project Assistance.

PSY/PSJ 5054 Research Methods: Qualitative and Quantitative must be completed successfully before enrolling in PSY/PSJ 5880 Master's Project Proposal. The research process is then one of continuous enrollment from PSY/PSJ 5880 Master's Project Proposal through PSY/PSJ 5881, 5882, and 5883. The student will be registered for a minimum of four consecutive quarters during this process. Even if the student has not yet completed the proposal course, the student will proceed and register in PSY/PSJ 5881 and complete the proposal while registered in the next course in sequence. If the project is not completed at the end of PSY/PSJ 5883 Master's Project C, the student will take PSY/PSJ 5884 Supplemental Project Assistance for one unit until the project is completed. There will be no leaves of absence granted throughout this research process unless there are extenuating circumstances and the student obtains permission from the instructor.

Upon successful completion of the project proposal, students must enroll in PSY/PSJ 5881, 5882 and 5883 in consecutive quarters.

Students who need more than three consecutive quarters to complete their project must register for PSY/PSJ 5884 Supplemental Project Assistance each quarter until the master's project is completed. The project must be completed and approved before the degree can be awarded.
Counseling Psychology - continued

Students who wish to complete a master’s project may, with written approval, substitute master’s project units for required courses which reflect and are based on the topic and nature of the master’s project. A maximum of 6 units of PSY/PSJ Master’s Project may be applied toward the unit requirement for the degree. Units for PSY/PSJ 5880 and PSY/PSJ 5884 do not apply toward the unit requirement for the degree.

Typically, students who wish to take or Master’s Project track will choose to graduate from the MA in Counseling Psychology program with a non-clinical degree.

Community Programs

School Based Program

Graduate-level psychology students and post-master’s interns provide on-site counseling services at elementary, middle, and high school, and junior college 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, adolescents and young adults, as well as meetings with the youths’ parents. JFK University students may also provide psycho-education, parent workshops, and teacher and administrative consultation.

Issues addressed in the School Based Counseling Program include behavior problems, abuse, academic difficulties, peer relationship conflicts, self-esteem, grief and loss, anxiety, depression, family changes, and other developmental and adjustment challenges. Counseling utilizes a variety of treatment approaches, such as expressive arts, play therapy, cognitive behavioral techniques, talk therapy, and group work. Services are tailored to the needs of the clients and interests of the schools being served.

Family Resiliency Project (Pleasant Hill Campus)

The Family Resiliency Project (FRP) is funded by the Dean & Margaret Lesher Foundation to support collaboration between the JFK University Community Center in Pleasant Hill and the Mount Diablo Unified School District. Students may choose to apply to the FRP as a field practicum, receiving weekly didactic training and group supervision to meet the BBS requirements for hours of experience. The focus of students in the FRP is to provide family therapy, with school age children and their families, not solely on changing a child’s behaviors but rather on shifting the way family members relate with each other.

The MA in Counseling Psychology program is considering expanding FRP into a South Bay school district for students at the San Jose campus. Students who are bilingual, particularly in Spanish, gain a great deal of experience conducting therapy in a language other than English, as many families are not English speaking. Students do not need to be bilingual to apply.

Students participating in the Family Resiliency Project are provided an opportunity to receive extensive training in Functional Family Therapy and Trauma-Focused Cognitive Behavioral Therapy. Both are evidence-based theories which have been found to be highly effective in providing support to at-risk youth and their families.

Program Learning Outcomes

Both the American Counseling Association (ACA) and the American Association of Marriage and Family Therapists (AAMFT) have established standards and criteria related to the training of professional clinical counselors and marriage and family therapists. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), the accrediting arm of the American Counseling Association (ACA), published the competency-based standards for the knowledge, skills, and practices for the training of professional clinical counselors (CACREP, 2009). The American Association of Marriage and Family Therapists (AAMFT) published core competencies for marriage and family therapist training programs in 2004 emphasizing the six domains of knowledge and requisite skills in each domain that comprise the practice of marriage and family therapy. The faculty of the John F. Kennedy University MA in Counseling Psychology Program (with emphases in Professional Clinical Counseling and/or in Marriage and Family Therapy) selected from these two publications the domains that best describe the program’s desired learning results. From the CACREP core competencies and the AAMFT six domains of knowledge and requisite skills in each domain, faculty developed the following Program Learning Outcomes (PLOs):

- Knowing the self. Students can articulate and evaluate the role of the self in marriage and family therapy and in professional counseling along with developing strong professional identities as therapists and counselors and demonstrating leadership and advocacy applicable to furthering the professions;
- Understanding the client. Students can assess and diagnose client problems systemically and contextually;
- Connecting with the client. Students can establish, maintain, evaluate, and utilize the therapeutic relationship to serve the mental health needs of diverse clients;
- Facilitating improved interpersonal relationships and mental health. Students can utilize concepts, structures, theories, models, and technologies appropriate to the practice of marriage and family therapy and professional clinical counseling;
- Providing psychotherapy and counseling within legal and ethical mandates. Students can identify, explain, and apply state, federal, and local laws that govern the provision of psychotherapy and counseling and can employ ethical decisionmaking processes;
- Providing culturally sensitive services. Students can recognize their own potential biases and deliver culturally sensitive assessment, advocacy, education, and treatment; and
- Evaluating outcomes of clinical work. Students will be aware of, evaluate, and respond to measurable outcomes of their work with clients using the research tools and methods in the field and employing evidence-based practices in psychotherapy and counseling interventions, assessments, and program evaluations.
Admission Requirements

In addition to the University requirements listed previously in this catalog, applicants to the MA in Counseling Psychology program must submit the following:

- Official transcripts from the bachelor conferring institution and any post-master bachelor credits (including other master’s degrees). A 3.0 or higher GPA is required for admission. However, a lower GPA will not be excluded from consideration for admission at the professional 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; and
- Three signed letters of recommendation which attest to the applicant’s suitability for the program, preferably from former or current professors.

Degree Requirements

Marriage and Family Therapy Specialization

The following required MA Counseling Psychology courses fulfill all requirements for the MFT Specialization and required core courses for the PCC Specialization. Additional PCC Specialization course requirements (10.5 units) are outlined following this section.

<table>
<thead>
<tr>
<th>PHASE I</th>
<th>Successful completion of Phase I is required to advance to field practicum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5000</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>PSY 5054</td>
<td>Research Methods: Quantitative and Qualitative</td>
</tr>
<tr>
<td>PSY 5070</td>
<td>Theories and Practices of Community Mental Health</td>
</tr>
<tr>
<td>PSY 5112</td>
<td>The Family Life Cycle</td>
</tr>
<tr>
<td>PSY 5115</td>
<td>Theories of MFT Practices: Individualistic</td>
</tr>
<tr>
<td>PSY 5156</td>
<td>Theories of MFT Practices: Family &amp; Systemic</td>
</tr>
<tr>
<td>PSY 5157</td>
<td>Theories of MFT Practices Post-Modern</td>
</tr>
<tr>
<td>PSY 5230</td>
<td>Clinical Skills Training A: Self as Clinician</td>
</tr>
<tr>
<td>PSY 5231</td>
<td>Clinical Skills Training B: MFT Techniques I Prerequisite: PSY 5230</td>
</tr>
<tr>
<td>PSY 5232</td>
<td>Clinical Skills Training C: MFT Techniques II Prerequisite: PSY 5231</td>
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<tr>
<td>PSY 5303</td>
<td>Child, Adolescent and Family Therapy: Assessment &amp; Treatment A</td>
</tr>
<tr>
<td>PSY 5403</td>
<td>Diagnosis and Assessment of Psychopathology A</td>
</tr>
<tr>
<td>PSY 5635</td>
<td>Ethics and the Law</td>
</tr>
<tr>
<td>PSY 9000</td>
<td>Child Abuse Assessment, Reporting &amp; Treatment Workshop</td>
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<tr>
<td>PSY 9001</td>
<td>Diversity Awareness Workshop</td>
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<tr>
<td><strong>Total Phase I Coursework</strong></td>
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<th>PHASE II</th>
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<td>PSY 5154</td>
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<tr>
<td>PSY 5167</td>
</tr>
<tr>
<td>PSY 5179</td>
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<tr>
<td>PSY 5247</td>
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<td>PSY 5304</td>
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### Counseling Psychology - continued

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<tr>
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<tbody>
<tr>
<td>PSY 5309</td>
<td>Seminar in MFT</td>
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</tr>
<tr>
<td>PSY 5310</td>
<td>Group Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5404</td>
<td>Diagnosis and Assessment of Psychopathology B</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: PSY 5403 with same instructor</td>
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</tr>
<tr>
<td>PSY 5434</td>
<td>Family Violence</td>
<td>2</td>
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<tr>
<td>PSY 5613</td>
<td>Human Sexuality</td>
<td>2</td>
</tr>
<tr>
<td>PSY 5620</td>
<td>Multicultural Competence</td>
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<tr>
<td>PSY 9008</td>
<td>Aging &amp; Long Term Care Workshop</td>
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<tr>
<td>PSY 9010</td>
<td>Issues with HIV and AIDS</td>
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<tr>
<td>PSY 9090</td>
<td>Master’s Written Examination</td>
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<tr>
<td></td>
<td>Prerequisites: PSY 9000, PSY 5304, PSY 5404</td>
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#### Select from the Following Course Sequences

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<tr>
<th>Course Code</th>
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<tr>
<td>PSY 5248</td>
<td>Pre-Practicum</td>
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<tr>
<td>PSY 5249</td>
<td>Field Practicum A</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5250</td>
<td>Field Practicum B</td>
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</tr>
<tr>
<td>PSY 5251</td>
<td>Field Practicum C</td>
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</tr>
<tr>
<td>PSY 5252</td>
<td>Field Practicum D</td>
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**Total Phase II Coursework and Practicum**

40 UNITS

#### PHASE III

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<tr>
<th>Course Code</th>
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<tr>
<td>PSY 5120</td>
<td>Specific Theories of Change Total of 2 Classes</td>
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<td>(6 units) required</td>
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<tr>
<td>PSY 5309</td>
<td>Seminar in MFT (1) Two classes required, 1 unit</td>
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<tr>
<td></td>
<td>each</td>
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<tr>
<td>PSY 5406</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5436</td>
<td>Crisis and Trauma</td>
<td>3</td>
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<td>PSY 9075</td>
<td>Personal Psychotherapy</td>
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<tr>
<td>PSY 9091</td>
<td>Master’s Oral Exam</td>
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<tr>
<td></td>
<td>Prerequisites: Passed Written Master’s Exam, PSY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5250 or PSY 5263</td>
<td></td>
</tr>
<tr>
<td>PSY 9100</td>
<td>Professional Development: Post-Master’s Preparation</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Phase III Coursework**

14 units

**Total Units Required for Degree**

90 units

### Professional Clinical Counseling Specialization

The following courses are required for the PCC Specialization. These 10.5 units, along with the 90 core units of coursework, fulfill requirements for the Master of Arts in Counseling Psychology degree with a Specialization in Professional Clinical Counseling.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>PCC 5235</td>
<td>Psychological Testing</td>
<td>3</td>
</tr>
<tr>
<td>PCC 5407</td>
<td>Recent Advances in Pediatric &amp; Geriatric</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Psychopharmacology</td>
<td></td>
</tr>
<tr>
<td>PCC 5646</td>
<td>Advanced Studies in Research</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: PSY 5054</td>
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<tr>
<td>PCC 5780</td>
<td>Theories of Career Development</td>
<td>4.5</td>
</tr>
</tbody>
</table>

**Total PCC Concentration Coursework**

10.5 units

**Total Units Required for Degree with MFT Specialization and PCC Concentration**

100.5 units
Master of Arts in Counseling Psychology - Holistic

John F. Kennedy University’s 40+ years of innovative and compassionate Holistic education has evolved over time to meet the needs of a changing world; mind, body, spirit and one’s relationship in society are all explored toward a whole person approach to counseling and personal growth. We understand the Holistic lens to be ideal for understanding self, culture, social justice, historical context, family systems and one’s sense of belonging in the natural world. Our programs create unique learning environments designed to support students in an integrated Holistic model toward personal growth, human potential and service to others.

Holistic Counseling Psychology

The John F. Kennedy University Master of Arts in Holistic Counseling Psychology offers a MA in Counseling Psychology toward a Marriage and Family Therapy (MFT) with the option for a dual Licensed Professional Clinical Counselor (LPCC) license, or a MA in Psychology (non-clinical) with five specialization options:

- Somatic Psychology
- Depth and Transpersonal Psychology
- Expressive Arts Psychology
- Holistic Studies (integration of Somatic, Transpersonal, Depth and Expressive Arts)

The Holistic Counseling Psychology program infuses the modern practice of counseling psychology with the depth traditions of psychoanalysis, the unity of body and psyche, the transformative power of artistic expression, and the healing traditions of many diverse cultures.

Holistic Counseling Study Abroad

The Holistic Counseling Program offers a study abroad program which blends the Holistic Counseling curriculum with culturespecific content. This is a unique opportunity where students can travel with faculty to learn, engage with the international community, build relationships, and participate in the type of work and structures that are offered in other parts of the world.

This four-unit, two-week residential program includes cross-cultural exploration of psycho-spiritual concepts and experiences, blended into a therapeutic process that creates the space for the participants to discover themselves. Financial aid for both tuition and travel expenses is available for eligible students.

Holistic Research Center

The Holistic Research Center (HRC) was formed in 2016 through a National University System Innovation Grant. The goals of the HRC include supporting research of holistic counseling constructs (for example, meaning in life, mindfulness, and expressive art interventions, etc.), and expanding research methodology toward a more holistic paradigm (for example, embracing quantitative-qualitative mixed methods, exploring depth approaches to pursuing knowledge in the field of mental health, understanding best research practices that impact clinical application of holistic methodology in the field). Students can participate in research groups and other activities through the HRC. In certain circumstances students can link their research interests with their completion of the Final Integration Project. For more details, please consult with the director of the HRC, or with a core faculty member of the Holistic Counseling Psychology program.

Field Placement

Students can complete their field placement practicum at a variety of community based practicum sites. The 9 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, in 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. A minimum requirement of hours is required for graduation as informed by BBS requirements for the MFT and LPCC degrees.

Supplemental field placement is for students who wish to gain clinical experience in addition to their required nine units of field practicum and wishes 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, DPB 5105–06, EXB 5105–06, SPC 5323–24, or TPC 5213–14), Group Process A–C (HSJ 5101–03, DPB 5105–06, EXB 5105–06, SPC 5004–06, or TPC 5004–06), and Ethics and the Law (HSJ 5235, DPB 5235, EXB 5235, HPC 5325) as well as Child Abuse Assessment reporting.

After receiving permission from the field placement coordinator and the program chair or specialization director, a student must register for the one-unit supplemental fieldwork course for each quarter of participation. This option is available to students as a supplement to practicum, the hours gathered while applicable for BBS requirements do not fulfill academic practicum requirements.

Individual Psychotherapy

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.

The program considers it essential that a practicing therapist understand the therapy process on a first-hand and personal basis. All Students in the Holistic Counseling Psychology program are required to complete at least 48 hours of weekly individual
psychotherapy (separate from any coursework) with a licensed therapist or registered intern. In some cases, students may be required to complete more than the 48-hour minimum requirement. Students receive no academic credit for this and must make financial arrangements directly with the therapist. Students may 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.

**Spiritual/Somatic/Arts Practice**

In keeping with the program’s recognition that daily spiritual/somatic/arts practice is fundamental to growth in consciousness, students in the program are encouraged 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 during the year-end review.

**California Marriage and Family Therapy Licensing Requirements**

The MA degree in Counseling Psychology – Holistic with a specialization in Expressive Arts, Depth and Transpersonal Psychology, Holistic Studies and Somatic Psychology meets the educational requirements for the MFT license. Licensing statutes and regulations are subject to future legislative or administrative revisions.

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 Psychology.

**LPCC Licensing Requirements**

For students interested in being eligible for the LPCC license, you must take additional courses and accrue additional client hours during your practicum. In addition to the courses on your flowchart, which meet Marriage and Family Therapy (MFT) licensing requirements for the State of California, you will need to add the following courses to be eligible for the LPCC license:

<table>
<thead>
<tr>
<th>All Holistic LPCC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCP 5252 Addiction and the Family</td>
</tr>
<tr>
<td>HCP 5407 Pediatric and Geriatric Psychopharmacology</td>
</tr>
<tr>
<td>HCP 5054 Research Methods</td>
</tr>
<tr>
<td>HCP 5780 Theories of Career Development</td>
</tr>
<tr>
<td><strong>Total Additional Units Required for LPCC License</strong></td>
</tr>
</tbody>
</table>

Also be aware that you will need to complete a minimum of 280 face-to-face client hours during your practicum year in your program. MFT students need to complete 225 hours. If you are unable to complete the respective hours during 4 quarters, you will be required to complete a 5th quarter or more of field placement.

**Performance Review and Evaluation**

Following admission, there is an ongoing evaluation of each student’s academic performance and readiness to continue in the program. When an evaluation indicates that a student’s performance falls below the standards of the Department of Holistic 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, withdraw from the program, or consider a non-clinical option. The final decision is made by the department chair in consultation with the dean.

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. Readiness for practicum will be reviewed again after completion of Marriage and Family Counseling B.

When academic issues or conduct expected of a member of the profession become a concern, a student may be referred to the department’s Review and Advisement (R&A) Committee. In the R&A process, a plan is developed to address the identified concern and provide further mentoring and direction for the student.

**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;
- Competently apply clinical skills;
- Articulate theoretical comprehension and apply critical thinking;
- Exhibit holistic self-awareness and professionalism; and
- Articulate and apply the principles of the program specializations (Expressive Arts, Depth and Transpersonal Psychology, Holistic Studies, and Somatic Psychology).
Specialization in Depth and Transpersonal Psychotherapy

The Master of Arts (MA) degree in the Counseling Psychology Holistic program with a specialization in Depth and Transpersonal Psychotherapy prepares students for careers as psychotherapists with a special emphasis on depth, Jungian, and psychodynamic approaches to psychotherapy as well as the interface between Western psychological perspectives with the world’s spiritual and religious wisdom traditions. 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 therapeutic relationship, psychodynamic theory and practice, attachment theory, transpersonal counseling, Jungian psychology, and existential-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 Jungian and depth psychology deepens students’ knowledge of the role of dreams, imagination, archetypes, myth, and ritual in fostering psychological and spiritual well-being. The coursework builds skills in conceptualization of psychological complexes and psychotherapeutic treatment in the context of the clinical relationship, psychodynamics, and dream interpretation.

Admission Requirements

In addition to a completed application, an applicant must submit:

- A GPA of 3.0.
- One set of official transcripts of the conferred BA degree and any post-bachelor credits or degrees.
- A personal statement that is 5-to-10 double-spaced, typewritten pages describing any personal or professional growth work or events that have shaped the applicant’s life, reasons for applying to the area of specialization, any study (academic or otherwise) pursued in this area of interest and future professional and personal goals.

Letters of recommendation are strongly recommended, but not required. Letters should be from friends, professional associates, teachers, supervisors or others who can comment on emotional, spiritual, intellectual and practical development, as well as assess capacity for graduate study in the degree area.

Upon receipt of a completed application, an admissions interview will be scheduled.

Degree Requirements

All courses are 3 quarter units unless otherwise indicated.

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<tr>
<th>DEPTH AND TRANSPERSONAL PSYCHOTHERAPY SPECIALIZATION</th>
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<tr>
<td>HCP 5010 Foundations of Depth Psychotherapy</td>
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<tr>
<td>DPB 5100 Depth Psych Master Courses</td>
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<tr>
<td>HCP 5000 Introduction to Holistic Studies Counseling Psychology Program</td>
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<tr>
<td>HCP 5115 Fundamentals of Transpersonal Psychology</td>
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<tr>
<td>HCP 5220 Jungian Psychology</td>
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<td>DPB 5100 Post-Jungian and Archetypal Psychology</td>
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<td>HCP 5102 Group Process B</td>
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<tr>
<td>HCP 5103 Group Process C</td>
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<tr>
<td>HCP 5105 Therapeutic Communication A</td>
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<td>HCP 5106 Therapeutic Communication B</td>
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<td>HCP 5201 Diagnosis, Assessment and Therapeutic Strategy A</td>
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<td>HCP 5202 Diagnosis, Assessment and Therapeutic Strategy B</td>
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<td>HCP 5225 Basic Addiction Studies</td>
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<td>HCP 5235 Psychological Testing</td>
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<td>HCP 5315 Counseling Case Seminar A</td>
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<td>HCP 5210 Child Therapy</td>
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<td>HCP 5215 Marriage and Family Counseling A</td>
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<td>HCP 5243 Community Mental Health and Principles of Recovery</td>
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<tr>
<td>HCP 5325 Ethics and the Law</td>
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</table>
Specialization in Expressive Arts

The Master of Arts (MA) in Counseling Psychology—Holistic, specializing in Expressive Arts prepares students for careers as psychotherapists with a special emphasis on multi-modal expressive arts approaches to psychotherapy. This program is only offered on the Pleasant Hill campus. This degree specialization offers a strong foundation in basic counseling theory and practice. The program combines theoretical and experiential learning modalities and emphasizes personal growth and development. Students engage in self-reflection throughout the program. Core coursework allows students the opportunity to develop awareness of their own process while developing counseling, interpersonal, and communication skills. Students also explore the integration of the expressive arts including, dance, visual art, music, drama and poetry in their work through content in holistic psychotherapies, expressive arts interventions and humanistic psychology.

The Expressive Arts specialization utilizes many of the same methods as traditionally-oriented therapies and also incorporates art-based interventions that help clients externalize internal experiences. This program takes a Jungian approach to the expressive arts, emphasizing the power of the image to bring insight and transformation. 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.

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 to licensure in the state of California, this program prepares students for optional registration as a Registered Expressive Arts Therapist. The program also provides an optional focused emphasis in Dance Therapy in partnership with the American Dance Therapy Association toward their credential program.

Program Learning Outcomes

- Display the capacity to build a therapeutic relationship with your client;
- Demonstrate a high level of clinical skills;
- Articulate theoretical comprehension and apply critical thinking;
- Exhibit holistic and artistic self-awareness; and
- Articulate and apply the principles of the Expressive Arts.

Admissions Requirements

In addition to a completed application, an applicant must submit:

- A GPA of 3.0.
- One set of official transcripts of the conferred BA degree and any post-bachelor credits or degrees.
- A personal statement that is 5-to-10 double-spaced, typewritten pages describing any personal or professional growth work or events that have shaped the applicant’s life, reasons for applying to the area of specialization, any study (academic or otherwise) pursued in this area of interest and future professional and personal goals.
- A portfolio of an arts-based practice that shows expertise in visual arts, music, drama, or creative writing. Letters of recommendation are strongly recommended, but not required. Letters should be from friends, professional associates, teachers, supervisors or others who can comment on emotional, spiritual, intellectual and practical development, as well as assess capacity for graduate study in the degree area. Upon receipt of a completed application, an admissions interview will be scheduled.
Degree Requirements
All courses are 3 quarter units unless otherwise indicated.

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<td>EXB 5100 EXA Master Courses: Art and Symbolic Process</td>
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<td>HCP 5235 Psychological Testing</td>
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<td>HCP 9005 Personal Psychotherapy</td>
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<tr>
<td>HCP 5243 Community Mental Health &amp; Principles of Recovery</td>
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| HCP 5325 Ethics and the Law | 3 units  |
| HCP 5703 Clinical Skills: Partner & Spousal Abuse, Elder Care | 2 units  |
| HCP 9015 Child Abuse Assessment | 0 units  |

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<tr>
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Total Units Required for Degree 91 units

Specialization in Holistic Studies

The Holistic Studies specialization within the Holistic Counseling Psychology program prepares students for careers as psychotherapists with a special emphasis on a broad base of Holistic skills (Depth, Transpersonal, Somatic and Arts-based). This program is offered on our San Jose campus only. This degree specialization offers a strong foundation in basic counseling theory and practice. The program combines theoretical and experiential learning modalities and emphasizes personal growth and development. Students engage in self-reflection throughout the program. Core coursework allows students the opportunity to develop awareness of their own process while developing counseling, interpersonal, and communication skills. Students also explore the integration of body, mind, emotions, and spirit in their work through content in body-oriented psychotherapies, transpersonal counseling, Jungian psychology, expressive arts psychologies 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.

Upon receipt of a completed application, an admissions interview will be scheduled.
### Degree Requirements

All courses are 3 quarter units unless otherwise indicated.

#### HOLISTIC PSYCHOLOGY SPECIALIZATION

<table>
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#### GENERAL COUNSELING

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<td>HSJ 5105</td>
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<td>HSJ 5106</td>
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<td>3 units</td>
</tr>
<tr>
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</tr>
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<td>Psychopharmacology</td>
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<td>HSJ 5620</td>
<td>Approaches to Trauma and PTSD</td>
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<td>HSJ 5313</td>
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#### MARRIAGE AND FAMILY THERAPY

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<td>Child Therapy</td>
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<td>HSJ 5215</td>
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<td>Community Mental Health and Principles of Recovery</td>
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<tr>
<td>HSJ 5330</td>
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#### FIELD PLACEMENT

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<td>HCP 5301</td>
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<td>HCP 5302</td>
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<td>2 units</td>
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<td>HCP 5303</td>
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<td>2 units</td>
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<td>HCP 5304</td>
<td>Supervised Field Practicum D</td>
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<td>HCP 5400</td>
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<tr>
<td>HSJ 5350</td>
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<tr>
<td>HSJ 5351</td>
<td>Final Integrative Project B</td>
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**Total Units Required for Degree**: 91 units

### Specialization in Somatic Psychology

The somatic perspective includes the wisdom and methods of psychoanalytic, experiential, and humanistic orientations and expands them to create a more integrated holistic perspective that includes the body-mind-spirit connection. This perspective emphasizes the counselor’s presence, authenticity, and embodiment as central to the therapeutic process. Somatic psychology addresses many of the same client issues and uses many of the same methods as more traditionally oriented therapies. However, somatic psychology also emphasizes the capacity of the therapist to listen to somatic experience and attend to inklings in oneself that emerge from a deep place within -- what Rumi has called “the voice that does not use words.” It acknowledges that there is a natural order and harmony that is present and can be discovered, so long as we learn to listen to the native wisdom that resides within our bodies, hearts, and minds. Somatic psychology emphasizes the quality of presence and authenticity of the therapist and their capacity for deep somatic empathy and resonance. It trusts in the client’s innate health and bodily wisdom as gateways to healing. Somatic therapists frequently also use meditation, sensate awareness, and embodied imagery methods. Somatic psychology maintains a respect for the client’s self-healing capacities and views emotional dysfunction as an opportunity for growth. Somatic psychotherapists are interested in exploring the interaction and integration of personality, emotion, and the body and in empowering their clients to connect with their somatic experience and become fully embodied in the world.

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, develop containment and the capacity for self-regulation, and cultivate body- mind-spirit integration. Classes focusing on trauma and stress negotiation provide students with the clinical understanding...
of hyper- and hypo-aroused physiological states, the importance of working within the “window of tolerance,” and practical resourcing skills. Courses on family, community, and societal dynamics develop critical thinking about the cultural body.

As an integrative program the JFK University Somatic Psychology program is informed by several disciplines, including attachment theory, psychodynamic and humanistic therapy models, prenatal psychology, neurodevelopment and psychobiological perspectives, somatic experience, mindfulness, and gestalt. Students are encouraged to pursue both spiritual practices and somatic disciplines as a foundation for their work with others.

Program Learning Outcomes

- Display the capacity to build a therapeutic relationship with clients;
- Demonstrate a high level of clinical skills;
- Articulate theoretical comprehension and apply critical thinking;
- Exhibit holistic self-awareness and embody professionalism; and
- Articulate and apply the principles of the Somatic specialization.

Admission Requirements

In addition to a completed application, an applicant must submit:

- GPA of 3.0
- One set of official transcripts of the conferred BA degree and any post-bachelor credits or degrees; and
- 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.

### Somatic Psychology Specialization

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<td>SPC 5220</td>
<td>Principles of Somatic Psychology</td>
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<tr>
<td>SPC 5241</td>
<td>The Cultural Body: Society, Body, Image and the Self</td>
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<td>SPC 5430</td>
<td>Movement Seminar A: The Self in Movement</td>
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<td>SPC 5431</td>
<td>Movement Seminar B: Clinical Technique</td>
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<td>SPC 5512</td>
<td>Somatic Psychology Perspectives on Stress and Psychobiomimology</td>
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This course is a topics course (one-half or one unit per election), and subsequent registrations count for additional credit. Somatic Psychology students are required to take a total of five units of this course.

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### General Counseling

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<td>HCP 5243</td>
<td>Community Mental Health and Principles of Recovery</td>
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<tr>
<td>HCP 5400</td>
<td>Field Placement Checkout</td>
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### Final Integrative Project

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SPC 5530</td>
<td>Final Integrative Project A</td>
<td>1</td>
</tr>
<tr>
<td>SPC 5351</td>
<td>Final Integrative Project B</td>
<td>2</td>
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</tbody>
</table>

Total Units Required for Degree 91 units
The Sport Psychology Program provides academically rigorous training to help students become effective practitioners within the field of Sport Psychology. 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 counseling skills and performance enhancement skills 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;
- **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.
- **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;
- **Evidence-Based Practice.** The students will be able to summarize and critique research in the field of sport psychology. Students will assess and apply both established and current research findings to their applied work.

Master of Arts in Sport Psychology

The Master of Arts (MA) Sport Psychology Program curriculum is designed to expose students to an integrated model of sport psychology education that includes counseling skills and performance enhancement techniques as core elements. The program consists of 77 units which students can complete within 2 to 2.75 years of full-time study (depending on the quarter in which they matriculate). Emphasis is placed on training students to apply mental training techniques in diverse settings through the many internship opportunities. The sport psychology coursework covers research, theory, and the application of evidence-based psychological principles and constructs to enhance performance. The counseling skills courses include theoretical and experiential learning in fundamental counseling skills and psycho-pathology. The program is offered on-site (for core courses) at the University’s Pleasant Hill campus, online, and in a hybrid format, through which students can take a combination of onsite and online courses. A successful MA Sport Psychology graduate will be eligible to apply and then take the exam to become a Certified Mental Skills Consultant (CMPC) through the Association for Applied Sport Psychology (AASP).

Internship Overview

The internships in the Sport Psychology Program are key components of the educational process. These applied experiences allow students to gain a hands-on education and experience in a role similar to that of being a professional in the field. All students graduating in the Master of Arts Sport Psychology Program are required to successfully complete 4 internships including one mandatory residential internship located in the San Francisco Bay Area, which lasts for two weeks. Students are encouraged to work with diverse populations and are also required to complete at least one LEAP (Life Enhancement through Athletic Participation) internship out of their 4 applied experiences (see more information about LEAP below). The fieldwork experience is at the heart of the program, and students 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. Internships can be based in the San Francisco Bay Area, or elsewhere around the world for online-only students. Students work with the Fieldwork Directors to develop and secure internships with approval.

The internships will help students:

- Learn how to teach performance enhancement techniques in an applied setting;
- Increase awareness of the interpersonal relationships between themselves and their clients;
- Learn to be aware of their personal style and approach through the application of counseling skills;
- Learn to integrate theories, assessment, research, and techniques of sport psychology into diverse settings;
- Learn how to conduct oneself professionally in the areas of accountability, flexibility, ethical behavior, and responsibility;
- Become skilled in educating potential sites on the benefits of sport psychology skills, marketing sport psychology services, and securing internship sites;
- Learn to integrate multicultural competency into their applied work with clients;
- Network with others in the field as well as with potential employers; and
- Use sport psychology techniques with clients as both life skills and mental training skills for sport.
Project Options

All students are required to choose either the thesis or applied track that will guide their end-of-program project:

- Thesis: An original thesis that leads to a research paper of publishable quality; or
- Applied Project: This two quarter sequence includes a literature review and culminates in a project related to the student’s professional goals.

Solt Evans Life Enhancement through Athletic Participation (LEAP) Program

The mission of the Solt Evans Life Enhancement through Athletic Participation (LEAP) Program is to help youth from underserved populations succeed in sport, school and life through mental skill building. The LEAP Program is a non-profit entity and relies on money through grants and donations. Sport Psychology Program team members empower participants to reflect, recognize their potential, understand how to reach it, and to make sound, thoughtful decisions along the way. LEAP becomes a bridge to the future, using sport participation as a catalyst to help youth apply these skills both on and off the field. The LEAP Program provides a bridge to opportunity by helping youth:

- Improve personal decision making;
- Recognize that all choices have consequences;
- Promote personal responsibility and accountability;
- Improve positive self-confidence and self-worth;
- Learn stress management skills;
- Develop the discipline needed to be successful in sports, school, and life; and
- Enhance problem solving and teamwork skills.

LEAP Program

Challenge Camp. The LEAP Challenge Camp works with incarcerated youth at the Orin Allen Youth Rehabilitation Facility (OAYRF). The core philosophy of the LEAP Challenge Camp is to help juvenile offenders focus on their future. This week-long camp centers on challenging participants to try something new and learn through interactive games. Youth have an opportunity to build social skills; learn cooperation, communication and listening skills; to practice problem-solving, decision-making and planning skills; and to learn appropriate outlets for anger and stress.

Sport Camp. The LEAP Sport Camp focuses on working with youth in sport. This week-long camp provides an opportunity for youth to learn mental strategies that they can use both in the sporting arena and in their lives. Team building, communication and group problem-solving skills, positive self-talk, and goal setting are the focal points of the camp. These skills are taught to the youth through participation in their sport and then transferred to the classroom and their lives.

Note: Challenge Camp and Sport Camp are held in the summer quarter only and are required for all students to come for a two week residency based at the campus. Students must have fingerprints registered with the Department of Justice prior to starting any internship experience.

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’s conferring institution and any post-bachelor credits (including other master’s degrees Usually, 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 two 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;
- Two letters of recommendation (preferably from academic sources) which attest to the applicant’s suitability for the

Degree Requirements

<table>
<thead>
<tr>
<th>CORE CURRICULUM</th>
<th></th>
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<tbody>
<tr>
<td>PSP 5002 Writing Workshop No fee.</td>
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<tr>
<td>PSP 5054A Research Methods: Quantitative and Qualitative A</td>
<td>2 units</td>
</tr>
<tr>
<td>PSP 5054B Research Methods: Quantitative and Qualitative B</td>
<td>2 units</td>
</tr>
<tr>
<td>PSP 5800A Sport Psychology A</td>
<td>3 units</td>
</tr>
<tr>
<td>PSP 5800B Sport Psychology B Prerequisites: PSP 5800A, PSP 5280</td>
<td>3 units</td>
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<tr>
<td>PSP 5803A Ethics and Professional Issues in Sport Psychology A</td>
<td>2 units</td>
</tr>
<tr>
<td>PSP 5803B Ethics and Professional Issues in Sport Psychology B Prerequisites: PSP 5803A, PSP 5280</td>
<td>2 units</td>
</tr>
<tr>
<td>PSP 5804 Assessment Strategies</td>
<td>3 units</td>
</tr>
<tr>
<td>PSP 5805 Psychopathology Assessment</td>
<td>4 units</td>
</tr>
<tr>
<td>PSP 5811 Counseling Skills A</td>
<td>3 units</td>
</tr>
<tr>
<td>PSP 5812 Counseling Skills B Prerequisite: PSP 5811</td>
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### Sport Psychology - continued

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>PSP 5814</td>
<td>Comprehensive Exploration of Diversity in Sport</td>
<td>4</td>
</tr>
<tr>
<td>PSP 5815</td>
<td>Performance Enhancement A</td>
<td>3</td>
</tr>
<tr>
<td>PSP 5816</td>
<td>Performance Enhancement B&lt;br&gt;&lt;i&gt;Prerequisite: PSP 5815&lt;/i&gt;</td>
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</tr>
<tr>
<td>PSP 5817</td>
<td>Performance Enhancement C&lt;br&gt;&lt;i&gt;Prerequisite: PSP 5816, PSP 5280&lt;/i&gt;</td>
<td>3</td>
</tr>
<tr>
<td>PSP 5819</td>
<td>Social and Historical Issues in Sport&lt;br&gt;2 units</td>
<td></td>
</tr>
<tr>
<td>PSP 5822</td>
<td>Team Building</td>
<td>3</td>
</tr>
<tr>
<td>PSP 5826</td>
<td>Cognitive and Affective Bases of Behavior</td>
<td>4</td>
</tr>
<tr>
<td>PSP 9090</td>
<td>Comprehensive Written Examination&lt;br&gt; There is a $75 fee.</td>
<td>0</td>
</tr>
<tr>
<td>PSP 9091</td>
<td>Comprehensive Oral Examination&lt;br&gt; There is a $75 fee.</td>
<td>0</td>
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</table>

### WORKSHOPS/MEETINGS

Attendance is required at all Town Hall Meetings, so a full-time student should attend a minimum of 4 in the MA program. Registration and attendance is required for a minimum of 6 quarters of PDS events.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>PSP 9000</td>
<td>Professional Development Seminar&lt;br&gt;There is a $100 fee.</td>
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<tr>
<td>PSP 9020</td>
<td>Town Hall Meetings (Required)</td>
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<tr>
<td>PSP 9100</td>
<td>Exit Meeting</td>
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### FIELDWORK (REQUIRED OF ALL STUDENTS)

Students in either the Thesis or Applied Project option below must take the fieldwork course a minimum of four times and earn a total of 14 units.

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<tr>
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<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>PSP 5279</td>
<td>Fieldwork Orientation</td>
<td>0</td>
</tr>
<tr>
<td>PSP 5280</td>
<td>Fieldwork&lt;br&gt;&lt;i&gt;Prerequisites: PSP 5279, PSP 5800A, PSP 5803A, PSP 5804, PSP 5811, PSP 5822, PSP 5816, PSP 9085, PSP 9090, PSP 5826&lt;/i&gt;</td>
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<tr>
<td>PSP 9085</td>
<td>Fieldwork Exam&lt;br&gt;There is a $75 fee.</td>
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### RESEARCH PROJECT OPTION

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>PSP 5890</td>
<td>Research Proposal&lt;br&gt;&lt;i&gt;Prerequisite: PSP 5054A/B&lt;/i&gt;</td>
<td>2</td>
</tr>
<tr>
<td>PSP 5891</td>
<td>Research A/B/C (1 unit/1 unit/1 unit)&lt;br&gt;&lt;i&gt;Prerequisite: PSP 5890&lt;/i&gt;</td>
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</tr>
<tr>
<td>PSP 5998</td>
<td>Supplemental Project Assistance</td>
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### ELECTIVES – These courses are only offered in specific quarters.

<table>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PSP 5820</td>
<td>Psychology of Coaching</td>
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<tr>
<td>PSP 5821</td>
<td>Gender Issues in Sport</td>
<td>1</td>
</tr>
<tr>
<td>PSP 5832</td>
<td>Psychology of Injury</td>
<td>1</td>
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<tr>
<td>PSP 5833</td>
<td>Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>PSP 5834</td>
<td>Motor Learning and Performance</td>
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<tr>
<td>PSP 5835</td>
<td>Exercise Psychology</td>
<td>2</td>
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<tr>
<td>PSP 5838</td>
<td>Health Psychology</td>
<td>2</td>
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<tr>
<td>PSP 5850A</td>
<td>Clinical Sport Psychology</td>
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<tr>
<td>PSP 5843</td>
<td>Mindful Approaches to Performance A</td>
<td>1</td>
</tr>
<tr>
<td>PSP 5844</td>
<td>Mindful Approaches to Performance B</td>
<td>1</td>
</tr>
<tr>
<td>PSP 5841</td>
<td>Neuropsychology</td>
<td>2</td>
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<tr>
<td>PSP 5885</td>
<td>Best Practices for Remote Consulting</td>
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**Total Units Required** 77 units

### Applied Project Option

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<tbody>
<tr>
<td>PSP 5895A/B</td>
<td>Applied Project: A/B (2 units/2 units)&lt;br&gt;&lt;i&gt;Prerequisites: PSP 5054A, PSP 5054B, PSP 5280&lt;/i&gt;</td>
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<tr>
<td>PSP XXXXX</td>
<td>Electives</td>
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</tbody>
</table>

### Master of Arts in Sport Psychology/Clinical Doctoral Dual Degree (Linked Program)

**Note:** Students may not link a bachelor’s degree to a master’s degree and then link the master’s degree to a doctoral degree.

As the field of psychology continues to diversify and expand the range of specialties, it is important for educational institutions to stay on the cutting edge of program development. JFK University has achieved this by linking the Master of Arts (MA) in Sport Psychology Program with the Clinical Doctoral Program (PsyD) to create this dual degree program. Unlike a research-based PhD, the PsyD Program is designed to produce practitioners, not researchers, while providing the same high level of scholarly study. A sport psychology student now has a choice of whether to choose a clinical route (the MA plus the PsyD) or a non-clinical path (the MA in Sport Psychology only). Both the MA in Sport Psychology and the PsyD offer the highest level of available training in applied sport and clinical psychology respectively. This innovative linked program allows completion of both degrees within six 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,” and apply to be eligible to take the certification and then take the exam to become a Certified
Sport Psychology - continued

Mental Performance Consultant (CMPC) with the Association for Applied Sport Psychology (AASP) and to 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.

Completion of the MA/PsyD dual degree program allows graduates to apply a wide range of performance enhancement and clinical skills to both athletic and non-sporting populations. Full-time students start in the Sport Psychology Program for the first year and then move into the PsyD Program for the following five years. Once in the PsyD program, the dual degree student fulfills all the same curricular and training requirements asked of all PsyD students. The MA component of the dual degree program consists of 42 units in the Sport Psychology Program and 35 units in the PsyD program.

For information on the practicum, internship examinations, and advancement to candidacy, refer to the PsyD section of this catalog. Students in this dual degree will automatically be included in the Clinical Sport Psychology Concentration of the PsyD, which can be found under the PsyD portion of the catalog.

Fieldwork
MA/PsyD dual degree students complete two Sport Psychology internships (PSP 5280) in addition to the PsyD internship requirements. One of these internships must be the mandatory residential internship as part of the LEAP Program (See the Sport Psychology Fieldwork Handbook for further details on internship requirements).

Admission Requirements
Applicants must possess a bachelor’s degree from a regionally accredited institution. Prospective students can apply to the MA program and the PsyD program concurrently or start in the MA program and then apply to the PsyD program during their first year of the MA program. It is recommended that an applicant write one personal statement that clearly indicates intent and appropriateness for both programs. Acceptance into one program does not guarantee acceptance into the other. 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 MA/PsyD dual degree student must petition for their MA degree to be awarded when he or she has satisfactorily completed all first-, second-, third- and fourth-year courses of the dual degree program (i.e., year one is completed in the Sport Psychology Program, years two, three and four are completed in the PsyD program), is a student in good standing, and has passed the MA fieldwork exam, comprehensive written and oral examinations in the Sport Psychology Program.

Petition for MA Sport Psychology Degree Fee: $160.00

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

Clinical Proficiency Examination
In the spring of year four, students present a written clinical case report to two faculty members who examine the student on the case. Passing this exam is a requirement for advancement in both the academic and clinical portions of the program.

Comprehensive and Clinical Proficiency Exams Fee: $100.00

Comprehensive Exam/Licensure Preparation
All areas of study assessed on the comprehensive exams and national licensing exam are augmented with materials from Taylor Study Method (TSM). TSM provides students with a shadow curriculum including key terms, flashcards, mind maps, and practice exam questions.

Yearly Preparation Fee: $100.00

Curriculum – Undergraduate Prerequisites
These courses or their approved equivalents are prerequisites to the dual degree (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.

- Introduction to Psychology
- Theories of Personality
- Diversity-related course
- Statistics

Courses that are linked, counting toward both degrees, are marked with an asterisk (*).

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<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>Fee</th>
<th>Units</th>
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<tr>
<td>PSP 5002</td>
<td>Writing Workshop</td>
<td>No fee</td>
<td></td>
</tr>
<tr>
<td>PSP 5279</td>
<td>Fieldwork Orientation</td>
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<td>0 units</td>
</tr>
<tr>
<td>PSP 5280</td>
<td>Fieldwork</td>
<td></td>
<td>6 units</td>
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<tr>
<td></td>
<td>Prerequisites: PSP 5279, PSP 5800A, PSP 5803A, PSP 5804, PSP 5811, PSP 5822, PSP 5816, PSP 9085, PSP 9090</td>
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<tr>
<td>PSP 5800A</td>
<td>Sport Psychology A</td>
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## Sport Psychology - continued

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PSP 5800B</td>
<td>Sport Psychology B <em>Prerequisites:</em> PSP 5800A, PSP 5820</td>
<td>3 units</td>
</tr>
<tr>
<td>PSP 5803A</td>
<td>Ethics and Professional Issues in Sport Psychology A</td>
<td>2 units</td>
</tr>
<tr>
<td>PSP 5804</td>
<td>Assessment Strategies</td>
<td>3 units</td>
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<tr>
<td>PSP 5811</td>
<td>Counseling Skills A</td>
<td>3 units</td>
</tr>
<tr>
<td>PSP 5815</td>
<td>Performance Enhancement A</td>
<td>3 units</td>
</tr>
<tr>
<td>PSP 5816</td>
<td>Performance Enhancement B <em>Prerequisite:</em> PSP 5815</td>
<td>3 units</td>
</tr>
<tr>
<td>PSP 5817</td>
<td>Performance Enhancement C <em>Prerequisites:</em> PSP 5816, PSP 5820</td>
<td>3 units</td>
</tr>
<tr>
<td>PSP 5819</td>
<td>Social and Historical Issues in Sport</td>
<td>2 units</td>
</tr>
<tr>
<td>PSP 5822</td>
<td>Team Building</td>
<td>3 units</td>
</tr>
<tr>
<td>PSP 5833</td>
<td>Kinesiology</td>
<td>4 units</td>
</tr>
<tr>
<td>PSP 5834</td>
<td>Motor Learning and Performance</td>
<td>1 unit</td>
</tr>
<tr>
<td>PSP 9085</td>
<td>Fieldwork Exam <em>Prerequisites:</em> PSP 5803 A, PSP 5815, PSP 5816. There is a $75 fee.</td>
<td>0 units</td>
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<tr>
<td>PSP 9090</td>
<td>Comprehensive Written Examination <em>Prerequisites:</em> PSP 5800 A, PSP 5803 A, PSP 5804, PSP 5811, PSP 5822, PSP 5815, PSP 5816. There is a $75 fee.</td>
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<tr>
<td>PSP XXXX</td>
<td>Elective</td>
<td>4 units</td>
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### Other Requirements

Attendance is required at all Town Hall Meetings, thus a full-time student should attend a minimum of 4 in the MA program. Registration and attendance is required for a minimum of 6 quarters of PDS events.

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>PSP 9000</td>
<td>Professional Development Seminar <em>There is a $100 fee.</em></td>
<td>0 units</td>
</tr>
<tr>
<td>PSP 9020</td>
<td>Town Hall Meetings (Required)</td>
<td>0 units</td>
</tr>
</tbody>
</table>

In year two, the student moves into the PsyD program and they continue with Sport Psychology work. After year one the students will take the following Sport Psychology courses along with the required PsyD courses: PSP 5817 Performance Enhancement C (3 units), PSP 5280 PSP 5800B Sport Psychology B (3 units), PSP5280 Fieldwork (3 units), PSP 9091 Sport Psychology Comprehensive Oral Examination, and PSP 9100 Exit Meeting.

### Second Year

<table>
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<tr>
<td>PSD 7007</td>
<td>Clinical Interviewing Skills I*</td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7008</td>
<td>Clinical Interviewing Skills II* <em>Prerequisite:</em> PSD 7007</td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7015</td>
<td>Adult Psychopathology I*</td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7016</td>
<td>Adult Psychopathology II <em>Prerequisite:</em> PSD 7015</td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7151</td>
<td>Research Methods and Statistics I*</td>
<td>3 units</td>
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The following are repeatable courses across three quarters and together constitute the Integrated Professional Seminar (IPS) I. They must be taken three times to total the number of units indicated:

<table>
<thead>
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<th>Course Title</th>
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<tbody>
<tr>
<td>PSD 7035</td>
<td>Ethnographic Placement <em>Co-requisites:</em> PSD 7046, PSD 7047</td>
<td>2 units (6 total)</td>
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<tr>
<td>PSD 7046</td>
<td>Group Process* <em>Co-requisites:</em> PSD 7035, PSD 7047</td>
<td>1 unit (3 total)</td>
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<tr>
<td>PSD 7047</td>
<td>Multicultural Awareness in Professional Psychology* <em>Co-requisites:</em> PSD 7035, PSD 7046</td>
<td>2 units (6 total)</td>
</tr>
</tbody>
</table>

### Additional Required Courses in Year 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7009</td>
<td>Group Clinical Skills</td>
<td>2 units</td>
</tr>
<tr>
<td>PSD 7114</td>
<td>Psychometrics: Foundations in Psychological Assessment</td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7122</td>
<td>Psychodynamic Theory and its Application to Diverse Populations</td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7123</td>
<td>Cognitive Behavioral Theory and its Application to Diverse Populations</td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7141</td>
<td>Ethical and Legal Issues in Professional Psychology</td>
<td>3 units</td>
</tr>
</tbody>
</table>

### Third Year

Before proceeding with Year 3, students meet with their faculty advisor to decide whether to initiate Beginning Practicum in Year 3.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7115</td>
<td>Assessment I/Intellectual/ Cognitive Assessment and Lab <em>Prerequisites:</em> PSD 7008, PSD 7016, PSD 7114</td>
<td>4 units</td>
</tr>
<tr>
<td>PSD 7116</td>
<td>Assessment II/Personality Assessment I and Lab <em>Prerequisite:</em> PSD 7115</td>
<td>4 units</td>
</tr>
<tr>
<td>PSD 7117</td>
<td>Assessment III/Personality Assessment II and Lab <em>Prerequisite:</em> PSD 7116</td>
<td>4 units</td>
</tr>
<tr>
<td>PSD 7118</td>
<td>Assessment Practicum (elective course) <em>Prerequisite:</em> PSD 7117</td>
<td>1 unit (3 maximum)</td>
</tr>
</tbody>
</table>
### Sport Psychology - continued

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7124</td>
<td>Family Systems Theory and its Application to Diverse Populations</td>
<td>3</td>
</tr>
</tbody>
</table>

The following are repeatable courses across three quarters and together constitute the Integrated Professional Seminar (IPS) II. They must be taken three times to total the number of units indicated:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7135</td>
<td>Clinical Practicum (Fall, Winter, Spring) Prerequisites: PSD 7008, PSD 7016, PSD 7035, PSD 7141</td>
<td>2 units (6 total)</td>
</tr>
<tr>
<td>PSD 7147</td>
<td>Multicultural Proficiency in Professional Psychology Prerequisites: PSD 7008, PSD 7016, PSD 7035, PSD 7141, Co-requisites: PSD 7135, PSD 7146</td>
<td>1 unit (3 total)</td>
</tr>
</tbody>
</table>

### ADDITIONAL REQUIRED COURSES IN YEAR 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7250</td>
<td>Research Methods and Statistics II Prerequisite: PSD 7151</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7251</td>
<td>Qualitative Research: Critical Review Prerequisite: PSD 7250</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7252</td>
<td>Clinical Dissertation Proposal I* Prerequisite: PSD 7251</td>
<td>2</td>
</tr>
<tr>
<td>PSD 7253</td>
<td>Clinical Dissertation Proposal II Prerequisite: PSD 7252</td>
<td>2</td>
</tr>
<tr>
<td>PSD 7271</td>
<td>Applied Diagnosis</td>
<td>1</td>
</tr>
<tr>
<td>PSD 7272</td>
<td>Case Formulation</td>
<td>1</td>
</tr>
<tr>
<td>PSD 7273</td>
<td>Informed Treatment Planning</td>
<td>1</td>
</tr>
<tr>
<td>PSD 7131</td>
<td>Psychology and Treatment of Substance Use* Prerequisite: PSD 7016</td>
<td>3</td>
</tr>
</tbody>
</table>

Comprehensive Written Examination II: Theory, Research, Assessment 0 units

### FOURTH YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7104</td>
<td>Social and Cultural Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7107</td>
<td>Biological Bases of Behavior*</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7108</td>
<td>Cognitive and Affective Bases of Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

The following are repeatable courses across three quarters and together constitute the Integrated Professional Seminar (IPS) III. They must be taken three times to total the number of units indicated:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7235</td>
<td>Advanced Practicum (3)</td>
<td>9</td>
</tr>
<tr>
<td>PSD 7371</td>
<td>Integrative Case Conceptualization and Treatment Planning (1)</td>
<td>3</td>
</tr>
</tbody>
</table>

### ADDITIONAL COURSES REQUIRED IN YEAR 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7160</td>
<td>Psychopharmacology Prerequisites: PSD 7016, PSD 7107</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7180</td>
<td>Psychology of Trauma</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7227</td>
<td>Human Development</td>
<td>4</td>
</tr>
<tr>
<td>PSD 7254</td>
<td>Clinical Dissertation Proposal III Prerequisite: PSD 7253</td>
<td>1</td>
</tr>
</tbody>
</table>

Comprehensive Written Examination III: Foundations 0 units

### FIFTH YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7003</td>
<td>History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7126</td>
<td>Applied Clinical Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7215</td>
<td>Foundations of Professional Consultation Prerequisite: PSD 7016</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7230</td>
<td>Fundamentals of Clinical Supervision</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7302</td>
<td>Dissertation Completion Prerequisite: PSD 7254</td>
<td>.5 units (1.5 maximum)</td>
</tr>
</tbody>
</table>

Electives (Accrued across all years, typically starting in Year 3) 18 units minimum: May be taken any time after Spring Quarter of Year 1. Timing discretionary with advisement. Note: Students must enroll in this course every quarter until the dissertation is completed.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7331</td>
<td>Externship Prerequisites: PSD 7035, PSD 7046, PSD 7047, PSD 7016, PSD 7008, PSD 7141 and a minimum of 6 months clinical experience. This is a repeatable elective with only 4 units counting towards elective units. Training office approval required.</td>
<td>1 unit</td>
</tr>
</tbody>
</table>

### SIXTH YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7400</td>
<td>Internship – 36 units</td>
<td></td>
</tr>
<tr>
<td>PSD 7500</td>
<td>Dissertation Defense – 0 units</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units Required for Degree: MA (42 units) + PsyD (180 units) = 222 units. 35 of the PsyD units also count towards the MA as part of dual degree.** 222 units
The College of Psychology offers a dual degree program in Sport Psychology and Business Management. Students completing this curriculum of full-time study will receive two master’s degrees: an MA in Sport Psychology and an MBA. The curriculum is designed to build students’ core skills in both disciplines and prepare them for starting their own sport psychology/mental skills consulting business.

**Admission Requirements**

Students who wish to be admitted to the dual degree offering in Sport Psychology and Business Administration must be accepted to both programs. Students currently in the Sport Psychology MA program who wish to complete the dual degree offering will apply directly to the MBA program and complete the requirements for both programs.

The Admissions Requirements for the MBA:

- Applicants must possess a bachelor’s degree with cumulative GPA of 3.0 or higher.
- Applicants bachelor’s degree must be from an institution whose accreditation is recognized by: the Council for Higher Education Accreditation (CHEA), a regionally accredited college or university, or an appropriately certified foreign institution. One set of official transcripts with conferred bachelor’s degree and any post-bachelor credits or degrees.
- Applicants with a GPA under 3.0 may be provisionally admitted to the University and may be required to take supplemental or preparatory modules prior to beginning MBA courses or during probationary period.
- Applicants must have 2-3 years of work experience.
- It is desired that applicants submit a resume or CV of work experience detailing professional background.
- Admissions Requirements for the MA in Sport Psychology:
  - Official transcripts from bachelor’s conferring institution and any post-bachelor credits (including other master’s degrees). Usually 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 two 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;
  - Two letters of recommendation (preferably from academic sources) which attest to the applicant’s suitability for the program are required.

**Degree Requirements**

A student will be awarded both an MA and a MBA degree when they have satisfactorily completed all courses of the dual degree program.

In the first year, students begin by taking the foundational courses in Sport Psychology. Students will finish the Sport Psychology courses in the second year, and take all MBA courses in the third year.

Prerequisite courses are the same as in the MA programs listed in those relevant sections previously.

<table>
<thead>
<tr>
<th>CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST YEAR</strong></td>
</tr>
<tr>
<td>PSP 5002 Writing Workshop</td>
</tr>
<tr>
<td>PSP 5054A Research Methods: Quantitative &amp; Qualitative A</td>
</tr>
<tr>
<td>PSP 5054B Research Methods: Quantitative &amp; Qualitative B</td>
</tr>
<tr>
<td>PSP 5279 Fieldwork Orientation (Must be taken twice)</td>
</tr>
<tr>
<td>PSP 5280 Fieldwork</td>
</tr>
<tr>
<td>PSP 5800A Sport Psychology A</td>
</tr>
<tr>
<td>PSP 5803A Ethics and Professional Issues in Sport Psychology A</td>
</tr>
<tr>
<td>PSP 5804 Assessment Strategies</td>
</tr>
<tr>
<td>PSP 5805 Psychopathology Assessment</td>
</tr>
<tr>
<td>PSP 5811 Counseling Skills A</td>
</tr>
<tr>
<td>PSP 5814 Comprehensive Exploration of Diversity</td>
</tr>
<tr>
<td>PSP 5815 Performance Enhancement A</td>
</tr>
<tr>
<td>PSP 5816 Performance Enhancement B</td>
</tr>
<tr>
<td>PSP 5819 Social and Historical Issues in Sport</td>
</tr>
<tr>
<td>PSP 5822 Team Building</td>
</tr>
<tr>
<td>PSP 5826 Cognitive and Affective Bases of Behavior</td>
</tr>
<tr>
<td>PSP 9085 Fieldwork Exam</td>
</tr>
<tr>
<td>PSP 9090 Comprehensive Written Examination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SECOND YEAR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSP 5280 Fieldwork</td>
</tr>
<tr>
<td>PSP 5800B Sport Psychology B</td>
</tr>
<tr>
<td>PSP 5803B Ethics and Professional Issues in Sport Psychology B</td>
</tr>
<tr>
<td>PSP 5812 Counseling Skills B</td>
</tr>
<tr>
<td>PSP 5817 Performance Enhancement C</td>
</tr>
<tr>
<td>PSP9091 Master’s Comprehensive Oral Examination: Sport Psychology</td>
</tr>
</tbody>
</table>
Sport Psychology - continued

<table>
<thead>
<tr>
<th>THIRD YEAR</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA500</td>
<td>MBA Foundations</td>
<td>3 units</td>
</tr>
<tr>
<td>MBA 610</td>
<td>Managerial Accounting</td>
<td>3 units</td>
</tr>
<tr>
<td>MBA 635</td>
<td>Strategic Management</td>
<td>3 units</td>
</tr>
<tr>
<td>MBA 611</td>
<td>Organizational Development and Transformational Leadership</td>
<td>3 units</td>
</tr>
<tr>
<td>MBA 615</td>
<td>Marketing</td>
<td>3 units</td>
</tr>
<tr>
<td>MBA 635</td>
<td>Strategic Management</td>
<td>3 units</td>
</tr>
<tr>
<td>MBA 611</td>
<td>Organizational Development and Transformational Leadership</td>
<td>3 units</td>
</tr>
<tr>
<td>MBA 625</td>
<td>Business Law and Ethics</td>
<td>3 units</td>
</tr>
<tr>
<td>MBA 600</td>
<td>OR Decision Analysis</td>
<td>3 units</td>
</tr>
<tr>
<td>MBA XXX</td>
<td>MBA Electives</td>
<td>12 units</td>
</tr>
<tr>
<td>MBA 605</td>
<td>Capstone</td>
<td>3 units</td>
</tr>
<tr>
<td>PSP 9100</td>
<td>Exit Meeting (in Sport Psychology Program)</td>
<td>No fee. 0 units</td>
</tr>
</tbody>
</table>

OTHER REQUIREMENTS

Attendance is required at all Town Hall Meetings, thus a full-time student should attend a minimum of 4 in the MA program. Registration and attendance is required for a minimum of 6 quarters of PDS events.

- PSP 9000 Professional Development Seminar
  *There is a $100 fee.*
  0 units

- PSP 9020 Town Hall Meetings
  *No fee.*
  0 units

- PSP XXX Electives
  4 units

67 units in the MA Sport Psychology Program and 36 units in the MBA = 103 units

MBA units are semester units.

Graduate Certificate in Sport Psychology

The Graduate Certificate in Sport Psychology is designed to provide psychologists, marriage and family therapists (MFT), and other Mental Skills Coaches the necessary coursework required to apply to become a Certified Mental Performance Consultant (CMPC) through the Association for Applied Sport Psychology (AASP). This certificate also gives athletes, coaches, athletics trainers, and others in the sport and fitness arenas an introduction to the world of sport psychology. This 20-unit certificate can be completed online, on-site, or a combination and will provide knowledge in the areas of sport psychology and kinesiology. The certificate can be completed in approximately one year. If a student is interested in completing fieldwork for an applied experience or to fulfill the 200 contact hour CMPC requirements, 10 units of fieldwork and supervision (PSP 5280) can be added on to the certificate program typical prerequisite courses (Prerequisites: PSP 5279, PSP 5800A, PSP 5803A, PSP 5804, PSP 5811, PSP 5822, PSP 5816, PSP 5826, PSP 9085, PSP 9090) or their equivalent must be completed prior to starting any fieldwork experiences. Certificate students must register for PSP5279 Fieldwork Orientation (0 units, no fee) prior to starting any internships.

Admission Requirements

In addition to the University requirements listed previously in this catalog, applicants to the Sport Psychology Certificate Program must submit the following:

- A bachelor’s degree from an institution whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA). The awarding of the degree must be indicated on an official transcript;
- A personal statement, no longer than two 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;
- At least one letter of recommendation from a professional source which attests to the applicant’s suitability for the program;
Certificate Requirements

<table>
<thead>
<tr>
<th>CURRICULUM</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSP 5800A</td>
<td>Sport Psychology A</td>
</tr>
<tr>
<td>PSP 5814</td>
<td>Comprehensive Exploration of Diversity</td>
</tr>
<tr>
<td>PSP 5815</td>
<td>Performance Enhancement A</td>
</tr>
<tr>
<td>PSP 5816</td>
<td>Performance Enhancement B</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: PSP 5815</td>
</tr>
<tr>
<td>PSP 5817</td>
<td>Performance Enhancement C</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: PSP 5816</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td>PSP 5800B</td>
<td>Sport Psychology B</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: PSP 5800A and ideally having done an internship with the program (PSP 5280)</td>
</tr>
<tr>
<td>PSP 5833</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>Total Units Required</td>
<td>20 units</td>
</tr>
</tbody>
</table>

Entrepreneurial Specialization

The Sport Psychology Program and John F. Kennedy University have partnered with our National University System affiliate CityU of Seattle to bring our students courses that emphasize the importance of entrepreneurial skills in the field. CityU has been an innovator in education and now is bringing this innovative spirit to our Sport Psychology Program in a practical way through the entrepreneurship specialization. This specialization is designed to provide students with real-world learning taught by experienced entrepreneur faculty and mentors. Throughout the four courses in the specialization, students work on their own entrepreneurial project while they practice what they learn in class. The courses will enable students to gain knowledge on various aspects of starting a business including funding; vetting the concept; business plan development and presentation; startup marketing; everyday financial issues; risk management; registration of a new business; security issues; bankruptcy; and exit strategies.

Admission Requirements

- Student must be in good academic standing at JFKU.
- Student must be current with all financial obligations at both JFKU (Primary University) and CityU (Host University).
- Student must desire enrollment in a class that meets degree/certificate criteria at the JFKU as verified by the Registrar.

Academic Certificate in Trauma Studies

The John F. Kennedy University School of Psychology proudly offers its Academic Certificate in Trauma Studies for current students and practicing professionals seeking to deepen their understanding of trauma-related issues and to expand their skill set for dealing effectively with trauma sufferers.

With our society's increased awareness of trauma's many forms and our improved understanding of its neurological effects, professionals in an expanding array of fields are being impacted by issues related to trauma. These include not just health-care and mental-health workers but first responders, police officers, military servicemen and women, even clergy members, teachers, coaches, mentors, and others to whom people may turn for help in a time of need.

By gaining a better understanding of the psychological and physiological roots of trauma and different approaches to its treatment (including multicultural perspectives), those who complete the Trauma Studies Certificate are better equipped to deal with trauma-related issues in an ethical, humane, and effective manner across a broad range of clinical and non-clinical settings.

Classes are taught in person and on line in Pleasant Hill and San Jose. All instruction is in an intensive weekend format. Students can enter as desired any quarter and campus. Certificate will be granted at the completion of 20 units of instruction.

Admission Requirements

This certificate program is open to all individuals who are interested in working with trauma. Prior experience in working with trauma, while desirable, is not required. This certificate can be taken in a one or two-year model and is open to anyone holding a bachelor's degree.

Certificate Requirements

<table>
<thead>
<tr>
<th>CURRICULUM</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TSC 5001</td>
<td>Foundations of Trauma Studies</td>
</tr>
<tr>
<td>TSC 5002</td>
<td>The Neurobiology of Trauma</td>
</tr>
<tr>
<td>TSC 5003</td>
<td>Attachment and Developmental Approaches to Trauma</td>
</tr>
<tr>
<td>TSC 5004</td>
<td>Assessment and Treatment Planning for Trauma</td>
</tr>
<tr>
<td>TSC 5005</td>
<td>Legal and Ethical Issues in Trauma</td>
</tr>
<tr>
<td>TSC 5006</td>
<td>Somatic Approaches to Trauma</td>
</tr>
<tr>
<td>TSC 5007</td>
<td>Working with Trauma in Family Systems</td>
</tr>
<tr>
<td>TSC 5008</td>
<td>Art-Based Interventions for Trauma</td>
</tr>
<tr>
<td>TSC 5009</td>
<td>Working with Systemic Trauma: Self, Culture and Society</td>
</tr>
<tr>
<td>TSC 5010</td>
<td>Vicarious Trauma and Self Care</td>
</tr>
<tr>
<td>Total Units Required</td>
<td>20 units</td>
</tr>
</tbody>
</table>
Course Descriptions

College of Psychology Courses

Course Delivery Key

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

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

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

JFKu Online powered by FlexCourse: These courses are conducted entirely through an online format using JFKu Online’s FlexCourse platform, a next generation online delivery model specifically customized for working adults and adult learners.

CONSCIOUSNESS AND TRANSFORMATIONAL STUDIES [CNS] COURSES (units)

CNS 5010 Paradigms of Consciousness 3

A paradigm is a model of reality, or aspects of reality, held by a community, and affirmed and enacted through communal behavior. Society today is shaped by past paradigms of consciousness as well as those which are newly emerging. This course explores the nature of paradigms, how they emerge, how they are sustained and how they are changed. We give particular attention to the evolution of various paradigms of consciousness and reality – from indigenous to modern, postmodern, holistic, and integral – and examine the potential of each to contribute to personal, social, and global transformation.

CNS 5012 Emotional Intelligence 3

This course focuses on emotional intelligence—the capacity to recognize, understand, regulate, and creatively channel the wisdom and energy of emotional experience, as well as to empathize and relate to others’ emotions. Students learn what emotions are and how they arise physiologically, experientially, and behaviorally. A phenomenological approach enables students to connect with and describe emotions in order to enter more directly into the multi-layered, visceral experience of their emotional lives. The practice of mindfulness allows students to observe, track, and comprehend their experience with openness, curiosity, and acuity. Mindfulness also enables students to identify and work with habitual cognitive schemas and emotional reactions.

CNS 5013 Social Intelligence 3

This course applies emotional intelligence, along with intuition, social knowledge, and cultural competence, to interpersonal contexts. Students practice techniques of effective listening and understand how emotional triggers can block interpersonal connection. The course also focuses on effective communication, the capacity to attune to another's experience while remaining connected to one's own. Students explore how emotional triggers through relationship and provide an opportunity for the expansion of self-awareness and integration. Topics include the principles of nonviolent communication, conflict resolution, and the process of coming into conscious relationship. Prerequisite: CNS 5012.

CNS 5015 Body Consciousness/Body Wisdom 2

This experiential course gives students the opportunity to explore their authentic body experiences from a variety of somatic modalities, and in so doing to contact their own lived body wisdom. Students develop greater body consciousness through exercises addressing: parts of the body, body systems, and their body in relationship to self, other and the natural world. A variety of movement practices promote creativity and self-expression, supporting the development of emotional intelligence and interpersonal communication. Students integrate a repertoire of body-centered skills to apply to personal challenges, spiritual growth and life enrichment.

CNS 5017 Human Development and the Evolution of Consciousness 2

This course imparts a metaperspective on human development and on the evolution of human consciousness. Developmental models assist us in perceiving the growth potentials across the human lifespan, culminating in conscious leadership. The course introduces various models of human development, such as Erikson's psychosocial development, Kohlberg and Gilligan's moral development, Fowler's faith development and Kegan's adult development. The course also explores basic elements of Ken Wilber's integral theory, including the four quadrants, the difference between states and stages, and premodern, modern, and postmodern altitudes. Topics include models of consciousness, the relationship of Self/self, and the potential of integral psychology to deepen our understanding of and engagement with personal psycho-spiritual development as well as social/global change.

CNS 5020 Archetypal Mythology 3

This course explores the role, weight, and significance of life's mythic dimension from the standpoint of depth psychology. Freud, Jung, Hillman, Campbell, Downing, and a host of theorists, practitioners and writers have claimed that mythic presences, events, and situations are not dead or extinct, but alive and addressing us continually. This course explores this claim through discussions, dream work, film, stories, and writing projects that disclose the deep myth-making layers of the psyche, demonstrating the ways mythology and mythic thinking are highly significant modes of understanding self, other, and the world. Prerequisite: CNS 5125.
Course Descriptions - continued

CNS 5023 Shamanic Traditions  2
Shamanic traditions and practices, as an expression of the human relationship with self, community and the earth, are integral to the human story, yet sorely missing in modern culture. Shamanic traditions, with their animistic worldview and emphasis on nature as the matrix for human life, are of renewed importance in our ecological age. Within each person’s ancestral lineages can be found evidence of earth-based spirituality, nurtured and supported through shamanic traditions. Course topics include: shamanic worldviews, shamanism as a healing modality, and the role of shamans in indigenous and Western cultures. In this class, students research shamanic practices within their ancestral lineages with the intention of integrating these practices with one’s life purpose and work.

CNS 5025 Cosmology and Consciousness  3
Cosmology is the study of the origin, structure, evolution, and eventual fate of the universe. Perhaps the most mysterious and intriguing aspect of the universe is the fact that it has evolved to include living beings with experience and even self-consciousness. Using the principles of systems theory, we can view the evolution and development of human consciousness not as separate from the rest of the cosmos, as is usually thought, but as integral parts of the experiential expansion of the cosmos. In this view, experience is as fundamental a feature of the universe as is space, time, energy, and matter. This participatory cosmology asks us all to become aware of our subjective states as causal elements in the continuing unfolding of the cosmos. Prerequisite: CNS 5010.

CNS 5027 Non-Ordinary States of Consciousness  2
This course introduces the history and contemporary study of the great variety of non-ordinary states of consciousness that humans experience. The neurophysiology associated with these states of consciousness is addressed. Students apply a developmental view of consciousness to their own and others’ non-ordinary experiences by learning how to integrate such experiences into their daily lives. Emphasis is placed on Stan Grof, Chris Bache, Ken Wilber, entheogens, and the comparison of mystical experiences from East and West.

CNS 5030 Consciousness of Sleep and Dreams  2
Students examine recent scientific research in sleep and dreams and explore different phenomena of the dreaming mind. The course incorporates a variety of understandings and techniques for working with dreams, including Freudian, Jungian, and Gestalt psychological approaches, contemporary dream interviewing, content analysis, lucid dreams, “psi” dream phenomena and indigenous approaches to dreams. Students also explore their own dreams, using different experiential and creative explorations.

CNS 5035 Philosophy of Mind  2
This course provides a scholarly grounding in the core philosophical issues surrounding the study of consciousness. The course explores 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, plants 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 Neuroscience and Mindfulness  2
The results from recent brain research 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 research has validated what many 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 examine the timely and exciting intersection between neuroscience, philosophy of mind, and ethics. Prerequisite: CNS 5010.

CNS 5040 Self-Exploration  1-2
This seminar course explores teachings and practices that encourage self-inquiry and 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 5041 Ancestral Consciousness and Healing  2
Ancestral stories, family traditions, and the great teaching stories from our cultures shape us and condition our perceptions of self and world. In this course, we examine the gifts, patterns and “breaking points” in our ancestral heritage—the places where our ancestors thrived with and/or suffered a loss of connection to place, community, language, ritual, traditions, and spirituality. Students become aware of and accountable for multi-generational patterns of perception, thought and behavior. Through readings, class discussion, and personal research, students learn how to access and reclaim the strengths and wisdom within one’s ancestral heritage.

CNS 5042 Writing Your Story  1
This course offers a creative, transformative and healing writing practice that integrates personal narrative, voice and connection. The writing method fosters empathy, discernment, trust and confidence, and offers clear guidelines for cultivating a safe writing environment through the use of positive, non-judgmental feedback, deep listening and witnessing. Research has shown that writing about one’s deepest thoughts and feelings can improve health and well-being. The unique events of life are sacred stories that need to be shared and witnessed, and they can become a person’s greatest source of creativity. This class allows students to discover, tell and write their personal life stories.

CNS 5043 Self-Exploration: Psychology of Happiness  1
For most of its modern history, psychological research has primarily been focused on studying maladaptive emotions and behaviors while paying little attention to happiness and optimal human functioning.
For the past two decades, the relatively new field of positive psychology has been redressing this imbalance by researching the fulfilled individual, the thriving community, and other features of a flourishing life. This course explores the latest research in the psychology of happiness and well-being. Students learn powerful insights and practices that enhance a person’s quality of living by cultivating empathy, compassion, love, hope, forgiveness, gratitude, creativity, kindness, generosity, and resilience. Through lectures, discussions, videos, and hands-on exercises, students gain knowledge of how to help themselves and others live satisfying and meaningful lives that contribute to the greater good.

**CNS 5049 Introduction to Consciousness & Transformative Studies**

This required course introduces new students to the Consciousness and Transformative Studies program. It provides an orientation to program and university policies and procedures. It should be taken in the first or second quarter of coursework.

**CNS 5060 Philosophy of Consciousness**

This course 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 5120 Diversity, Community, and Leadership**

This course explores the multiple meanings of diversity, leadership, and community and directs students in a self-inquiry process about - who am I, who am I becoming, who are we, and who do we want to be as leaders in an emerging paradigm of global citizenship, interrelationship, interconnectedness, and compassion? Students explore diversity, community development, leadership skills, new breakthrough ideas, and technologies for expressing their highest and deepest values as agents of transformative change in the personal lives, families, and communities. Prerequisite: CNS 5013.

**CNS 5125 Transpersonal Psychology**

Transpersonal psychology explores the higher and deeper dimensions of human experience and relationship, including religious visions, sacred encounters, mystical moments, synchronicities, past-life memories, near-death experiences, cosmic consciousness, ecstasy, psychic phenomena, and prophetic dreams. This course explores major transpersonal concepts, theories, practices, and research findings. Topics include: transpersonal models of human consciousness and development, the relationship of Self to self, non-ordinary states of consciousness, the perennial philosophy, meditation, lucid dreaming, entheogens, shamanic journeys, parapsychology, neurophenomenology, transpersonal therapies, spiritual emergency, and spiritual bypassing. Through readings, contemplative exercises, written assignments, and in-class discussions, students deepen insight into their own and others’ psychological and spiritual experience and development.

This course provides students with an introduction to research paradigms, and an overview of qualitative research methodologies. Discussion and exercises in class are geared toward defining and developing a research topic, question and project direction, as the foundation for designing and conducting a participatory research project within the interdisciplinary field of consciousness studies.

**CNS 5127 Qualitative Research B**

Continuing the approach of CNS 5126, this course provides students with an in-depth exposure to participatory action research methods. Students apply one of these methods to their own participatory research project by creating a research design using Action Research, Collaborative Inquiry or Appreciative Inquiry. They also complete a literature review focused on their topic within consciousness studies and learn about ethical issues in research. Prerequisite: CNS 5126.

**CNS 5212 Psychology of Dreams**

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, is 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, including indigenous approaches to dreams.

**CNS 5230 Metaphors and Symbols of Transformation**

This course explores the importance, meaning, and purpose of metaphors and symbols in both mapping and catalyzing psychological and spiritual growth. Students examine symbols and metaphors of transformation experienced by mystics and spiritual practitioners across time, cultures, and religious traditions. These concepts and images—such as enlightenment, liberation, rebirth, unfoldment, journey, and metamorphosis—have enabled individuals and communities to express the inexpressible and invoke the invisible. Students also apply these principles to personal, community, and planetary transformation. The course includes experiential exercises and applications to daily life. CNS 5270 Issues in Science and Consciousness 1-3 In-depth research and analysis of specific topics in science and consciousness. Topics may include genetics, chaos, synchronicity, complexity, and biology of consciousness.

**CNS 5275 Living Systems and Creative Potential**

This course introduces the basic principles of Living Systems Theory using theoretical and experiential components. Students apply these principles and practices to a selected area of interest (ecology, psychological development, community/cultural development, education, business or spiritual leadership, etc.). We also explore feedback processes, the interdependence of all life, creative emergence, individual development, family systems and the impact of systems thinking on organizational transformation and social change.
CNS 5280 Dreams, Archetypes, and Personal Mythology  2

As Sandor Ferenczi, Hungarian psychiatrist and friend of Freud and Jung, said, “Dreams are the workshop of evolution.” This course allows participants to share and explore their own dream memories, using group projective methods, (“...in my imagined version of this dream...”), with particular attention to the underlying themes and recurring motifs embedded in these narratives. In turn, these recurrent symbolic patterns disclose the basic shape(s) of the dreamer’s previously unconscious “personal mythology” – an unconscious symbolic “story” that continually influences the dreamer’s waking life perceptions and life decisions. Prerequisite: CNS 5030.

CNS 5286 World Spirituality  2

What paths lie ahead for religion and spirituality in the 21st Century? How might the insights of modernity and post-modernity impact, inform, and complement humanity’s ancient wisdom traditions? How are we to enact, together, new evolutionary, integral, participatory spiritual visions and contemplative practices – independently, or within or across our respective traditions – that can respond adequately to the personal, social, and planetary challenges of our times? This experientially focused course will explore these questions through an integral, inter-spiritual, and cross-cultural selection of readings, meditations, personal and group inquiries, fieldwork assignments, and rituals.

CNS 5335 The Diamond Approach®  2

The Diamond Approach is a contemporary spiritual path to inner realization developed over the past 40 years by A.H. Almaas and Karen Johnson with over 4000 students worldwide. It is resonant with the deepest levels of traditional mystical traditions, including Buddhism and Sufism, while also incorporating modern psychological process, thereby providing an effective path to the development and realization of our full potential as human beings. A central orientation of the Diamond Approach is to see how our immediate experience – no matter what it is – can be either a barrier or a doorway to the depth of who and what we are. The practice of inquiry helps us to uncover the conditioning and beliefs that gradually restrict our consciousness as our egoic self develops during childhood, and reveals our access to deeper qualities of being such as love, joy, vitality, power, and trust. The course will introduce some of the central teachings and practices of the Diamond Approach, giving students a taste of its unique combination of spiritual practice, metaphysical exploration, and psychological insight, all in the service of an immediate, intimate, and open-ended journey of discovery.

CNS 5347 Spirituality, Symbols, and Dreams  2

Dreams have awakened human beings to religious experience and spiritual perception since the dawn of humanity. This course examines perennial spiritual themes that appear in our dreams, such as: the presence of the numinous or the sacred; experiences of the religious emotions; the dynamics of fragmentation and oneness, healing and balance in the psyche; the developmental and transformative role of dreams; dreams of fate, purpose and destiny; dreams of life and death; earth and nature dreams; cosmic dreams; and dreams and the subtle body. Students are expected to engage with dreams as a spiritual practice and the subjective states that arise through dreaming throughout the course.

CNS 5349 Integral Life Spiritual Practice  2

The complex challenges of our time demand that we give the best of ourselves to the world, yet many of these challenges leave us with little time for self-care or self-cultivation. An integral life practice, which draws on both ancient and modern insights and techniques as well as the principles of cross-training to maximize the effectiveness of our efforts, offers a streamlined approach to transformative practice and thriving. Through this course, students engage in individual and collective self-assessment exercises, and learn to design and implement an integrative program of practices to promote physical health, emotional balance, mental clarity, and spiritual awakening.

CNS 5405 Transformational Leadership  2

This course explores principles and practices of Transformational Leadership, and application of these principles to personal and professional development. Course topics include: development of capacities such as a high level of self-awareness, deep listening personal accountability, integrity and emotional intelligence; challenging the status quo; encouraging creativity; fostering diversity, inclusion and supportive relationships; articulating a clear vision; managing conflict and motivating others to achieve their unique leadership potential; application of systems thinking/theory; creating vision and courage to implement change; embodiment of Wisdom and Compassion in Action, and strategies for actualizing and manifesting personal and professional intentions and goals. Course includes readings, experiential exercises, and application of leadership to personal and professional projects. Prerequisites: CNS 5275 and CNS 5017.

CNS 5410 Teaching Practicum A  2

In this course students learn to develop classroom teaching skills and activities for university-level adult learners, including presentation and facilitation skills, as well as leading discussions and experiential activities. Students develop lesson plans, assess their personal teaching styles, and discuss philosophical principles of holistic education.

CNS 5411 Teaching Practicum B  2

With the skills acquired in CNS 5410, students plan, develop, market and present workshops on topics of their choice. The result is a workshop curriculum in an area of expertise that can be offered professionally in other settings. Prerequisite: CNS 5410.

CNS 5453 Foundations of Coaching  2

The demand for coaching is ever increasing to meet the challenges of living in today’s complex world. Discover what is needed to develop an effective and trusted coaching relationship that creates meaningful and sustainable change. Learn how to coach from an integral perspective that engages the complexity and potential of the whole person—mind, body, heart and spirit. The focus of this
course will be on understanding what is required at each stage of the coaching process, while developing the coaching competencies as defined by the International Coaching Federation. This course will be taught in a dynamic, practice-based approach, and is appropriate for managers, consultants, and those interested in integrating coaching into their profession. Prerequisite: CNS 5017.

CNS 5455 Professional Identity - Life Purpose  3

Using multiple soul-encounter technologies (Jungian Journaling, Entelechy Method, Guided Meditation, Cross Species Dialogue, 20-Years Process, and Voice Dialogue) students explore different aspects of their soul's calling in relation to work, including the eight dimensions of purpose: Vision, Values, Powers, Essence, Give-away, Mission, Message and Delivery System. Emerging from multiple soul-encounters, students uncover a picture of their optimum work life: where they know their unique gifts and how (and where) to deliver them, for whom they are meant for, and a strong business plan that allows for success in both the survival dance of making a living and the sacred dance of embracing one's true purpose.

CNS 5465 Starting Your Own Business  2

Starting one's own business affords the opportunity to infuse one's work with consciousness principles and systems change. For those considering opening a practice as a consultant, coach, therapist or body worker, or developing any type of new start-up company, this course examines the basics needed to turn a great idea into a business reality. This course honors the holistic framework within the context of starting a business and considers the mind, body and spirit as contributing equally to our work in the world. Among the topics covered are: analyzing life values and priorities; determining business goals and strategies; launching and managing the business; building financial success; and marketing products and services.

CNS 5507 Creativity & Transformation  2

This course explores the links between creativity and transformation at both the individual and collective levels. Through lecture, discussion, and experiential exercises, we investigate the nature of creativity, intuition, and transformation; the characteristics of the creative personality; the stages of the creative process; and the transformative benefits of creative expression for self and society. Students learn diverse methods for understanding and overcoming creative obstacles, for optimizing creative consciousness and expression, and for harnessing creative power for transformative purposes. Students engage in creative expression as a transformative practice and explore the inner states and outer behaviors that arise from this experiential work.

CNS 5600 Planning a Thesis  1

In this course, students explore their thesis topics and clarify the major questions to be addressed. Prerequisites: CNS 5126 and grades of A in prior research class.

CNS 5602 Thesis  1

Students write their master’s thesis under the supervision of selected faculty members. Prerequisites: CNS 5600 and grades of A in prior research classes.

CNS 5610 MA Integrative Project A  1

Students implement participatory action research methods in service of consciousness growth and systems change, conducting research for their research project designed in CNS 5127. Projects typically engage in four cycles of action and reflection, plus a final meaning making meeting. The research project gives students experience in small group facilitation. Prerequisite: CNS 5127.

CNS 5611 MA Integrative Project B  1

In this course, students assimilate the key learnings from their research project conducted in service of consciousness growth and systems change. They prepare their final integrative paper, reporting on their learnings from their research project conducted in CNS 5610. They also present their project and learnings in class. The research project develops an area of expertise within the interdisciplinary field of consciousness studies and offers a bridge to right livelihood. Prerequisite: CNS 5610.

CNS 5613 Consciousness Studies Integration  1

This course, taken at the conclusion of the program, offers students the opportunity to integrate their cumulative learnings from the Consciousness and Transformative Studies curriculum, with a focus on conceptual review and mastery of key concepts and major principles in the field of consciousness studies. The course is taught seminar style and focuses in depth on one of the Program Learning Outcomes. Additionally, students apply these concepts and principles in a personal essay exploring their own transformation of consciousness throughout the program. Prerequisite: CNS 5610 or CNS 5660.

CNS 5616 Self-Marketing: Publishing and Traditional Media  2

This professional development course focuses on preparing, packaging and disseminating information to both general and specific audiences, with a specific eye on publishing projects and ideas that support consciousness growth and systems change. Course topics include: writing book proposals and query letters; assessing markets and dealing effectively with contracts, agents, editors and publishers; self-publishing; presentation skills; self-promotion and marketing through traditional media (radio, TV, print, online magazines), personal and public relations, and interviews. Through written assignments with a practical purpose, students gain an understanding of how best to get their messages and material out. This class provides the groundwork for students towards the support of business development and creative outlets such as book publishing and media appearances. The practical knowledge and skills further students’ professional development and credibility as experts in their own topic areas.

CNS 5617 Self-Marketing: Social Media  1

This professional development course focuses on building an effective online business structure, selecting an audience and creating content designed to promote oneself and business via social media. Through class lectures and discussions, videos, readings, written assignments and experiential exercises, students gain an understanding of how
best to get their messages and material out and promote themselves online. This class is dedicated to providing a participatory experience for students to create a strong, cohesive online presence designed to drive business and support further business development and creative outlets. The practical knowledge and skills gained further students’ professional development and credibility as experts in their own topic areas, as well as support their creativity in projects aimed at consciousness growth and systems change.

**CNS 5620 Issues in Consciousness Studies** 0-3

Issues in the field of Consciousness Studies are explored, with topics varying according to student interests. Credit/No Credit. 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** 2

Thomas Berry describes the “Great Work before us” as the task of moving modern industrial civilization from its present devastating influence on the Earth to a more benign mode of presence. Sustainability describes this multifaceted shift towards an ecologically sane, socially just, and spiritually fulfilling way of life. Though this shift is “great,” each individual person matters and has a vital role to play. This course explores who and what current environmental crises are inviting you to become. Gathering essential knowledge about sustainability issues forms the basis for collaborative thinking and charting empowered actions. Equally important is an experiential exploration of the shift in consciousness necessary to forge a more ecologically inclusive lifestyle. Sustainability is not only a guiding concept with a set of clear principles; it is also a vibrant, creative, and transformative way to live. Online course only.

**CNS 5832 Earth Body Spirit** 2

This course examines the three broad stages of the human-nature relationship: the indigenous participatory worldview, the human nature split of modern Western culture, and the re-emerging participatory worldview. It addresses the overarching principle of balance in both indigenous and contemporary systems thinking. It experiments with consciousness-deepening dream, 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. Online course only.

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

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

**HOLISTIC COUNSELING PSYCHOLOGY – DEPTH AND TRANSPERSONAL PSYCHOTHERAPY SPECIALIZATION [DPB] COURSES (units)**

**DPB 5100 Depth Psychotherapy Master Course** 1-5

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. Seminar will be offered on a variety of modalities, including, but not limited to, Post-Jungian and Archetypal Psychology, Poetry and the Soul, Hakomi, Feldenkrais, and meditation. Students will take two courses during their first year of study.

**DPB 5313 Advanced Clinical Skills: Depth Psychotherapy** 2

This course, designed for third-year students in field practicum, explores the professional use of clinical interventions from a depth perspective. Case material from the trainee’s current MFT placement will serve as the starting point for discussion, roleplay, dyad work, and lecture. This course is taken concurrently with the student’s third quarter of field practicum.

**HOLISTIC COUNSELING PSYCHOLOGY – EXPRESSIVE ARTS THERAPY SPECIALIZATION [EXB/EXJ] COURSES (units)**

Note: Expressive Arts courses are offered in the San Jose campus (EXJ) for those completing the program at that campus – no new students are admitted to the program at the San Jose campus.

**EXB 5100 Intensive Master Classes** 1-5

This course gives students in depth exposure to modalities and practices in Expressive Arts Therapies with field experts to deepen clinical and educational arts based psychotherapy with individuals, groups and families. Master classes will be offered in a variety of modalities as well as multimodal practices including but not limited to: dance, music, visual arts, drumming, poetry, performance based and sand tray therapies.
EXB 5200 Foundation of Expressive Arts  3
The foundational class for the Expressive Arts specialization, this class provides an 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.

EXB 5210 Community Arts Practice A  1
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.

EXB 5211 Community Arts Practice B  1
Management and organization of the third year symposium will be executed by the students in this final segment of community arts practice. Planning, troubleshooting, arts experience and performance as well as smooth flow of Master classes will be delivered and evaluated by student and instructors.

EXB 5250 Dance and Movement Therapy  3
Through experiential exercises, readings and discussion, participants will explore theories and methods in dance/movement therapy. Students will examine and experience foundational tenants defining dance/movement therapy as a creative, expressive, communicative process. Discussions and experiences will include the history and aesthetic basis of dance/movement therapy with a focus on theories and methods for the non-hospitalized, higher functioning client. Students will explore dance/movement therapy techniques and methods and strengthen their leadership skills in dance/movement therapy with sensitivity to diversity and multi-cultural perspectives. The training approach for this course has been developed by Bonnie Bernstein and based in part on the training methods of Blanche Evan.

EXB 5313 Advanced Clinical Skills: Expressive Arts  2
This course, designed for third-year students in field practicum, explores the professional use of clinical interventions from an expressive arts perspective. 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.

HORNISTIC COUNSELING PSYCHOLOGY
[HCP] COURSES (units)

HCP 5000 Introduction to Holistic Studies Counseling Psychology 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.

HCP 5010 Foundations of Depth Psychotherapy  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.

HCP 5054 Research Methods  3
This research methods course provides a brief introduction to various forms of research methods, both qualitative and quantitative. An overview is presented of the quantitative and qualitative research methods and designs applicable to the systemic analysis of the varieties of human behavior. 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 a research thesis, meet the requirements of the BBS LPCC and will facilitate understanding of research for later work as a practitioner in the field.

HCP 5101–03 Group Process A–C  2/2/2
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.

HCP 5105 Therapeutic Communication A  3
An introduction to some basic principles and practices of effective communication. Students explore the use of communication in daily-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.

HCP 5106 Therapeutic Communication B  3
This course will allow students to continue to practice skills and principles learned in the first quarter. The major defense mechanisms will be examined and strategies explored to deepen therapeutic process and classroom participation. Training in recognizing transference and countertransference issues and making effective
therapeutic interventions. Assessment of communication patterns in dysfunctional, functional, and optimal individual and couple, family, and educational systems are explored. Prerequisite: DPB 5105.

**HCP 5115 Fundamentals of Transpersonal Counseling 2**
Covers basic postulates of transpersonal psychology. Surveys Jungian psychology, transpersonal approaches to psychotherapy, psychosynthesis, imagery/movement psychology, and myth, art, and ritual in counseling.

**HCP 5120 Individual Development and Family Life Cycle A**
A survey of the major stages of infancy, childhood and adolescence, emphasizing psychosexual, psychosocial, cognitive, and moral development, while examining the developmental tasks of each stage. The course will also explore spiritual, cultural, ethnic, and socioeconomic factors that can influence progress through each stage. As always, family of origin and the student’s own family life will be explored as a learning tool.

**HCP 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. Prerequisite: HCP 5120.

**HCP 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.

**HCP 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. Prerequisite: DPB 5235.

**HCP 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. Prerequisite: DPB 5201.

**HCP 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. Prerequisite: DPB 5121.

**HCP 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. Prerequisite: HCP 5121.

**HCP 5216 Marriage and Family Counseling B**
Application of principles and methods of marriage and family counseling and marriage and family systems theory to specific self-exploration. To be taken concurrent with the student’s second quarter of supervised field practicum.

**HCP 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.

**HCP 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.

**HCP 5230 Sexuality**
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.

**HCP 5235 Psychological Testing**
A survey course designed to help students understand the basic concepts and applications of psychological testing and the psychometric properties of psychological tests. This course will emphasize the appropriate applications and limitations of many of the current psychological tests—especially with regard to their use with people of non-dominant cultures. Issues of validity and ethics will be reviewed in this regard.

**HCP 5243 Community Mental Health and Principles of Recovery**
This course prepares students for challenges and opportunities. 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.
Course Descriptions - continued

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCP 5252 Addiction and the Family</td>
<td>1</td>
<td>This is a one-unit seminar designed to meet LPCC requirements in the category of Addictions. In this class the impact of addictions on family members will be explored. Using a variety of recovery models including the Transtheoretical Model introduced by Carlo C. DiClemente and J. O. Prochaska, Kubler Ross’ Stages of change and Dr. John Rolland’s Family Systems- Illness model, students will explore the impact of addiction on collateral family members and explore the treatment needs of families impacted by addiction. Interventions including Psychoeducation, DBT, Narrative Therapy, Strategic and Experiential Therapies will be discussed and explored as systemic opportunities for support for families facing the challenges of addiction and recovery of their loved ones.</td>
</tr>
<tr>
<td>HCP 5301-04 Supervised Field Practicum A–D</td>
<td>3/2/2/2</td>
<td>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.</td>
</tr>
<tr>
<td>HCP 5305 Supervised Field Practicum</td>
<td>1–3</td>
<td>This course may be required if a student needs additional clinical work. Students may also choose to do an extra quarter of placement.</td>
</tr>
<tr>
<td>HCP 5315 Counseling Case Seminar</td>
<td>3</td>
<td>Clinical case supervision for students in supervised field practicum. Case presentations from the student’s current placement serve as a starting point for lecture, discussion, role-play, and 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.</td>
</tr>
<tr>
<td>HCP 5325 Ethics and the Law</td>
<td>2</td>
<td>Familiarizes students with the existing legal and ethical issues facing therapists including MFT licensing requirements and California laws for psychotherapists. Issues are explored through the examination of personal values and biases. Must be taken prior to field placement.</td>
</tr>
<tr>
<td>HCP 5330 Clinical Skills: Partner and Spousal Abuse, Elder Care</td>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>HCP 5350 Final Integrative Project A</td>
<td>1</td>
<td>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. HCP 5352 Final Integrative Project Extension (0.5) This course is meant to be taken for FIP support in the intermediary term between FIP A and B and also for additional terms during which FIP support is needed.</td>
</tr>
<tr>
<td>HCP 5351 Final Integrative Project B</td>
<td>1.5</td>
<td>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. Prerequisite: DPB 5350.</td>
</tr>
<tr>
<td>HCP 5400 Field Placement Check Out</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>HCP 5407 Pediatric and Geriatric Psychopharmacology</td>
<td>1.5</td>
<td>This course provides an up-to-date view of the development in pediatric and geriatric psychotropic research and new medication options. Advanced study of physiology and function of the brain in relation to the use of psychotropic medications in common disorders in youth and aging populations are examined. This course satisfies the BBS requirement for an additional 1.5 point hours of coursework for the LPCC specialization requirements in psychopharmacology.</td>
</tr>
<tr>
<td>HCP 5520 Psychopharmacology</td>
<td>3</td>
<td>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 alternative medicine, natural remedies, and cultural issues from a holistic perspective will be covered as well the relationship between the psychotherapist and physician in medication management.</td>
</tr>
<tr>
<td>HCP 5530 Psychological Testing</td>
<td>3</td>
<td>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...</td>
</tr>
</tbody>
</table>
Course Descriptions - continued

emphasize the appropriate applications and limitations of many of the current psychological tests—especially with regards to their use with people of non-dominant cultures. Issues of validity and ethics will be reviewed in this regard.

**HCP 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.

**HCP 5703 Clinical Skills: Partner and Spousal Abuse, Elder Care** 2

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.

**HCP 5780 Theories of Career Development** 4.5

This course provides an opportunity for students to learn and evaluate several key career development theory and practice, how to integrate and apply aspects of theories to their counseling work, with diverse client populations. Students will understand the importance of theory their development and planning, learn the historical and philosophical perspectives of career development, recognize current challenges existing theories, explore emerging issues and trends, and appreciate the complexity of career choice, decision-making, and satisfaction with clients. This class meets the BBS 4.5 unit requirement of Career Development.

**HCP 9005 Personal Psychotherapy** 0

Students must register for this course when they have completed their personal psychotherapy requirement.

**HCP 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.

**HOLISTIC STUDIES COUNSELING PSYCHOLOGY [HSJ] COURSES (units)**

**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 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 5100 Seminar in Holistic Studies** 1

This course gives students in-depth exposure to various modalities of somatic, transpersonal and arts based 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, Animal assisted therapies, behavioral therapies and meditation. This course must be taken for a total of four units.

**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: HSJ 5101, HSJ 5102.

**HSJ 5105 Therapeutic Communication A** 3

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** 3

This course will allow students to continue to practice skills and principles learned in the first quarter. The major defense mechanisms will be examined and strategies explored to deepen therapeutic process and classroom participation. Training in recognizing
transference and countertransference issues and making effective therapeutic interventions. Assessment of communication patterns in dysfunctional, functional, and optimal individual and couple, family, and educational systems are explored. Prerequisite: HSJ 5105.

**HSJ 5115 Fundamentals of Transpersonal Counseling** 2
Covers basic postulates of transpersonal psychology. Surveys Jungian psychology, transpersonal approaches to psychotherapy, psychosynthesis, imagery/movement psychology, and myth, art, and ritual in counseling.

**HSJ 5120 Individual Development and Family Life Cycle A** 3
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.

**HSJ 5121 Individual Development and Family Life Cycle B** 3
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. Prerequisite: HSJ 5120.

**HSJ 5126 Cross Cultural Issues in Counseling** 3
Provides an overview of the field of cross-cultural issues related to counseling. Special emphasis is placed on fostering an understanding of cross-cultural dynamics in counseling through an examination of the historical, political, and sociocultural issues that impact the lives of ethnic minority clients and how differences in lived experiences affect the client and therapist.

**HSJ 5130 Movement Seminar** 3
A holistic approach to working with movement in educational and therapeutic settings. Students explore movement development and articulation, re-patternning, 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. Prerequisite: HSJ 5205.

**HSJ 5201-02 Diagnosis, Assessment and Therapeutic Strategy A–B** 3/3
An examination of traditional and somatic diagnostic systems including the DSM-5 and somatic typologies. Assessment methods and therapeutic strategies appropriate to different diagnostic categories are covered. Prerequisite: HSJ 5201.

**HSJ 5205 Body Oriented Psychotherapies** 2
Introduction to and exploration of the field of body-oriented psychotherapy. Considers the history of the field; various styles, forms and techniques of the work that have evolved and major topics and issues involved in doing body-oriented psychotherapy. Prerequisite: HSJ 5106.

**HSJ 5210 Child Therapy** 3
Examines the psychological issues of childhood and early adolescence from traditional and somatic perspectives. Focus given to school environments. Reviews a variety of therapeutic methods for working with children and addresses the child’s expression of energy, physical motility, and health. Prerequisite: HSJ 5121.

**HSJ 5215 Marriage and Family Counseling A** 3
Introduction to the principles and methods of marriage and family counseling including family systems theories, methods for assessment of family interaction patterns, and intervention strategies appropriate to different types of family dysfunction. The relationship between family systems and principles of holism are discussed. Prerequisite: HSJ 5121.

**HSJ 5216 Marriage and Family Counseling B** 3
Application of principles and methods of marriage and family counseling and marriage and family systems theory to specific family problems such as terminal illness, psychosomatic disorders, and addictive behavior. Prerequisite: HSJ 5215.

**HSJ 5220 Jungian Psychology** 3
Presents basic Jungian concepts, models of the psyche and processes. The contributions of Jung and Jungian-oriented therapists to the field of transpersonal and somatic psychology will be explored. Includes the nature of archetypes, myth, ritual, dreams, and how to work with clients using these resources as well as how these elements are present in our own lives and culture. Prerequisite: HSJ 5115.

**HSJ 5225 Basic Addiction Studies** 3
Basic information about alcoholism and chemical dependency including definitions, impact upon the users and their 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** 2
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
This course outlines the existing laws and ethical standards for California Marriage and Family Therapists and Licensed Professional Clinical Counselors. It will explore the intentions and expectations of the law and ethics of the therapy profession through both clinical and holistic lens. Students will be asked to examine their own values, biases, beliefs, and concerns in an effort to prepare them to face sensitive and sometimes controversial legal and ethical decisions.
### Course Descriptions - continued

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<th>Course Code</th>
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<th>Credits</th>
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<td>Community Mental Health and Principles of Recovery</td>
<td>3</td>
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<tr>
<td>HSJ 5313</td>
<td>Advanced Clinical Skills: Being a Psychotherapist</td>
<td>2</td>
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<tr>
<td>HSJ 5325</td>
<td>Case Seminar: Families</td>
<td>2</td>
</tr>
<tr>
<td>HSJ 5330</td>
<td>Clinical Skills: Partner and Spousal Abuse, Elder Care</td>
<td>2</td>
</tr>
<tr>
<td>HSJ 5350</td>
<td>Final Integrative Project A</td>
<td>1</td>
</tr>
<tr>
<td>HSJ 5351</td>
<td>Final Integrative Project B</td>
<td>2</td>
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<tr>
<td>HSJ 5520</td>
<td>Psychopharmacology</td>
<td>3</td>
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<tr>
<td>HSJ 5530</td>
<td>Psychological Testing</td>
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<tr>
<td>HSJ 5592</td>
<td>Practice of Group Psychotherapy</td>
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<tr>
<td>HSJ 5620</td>
<td>Approaches to Trauma and PTSD A</td>
<td>2</td>
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<tr>
<td>HSJ 5792</td>
<td>Practice of Group Psychotherapy</td>
<td>2</td>
</tr>
<tr>
<td>HSJ 5900</td>
<td>Topics in Holistic Studies</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**HSJ 5243 Community Mental Health and Principles of Recovery**

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 5313 Advanced Clinical Skills: Being a Psychotherapist**

To be taken concurrent with the student's second quarter of supervised field practicum.

**HSJ 5325 Case Seminar: Families**

Students in supervised field practicum develop formal case presentations of families and receive feedback from the course instructor and peers. This course enables students to compare different ways of working with families and family problems. Prerequisites: HSJ 5315, HSJ 5303.

**HSJ 5330 Clinical Skills: Partner and Spousal Abuse, Elder Care**

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**

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**

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. Prerequisite: HSJ 5350.

**HSJ 5520 Psychopharmacology**

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 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.

**HSJ 5530 Psychological Testing**

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 5592 Practice of Group Psychotherapy**

Students receive comprehensive training and supervision in the practice of group psychotherapy. As an MFT trainee, the student cofacilitates 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 5620 Approaches to Trauma and PTSD A**

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**

Students receive comprehensive training and supervision in the practice of group psychotherapy. As an MFT trainee, the student cofacilitates 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**

Topics vary and may be repeated for credit with a change in topic. HCP 9005 Personal Psychotherapy 0 Students must register for this course when they have completed their personal psychotherapy requirement.
DOCTOR OF PSYCHOLOGY [PSD] COURSES
(units)

PSD 7003 History and Systems of Psychology 3
This course discusses the evolution of modern psychology with
to theories, systems and practices. It is grounded in a
broad historical understanding that builds a framework for
understanding the contemporary field of psychology, examining the
philosophical, epistemological, cultural, and sociopolitical contexts
and consequences of the major systems in the development of
contemporary psychology.

PSD 7007 Clinical Interviewing Skills I 3
This course is the first of a two course sequence. It is designed to
teach students fundamental clinical interviewing skills. Students will
learn the basic attending skills required to establish and maintain
a therapeutic relationship, including empathy, listening, reflecting,
focusing and formulating questions. Students will also practice skills
related to informed consent, confidentiality, and cultural sensitivity.
The importance of taking into consideration contextual variables such
as culture and ethnicity, language, socioeconomic status, migration,
political conditions during the interview process is emphasized.

PSD 7008 Clinical Interviewing Skills II 3
This course is the second in a two course sequence. It builds upon
the foundational clinical interviewing skills acquired in PSD 7007.
Students will utilize these skills in establishing and maintaining a
therapeutic relationship. Students will acquire additional skills such
as confrontation and summarizing. In addition, specific situations
such as suicide assessment, interviewing couples and younger clients
will be addressed. The course will also explore clinical skills such as
case formulation and report writing, peer supervision, the mental
status examination, assessment of the client’s presenting problems,
issues with difficult clients, and making appropriate referrals. Prerequisite: PSD 7007.

PSD 7009 Group Clinical Skills 2
Students explore the foundations of group therapy and engage in
role plays to develop group clinical skills. Group process and group
models in different theoretical orientations are discussed, including
the role of a leader and leadership styles. Students experience group
dynamics through role-playing and other strategies conducive to
building a cohesive group experience throughout the seminar year.
The dynamics of conflict and techniques for conflict resolution are
emphasized with attention to the impact of diversity on conflict
management. Prerequisites: PSD 7007, PSD 7008

PSD 7015 Adult Psychopathology I 3
This is the first of a two course sequence. It examines the way in which
individual psychopathology is classified, described, diagnosed, and
assessed. The Diagnostic and Statistical Manual of Mental Disorders,
5th edition (DSM-5) of the American Psychiatric Association is
utilized as a core organizing text for the purposes of diagnostic
classification. Other readings inform students about current
research findings on the diagnosis and treatment of mental disorders.
Students are expected to become familiar with the structure, content,
and clinical use of the DSM-5 and learn to apply formal diagnostic
classification to specific case examples. This course emphasizes the
process and problems of individual assessment (including the use of
outcome measures in psychotherapy) and diagnosis that arise within
the practice of clinical psychology. Students are also introduced to
the historical, political, and contextual issues regarding the diagnosis
and categorization of human experience.

PSD 7016 Adult Psychopathology II 3
This is the second of a two course sequence. It continues to
to examine the way in which individual psychopathology is classified,
diagnosed, and assessed. The Diagnostic and Statistical Manual of
Mental Disorders, 5th edition (DSM-5) of the American Psychiatric
Association is utilized as a core organizing text for the purposes
diagnostic classification. In addition, students are introduced to
the World Health Organization’s (WHO) ICD classification system
of mental, behavioral and neurodevelopmental disorders as well
as the WHO International Classification of Function designed to
accompany the use of the ICD. Students continue to learn to apply
formal diagnostic classification to more complicated case examples.
Prerequisite: PSD 7015

Integrated Professional Seminar
This course is taught over three quarters and is a combined course
consisting of PSD 7035 Ethnographic Placement, PSD 7046 Group
Dynamics, and PSD 7047 Multicultural Awareness in Professional
Psychology.

PSD 7035 Ethnographic Placement 2
Students are placed for eight hours per week in settings, generally
schools or community mental health agencies, which allow them to
engage in an ethnographic observation/participation of individuals and
groups that are culturally different from the students in significant
ways. The ethnographic placement is designed to enhance clinical
and cultural competence by broadening the student’s exposure and
appreciation of “others,” while gaining an in-depth understanding of
his or her own assumptions, stereotypes, and biases. Co-requisites:
PSD 7046, PSD 7047.

PSD 7046 Group Process 1
Students explore the foundations of group therapy and engage in
group process over the course of three quarters. They reflect upon
the group dynamics of their ethnographic placement, their own
collective experience within the IPS and the range of perspectives
encountered in the assigned academic reading. They also explore the
meanings of cultural differences in a group context. In the Fall quarter,
students explore the foundations of group therapy with particular
emphasis on the beginning stages of group development. Students also
participate in group process with a self-reflective focus on the
multicultural course content. In the Winter quarter, students explore
the foundations of group therapy with particular emphasis on the
working stages of group development. Students also participate in
group process with particular emphasis on self-reflection as well as
This course offers a practical, clinical, and evidence-based description of the functional anatomy and physiology of the human nervous system. Normal and abnormal development and functioning of the nervous system is presented, including concepts of neuronal physiology and maturation, sleep, arousal and attention, acquiring and retaining information, and various aspects of a person’s ability to act on and adapt to changing environments. Application of this information to clinical practice, research, and personal experience is encouraged. Gender, age, and racial/ethnic differences in physiological processes, as they relate to behavior and experience, are presented in light of new neuropsychological, neuroimaging, and neurophysiological research findings. The ways in which psychological symptoms can arise from physical problems will be discussed to facilitate accurate and comprehensive clinical diagnosis.

**PSD 7107 Biological Bases of Behavior**  
3

This course provides students with an overview of classical and recent research in the areas of cognitive psychology and cognitive neuroscience, as well as theories of emotion. While the emphasis of the course is on the science of psychology, the relevance of these models to diversity-competent clinical practice is also reviewed.

**PSD 7108 Cognitive and Affective Bases of Behavior 3**

This course provides students with an overview of classical and recent research in the areas of cognitive psychology and cognitive neuroscience, as well as theories of emotion. While the emphasis of the course is on the science of psychology, the relevance of these models to diversity-competent clinical practice is also reviewed.

**PSD 7114 Psychometrics: Foundations in Psychological Assessment 3**

This course is designed to provide first-year students with an overview of psychometric principles and introduce them to the various types of psychological assessment tools such as cognitive and intellectual testing and measurement of personality. The course covers the foundations of psychological assessment, tools used in psychological measurement (e.g., test construction) essential characteristics of psychological measurement (e.g., reliability and validity), and the application of measurement (e.g., tests of intelligence, personality assessment). This course is a prerequisite for the Assessment Series courses (PSD 7115, 7116, and 7117).

**PSD 7115 Assessment I/Intellectual and Cognitive Assessment and Lab 4**

This is the first of a three course sequence. This course is designed to provide the student with a broad understanding of the intellectual/cognitive assessment of adults, adolescents, and children. Teaching will include administration, scoring, and interpretation of some of the widely used cognitive, achievement, and neuropsychological screening measures: the Weschler Adult Intelligence Scale-IV (WAIS-IV), the Weschler Intelligence Scale for Children-IV (WISC-V), the Wide Range Achievement Test 4 (WRAT 4), and the Bender II. Students will also be taught how to conduct a thorough mental status exam with clients. The historical, cultural, linguistic, and socio-economic contexts of assessment and evaluation will be emphasized. A weekly lab is required. Prerequisites: PSD 7008, PSD 7016, PSD 7114.

**PSD 7116 Assessment II/Personality Assessment I and Lab 4**

This is the second of a three course sequence. It is designed to provide the student with a focused understanding of the Minnesota Multiphasic Inventory-2 (MMPI-2), the Myers Briggs Type Indicator (MBTI), the NEO, and outcome measures. Students will learn about alternative cognitive measures including the Test of Nonverbal Intelligence 3 (TONI 3) and the Peabody Picture Vocabulary Test-IV (PPVT-IV) . Students will also be taught how to conduct a thorough mental status exam with clients. The historical, cultural, linguistic, and socio-economic contexts of assessment and evaluation will be emphasized. A weekly lab is required. Prerequisite: PSD 7115.
### Course Descriptions - continued

**PSD 7117 Assessment III/Personality Assessment II and Lab**  
This is the third of a three course sequence. It is designed to provide the student with knowledge and experience in the area of projective personality assessment. Students will learn to administer, code, score, and interpret the Rorschach using the Rorschach Performance Assessment System. Students will also learn to utilize other projective assessment techniques and the Rotter Incomplete Sentences Blank. Current research in the field of projective assessment will be presented. Multicultural considerations will be integrated throughout the course, and the historical and sociocultural contexts of evaluation will be discussed. Students will continue to enhance their skills in report writing, integrating evaluative data, providing feedback and clinically useful recommendations. Emphasis will be placed on the integration of cognitive, personality, and projective assessment findings within the context of history, mental status, behavioral observations, SES and culture. A weekly lab is required.  
Prerequisite: PSD 7116.

**PSD 7118 Assessment Practicum (elective)**  
The Assessment Practicum is specifically designed to provide our doctoral students with clinical assessment training and experience that they would otherwise not have in their clinical practicum sites. This practicum is specifically designed for those students who have not and will not have completed 6 assessment batteries on actual clients prior to internship. APPIC defines a battery as an assessment utilizing at least 2 different measures from different groups; for example, a WAIS-IV and MMPI-2 OR a PAI and Rorschach.  
Prerequisite: PSD 7117.

**PSD 7119 Neuropsychological Assessment Practicum**  
Students will be assigned neuropsychological assessment cases from the JFKU Assessment Clinic and other, outside sources. They will receive instruction in neuropsychological intake interviewing and history taking; selecting the appropriate tests for the referral question; administering, scoring, and interpreting tests not already covered in the neuropsychology sequence; how to write an effective neuropsychological report; and how to consult with referral sources. Group meetings will offer further didactic training and a forum to discuss issues and findings from the students’ cases.  
Prerequisites: PSD 7160A, B, & C.

**PSD 7122 Psychodynamic Theory and Its Application to Diverse Populations**  
This course introduces the essential concepts and assumptions of psychodynamic theory. The course reviews the historical beginning of early psychoanalysis reflecting on the many changes in the theory that have culminated in current tensions and controversies within the field. Using a comparative framework, students will study the basic concepts of drive theory, ego psychology, object relations theory, self-psychotherapy, and contemporary relational theory. The concepts such as conflict, the unconscious, defense, transference, counter-transference, and inter-subjectivity will be introduced. The application of psychodynamic concepts in clinical work, including the therapeutic process and its limitations with diverse populations will be discussed.

**PSD 7123 Cognitive Behavioral Theory and Its Application to Diverse Populations**  
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**  
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 are considered, and modifications of systems models that better meet such families’ needs are proposed.

**PSD 7126 Applied Clinical Theory**  
This is an intermediate to advanced level course exploring the application of clinical theory and case conceptualization to inpatient process. Emphasizing clinical adaptability, the class will explore the applicability of multiple theoretical perspectives, including psychodynamic, cognitive, and systems approaches, to the stages of treatment, including initial rapport development, assessment, working stage, and termination. Moments of impasse and turning points in treatment, as well as transference and countertransference dynamics, will also be explored through this multi-theoretical lens.  
Prerequisites: PSD 7122, PSD 7123, PSD 7124, PSD 7135.

**PSD 7131 Psychology and Treatment of Substance Use**  
This course focuses on the identification, assessment, and treatment of individuals who are abusing substances. The influence of socioeconomic status, cultural context, and the variations in substance use and abuse across groups will be considered.  
Prerequisite: PSD 7016.

**PSD 7135 Beginning Practicum**  
This course is taught over three quarters, in conjunction with PSD 7146 and PSD 7147. The second-year practicum is a clinical placement where students apply the knowledge and skills they have acquired in the first year. PSD 7135 gives students credit for their practicum work. In class, students do weekly practicum check-ins and formal case presentations of clients. Theoretical conceptualizations are emphasized.  
Prerequisites: PSD 7008, PSD 7016, PSD 7035, PSD 7141. Co-requisite: PSD 7147.
Course Descriptions - continued

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, groups, and the use of technology in clinical psychology, as well as issues related to working with individuals with cultural, contextual, and individual differences from those of the provider. In addition, students will be introduced to methods of critically evaluating their professional behavior. The course emphasizes contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the profession’s scope of practice and role of the psychologist.

PSD 7147 Multicultural Proficiency in Professional Psychology  1
This course is taught over three quarters, in conjunction with PSD 7135 and PSD 7146. This course examines the ways diverse cultural perspectives are experienced within the clinical interchanges of psychotherapy. In addition, there will be a focus on clinical treatment interventions with specific populations and exploration of their relative effectiveness and the impacts on both therapist and client. Evidence-supported treatment approaches with specific populations are highlighted in this course. Prerequisites: PSD 7008, PSD 7016, PSD 7035, PSD 7141. Co-requisites: PSD 7135, PSD 7146.

PSD 7151 Research Methods and Statistics I  3
This course is the first of a three course sequence. This course presents an overview of psychometrics and quantitative research design and methodology. In addition, the course covers ethics in research, issues of cultural diversity relevant to the process of research, and an introduction to data analysis using SPSS. The focus of the course is on acquisition of skills that permit students to critically evaluate published professional literature.

PSD 7160 Psychopharmacology  3
This course prepares students to evaluate and direct clients regarding psychiatric medications. Pharmacokinetics, the major classes of psychiatric medications, referral processes, and how to follow-up with clients on medications will be discussed. Students will gain an understanding of the practical, ethical, diversity-related, and philosophical advantages and limitations of pharmacotherapy in the treatment of clients with various psychological disorders. Prerequisites: PSD 7016, PSD 7107.

PSD 7170A Functional Neuroanatomy  2
This is the first of three courses of the Neuropsychology sequence. A working knowledge of the intact brain is necessary in order to understand neuropathology, neuropsychological assessment, and rehabilitation. Expanding upon the basic knowledge from the Biopsychology course, Functional Neuroanatomy will provide a more detailed understanding of the major brain structures and their contributions to daily functioning. Starting with the brain stem and cranial nerves, through the major subcortical nuclei and networks, the course will set up a detailed understanding of cortical functioning. Case studies and vignettes will reinforce the material. Prerequisites: PSD 7107; PSD7160; PSD7115, 7116, & 7117.

PSD 7170B Neuropsychological Principles  3
This is the second of three courses of the Neuropsychology sequence. In this course the kinds of abilities assessed by neuropsychology will be addressed. Expanding on the case studies from the first course, and drawing from the Cognitive and Affective Bases of Behavior and the Assessment course sequence, this course will consider the way neuropsychology conceptualizes and organizes cognitive, visual-spatial, memory-related, and affective functions. Examples from both the battery approach and the process approach to assessment will be used to demonstrate the ways in which neuropsychologists determine the integrity of brain functioning. Students will learn to administer a number of assessment tools commonly used by neuropsychologists. Prerequisite: PSD 7170A.

PSD 7170C Neuropathology  3
This is the third of three courses of the Neuropsychology sequence. In this course the ways in which brain function can be compromised will be reviewed. This includes developmental disorders, vascular and cancer-related injury, dementing processes, and trauma. Students will learn how to recognize the signs and symptoms of the possible contribution of “organic” problems in their clients or patients. Case studies and vignettes will reinforce the information from this and the previous two courses. Additionally, subsequent courses in rehabilitation, forensic assessment, child and geriatric neuropsychology, and diversity neuropsychology will be introduced. Prerequisite: PSD 7170B.

PSD 7171 Neuropsychological Rehabilitation  1
This course focuses on the ways in which neuropsychologists contribute to the rehabilitation process for people who have sustained brain injury in some form. In order to optimize recovery after a brain insult, neurological structural information must be integrated with functional neuropsychological information and rehabilitation principles. Neuropsychology works collaboratively with other interprofessional team members to facilitate functional recovery of persons with brain injuries. This course focuses on the theory and practice of this rehabilitative process. Prerequisite: PSD 7170C.

PSD 7172 Forensic Neuropsychology  1
This course brings together information from the other neuropsychology courses as they are considered and integrated into legal decision making. Neuropsychology contributes to the assessment of capacity in its various contexts, and determination of the level of functioning after a brain insult. This information is used in disability evaluations for SSI and SSDI, in personal injury lawsuits, and in assigning conservatorship in the case of either an older patient or an injured patient when cognitive decline is suspected. The attitude and approach of the neuropsychologist in a forensic setting: depositions, testimonies and general work with attorneys, will be emphasized. Prerequisites: PSD 7170C; PSD 7141.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSD 7173</td>
<td>Overview of Pediatric Neuropsychological Assessment</td>
<td>1</td>
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<tr>
<td>PSD 7174</td>
<td>Neuropsychology of Aging</td>
<td>1</td>
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<tr>
<td>PSD 7175</td>
<td>Multicultural Issues in Psychological Assessment</td>
<td>1</td>
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<tr>
<td>PSD 7176</td>
<td>Clinical Topics in Sport Psychology</td>
<td>3</td>
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<tr>
<td>PSD 7180</td>
<td>Psychology of Trauma</td>
<td>3</td>
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<tr>
<td>PSD 7127</td>
<td>Foundations of Professional Consultation</td>
<td>3</td>
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<td>PSD 7227</td>
<td>Human Development</td>
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<tr>
<td>PSD 7230</td>
<td>Fundamentals of Clinical Supervision</td>
<td>3</td>
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<td>PSD 7235</td>
<td>Advanced Practicum</td>
<td>3</td>
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<tr>
<td>PSD 7250</td>
<td>Research Methods and Statistics II</td>
<td>3</td>
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This course focuses on the developing brain; the “normal” course of cognitive development, specific vulnerabilities of a child’s brain, and the kinds of developmental disorders with a clear neurological base. The unique needs of children and families, and the special skills necessary for working with this population will be emphasized. An introduction to the assessment processes and tools available to pediatric neuropsychologists will be offered. The integration of other child-focused medical, educational, and psychological specialties will also be reviewed. Prerequisites: PSD 7160C; PSD 7225.

This course focuses on the aging brain differentiating “normal” from “abnormal” processes. An overview of the most commonly encountered problems affecting the older populations will be offered. This will emphasize the dementias, but also consider specific issues encountered by the older population that compromise their quality of life. Information from Rehabilitation and Forensic neuropsychology will be integrated into discussions of the approaches and tools used by geri-neuropsychologists to evaluate a patient’s preserved abilities and acquired needs. The integration of other geriatric-focused medical, educational, and psychological specialties will also be reviewed. Prerequisites: PSD 7160C; PSD 7226.

This course introduces students to the psychological foundations of trauma, including the psychological, biological, cultural, and developmental factors that influence its onset and course, as well as its functional and systemic impacts. Students will become familiar with various theories of trauma and models for intervention, as well as the clinical research that informs them. Techniques for intervention, including tools for establishing safety, bolstering affect regulation, and processing will be addressed, with emphasis on cultural and contextual responsiveness. Prerequisite: PSD 7107.

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.

Aspects of the supervisory process are presented through the use of theoretical and case materials. Each student has the opportunity to participate as a supervisor in training and have his or her work critiqued. This course also includes information and skills related to supervising organizations, i.e., understanding and managing multiple levels of a system including one’s own private or group clinical practice. Prerequisite or Co-requisite: PSD 7235 or instructor permission.

This is a year-long course, taught in conjunction with PSD 7245. Practicum III gives students credit for their third-year training placement. To receive credit, students must meet the terms of the placement contract, carry the stipulated caseload, and receive a satisfactory evaluation from their clinical supervisor. In class, students are required to demonstrate assessment and integration of clinical data in their clinical work with clients. Students do formal case presentations and prepare for their Clinical Proficiency Exam. Prerequisite: PSD 7135.

This is the second course in a three course sequence. It is designed to provide students with knowledge of inferential statistics through two-way ANOVA and post hoc analysis with an introduction to selected multivariate techniques. Emphasis is placed on conceptual understanding and appropriate use of statistics including knowledge of assumptions and limitations of specific techniques. Critical review of published empirical literature and critique of culturally appropriate analysis and interpretation is an integral part of the course. Students are introduced to the dissertation process and are guided to begin formulating a dissertation research question. Prerequisite: PSD 7151.
PSD 7251 Qualitative Research: Critical Review 3
This is the third course in a three course sequence. It introduces students to specific qualitative methodologies in detail: phenomenology, grounded theory, and qualitative content analysis. Additional forms of qualitative research are also introduced, including consensual qualitative research, qualitative meta-analysis, and case-study designs. The philosophical and methodological issues which underlie qualitative research will be discussed. The course includes lecture, discussion, and practice assignments covering interviewing and qualitative data analysis. Prerequisite: PSD 7250.

PSD 7252 Clinical Dissertation Proposal I 2
This is the first of a three course sequence designed to assist and supervise students in developing their dissertation proposals. Students will create a prospectus for their proposed studies, begin the process of recruiting a dissertation committee, as well as outline and begin drafting a Review of the Literature relevant to their proposed research. Prerequisite: PSD 7251.

PSD 7253 Clinical Dissertation Proposal II 1-2
This is the second of a three course sequence designed to assist and supervise students in developing their dissertation proposals. Students will continue to expand and refine their Literature Reviews, while drafting the Methods chapter of their dissertation proposals. Students also finalize their dissertation committees this quarter. Prerequisite: PSD 7252.

PSD 7254 Clinical Dissertation Proposal III 1
This is the third of a three course sequence designed to assist and supervise students in developing their dissertation proposals. Students will complete drafts of their dissertation proposal and Human Participants Review materials, and conduct a mock defense of their dissertation proposals. Prerequisite: PSD 7253.

PSD 7271 Applied Diagnosis 1
This is a companion course to the Fall quarter of PSD7135, which gives students the opportunity to practice and develop diagnostic skills with the clients they treat at their Beginning Practicum. Via group process, students will be exposed to a wider range of clinical presentations and diagnostic considerations. The influence of diversity and context on the diagnostic process will be emphasized. Prerequisites: PSD 7015, PSD 7016, Co-requisite: PSD 7135A

PSD 7272 Case Formulation 1
This is a companion course to the Winter quarter of PSD7135, which gives students the opportunity to practice and develop case conceptualization skills with the clients they are seeing at their Beginning Practicum. In this course, students will practice the use of clinical and multicultural theory to develop a comprehensive understanding of the client and the factors contributing to their presenting concerns. Via group process, students will be exposed to a wider range of clients and presenting concerns, and develop an appreciation of the strengths and weaknesses of various theoretical approaches in conceptualizing them. The role of diversity and context will be emphasized. Prerequisites: PSD 7122, PSD 7123, PSD 7171, Co-requisite: PSD 7135B

PSD 7273 Informed Treatment Planning 1
This is a companion course to the Spring quarter of PSD7135, which gives students the opportunity to practice evidence-based treatment planning grounded in diagnosis, case formulation, and empirical research. Via group process, students will be exposed to a wider range of clients and presenting concerns, and develop an appreciation of the strengths and weaknesses of various treatment models. The role of diversity and context will be emphasized. Prerequisites: PSD 7172, Co-requisite: PSD 7135C

PSD 7302 Dissertation Completion 0-0.5
Following successful oral defense of the dissertation proposal, each student enrolls in PSD 7302 until completion of the dissertation. Students work independently under the direction of their dissertation committees with assistance from research faculty until successful final defense of the dissertation project. Course may be repeated for credit three times. After three repetitions, students must continue to enroll in PSD 7302 to completion of dissertation project. A maximum of 1.5 units will apply toward the degree program. (Students who began prior to fall 2006 may take PSD 7302 four times for credit.) Prerequisite: PSD 7254.

PSD 7309 Topics in Doctoral Psychology 1-3
Various elective courses are taught according to student and faculty interest. For example, lesbian, gay, bisexual, and transgender issues in psychotherapy, advanced theory courses, and psychology of trauma.

PSD 7330 Externship (elective) 0
This course is designed to provide clinical supervision to students who are enrolled in supplemental practica or externships. The course is conducted either in a one-on-one or group format. The format of the course includes case presentations and didactic training. Prerequisites: PSD 7035, PSD 7046, PSD 7047, PSD 7016, PSD 7008, PSD 7141 and a minimum of 6 months’ clinical experience. Training office approval required. This course is repeatable with a total of 4 units applying as elective units.

PSD 7331 Externship (elective) 1
This course is designed to provide clinical supervision to students who are enrolled in supplemental practica or externships. The course is conducted either in a one-on-one or group format. The format of the course includes case presentations and didactic training. Prerequisites: PSD 7035, PSD 7046, PSD 7047, PSD 7016, PSD 7008, PSD 7141 and a minimum of 6 months’ clinical experience. Training office approval required. This course is repeatable with a total of 4 units applying as elective units.

PSD 7371 Integrative Case Conceptualization and Treatment Planning 1
This is a companion course to the Fall quarter of PSD7235, which helps students refine their case formulation and evidence-based treatment planning skills, as well as their ability to apply these skills
Course Descriptions - continued

to clinical case consultation. Students will refine their ability to ground their choice of theory and treatment model in research and best practice, with sensitivity to diversity and context. Prerequisites: PSD 7135C, PSD 7173, Co-requisite: PSD 7235A

**PSD 7372 Clinical Communication**

This is a companion course to the Winter quarter of PSD7235, which helps students refine their written and oral clinical communication skills. Through written case reports, mock oral examinations, and peer feedback, students will be supported in their preparation for the Clinical Proficiency Examination. Prerequisites: PSD 7271, Co-requisite: PSD 7235B

**PSD 7373 Professional Development and Lifelong Learning**

This is a companion course to the Spring quarter of PSD7235, which prepares students for the stages of professional development beyond coursework, including Internship, obtaining and maintaining Licensure, and pursuing roles in activism and governance. Students are supported in exploring the application of their learning and skills to the multiple roles that clinical psychologists may perform. The importance of remaining current with emerging developments in research and clinical practice is emphasized. Prerequisites: PSD 7272, Co-requisite: PSD 7235C

**PSD 7400 Internship**

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, year-long internship or two-half-time, yearlong internships completed over two years’ time.

**PSD 7601 Internship Application and Interview Process**

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**

Summer field placement.

**PSD 7604 Summer Internship Placement**

For half-time internship students who either need to finish hours or attend early orientation.

**PSD 7995 Independent Study**

Allows for individual study in a special interest area not offered as a regular course. To be arranged with consent of instructor.

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<th>SPORT PSYCHOLOGY [PSP] COURSES (units)</th>
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<tbody>
<tr>
<td><strong>PSP 5002 Writing Workshop</strong></td>
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<td>This workshop is designed to help students gain the writing skills and abilities needed to complete quality work in their Sport Psychology courses. The writing workshop will focus on writing/formatting papers according to APA guidelines, general writing tips, plagiarism, and how to read research.</td>
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| **PSP 5054A/B Research Methods: Quantitative and Qualitative** |
| 2/2 |
| This course sequence is designed to present an overview of research designs and methods, including qualitative and quantitative approaches to research. Additionally, ethics in research, issues of diversity and multicultural competence relevant to the research process, and an introduction to the process of publishing within journals and other outlets will be covered. |

| **PSP 5279 Fieldwork Orientation** |
| 0 |
| This course is designed to provide a supportive environment in helping students understand and navigate the requirements and expectations of internships. There are two parts to this course. The first part is to increase student understanding and awareness around eligibility, required hours, breakdown of contact hours, necessary protocol, and potential challenges that can arise during a student’s internship experience. The second part is to help students feel confident in their approach and abilities to network and establish internship opportunities as training consultants. |

| **PSP 5280 Fieldwork** |
| 1-6 |
| Covers internship placement and weekly individual and group supervision. The internship-placement aspect requires students to intern at a site working with athletes and applying knowledge and skills learned in the classroom. Individual and group supervision involves one-on-one meetings, discussions, case presentations, and role-playing and covers ethical issues. The combined supervision provides students with a supportive environment for discussions exploring issues which pertain to their fieldwork experience. This course may be extended for additional credit. Prerequisites: PSP 5800A, PSP 5803A, PSP 5804, PSP 5811, PSP 5816, PSP 5826. |

| **PSP 5800A Sport Psychology A** |
| 3 |
| This is one of the main introductory courses in the Sport Psychology Program. It covers the important 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** |
| 3 |
| 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, updated and addressed from an integrated perspective. |
Course Descriptions - continued

The students will be expected to synthesize the various theoretical perspectives and current research findings and show how this integrated perspective can help their work with performers. The students will be encouraged to think and work from an evidence-based perspective. The students will develop their own philosophy of practice. The course will continue to encourage students to think critically about the research presented and how it relates to their work in the field as a practitioner. Prerequisites: PSP 5800A, PSP 5280 (I).

PSP 5801 Supplemental Supervised Field Placement 0

Student-interns may be required to register for this course to cover them for their applied work in the field.

PSP 5803A Ethics and Professional Issues in Sport Psychology A 2

This course is an introduction to different ethical principles, decision making models and the ethical guidelines for the field of sport psychology. Students will develop an understanding of the guidelines presented by Association for Applied Sport Psychology (AASP). Students will explore ethical situations that arise when working in the field.

PSP 5803B Ethics and Professional Issues in Sport Psychology B 2

This is an advanced course in ethics and professional issues in the field of sport psychology. Common ethical challenges will be discussed and ways of handling these situations will be addressed. Students will critically analyze research articles that are pertinent to working in the field. Prerequisite: PSP 5803A.

PSP 5804 Assessment Strategies 3

The course encompasses the purpose, implementation and utility of assessment strategies within the sport setting. Topics include the use of structured and semi-structured interviews, performing behavioral observations, theoretical foundations of assessment measures, test construction and the administration, scoring and interpretation of objective psychological measures applicable to the sport/performance setting. This course will emphasize synthesizing information gleaned from multiple methods to assist in accurate initial assessment, intervention planning, and evaluating changes in performance. A description of psychometrics and its use with diverse populations will be reviewed.

PSP 5805 Psychopathology Assessment 4

The purpose of this course is to familiarize students with the major classifications of psychopathology and their impact upon individual performance. Psychopathology Assessment will introduce students to the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-V). Emphasis will be placed on assessing for mental health conditions that require referrals to appropriate treating professionals. Psychopathology Assessment focuses on recognizing the classification of mood and anxiety disorders, impulse control disorders, eating disorders, sleep disorders, organic brain disorders, thought disorders, personality disorders, and substance abuse disorders.

PSP 5811 Counseling Skills A 3

Counseling Skills A is an introductory course in the basic skills needed to assess, counsel, and provide an intervention plan as a mental skills coach. This course will explore the fundamental aspects of facilitating client development in a multicultural society. Students will gain an understanding of basic listening, the key concepts and core skills of communication. Students will practice those skills and discuss how to handle ethical dilemmas in the counseling relationship.

PSP 5812 Counseling Skills B 3

Counseling Skills B is an intermediate/advanced level course that furthers the students’ ability to facilitate client development in a multicultural society. Students will refine their basic listening sequence skills, and explore the elements of reflection, focusing, and influencing skills. Emphasis will be placed on identifying which theories should be used for different patterns of behavior, situations and cultural groups. Students are expected to self-reflect and examine their own transference and countertransference reactions within the consultation role. Students will also discuss the key elements to supervision and identify how to effectively utilize the supervisory experience. Students are expected to integrate skills with their personal style and theory. Prerequisite: PSP 5811.

PSP 5814 Comprehensive Exploration of Diversity in Sport 4

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. The course is also designed to increase students’ awareness and sensitivity to their cultural assumptions, beliefs, values, biases, and how these impact their perception and understanding of diverse and multicultural populations of athletes. Students will be encouraged to critically and thoughtfully examine their own world views as a means of adopting and integrating a multicultural perspective.

PSP 5815 Performance Enhancement A 3

This course will provide a foundation of knowledge in the field of sport psychology relevant to specific performance enhancement techniques. Students will gain competence in performance enhancement skills and techniques for use in working with athletes in a variety of diverse settings. In-class participation and assignments will foster experience and familiarity with the techniques, theories, and the field. This course will serve as the first building block for each student to develop a personal consulting style.
Course Descriptions - continued

**PSP 5816 Performance Enhancement B** 3
This course will build on the foundation of knowledge from Performance Enhancement A, through experiential assignments of teaching and implementing sport psychology techniques. Students will examine ethical issues, explore being professional in the field, and enhance competence in performance enhancement skills and techniques for use in sport psychology consulting with athletes in a variety of diverse settings. Through theoretical research of the techniques, students will create a binder of sport psychology-based handouts to prepare for their work with a diverse population of clients. This course will serve as preparation for external fieldwork placement. Prerequisite: PSP 5815.

**PSP 5817 Performance Enhancement C** 3
This is an advanced course for Phase II students in the Sport Psychology Program. It covers a more in-depth approach to using the performance enhancement 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. Students will work on going more in-depth in individual consulting sessions. Prerequisites: PSP 5816, PSP5280.

**PSP 5819 Social and Historical Issues in Sport** 2
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 history and sociology of sport. 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. Analysis of contemporary problems associated with sport will be made, with ties made to their historic origins; such problems include race relations, the traditional and emergent role of women, aggression and violence, and political and economic concerns.

**PSP 5820 Psychology of Coaching** 2
This course is designed to provide an overview of the sport psychology principles associated with the coaching profession. Course material adheres to the objectives created by the National Standards for Athletic Coaches and will include incorporation of sport psychology into the coaching philosophy as well as when working with coaches. Students will develop an understanding of current sport coaching research and gain a realistic perspective of what it takes to be or work with a coach.

**PSP 5821 Gender Issues in Sport** 1
This course identifies a range of issues related to gender and sport psychology. These issues include broad topics, such as masculinity and femininity and how these identities influence other issues (such as violence, eating disorders, competition, etc.) as well as topics such as transgender athletes and participation and sexuality. Students will briefly address the role of gender in sport related professions, such as coaching, athletic training, and sport psychology.

**PSP 5822 Team Building** 3
The focus of this course is to learn how to facilitate team building, through interactive experiences, in an effective way. Students will learn ways of working with a team in order to build necessary skills including cohesion, communication, trust, and respect. Emphasis will be placed on activities, skills and strategies that will enable students to effectively work with teams and groups of many kinds. 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 through hands-on application of ideas.

**PSP 5826 Cognitive and Affective Bases of Behavior in Sport** 4
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 biopsychosocial 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** 1
The psychology of injury course teaches students how to work with an injured athlete using mental training strategies for rehabilitation.

**PSP 5833 Kinesiology** 4
This course introduces students to each of the major biophysical sub-disciplines of kinesiology—anatomy, biomechanics, exercise physiology, motor control, and sport and exercise psychology. Includes an integrated study of human movement and applies this knowledge to human performance and physical activity across the lifespan. Concepts in the various subfields of kinesiology are examined and career opportunities in the field of kinesiology are explored. Students will also gain a better understanding of the course concepts through projects and class discussions.

**PSP 5834 Motor Learning and Performance** 1
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.
Course Descriptions - continued

PSP 5835 Exercise Psychology  2

This course provides an in-depth examination of the psychological antecedents and consequences of physical activity relationships. The student will understand the mental health benefits of exercise as well as the thought processes behind the decision to exercise or not to exercise. Students will review research and intervention models in exercise psychology and learn to integrate this knowledge into their personal and professional lives. There will be an in-depth analysis of many factors that influence exercise behavior such as: stress, affect, mood, emotion, anxiety and depression.

PSP 5838 Health Psychology  2

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  1-4

Special topics and issues in the field of sport psychology including such areas as consultation, assessment, ethics, biomechanics, kinesiology, and women in sports. May be repeated for credit with a change of topic.

PSP 5850B Seminar in Sport Psychology  1-4

Special topics and issues in the field of sport psychology including such areas as consultation, assessment, ethics, biomechanics, kinesiology, and women in sports. May be repeated for credit with a change of topic.

PSP 5885 Best Practices for Remote Consulting  1

This course is designed for consultants who are considering practicing remote consulting and are interested in deepening their understanding of the changing profession in light of technology. Remote consulting can be delivered in a variety of forms. The location for consulting delivery at a distance is with the assistance of technology. The communication medium for consulting can be what is read from text, what is heard from audio, or what is seen and heard from video. The interaction process for it can be synchronous or asynchronous. Synchronous interaction occurs with little or no gap in time between the responses of the counselor and the client. Asynchronous interaction occurs with a gap in time between the responses of the consultant and the client. This course will disseminate the current practical experiences and academic knowledge available in the field of remote consulting. We will explore the following aspects of remote consulting: professionalism, synchronous and asynchronous interactions, legal and ethical issues and confidentiality.

PSP 5890 Research Proposal  2

This class starts the thesis sequence of classes that lead to a research based publishable paper. It assists students in developing a proposal for their research project. The work needs to meet the submission criteria for the Master’s Research Proposal which can then be submitted to the Institutional Review Board. 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 5054A/B.

PSP 5891 Research  1

Required of students taking the research option. The research process typically takes three quarters and covers the publishing process, securing Institutional Review Board approval, data collection, data analysis, and write-up. The final product will be a paper of publishable quality and a presentation. Prerequisites: PSP 5890.

PSP 5895A/B Applied Project A/B  2/2

The Applied Project sequence typically takes two quarters and involves the student creating and presenting a project of their choice. The project should be related to the student’s professional goals and aspirations as well as an evidence based practice foundation. In the first installment of Applied Project students will write a literature review on their project and set up the logistics of their project. In the second installment of Applied Project students will create and present their final project. Prerequisites: PSP 5890.

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 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 9000 Professional Development Seminar  0

Students need to stay up-to-date with various professional issues in the field. Having a seminar course such as this each quarter allows us to be flexible and adapt to these various demands and needs. This quarterly seminar will have several components which include our speaker series (where the program invites esteemed speakers from around the world to guide students and discuss seminal topics), diverse trainings, workshops and social and sporting events. MA Students must receive credit for this course a minimum of 6 times in order to graduate.
Course Descriptions - continued

PSP 9020 Town Hall Meeting  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 9025B Speaker Series B  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. This course is for MA/PsyD students in the PsyD program or Certificate students only. MA students take PSP 9000 to learn from the speaker at this same event.

PSP 9085 Fieldwork Exam  0
This is exam is intended to prepare students for future fieldwork, the exam demands comprehension of the basic expectations of participating in Fieldwork as a student-intern. In preparation, students will attend the Fieldwork Orientation and understand of the Fieldwork Handbook (located in the STAR portal) as a reference source for all matters related to being an Student-Intern. The exam covers the content found within the Fieldwork Handbook and explained further in the Fieldwork Orientations held at the start of the Spring quarter. Completing the exam is required prior to starting an internship in the Sport Psychology program. Further guidelines are available in the STAR portal.

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 STAR portal.

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 STAR portal.

PSP 9100 Exit Meeting  0
This exit meeting is with the Chair of the Sport Psychology Program and is an opportunity to reflect on the time in the program, give feedback and learn more about what to expect once the student graduates, including implications for CMPC certification. It should be the last aspect for the program that the student completes. Appointments should be set with the Chair directly.

PSP 9150 Post Master’s Training  1-4
Once graduates leave the program, there may be extra trainings they require for professional development and for AASP certification. These courses offered under post-Master’s Training are offered to fulfill these requirements.

MA IN COUNSELING PSYCHOLOGY
[PSY] AND [PSJ] (units)

Note: MA in Counseling Psychology courses are offered in Pleasant Hill (PSY) and San Jose (PSJ). For simplicity, all courses listed in this catalog will have the PSY prefix, although they also may be offered as PSJ.

PSY 5000 New Student Orientation  0
This is a required one-time orientation to the MA in Counseling Psychology program. It provides essential information needed to navigate the university and program systems by reviewing essential information regarding policies, ethical codes of conduct, community building, and academic expectations. Specific discussion topics include: curriculum requirements, core competencies, comprehensive exams, practicum/internship, graduation requirements, university and department resources and advisement, professional conduct, and an introduction to evidence based practice.

PSY 5054 Research Methods: Quantitative and Qualitative  3
This course provides a brief introduction to various forms of research methods, both quantitative and qualitative. An overview is presented of the quantitative and qualitative research methods and designs applicable to the systematic analysis of the varieties of human behaviors. Scientific problem-solving will be emphasized to include observational techniques and measurement tools, coding, analytic strategies, and reporting of research. Reviews of applications within the psychological literature will be covered. The course will encourage students to focus on research that has been used in their appropriate fields. This course will help in preparing student for the MA research thesis process and will facilitate understanding of research in later work as a practitioner in the field.

PSY 5070 Theories and Practices of 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; multicultural competence and accountability; addiction and substance abuse; case management principles; disaster and community trauma response. Appropriate therapeutic models, including effective practices, emerging community practices, and linking interventions to outcomes will also be core to this course.

PSY 5112 The Family Life Cycle  3
This course examines individual and family life cycle stages and transitions including: childhood, adolescence, launching, courtship, marriage, childbirth, becoming a family, separation,
divorce, blended families, midlife, aging and death. Human growth and development, intergenerational theory, relational changes, contextual factors and multicultural considerations form a framework for the examination of life cycle stages and transitions. Students reflect on their own family of origin, clinical applications and implications for self-of-the-therapist development.

**PSY 5115 Theories of MFT Practices I** 3

This course serves as the beginning of a survey of historical and empirical foundations of therapeutic theories and their effectiveness. Individually-oriented and family systems epistemologies are compared in their historical contexts. Theories I covers psychodynamically-based approaches with individuals, couples, and families. The course also introduces communication theory, cybernetics, and early systems approaches. This course is the first in the three-quarter sequence with PSY 5156 and PSY 5157.

**PSY 5120 Specific Theories of Change** 3

Students are required to complete two 3-unit courses These courses focus on a specific treatment model for MFT and LPCC practice. Course choices may include current evidence-based models such as, DBT and CBT; systemic approaches including Structural Family Therapy and Gottman Couples Therapy; and various attachment theory based treatment applications.

**PSY 5154 Couple Therapy** 3

This course introduces students to the modality of couples therapy. Empirically based and non-empirically based models of treatment will be explored. Students will participate in experiential learning activities designed for practicing fundamental clinical skills in couples counseling.

**PSY 5156 Theories of MFT Practices II** 3

This course examines family systems, humanistic, and experiential approaches to include with individuals, couples, and families.

**PSY 5157 Theories of MFT Practices III** 3

This course closely examines cognitive-behavioral, post-modern and integrative approaches to individual, couple, and family therapy. Evidence-based treatment models and common factors in research are explored. This course is the third in the threequarter sequence with PSY 5115 and PSY 5156.

**PSY 5167 Brief Therapy** 2

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. **Prerequisite:** PSY 5304; **Co-requisite:** 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, as well as their assessment are included, along with information about etiology, intergenerational patterns, and relapse. Research and assessment on systemic treatment approaches for youth, adults, minorities, and co-occurring disorders are reviewed. Standard screening and assessment instruments for substance use disorders and process addictions are covered. Contemporary strategies, such as abstinence/12-step, motivational interviewing, harm reduction, community-based treatment, and recovery (disease) models are covered. Students will learn about appropriate collaboration with other professionals, and about how to make appropriate referrals.

**PSY 5230 Clinical Skills Training A: Self as Clinician** 3

This course focuses on the person of the therapist with an emphasis on exploring one's own values, beliefs, attitudes, personal biases, and expectations. Students are invited to examine how their personal history has led up to a decision to enter the field of counseling psychology. Through personal reflections and interpersonal interactions, students are also invited to consider how their context shapes who they are as individuals, and impacts interactions between self and other. In this class, "context" will be examined as one's personal history, family of origin, cultural dimensions of race, ethnicity, gender, sexual orientation, social class, religion, and physical ability, as well as community, national, and global realities. Theoretical and experiential learning applies this contextual awareness of self and other to communication and counseling skills. Through experiential activities, students will gain self-awareness, practice foundational counseling skills, and learn about self-disclosure, as both a tool for effective therapeutic change, and as a barrier to clinical treatment.

**PSY 5231 Clinical Skills Training B: MFT Techniques I** 3

This course is an introduction to clinical communication processes with individuals, couples, and families. Working within a multicultural context, students interactively learn practical skills for joining with clients, gathering clinical information in early interviews through use of questions and formal assessment methods, such as the genogram, and the mental status exam, and developing early clinical hypotheses linked to theory-based conceptualizations. Includes skills such as listening and tracking, focusing on process vs. content, understanding contributing dynamics, mirroring and reflective listening, interviewing individuals, couples, and families, a systemic evaluation of unit(s) of treatment, and managing therapeutic crises. Students learn how to recognize opportunities for referral and collaboration, and make appropriate use of clinical supervision. This course is the first in the two-quarter sequence with PSY 5232 taken with same instructor. **Prerequisite:** PSY 5230.
PSY 5232 Clinical Skills Training C: MFT Techniques II 3
Students continue to prepare for clinical work with individuals, couples, and families. Supervised role-play and/or videotaped practice sessions are used to help students practice listening and tracking, refocusing from content to process, mirroring and reflective listening, and creating couple and family enactments. Students practice applying individual and systemic case conceptualizations to the beginning, middle, and end phases of therapy, and formulating clinical approaches using individual, multi-systemic, and multicultural theories of practice. This course is the second in the two-quarter sequence with PSY 5231 taken with the same instructor or consent of program chair. Prerequisite: PSY 5231. PSY 5247 Clinical

Case Seminar: Topics in Marriage and Family Therapy 2/2/2
This course accompanies quarters/sessions 2, 3 and 4 of a student’s practicum experience (5261-5263 or 5250-5252) and involves a formal presentation of ongoing clinical cases. Students will present videotape, audiotape, and/or treatment studies in class for feedback on case conceptualization, systemic theory application, and treatment planning that is consistent with theoretical orientation. Instructors may also use role play, and other techniques to help students with treatment impasses, illustrate, and practice interventions, etc. Students will learn the application of both individual and systemic theories. This course is also intended to support students in preparing for their Master’s Oral Exam. Limited to students in clinical practice. Students with unsatisfactory progress in this course may be required to take an extra quarter(s) beyond the 3 required for graduation.

PSY 5249–54 Supervised External Field Practicum A-D 2-4
This course meets the BBS requirements for clinical training experience for MFT and PCC trainees. Students along with the support of their Field Coordinator will have the opportunity to select and work in an approved community mental health agency. Students will receive 1 hour of individual and 2 hours of group supervision per week, as well as didactic training and practice application of MFT and PCC assessment and intervention techniques with individuals, couples, and families. Field experience includes the use of audio/video recordings or live supervision of the student’s interactions with clients. Student’s counseling performance will be formally evaluated on an ongoing basis. Completion of Phase I is required. Prerequisites: PSY/PSJ/PSB 5249-54 Field Practicum A-F – External and/or concurrent with PSY 5254.

PSY 5266 Supplemental Supervised Field Experience 0-4
Placement in external or school-based settings that meet BBS requirements and offer clinical training experiences. This course does not substitute for PSY 5249–52. Prerequisite: Completion of Phase I.

PSY 5267 Pre-Practicum 0
This course is designed to make sure that face-to-face practicum hours and supervision will count as BBS-practicum-experience when a JFKU-student’s-approved practicum starts or ends during an ongoing quarter or session in such a way that it cannot qualify for a full practicum course. This course cannot substitute for PSY 5249–54.

PSY 5269 Additional Field Practicum - External 1.5
This course is the fifth quarter Field Practicum in an external setting in the PCC Specialization. The course meets the BBS requirement for clinical training experience and offers individual and group supervision. Students may repeat course for additional hours accrued toward degree completion. MFT specialization students may take this course after completion of PSY/PSJ/PSB 5249-54 Field Practicum A-F – External to accumulate additional BBS hours to be applied toward degree. Prerequisite: PSY 5254.

PSY 5303 Child, Adolescent and Family Therapy: Assessment & Treatment A 3
This course is part of a two quarter sequence with 5304 & is taken with the same instructor. Part one focuses on assessment & diagnosis using the DSM-5 related to children and adolescents. DSM-5 diagnoses will be explored from various viewpoints through using both formal and informal assessment tools; differential diagnosis; neuropsychology findings; and a bio-psychosocial approach. Topics include developmental theories, case conceptualization and the introduction of treatment planning through a multicultural & systemic lens. Prerequisite and/or concurrent with PSY 5403.

PSY 5304 Child, Adolescent and Family Therapy: Assessment & Treatment B 3
This course is part two of the child, adolescent and family therapy series. The course examines the theories and practices in working with children and adolescents within individual, systemic, and multicultural contexts. Topics include a variety of clinical techniques and treatment modalities within different theoretical orientations. Students participate in experiential learning activities to bridge theory with application. This course is to be taken with the same instructor who taught PSY 5303. Prerequisite: PSY 5303.

PSY 5309 Seminar in MFT 1-3
MFT students are required to complete 3 Seminars courses. Each seminar is 1- unit each which can be taken in their 2nd and/or 3 phase of the program. These classes cover specific topics pertaining to the field of Marriage and Family Therapy such as working with issues of divorce, remarriage, grief and loss, mindfulness orientation, addiction, eating disorders, & LGBTQ+. Recommended to take while in their practicum. It is a graduation requirement.

PSY 5310 Group Therapy 3
This course introduces students to both theoretical and experiential understanding of group process. The class is introduced to psychoeducational, psychotherapy, counseling and tasks groups. An overview of multiple models and techniques are applied in experiential practice, including stages of group development, group leadership, and facilitation skills and styles. An on-going group experience is required so that students may reflect upon their own skills and self as a therapist.
Course Descriptions - continued

PSY 5403 Diagnosis and Assessment of Psychopathology A  3
This course is part one of a two-quarter sequence and it examines notions of health and psychopathology from individual, familial, and systemic perspectives. It focuses on the history, development, use, and critique of the DSM-5, with an emphasis on all mental disorders diagnosed except for Personality Disorders (to be discussed in Psychopathology B) and diagnoses designed for children (to be discussed in the Child, Adolescent, and Family Therapy sequence). DSM-5 diagnoses will be explored from various viewpoints, including assessment (formal—such as mental status exam—and informal—such as intake interviews), differential diagnosis, neuropsychology findings, psychopharmacology, and a bio-psycho-social approach. Culturally sensitive diagnosis is included as well as the scope of LPCC and LMFT practice, use of referrals, inter-disciplinary and inter-agency cooperation, and wellness/recovery principles. This course is the first of a two-quarter sequence with PSY 5404 taken with same instructor.

PSY 5404 Diagnosis and Assessment of Psychopathology B  3
This is part two of a two-quarter sequence examining, in particular, psychopathologies diagnosed in the category of Personality Disorders of the DSM-5—while simultaneously reviewing all the other categories. Etiology, assessment, and treatment recommendations of personality disorders from multi-theoretical perspectives, including cultural contexts, are explored and critiqued. Dual diagnoses, including co-occurring Substance Induced and Substance Use disorders and their standard screening and assessment instruments, are being discussed. This course is the second of a two-quarter sequence with PSY 5403 taken with same instructor. Prerequisite: PSY 5403.

PSY 5405 Psychological Testing  3
This course provides an overview of tests utilized and interpreted in the practice of Professional Clinical Counseling. 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 outcomes. Intellectual and cognitive assessments for learning disabilities diagnosis will be discussed. Ethical and legal issues involved in psychological testing including the influences of gender, cultural, and socioeconomic context are included.

PSY 5406 Psychopharmacology  3
This course provides a comprehensive overview of psychotropic medication options, including biochemical makeup, function, and possible side effects, utilized to treat mental disorders. Students will be exposed to the basic physiology and function of the brain as it relates to the use of psychotropic medications and basic psychological dysfunctions, e.g., mood disorders, ADHD, ADD, OCD, intermittent explosive disorder, and psychotic disorders. Also examines the increased collaboration among mental health and medical practitioners as psychopharmacological interventions become more common in client populations served by Professional Clinical Counselors.

PSY 5407 Recent Advances in Pediatric and Geriatric Psychopharmacology  1.5
This course provides an up to date view of the development in pediatric and geriatric psychotropic research and new medication options. Advanced study of physiology and function of the brain in relation to the use of psychotropic medications and common disorders in youth and aged populations are examined. This course provides the additional 1.5 units for the PPC specialization requirement in Psychopharmacology.

PSY 5434 Family Violence  2-3
This course covers violence against children, intimate partners, and the elderly. The following topics are addressed: the shared dynamics associated with violence; recognizing and assessing physical, sexual, and emotional abuse and neglect; legal definitions of child, dependent adult, and elder abuse; legal reporting requirements and process; crisis intervention for victims, families, and abusers; cross-cultural concerns; self-of-therapist issues; and community resources. Culturally sensitive therapeutic theories and interventions are examined. This course satisfies the BBS requirement for 15 hours of coursework in domestic violence for Marriage and Family Therapists and Professional Clinical Counselors. Prerequisite: PSY 5635.

PSY 5436 Crisis and Trauma  3
This course provides an overview of crisis theory and management, and disaster and trauma causing events and their interventions. Students will learn current strategies for working with individuals, couples, and families impacted by personal, familial, intergenerational, community, and crisis and trauma events. Brief, intermediate, and on-going interventions aimed at reducing traumatic impact, utilizing strengths and resilience, restoring previous levels of function, as well as interventions for addressing delayed, longer-term, or secondary effects of trauma will be presented.

PSY 5613 Human Sexuality  2
This course covers a diverse range of human sexual and intimate behaviors throughout the lifespan. The course examines the impact of gender, race, age, religion, health/disability and gender identity and sexual behaviors and disorders. Students will explore topics related to assessment, treatment, interviewing strategies, scope of practice and referral. Students will examine their attitudes, beliefs and values. This course satisfies the BBS requirements for licensure.

PSY 5620 Multicultural Competence and Community Practice  3
This course provides specific exposure to core elements in multicultural counseling. The course is specifically designed to enhance students': a) deepening awareness and appreciation of their own cultural identities through theoretical frameworks; b) understanding of variables that affect therapeutic process and outcomes for diverse individuals, couples, and families; c) knowledge of evidence-based practices, community-defined evidence, and cultural adaptation of effective practices; and d) skills in committing to multicultural competence and sensitivity as an ongoing, developmental process in becoming and practicing as a therapist. Prerequisite: PSY 9001.
### PSY 5635 Ethics and the Law 3

This course examines legal and ethical issues related to the practice of Marriage and Family Therapy and Professional Clinical Counseling. Class topics include ethical and legal obligations of licensees, legal trends in mental health and family law, professional behavior, and the impact of therapist's values on practice. Case management, referral practices, confidentiality and privilege, scope of practice, client welfare, and AAMFT, CAMFT, and ACA specific codes of ethics are covered. Systemic, specific issues such as joint confidentiality, sessions with sub-systems, and separation and divorce, as well as basic family law are also considered.

### PSY 5646 Advanced Study in Research 1.5

This course explores advanced topics and issues concerning research. It is designed to expand student knowledge of the topic beyond the core course through additional learning and/or practical applications. This course meets the requirements for additional units in addiction studies for the LPCC in California. Must be taken either concurrently with or subsequent to PSY 5054. Required for students in the LPCC track, though open to all MFT students. Prerequisite: PSY 5054.

### PSY 5780 Theories of Career Development 4.5

This course provides an opportunity for students to learn and evaluate several key career development theories and practice how to integrate and apply aspects of theories to their counseling work with diverse client populations. Students will understand the importance of theory in career development and life planning, learn the historical and philosphical perspective of career development, recognize current challenges in existing theories, explore emerging issues and trends, and appreciate the complexity of career choice, decision-making, and satisfaction of clients. This is an Online Course.

### PSY 5990 Master's Thesis Proposal 3

Students develop a proposal for a master’s thesis and learn to synthesize prior professional work or study in pursuit of a specific area of research or application. Prerequisite: PSY 5054.

### PSY 5991 Master’s Thesis A–C 2/2/2

Required of students completing a master’s thesis. Thesis typically takes two to three quarters/sessions and is completed under the supervision of a faculty advisor. Research begins at least two quarters before anticipated graduation. A maximum of six units may be applied to the degree. Prerequisites: 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 5996 Master’s Project Proposal 3

Students develop a proposal for a master’s project and learn to synthesize prior professional work or study in pursuit of a specific area of research or application. Prerequisite: PSY 5054.

### PSY 5997A–C Master's Project A–C 2

Units Each The student will be registered for a minimum of four consecutive quarters during this process. Required of students completing a master’s project. Master’s Project typically takes two to three quarters/sessions and is completed under the supervision of a faculty advisor. Research begins at least two quarters before anticipated graduation. A maximum of six units may be applied to the degree. Prerequisites: PSY 5996 and completed thesis contract.

### NON-CREDIT WORKSHOPS AND FIELD PLACEMENTS [PSY] (units)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
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<tbody>
<tr>
<td>PSY 9000 Child Abuse Assessment, Reporting, and Treatment (0)</td>
<td>This workshop covers the following topics: recognizing and assessing physical, sexual, and emotional abuse and neglect; legal definitions of child abuse; legal reporting requirements and process; crisis intervention for the victim, families, and abusers; cross-cultural concerns; counter-transference issues; and community resources. It meets the requirement of AB141 for seven hours of training for MFT licensure and must be taken prior to the beginning of field placement.</td>
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<tr>
<td>PSY 9001 Diversity Awareness 0</td>
<td>In this workshop, students engage in activities and discussions designed to increase awareness of diversity issues on the personal, social, professional, and systems levels. It is intended to be taken in the first phase of study and must be completed prior to enrollment in PSY 5249 Field Practicum.</td>
</tr>
<tr>
<td>PSY 9007 Introduction to Community Based Program 0</td>
<td>Students take this workshop when beginning a school based practicum. Students are oriented to the organization and dynamics of working in a school based setting. The politics of working with children and adolescents in the schools is addressed including the legal and ethical issues inherent in the schools. Introduction into the specialized record keeping and procedures of the school based program will be implemented. Information is given regarding assessment and treatment planning in the school system. Students learn how to conduct consultation with the school personnel and parents.</td>
</tr>
<tr>
<td>PSY 9008 Aging and Long-Term Care Workshop 0</td>
<td>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 to complete a minimum of ten hours of coursework in aging and long-term care for California licensure as a Marriage and Family Therapist.</td>
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PSY 9010 Issues with HIV and AIDS
This course covers the current medical, psychosocial, and mental health needs of clients living with HIV/AIDS, as well as family members, intimate partners, and caretakers. Specific concerns addressed include working with chemically addicted clients, cultural diversity issues including racial and sexual minority clients, legal issues, self-of-therapist issues, and effective models for service delivery and care. Family dynamics that impede or support treatment compliance are included. This course satisfies the BBS requirement for Marriage and Family therapists to complete a course at least seven hours in length that covers the characteristics and methods of assessment and treatment of people living with HIV and AIDS.

PSY 9075 Personal Psychotherapy
Students are encouraged to take responsibility for their personal development and knowledge of self and to become sensitive to the impact that they have on those around them. Consequently, there is a non-credit requirement for a minimum of 50 hours of personal psychotherapy (individual, couple and a maximum of 15 hours of group psychotherapy). Students register for this course in their last quarter of the program. Further guidelines are available at the College of Psychology and Holistic Studies Office.

PSY 9090 Master's Written Examination
Comprehensive written examination covering material of Phase I to be taken during the first or second quarter of field working Phase II. Further guidelines are available in the Graduate Psychology office. The written examination must be passed before advancing to Phase III of the program. Prerequisites: PSY 9000, 5304, and PSY 5404.

PSY 9091 Master's Oral Examination
Comprehensive oral examination covering material in all phases of the program to be taken in Phase III during the fifth or sixth quarter of practicum. Further guidelines available in the College of Psychology and Holistic Studies office.

PSY 9100 Professional Development: Post-Master's Preparation
This meeting formalizes the preparation of paperwork that must be processed as students complete field practicum and change from trainee status to intern status upon graduation. This meeting allows students to reflect upon and bring closure to their graduate experience as they prepare for their future as a practitioner.

PSY 301: Psychological Testing and Assessment
Theory and principles of assessment and testing, including the construction, reliability, validity and application of assessment methods and devices in various professional settings, are explored.

PSY 302: Learning Theory
This course explores empirical findings and theoretical development in the area of learning and their applications to human behavior.

PSY 311: Experimental Psychology
This course covers philosophy, methodology and analysis of the experimental method. It includes discussions of problems in conducting and evaluating psychological research.

PSY 312: Lifespan Development
This course is a study of the spiritual, cognitive, psychological, social, and physical as related to human growth and development from birth through adulthood.

PSY 322: Personality Theories
An overview of personality theories includes the major schools: analytic or dynamic, humanistic, existential, and behavioral. An integrative model will also be presented.

PSY 355: Child Growth and Development
This is an in-depth study of theory and research concerning the childhood period from conception through preadolescence. Genetic maturational factors along with their interaction with experiential factors will be examined as to their effect upon behavior. Both pathogenic and adaptive patterns will be addressed with a view to facilitating optimal development and socialization of children.

PSY 375: Biological Basis of Behavior
This course is an exploration of the anatomical and physiological systems that influence human behavior. Topics include the acquisition and processing of sensory information, the neural control of movement, and the biological basis of complex behaviors (e.g., sleep, learning, memory, sex, language, and addiction). The basic functioning of the nervous system is also considered.

PSY 389: Cross-Cultural Psychology
This course provides an opportunity to explore how culture affects various mental and emotional states, including problem solving and parenting as well as child development. Students will gain an understanding of interconnectedness, difference, and diversity in a global society.

PSY 403: Human Sexuality
This provides an examination of human sexual functioning, behavior, relationships, and feelings. Issues of sexuality are discussed within spiritual, psychological, cultural, and medical-related perspectives.

PSY 405: Social Intelligence
This overview of social intelligence research examines the neuropsychological connection to human relations and its application to interpersonal interactions and to clinical professional practice.
## Course Descriptions - continued

### PSY 411: Abnormal Psychology  
3  
This course is an overview of the major theories, concepts, issues, data and research methodologies of abnormal psychology. Assessment, treatment, and prevention are emphasized.

### PSY 421: Social Psychology  
3  
The analysis of social behavior includes social cognition, attitude formation and change, conformity, prejudice, and group processes. Both theory and research findings will be examined.

### PSY 422: Psychology of Family  
3  
An overview of developmental and systematic theories of family functioning, with an emphasis on the impact of family on individual development, is examined. PSY 476: Counseling  
The course provides critical guidance and help in comprehending the overall nature of professional counseling. Resources explore the "how" and "why" of professional counseling in its various definitions and emphases.

### PSY 476: Counseling  
3  
The course provides critical guidance and help in comprehending the overall nature of professional counseling. Resources explore the "how" and "why" of professional counseling in its various definitions and emphases.

### UNDERGRADUATE PSYCHOLOGY [PYC] COURSES (Offered on-campus in quarter units)

Note: Psychology courses are offered in Pleasant Hill (PYC) and San Jose (PYJ). For simplicity's sake, all courses listed in this catalog will have the PYC prefix, although they also may be offered as PYJ.

#### PSY 3000 History of Psychology  
4  
This course investigates the origins and history of psychology, focusing on key questions, systems, processes, and methods, and how they have influenced contemporary trends. Prerequisite: PYC 3005.

#### PSY 3005 Exploring Psychology  
4  
Students will learn about motivation and learning, neuroanatomy, sensation, perception and motor abilities, sleep emotionality, development, personality and clinical theories, psychopathology, and clinical psychology. Special attention will be paid to the generality of many of these “Western” notions of human behavior to people of different cultures. This course is required for students who have not completed Introduction to Psychology.

#### PSY 3100 Developmental Psychology  
4  
This course is an exploration of infant, child, and adolescent behavior and growth within the context of developmental psychology and the human life cycle. Course may be applied toward the lower-division general-education social science breadth requirement.

#### PSY 3200 Theories of Personality  
4  
Students study the major personality theories and therapeutic applications in clinical psychology, including body-oriented and transpersonal psychotherapies. Theorists include Freud, Jung, Ellis, Perls, and Rogers. Course may be applied toward the lower-division general-education social science breadth requirement.

#### PSY 3210 Social Psychology  
4  
This course examines how social factors influence the feelings, beliefs, and behaviors of others. Topics explored include: conformity, mass communication, propaganda, persuasion, social cognition, self-justification, aggression, prejudice, liking, loving, and interpersonal sensitivity. Course may be applied toward the lower-division general-education social science breadth requirement.

#### PSY 3220 Biological Psychology  
4  
This course explores the acquisition and processing of sensory information, the neural control of movement, the biological bases of complex behaviors (such as sleep, learning, memory, sex, language, and addiction), as well as the basic functioning of the nervous system. It focuses on the brain's interrelations with the mind and behavior and how brain malfunctions produce mental disorders.

#### PSY 3305 Counseling Psychology  
4  
Course content explores the basic concepts of the helping professions including exercises to integrate practical skills with a conceptual framework. This course is for students who have little or no experience in the field. Course may be applied toward the lower-division general-education social science breadth requirement.

#### PSY 3307 Careers in Psychology  
2  
Focus on career planning and development issues for psychology majors. Using a combination of lecture, readings, and exercises, students will be exposed to information designed to assist in the clarification, selection, and pursuit of a career in psychology or a related field. Topics will include an overview of the undergraduate major in psychology, career options in psychology and related fields, preparation for employment with a bachelor's degree, preparing for and succeeding in graduate school, and applying for a job or to a graduate school.

#### PSY 3330 Psychology of Relationships  
4  
This course explores the psychology of relationships, both the dynamics of healthy relationships and patterns of relationships under stress it examines significant aspects of relationships including codependence and addictive relationships, loving relationships, and relationships in transition. Course may be repeated for credit with a change of topic.

#### PSY 4000 Community Psychology  
4  
This course examines how the field of psychology can be applied to the community. Students explore how psychology relates to and can offer help on such issues as the nature of community, community involvement, community organizations, conflict resolution, mediation, and diversity.
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>PYC 4007 Psychology of Learning</strong></td>
<td>4</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>PYC 4015 Advanced Research Methods</strong></td>
<td>4</td>
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<tr>
<td>This course covers descriptive, correlational, quasi-experimental, and experimental approaches: design, methodology, and analysis. Students will experience designing, conducting, analyzing, and presenting (verbal and written) research findings. Topics will include hypothesis testing, validity, reliability, scales of measurement, questionnaire development, power, statistical significance, and effect size.</td>
<td></td>
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<tr>
<td><strong>PYC 4203 Humanistic Psychology</strong></td>
<td>4</td>
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<tr>
<td>This course explores the major concepts, theories, techniques, applications, and trends in the field of humanistic psychology, often called the Third Force in psychology. Influenced by humanism, existentialism, and phenomenology, humanistic psychology is fundamentally interested in human capacities and potentials. Humanistic psychology helped to birth the human potential movement, transpersonal psychology, and positive psychology. The course examines the nature of self, love, creativity, spontaneity, play, warmth, ego-transcendence, autonomy, responsibility, authenticity, meaning, transcendental experience, courage, and other topics of vital human interest.</td>
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<tr>
<td><strong>PYC 4205 Transpersonal Psychology</strong></td>
<td>4</td>
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<tr>
<td>Course material explores the higher and deeper dimensions of human experience. Topics include: the nature, validity, development, and value of these extraordinary experiences from the diverse disciplinary perspectives of psychology, philosophy, sociology, anthropology, and religion. The philosophical and empirical foundations of transpersonal psychology and the transpersonal principles used in counseling are discussed. Theorists include Roberto Assagioli, Ken Wilber, Stanislav Grof, Francis Vaughn, A.H. Almaas, and John Welwood.</td>
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<tr>
<td><strong>PYC 4217 Psychology of Creativity</strong></td>
<td>4</td>
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<tr>
<td>The course explores psychological and spiritual approaches to creativity and intuition. Students examine various theories and research findings as well as experience powerful transformative practices. Practices include: methods for inviting intuitions; techniques for overcoming creative blocks and elaborating insights; meditations that clear, focus and energize the mind; and practices that support intuition and sustain creative activity. Creative thinking, writing, drawing, and living are explored.</td>
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<tr>
<td><strong>PYC 4218 Healing Stories</strong></td>
<td>4</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>PYC 4219 Neuropsychology</strong></td>
<td>4</td>
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<tr>
<td>This course introduces 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 pathologic 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.</td>
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<tr>
<td><strong>PYC 4220 Cross-Cultural Psychology</strong></td>
<td>4</td>
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<tr>
<td>This course explores the major concepts, theories, and research in the field of cognitive psychology, and examines how people perceive, learn, remember, and think about information. Topics include: perception, attention, consciousness, memory, knowledge (representation, organization and manipulation), problem solving, reasoning, decision making, language, and intelligence.</td>
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<tr>
<td><strong>PYC 4221 Abnormal Psychology</strong></td>
<td>4</td>
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<tr>
<td>This course explores the definitions, categories, and characteristics of abnormal behaviors from biological, psychosocial, and sociocultural perspectives. Students examine various treatment concepts while maintaining a sensitivity to cultural constructions of “abnormality.”</td>
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<tr>
<td><strong>PYC 4222 Cognitive Psychology</strong></td>
<td>4</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>PYC 4225 Psychology of Women</strong></td>
<td>2</td>
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<tr>
<td>This course is a study of how major 20th-century theories including feminist, psychoanalytic, Jungian, and transpersonal have addressed women’s psychological issues.</td>
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<tr>
<td><strong>PYC 4226 Psychology of Men</strong></td>
<td>2</td>
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<tr>
<td>Students explore fundamental male issues including father-son and male-female relationships, work, play, and questions of power. Developments in male attitudes toward love, death, the family, and aging are also examined.</td>
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</tbody>
</table>
### PYC 4229 Somatic Psychology 4

The historical foundations of historical psychology are examined as well as how various somatic psychology practices are applied to the development and evolution of the self. The course reviews somatic understandings of topics such as anxiety, excitement, stress, and personal development. Understanding emotional expression, family systems, family interaction patterns, and self-development as somatic issues are examined. Discusses body practices such as work with breath, movement, gesture, and guided self-experience. This work can be applied clinically, socially, and personally.

### PYC 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 4307 Forensic Psychology 4

Role of psychology in the legal system: legal procedure and adversary system, jury selection, jury decision-making, eyewitness testimony, mental health law, criminal responsibility and legal insanity, expert psychological testimony, role of forensic psychologists.

### PYC 4311 Sports and Exercise Psychology 4

Psychological aspects of sports, including the value of sports, psychological factors involved in competitive as well as noncompetitive athletic activities and the role of sports psychologists.

### PYC 4901 Psychological Test and Measures 4

This course analyzes test and questionnaire construction, evaluation and interpretation of testing instruments, as well as the application of these instruments to intelligence and ability tests, personality and adjustment questionnaires, and ratings and behavioral observation techniques.

### PYC 4902 Health Psychology 4

This course will examine multiple, interactive factors that contribute to human health from a biopsychosocial perspective. Students will develop an understanding of how best to promote and maintain health, prevent and treat illness, and adapt and thrive in the context of chronic illness. Other areas that will be explored are the roles of stress, coping, immune response, social relationships, personality, and structural inequalities in the progression and prevention of disease.

### PYC 4903 Psychopharmacology 4

This course examines the neurological, physiological, and psychological effects of psychoactive drugs such as sedatives, stimulants, opiates, antidepressants, alcohol, and hallucinogens. The use of psychoactive drugs in treating mental disorders such as schizophrenia and manic-depressive illness is also explored.

### 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.

### Somatic Psychology [SPC] Courses (Units)

#### SPC 5000 Introduction to the Somatic Psychology Program 0

This is a required, no-cost, no-credit course for all students entering the Somatic Psychology program. Taken during the student’s first quarter, this course will orient students to program standards and procedures and provide other information that students will need to complete their program.

#### SPC 5004–06 Group Process A–C 2/2/2

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.

#### SPC 5100 Seminar in Somatic Psychology 0.5-1

Through a variety of different practical seminars, 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. This class must be taken for a total of five units.

#### SPC 5205 Diagnosis, Assessment, and Therapeutic Strategy B 3

Examination specific diagnosis, assessment, and treatment skills and concepts from traditional and somatic psychology perspectives including character analysis, formative psychology, and other somato-psychological systems for evaluating and developing psychotherapeutic treatment strategies.

#### SPC 5216 Sexuality 2

The sexual response cycle, male and female sexuality, 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.

#### SPC 5220 Principles of Somatic Psychology 3

An introduction to the fundamentals of somatic psychology, the field, and its basic concepts and values. Areas of focus include include history, issues, principles, and practices with attention to the origins and psycho-emotional consequences of the mindbody split. Students are introduced to basic practices such a sensory tracking, centering, and self-forming, and the concepts of dynamic systems and self-regulation.

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**College of Psychology**

152 College of Psychology

John F. Kennedy University
### Course Descriptions - continued

#### SPC 5241 The Cultural Body: Society, Body Image, and the Self  
2  
Examines the manner in which family, society, and culture act as intervening variables in our relationship to bodies. Beliefs (personal, familial, social, and cultural) and mythologies regarding the body and the impact of these beliefs on our somatopsychological 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 crosscultural differences in the manner and meaning of embodiment and the ramifications for clinical practice.

#### SPC 5323 Therapeutic Communication A  
3  
This course is an introduction to basic principles and practices of therapeutic communication. Students will study and practice basic psychotherapeutic concepts, skills, and self-awareness. Through lectures, films, and experiential practice, students will be helped to develop the clinical skills of somatic reflection, awareness, clear communication, flexibility, insight, compassion, cross-cultural sensitivity, and personal presence.

#### SPC 5324 Therapeutic Communication B  
3  
This course introduces students to specific Somatic Psychology clinical processes and practices within a holistic and psychodynamic 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.

#### SPC 5430 Movement Seminar A: The Self in Movement  
2  
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.

#### SPC 5431 Movement Seminar B: Clinical Technique  
1/3  
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.

#### SPC 5520 Psychopharmacology  
3  
An introduction and general overview of psychopharmacology as it relates to the practice of psychotherapy. Current medication, research in psychopharmacology, and psychoneurology will be covered. The course will also look at alternative remedies, natural medicine, and cultural issues from a holistic perspective as well as the relationship between psychotherapist and physician in medication management.

#### SPC 5530 Psychological Testing  
3  
This course is designed to help students understand the basic concepts and applications of psychological testing and the psychometric properties of psychological tests. The course will emphasize the appropriate applications and limitations of many of the current psychological tests—especially with regard to their use with people of non-dominant cultures. Issues of validity and ethics will be reviewed in this regard.

#### SPC 5535 Individual Development and Family Life Cycle A  
3  
This course introduces students to classic developmental 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 various somatic theories help us understand the process by which we come to inhabit our embodied self across the lifespan.

#### 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.”

#### SPC 5540 Child Therapy  
3  
This course provides an overview of theories and “best practices” approaches in the treatment of children. Students will become familiar with therapeutic work in various treatment settings and develop an appreciation of the overarching importance of multicultural, social, and developmental contexts in understanding child behavior. Students will develop skills for working in collaborative relationships in child therapy and study psychodynamic and child centered approaches to child therapy.

#### 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...
Course Descriptions - continued

SPC 5572 Body-Oriented Psychotherapies  2
This course examines the conceptual themes and clinical approaches common to all somatic psychotherapies and exposes students to the theory and practice of a number of contemporary modalities such as Hakomi, Somatic Experiencing, Formative Psychology, Bioenergetics, Core Energetics, Bodydynamics, Integrative Body Psychotherapy, Biosynthesis, Process Work, and Psycho-Physical Therapy.

SPC 5620 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 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  1-3
This course focuses on clinical case presentation for students in field placement. Case presentations from the student’s current placement serve as a starting point for lecture, clinical discussion, exploration of diversity issues, role-play, and self-exploration within a somatic psychology perspective. This class supports students in acquiring professional competence in the important clinical skill of case presenting.

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. Prerequisite: Permission of the program director and advisor.

SPC 5765 Field Placement  3
This course may be required if a student needs any additional quarters of clinical work.

SPC 5792 Practice of Group Psychotherapy  2
In this course, students receive comprehensive supervision for their field placement practice in group psychotherapy. MFT trainees who are facilitating weekly therapy groups participate in group supervision for two hours each week. Students learn how to plan and publicize a group and to maintain a therapeutic group culture.

SPC 5793 Child and Adolescent Therapy in the Schools  2
Comprehensive training and supervision for the counseling of children and adolescents in the school setting. MFT trainees work with children and adolescents and participate in group supervision for two hours each week.

SPC 5900 Topics in Somatic Psychology  1-3
Topics vary and may be repeated for credit when the subject matter changes.

SPC 5350 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 three-course sequence.

SPC 535X Professional Integrative Project Extension  0.5
This is the second in a three-course sequence. Students are supported to complete their integrative paper and prepare for their oral presentation on their topic. Students can retake this course in order to complete their papers past PIP B. Prerequisite: SPC 5350.

SPC 5351 Professional Integrative Final Project B  1.5
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 5350 and SPC 535X.

SPC 9020 Special Topics  0
This course is reserved for students who have returned to the program after an absence or who have transferred into this program from another one in the College of Professional Studies. This zero-credit 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.
## Course Descriptions - continued

### TRAUMA [TSC] COURSES (units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSC 5001</td>
<td>Foundations of Trauma Studies</td>
<td>3</td>
</tr>
<tr>
<td>TSC 5002</td>
<td>The Neurobiology of Trauma</td>
<td>2</td>
</tr>
<tr>
<td>TSC 5003</td>
<td>Attachment and Developmental Approaches to Trauma</td>
<td>3</td>
</tr>
<tr>
<td>TSC 5004</td>
<td>Assessment and Treatment Planning for Trauma</td>
<td>2</td>
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<tr>
<td>TSC 5005</td>
<td>Legal and Ethical Issues in Trauma</td>
<td>1</td>
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<tr>
<td>TSC 5006</td>
<td>Somatic Approaches to Trauma</td>
<td>3</td>
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<tr>
<td>TSC 5007</td>
<td>Working with Trauma in Family Systems</td>
<td>2</td>
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<tr>
<td>TSC 5008</td>
<td>Art-Based Interventions for Trauma</td>
<td>2</td>
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<tr>
<td>TSC 5009</td>
<td>Working with Systemic Trauma: Self, Culture and Society</td>
<td>2</td>
</tr>
<tr>
<td>TSC 5010</td>
<td>Vicarious Trauma and Self Care</td>
<td>1</td>
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</tbody>
</table>

**TSC 5001 Foundations of Trauma Studies**

This course introduces students to the biological, psychological, developmental and cultural factors that contribute to stress and trauma and provides an overview of the personal, biological and systemic impacts of trauma. Students will become familiar with the foundational concepts within trauma theory, will examine impressed to stress reduction, trauma management techniques and will explore the concepts of resourcing and resilience. Techniques that will be introduced are progressive relaxation, meditation, mindfulness practices, visualization, autogenic and somatic techniques such as breath work, grounding, movement practices, conscious self-regulation and emotional, spiritual and somatic resources.

**TSC 5002 The Neurobiology of Trauma**

This course provides an understanding of the psychobiology and neurobiology of trauma and how to work with trauma within a neurobiological framework. Conceptual distinctions will be made between developmental bonding, developmental trauma, and shock trauma. Guidance will be provided regarding how to address different kinds of symptom presentations from within a neurobiological treatment perspective. Topics covered include: tracking and making contact with sensorimotor experience, pendulation, window of tolerance, hyper versus hypotonic trauma responses, somatic experience, trauma releasing processes, phase oriented treatment, establishing mindfulness, stabilization and resourcing, spirituality and trauma, and models of understanding and treating dissociation and fragmentation.

**TSC 5003 Attachment and Developmental Approaches to Trauma**

This course focuses on the specific impact of trauma on healthy attachment and individual development. Impacts of trauma on the developing brain and the repercussions of trauma on human relational development will be explored. Chronic early trauma has an impact on psychological, emotional, sensory and neurological development. This class will identify risks, interventions, and assessments for working with individuals that may have been affected by the early developmental traumas of long-term neglect, repeated abuse and poor early childhood care, as well as situational traumas that may impact or limit natural developmental cycles.

**TSC 5004 Assessment and Treatment Planning for Trauma**

This course will introduce practical approaches for diagnosis, assessment and treatment planning for clients that may be impacted by trauma. Case management, team based care, additional resourcing, goal setting, phase oriented treatment, working with differential diagnosis, co-occurring disorders and resistance will be covered.

**TSC 5005 Legal and Ethical Issues in Trauma**

This course will familiarize students with existing legal and ethical issues facing clients who have experienced trauma. Mandates to report as well as working with the client to integrate their experiences of trauma will be considered as well as an examination of personal values and biases.

**TSC 5006 Somatic Approaches to Trauma**

Students will learn to help clients resource, stabilize, process, metabolize and integrate personal and historical experiences of trauma, as well as ongoing challenges with activation. This course will provide maps, models and the development of skills within the Phase Oriented treatment model. Topics covered will include: studying the organization of experience, tracking and making contact with felt-experience, establishing somatic mindfulness, pendulation, coping dynamics, regulating traumatic arousal, framing and assessing, stabilization and resourcing. Models of understanding and treating dissociation and fragmentation, and memory processing will be taught and practiced.

**TSC 5007 Working with Trauma in Family Systems**

This class will focus on the impact of trauma on the family system from a unification de-unification point of view exploring negative impacts as well as resilience within the family unit. Students will learn the application of systemic theories in the treatment of families in therapy. Focus on full family interventions as well as individual insight into systemic issues will be addressed. Considerations regarding diversity, confidentiality and systemic impacts of trauma will be explored.

**TSC 5008 Art-Based Interventions for Trauma**

This course will introduce students to a variety of multi modal art based interventions that can be used in individual, family and group settings to enhance sensory integration, organize narrative responses and find voice in art as healing responses to trauma. This experiential class will introduce a variety of art based tools that the practitioner can use for clients who have acute or long term traumatic histories.

**TSC 5009 Working with Systemic Trauma: Self, Culture and Society**

This course will look at the impact of institutionalized racism, bias and marginalization as well as the isolative effects of acute trauma on the client and how these systemic issues can be worked with in a therapeutic session. Issues of diversity, privilege and human potential will be explored. Student's own cultural identities will be explored as well as issues related to bias and projection.

**TSC 5010 Vicarious Trauma and Self Care**

This course focuses on the experience of the mental health provider in a trauma based practice and ways to work with and through the emotional content of the client toward better self-care and as an antidote to burn-out and empathy fatigue. Students will explore ways they can build healthy boundaries, release the tensions of day and find ways to care for self toward a continuation of long term practice.
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 (JD). The law program is flexibly designed both for individuals who want to study law while maintaining family, work, or other outside responsibilities and those able to devote themselves to full-time study. In cooperation with the College of Business and Professional Studies, the College of Law also offers a dual degree JD/MBA program that can be completed in four years in the full-time program or four-and-a-half years in the part-time program. Additionally, the College of Law offers an American Bar approved undergraduate degree in Legal Studies and an ABA-approved Paralegal Certificate Program. (See Legal Studies section below)
Juris Doctor Program

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:

- **Exceptional Faculty.** Our faculty consists of full-time professors and working professionals with outstanding records as lawyers and judges, who bring the most up-to-date professional perspectives to the classroom.

- **Exceptional Support.** A wide range of academic support services are offered, including workshops and teaching sessions to assist students in developing skills essential to success in school, on the California Bar Examination and in legal practice.

- **Exceptional Experience.** Students have the opportunity to gain real world legal experience either in the Legal Clinic for Elders or the Housing Advocacy Clinic located on the Pleasant Hill campus, or through placements in law offices, government agencies, and the courts. These experiences teach practical legal skills, expose students to a valuable professional network, and provide a chance to engage in valuable public interest work. Students work under the supervision of core faculty or practitioners in these specialties.

Program Learning Outcomes

- **Legal Research.** Students will be able to demonstrate effective use of the tools of legal research, both in traditional and online formats, be able to create an effective research plan, and work through the issue to a sound understanding of the applicable legal doctrine.

- **Communication.** Students will have the ability to communicate in written form both to members of the profession and to the lay community in a manner that is clear, logical, well-organized, and persuasive, and will be able to verbally communicate legal positions and viewpoints in an articulate manner.

- **Fundamental Lawyering Skills.** Students will have developed competency in the skills associated with practicing law such as client interviewing, problem solving, counseling, drafting legal documents, negotiation, advocacy in a variety of settings, and non-adversarial dispute resolution practices.

- **Legal Analysis.** Students will be able to assess complex legal problems by identifying legal issues and critical facts, applying astute legal reasoning skills, and assessing the potential options, solutions, and strategies.

- **Knowledge of Legal Doctrine.** Students will be able to demonstrate competency in the fundamental legal doctrine covered on the California Bar Examination, such as contracts, torts, criminal law, real property, constitutional law, civil procedure, business associations, community property, professional responsibility, criminal procedure, evidence, and remedies, as well as in other areas deemed important in the general practice of law.

- **Professional Ethics.** Students will be able to demonstrate competency in understanding the standards of professional responsibility required of members of the legal profession, be able to recognize ethical dilemmas and resolve them appropriately, and recognize the moral dilemmas often faced in the practice of law.

- **Professional Values.** Students will be able to demonstrate an awareness of the value of community service and the role of law in promoting social justice and will recognize the value of diversity within the legal profession and society.

- **Critical Thinking.** Students will have the ability to identify and understand the legal and social policy implications of various legal conflicts and will have an understanding of how the law can serve to either promote or diminish justice, individual dignity, equal opportunity, or the sanctity of nature.

Accreditation

JFK University is accredited by the Western Association of Schools and Colleges (WASC). The College of Law is accredited by The Committee of Bar Examiners of The State Bar of California. Accreditation by The Committee of Bar Examiners permits graduates from JFK University College of Law to take the California Bar Examination upon graduation and, when the graduate passes and complies with all other admission requirements, to practice law anywhere in California, in both State and federal courts.

Study at, or graduation from, this law school may not qualify a student to take the bar examination or be admitted to practice law in jurisdictions other than California. A student who intends to seek admission to practice law outside of California should contact the admitting authority in that jurisdiction for information regarding its education and admission requirements.

Admission Requirements

The application deadline for Fall admission is July 15. The deadline for Spring admission is January 10.

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.
Juris Doctor Program - continued

This includes the completed application form with fee, personal statement, transcripts, and any other supporting documentation. Law School Admission Test (LSAT) scores are requested by the College of Law from the Law School Admission Council. Transcripts and other documents may also be accepted through Credential Assembly Service (CAS). In rare cases, LSAT scores and transcripts may be accepted after the deadline. Please contact the Assistant Director for Admissions, Advising and Records for more information. For information on admission, course offerings, degree requirements, academic policies, and faculty backgrounds, please visit the University website. Prospective students are invited to visit the College, observe classes, and talk with students, faculty, and staff about careers in law.

Student Body
Students in the College of Law bring 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 30 people per class—and are offered during the day and evening. Seminar-style classes and other special offerings are also scheduled on some Saturdays, usually from 9 a.m. to 5 p.m.

Clinical Program
After the second year of study, students are encouraged to obtain experience at the on-site Housing Advocacy Clinic or Legal Clinic for Elders, or through internship with government agencies, public interest law 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 23,000 volumes and more than 4,200 electronic and 100 periodical titles at the Pleasant Hill campus. Primarily supporting students, alumni, and faculty of the College of Law and the Legal Studies program, the library is also available to the public for a fee.

In addition to titles required by The State Bar of California 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 program of academic support services available throughout a student’s law school career, focusing on skills and topics of particular interest to law students.

Bar Examination Preparation
The College of Law provides every degree candidate special opportunities to access high quality bar examination review materials to enhance their prospects for success on the California Bar Examination.
Legal Studies Program

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

Mission

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

Note: The policies and procedures in this section of the catalog apply to both the paralegal certificate and the Bachelor of Arts in Legal Studies programs.

Goals and Objectives

The Legal Studies programs will provide students with the knowledge, skills, tools, and values necessary to be effective members of a legal team.

We will provide students with:

- Analytical and critical thinking ability;
- Strong written communication skills;
- Proficiency in legal research and legal writing;
- The knowledge of the ethical guidelines and limitations governing the profession in the public and private sectors; and
- The ability to navigate the use of various legal technologies. By graduation, all students should be able to:
- Demonstrate proficiency in oral and written communication;
- Describe and assess the ethical obligations and limitations of legal professionals in specific factual situations;
- Demonstrate proficiency for legal research, both online and in the library;
- Describe the role of diversity in American jurisprudence;
- Apply analytical and critical thinking

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 California Business and Professions Code Sections 6450-6456 requiring paralegals to be educated at an accredited institution offering a minimum of 36 quarter units of legal specialty coursework.

Bachelor of Arts in Legal Studies

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

Admission Requirements

Applicants must have 54 quarter units (36 semester units) of college transferable credit which include at least 27 quarter units (18 semester units) of general-education in three categories. At least 4.5 units of freshman English or college composition must be completed with a C or better prior to admission. To be considered, applicants must submit a JFK University application, forward official transcripts from all colleges and universities they attended, and complete the specific writing sample as outlined in the admission packet for the program.

Transfer of Legal Specialty Courses

This transfer policy only applies to students enrolled in the Bachelor’s degree in Legal Studies. At the discretion of the Legal Studies department, students may be given credit for other legal specialty courses 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 legal specialty course all the following must exist:

- The legal specialty course must be equivalent in content, length and nature to JFK University’s course.
- The legal specialty course 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 legal specialty course
- The legal specialty course must carry upper-division academic credit.
- Students seeking to transfer in Legal Specialty Courses that were taken in alternative delivery format (online, blended/hybrid, accelerated, or compressed) must take all eight (8) units of Substantive Focus Area Courses in traditional classroom format.
- Up to two (2) specialty courses may be credited towards the Paralegal Certificate and eight (8) credited towards BA in Legal Studies.
## Degree Requirements

All courses are 4 quarter units unless otherwise indicated.

### LOWER-DIVISION GENERAL-EDUCATION (LDGE) BREADTH REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may complete the lower-division coursework by taking recommended courses from local community colleges, earning credit through the College Level Examination Program (CLEP), or taking approved College of Business and Professional Studies' courses.</td>
<td>45 units</td>
</tr>
<tr>
<td>COMPOSITION</td>
<td>9 units</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>12 units</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>3 units</td>
</tr>
<tr>
<td>NATURAL SCIENCE</td>
<td>9 units</td>
</tr>
<tr>
<td>SOCIAL SCIENCE</td>
<td>12 units</td>
</tr>
</tbody>
</table>

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

### THE BACHELOR OF ARTS IN LEGAL STUDIES INCLUDES ALL PARALEGAL CERTIFICATE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</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>
<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>
<tr>
<td>PLS 3008</td>
<td>Litigation I</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3009</td>
<td>Litigation II</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3010</td>
<td>Legal Technology Applications</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3011</td>
<td>Paralegal Capstone (Completed in the last term of the certificate program)</td>
<td>1</td>
</tr>
</tbody>
</table>

### 8 Units in Substantive Focus Area Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 3006</td>
<td>Contract Law</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3012</td>
<td>BA Capstone</td>
<td>3</td>
</tr>
<tr>
<td>PLS 3023</td>
<td>Criminal Law</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3101</td>
<td>Accounting for Legal Professionals</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3103</td>
<td>Advanced Legal Writing</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3111</td>
<td>Law and Social Justice</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3113</td>
<td>Critical Thinking in Law and Business</td>
<td>4</td>
</tr>
</tbody>
</table>

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

### REQUIRED (NON-CERTIFICATE) COURSES FOR LEGAL STUDIES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 3400</td>
<td>Advanced Business Communication</td>
<td>4</td>
</tr>
<tr>
<td>LIB 3146</td>
<td>Information Literacy</td>
<td>2</td>
</tr>
<tr>
<td>PLS 3109</td>
<td>BA Capstone</td>
<td>3</td>
</tr>
<tr>
<td>PLS 3023</td>
<td>Criminal Law</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3101</td>
<td>Accounting for Legal Professionals</td>
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<td>Advanced Legal Writing</td>
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<td>Law and Social Justice</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3113</td>
<td>Critical Thinking in Law and Business</td>
<td>4</td>
</tr>
</tbody>
</table>

Legal Specialty Focus Course: 4 units

### Lower-Division Breadth Requirements 45 units

### Degree Requirements 76 units

### Units to Reach 180 varies

### Total Units for Degree 180 units
Paralegal Certificate

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

The Paralegal certificate curriculum includes 11 legal specialty courses that are applied to the BA in Legal Studies. Students may complete the certificate program in one year.

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

Admission Requirements

Applicants must have 54 quarter units (36 semester units) of college transferable credit which include at least 27 quarter units (18 semester units) of general-education in three categories. At least 4.5 units of freshman English or college composition must be completed with a C or better prior to admission. For consideration into the program, applicants must submit a JFK University application, forward official transcripts from all colleges and universities previously attended, and complete the specific writing sample contained in the admissions packet for the program. If a prospective student does not meet the above academic requirements, the student should contact the College Admissions Advisor to explore possible other options.

Transfer of Legal Specialty Courses

At the discretion of the Legal Studies department, students may be given credit for other legal specialty courses 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 legal specialty course all the following must exist:

- The legal specialty course must be equivalent in content, length and nature to JFK University’s course.
- The legal specialty course 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 legal specialty course.
- The legal specialty course must carry upper-division academic credit.
- Students seeking to transfer in Legal Specialty Courses that were taken in alternative delivery format (online, blended/hybrid, accelerated, or compresses) must take all eight (8) units of Substantive Focus Area Courses in traditional classroom format.
- Up to two (2) specialty courses may be credited towards the Paralegal Certificate.

Certificate Requirements

All courses are 4 quarter units unless otherwise indicated.

<table>
<thead>
<tr>
<th>CORE COURSES</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 3001 Introduction to Law</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3002 Legal Research</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3003 Legal Writing</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3004 Legal Ethics</td>
<td>2</td>
</tr>
<tr>
<td>PLS 3005 Tort Law</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3008 Litigation I</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3009 Litigation II</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3010 Legal Technology Applications</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3011 Paralegal Capstone (Completed in the last term of the certificate program)</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBSTANTIVE FOCUS AREAS (8 UNITS) – STUDENTS WILL TAKE 2 OR MORE OF THE FOLLOWING COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 3006 Contract Law</td>
</tr>
<tr>
<td>PLS 3015 Wills, Trusts &amp; Estate Planning</td>
</tr>
<tr>
<td>PLS 3021 Real Estate Law</td>
</tr>
<tr>
<td>PLS 3023 Criminal Law</td>
</tr>
<tr>
<td>PLS 3025 Business Organizations/Corporations</td>
</tr>
<tr>
<td>PLS 3027 Family Law</td>
</tr>
<tr>
<td>PLS 3029 Evidence</td>
</tr>
<tr>
<td>PLS 3031 Intellectual Property</td>
</tr>
<tr>
<td>PLS 3033 Public Benefits Law</td>
</tr>
<tr>
<td>PLS 3035 Immigration Law</td>
</tr>
<tr>
<td>PLS 3037 Environmental Law</td>
</tr>
<tr>
<td>PLS 3038 Employment Law</td>
</tr>
<tr>
<td>PLS 3040 Internship</td>
</tr>
<tr>
<td>PLS 3046 Project Management in E-Discovery</td>
</tr>
<tr>
<td>PLS 3047 Advanced Legal Technology</td>
</tr>
<tr>
<td>PLS 3048 Trial Presentation Skills</td>
</tr>
</tbody>
</table>

Total Units for Certificate: 39 units
Course Descriptions

LEGAL STUDIES [PLS] COURSES (units)

BUS/PLS 3400 – Advanced 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.

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.

PLS 3003 Legal Writing 4
This course will focus on analyzing legal problems, and writing clearly and concisely. The ability to effectively, clearly, and precisely express oneself in writing is critical to success in a legal environment. This is true of every written communication – from e-mail to court documents. This course will emphasize the writing component of the paralegal profession by requiring the student to analyze various legal problems and communicate their findings in a proper written format. In this course, students will focus on grammar and basic writing as well as legal writing.

PLS 3004 Ethics 2
This course will introduce students to the types of ethical dilemmas and issues that they will face in the workforce and to the rules adopted in California for the regulation of paralegals and their managing attorney’s conduct. Students will learn methods for researching the answers to ethical dilemmas. This will include online research methods. It provides students with brief coverage of ethical principles from the perspective of the practicing paralegal, placing special emphasis on how rules affect paralegals.

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 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. Prerequisite: PLS 3008.

PLS 3010 Legal Technology Applications 4
This course provides training on software used for communication, creating legal documents and presentations in a legal environment, e.g., Word, Excel, PowerPoint, Acrobat, and Outlook. Students will be exposed to legal-specific software in terms of a billing, document management, case management, and trial presentation software used in our legal community. Students will also learn about the latest legal apps.

PLS 3011 Paralegal 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 3012 BA Capstone 3
This is the capstone course for the Legal Studies Program. Students will use their skills and knowledge acquired throughout the curriculum to perform substantive legal work in preparation for their entry into the legal profession.
Course Descriptions - continued

**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 pretrial investigation techniques, pre- and post-trial criminal motions, trial preparation, and criminal appeals.

**PLS 3025 Business Organizations/ Corporations** 4
This course will provide the student with the introduction to the formation, operation, and dissolution of various kinds of business organizations including the different types of corporations, sole proprietorships, and partnerships.

**PLS 3027 Family Law** 4
This course will introduce the student to the broad area of family law including the fundamental principles underlying the marital relationship, dissolution, child custody, and support. Students will learn how to become an effective paralegal in a family-law practice by the drafting of the various documents relating to domestic relations.

**PLS 3029 Evidence** 4
This is a survey course designed to examine the basic principles of evidence in the civil trial arena. This course will focus on both the federal and California rules of evidence as well as the application of those rules in the civil trial process.

**PLS 3031 Intellectual Property** 4
This is a survey course of the principal types of intellectual property—trade secrets, patents, copyrights, and trademarks—as set forth in federal and state statutes and further defined by case law.

**PLS 3033 Public Benefits Law** 4
This course examines the law and regulations surrounding our public benefits in both our state and federal government systems. Emphasis is placed on health care law, social security, the ADA, welfare, and regulations governing the rights of the elderly.

**PLS 3035 Immigration Law** 4
This course is a practice-oriented overview of immigration law and procedures. The course will cover the development of US immigration law, policy and procedures, and focus on legal terminology and forms utilized in immigration practice.

**PLS 3037 Environmental Law** 4
This is a survey course that will give students a broad, practical understanding of some important Federal and State environmental statutes and case law. The course is designed to introduce students to the fascinating variety of important environmental challenges addressed by environmental laws, the difficult policy issues surrounding environmental problems and the legal complexities of environmental regulatory and administrative schemes. The course will explore the practical considerations in regulating air and water usage and its impact on human life and animal life and the roles of the government, business owners and private citizens in accomplishing the goals of the Legislature.

**PLS 3038 Employment Law** 4
The purpose of this course is to familiarize students with the fundamentals of employment law. This course covers the fundamental concepts of employment law while examining the entire employer-employee relationship. The course starts with an examination of the prohibition of workplace discrimination, then moves to the hiring of employees, the managing of employees, and then to the ultimate decision to end the employer-employee relationship. Learners will also be required to complete practical assignments that are routinely handled by paralegals working in an employment law practice.

**PLS 3040 Internship** 4
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 legal specialty electives). There is also a classroom component to this course, offering advice in resume writing, interview skills, and issues of employability. Prerequisite: PLS 3002.

**PLS 3046 Project Management in E-Discovery** 2
This course is offered completely online in the Winter quarter. Paralegals are often depended on to coordinate much of the discovery process in civil litigation. Taking on this role requires that paralegals are familiar with and understand e-discovery rules, requirements, and procedures. Students in this course will learn the basic principles of project management, and how to apply these established principles to each phase of the discovery process.
Course Descriptions - continued

**PLS 3047 Advanced Legal Technology**  
This course is offered completely online in the Spring quarter. This course provides advanced training on software used for communication, and the creation and management of legal documents and presentations in a legal environment, e.g., Word, Excel, PowerPoint, Outlook, FileSite, Workshare Compare, and NetDocuments. Students will learn how to use software commonly utilized in law firms and other legal environments for team collaboration with a focus on the capabilities of Office 365, including, but not limited to, Sway, OneNote and SharePoint. Students will also learn about the latest legal-related apps.

**PLS 3048 Trial Presentation Skills**  
This hybrid course is offered in the Spring quarter. Students are required to attend four in-person sessions. In this hybrid course, students will gain live, hands-on experience with the legal trial presentation software TrialDirector. Specifically, students will learn the basic rules of evidence, and to prepare and display trial exhibits, and synchronize deposition videos. Students will also learn how to set-up the equipment needed for live trial presentation. Upon successful completion of this course, students will have the opportunity (optional) to gain experience with live trial presentation by operating TrialDirector in the summer mock trials for the law school.

**PLS 3101 Accounting for the Legal Professional**  
This course introduces the basic concepts and principles of accounting. This is an introductory course and, as a result, assumes no prior knowledge or experience with accounting. Objectives of this course include: (1) understanding how accounting concepts and financial statements affect legal issues, (2) a working knowledge of accounting; (3) the ability to understand the language of accounting; (4) enhanced ability to communicate with those in the accounting profession; and (5) the ability to critically review and analyze financial statement information.

**PLS 3103 Advanced Legal Writing**  
This course is the advanced writing course, required for the BA students. This course will reinforce the art of analyzing legal problems, and writing clear and concise legal correspondence, e-mail, memoranda and briefs. Students will conduct research and write a research paper, as well as draft other legal documents.

**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 Critical Thinking in Law & Business**  
This course addresses the interaction of law and business and the societal issues that must be a part of successful and responsible business activities.
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Chairman and CEO, Pittard Partners LLC

Mr. Hiep Quach  
Retired Executive

Dr. E. Lee Rice  
CEO and Medical Director, Lifewellness Institute

Mr. Carlos Rodriguez  
Public Affairs and Communications Consultant, Rodriguez & Company

Mr. Jay Stone  
Vice President, Van Scyoc Associates, Inc.

Mr. Thomas Topuzes  
President and CEO, Thomas Topuzes & Associates, LLC

National University System Administration

Dr. Michael Cunningham  
Chancellor, The National University System

Ms. Adriana Cabre  
Vice Chancellor, Human Resources

Mr. Daniel Devine  
Chief Operating Officer

Mr. Christopher Graham  
Vice Chancellor, External Relations

Mr. Christopher Krug  
Vice Chancellor, Information Technology

Dr. Dave Lawrence  
Vice Chancellor, Finance

Mr. Seth Odell  
Vice Chancellor, Marketing

Ms. Michelle Bello  
Associate Vice Chancellor, Finance

John F. Kennedy University Administration

Debra Bean, President  
University of Colorado, BFA; School of the Art Institute of Chicago, MFA

James R. Mirr  
Chief Financial Officer, Purdue University, BS; Management

Matthew Bruce  
Associate Vice President of Technology & Educational Services; National University, MBA

Judy Castro  
Associate Vice President of Student Experience; University of San Francisco, EdD

Michael Davidson  
Associate Vice President of Marketing & Communications; California College of the Arts, BFA
Dean E. Barbieri  
Dean, College of Law; University of California, Davis, BA; San Francisco Law School, JD

Michael Graney-Mulholland  
Interim Dean, College of Psychology; Dean, College of Business and Professional Studies University of Phoenix, BS, MBA; Golden Gate University, San Francisco, DBA

Alvin McLean  
Associate Dean, College of Psychology; Kansas University, BA, BMEd; University of Wisconsin, PhD

Mindy Bergeron  
Director of Financial Aid, University of California, Berkeley, BA

Lisa Hutton  
Faculty Senate President; Director, Legal Studies Program; Professor, California State University, Chico, BA; John F. Kennedy University, JD

Edward Lubin  
Director of Enrollment; University of Phoenix, BS; Argosy University, MBA

David Sadler  
Director of Facilities

Diane Cvetic  
Registrar, University of California, Berkeley, BA. California State University, East Bay, MS Education

College of Psychology

Michael-Graney Mulholland, Interim Dean, College of Psychology. University of Phoenix, BS, MBA; Golden Gate University, San Francisco, DBA

Alvin McLean, Associate Dean, College of Psychology, Kansas University, BA, BMEd; University of Wisconsin, PhD

Doug Haldeman, Professor, Chair, Clinical Psychology doctoral Program. University of Washington, BA; Stanford University MA; University of Washington, PhD

Karen Jaenke, Professor, Chair, Consciousness & Transformative Studies Program. Wake Forest University, BA; Princeton Theological Seminary, MDiv; California Institute of Integral Studies, PhD.

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

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College of Law

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Ora Prochovnick, Associate Professor, New College of California, JD

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Sherrill M. Hall, Administrative Director

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Libraries

PLEASANT HILL LEARNING RESOURCE CENTER
Joan Bewley, Reference and Collection Development Librarian. Humboldt State University, BA; MA; University of California, Berkeley, MLIS

Tina Miller, Law Librarian. University of San Diego, BA; San Jose State University, MLIS

Jamie Diermier, Librarian. California State University, East Bay, BS; San Jose State University, MLIS

SAN JOSE LEARNING RESOURCE CENTER
Lise Dyckman, San Jose Campus Librarian. University of Pennsylvania, BA, MA; Drexel University, MLIS

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**Eraslan, Leyla**, La Salle University, BA; John F. Kennedy University, MA

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

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Martin, Eric, Colorado State University, BS; Miami University, MS; Michigan State University, PhD

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

McLean, Rod., Adjunct Professor. The Evergreen State College, Washington, BA. Antioch University, Washington, MA

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Messori, Leryn, Chapman University, Orange, CA, BFA, BA; University of New Mexico, Albuquerque, NM, BA; Antioch University, Santa Barbara, CA, MA; Antioch University, Santa Barbara, CA, PsyD

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

Mills, Nicole, Bates College, BA; Cornell Law School, JD

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

Pasquini, Erica

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Van Oot, Peter, Professor. University of Delaware, BA; University of British Columbia, MA; Pennsylvania State University, PhD

Vaughan, Krystal, National University, BA; University of Redlands, MBA
Vogel, Eric, Associate Professor. University of California, Santa Cruz, BA; John F. Kennedy University, PsyD

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White, Jazmin, Humboldt State University, BA; Holy Names University, MA

Williams, Sage, Georgia State University, BA; John F Kennedy University, MA

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Wolf, Anne, Lecturer, University of California, Berkeley, BA

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Wu, Jay, University of Wisconsin-Madison, MA, PhD

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Harper, Chastity, General Education, Science. North Carolina Central University, BS; North Carolina Central University, MS
On-Campus and Traditional Course Numbering System

Courses of instruction are numbered according to the following system:

- **1000 – 2999**  Lower-Division Courses
- **3000 – 4999**  Upper-Division Courses
- **5000 – 5999**  Graduate Courses
- **6000 – 6999**  Post-Master’s Courses
- **7000 – 7999**  Doctoral Courses
- **9000 – 9999**  Non-Credit, Field Placement, and Workshops

Course Prefixes

Prefixes ending in J designate courses offered at the San Jose campus.

- **BUS**  – Business Administration and Management
- **CBA**  – Credit by Assessment
- **CNS**  – Consciousness and Transformative Studies
- **DPB**  – Counseling Psychology (Holistic): Depth Psychotherapy Specialization
- **EXA**  – Counseling Psychology (Holistic): Expressive Arts Specialization (San Jose)
- **EXB**  – Counseling Psychology (Holistic): Expressive Arts Specialization
- **HHE**  – Health Education
- **HPB**  – Counseling Psychology (Holistic): Core (Berkeley)
- **HPC**  – Counseling Psychology (Holistic): Core (Pleasant Hill)
- **HSJ**  – Counseling Psychology (Holistic): Holistic Studies Specialization (San Jose)
- **LIB**  – Liberal Studies
- **PLS**  – Paralegal/Legal Studies
- **PSD**  – Doctor of Psychology
- **PSJ**  – Counseling Psychology (San Jose)
- **PSP**  – Sport Psychology
- **PSY**  – Counseling Psychology
- **PYC**  – BA Completion in Psychology
- **PYJ**  – BA Completion in Psychology (San Jose)

JFKu Online Powered by FlexCourse

Course Numbering System

The three-letter abbreviation preceding a course number indicates the department or discipline of instruction or the general subject area of study. For example: SOC = Sociology; ENG = English; PSY = Psychology; MGT = Management; MTH = Math; or BIO = Biology. The three-number designation associated with each department and/or subject generally indicates the course level of study as shown below.

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<tr>
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<th>Course Number</th>
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<tr>
<td>Developmental courses</td>
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<tr>
<td>Freshman level courses</td>
<td>100-199</td>
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<tr>
<td>Sophomore level courses</td>
<td>200-299</td>
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<tr>
<td>Junior level courses</td>
<td>300-399</td>
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<tr>
<td>Senior level courses</td>
<td>400-499</td>
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<tr>
<td>Graduate level courses</td>
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</table>
Map of Pleasant Hill Campus

Address:
100 Ellinwood Way
Pleasant Hill, CA 94523-4817

Phone:
(800) 696-JFKU (5358)
(925) 969-3300

Directions:

From San Francisco:
Take I-80 east toward the San Francisco–Oakland Bay Bridge and cross into Oakland. Exit onto I-580 east.
Follow I-580 east and take exit for CA-24 east toward Walnut Creek.
Follow CA-24 east and take exit for I-680 north toward Concord and Sacramento.
Follow I-680 north and take exit number 49A for Contra Costa Blvd. and Pleasant Hill.
Follow Contra Costa Blvd. north to Ellinwood Drive and turn right onto Ellinwood Drive.
Follow Ellinwood Drive straight through to its end and turn right onto Ellinwood Way.
Follow Ellinwood Way to campus on the left.

From the north:
Take I-780 east or I-680 south to the George Miller Jr. Memorial Bridge (Benicia-Martinez Bridge).
Follow I-680 south and cross the bridge into Martinez.
Continue on I-680 to exit 51 for Willow Pass Road and turn right.
Follow Willow Pass Road to Contra Costa Blvd. and turn left.
Follow Contra Costa Blvd. south to Ellinwood Drive and turn left onto Ellinwood Drive.
Follow Ellinwood Drive straight through to its end and turn right onto Ellinwood Way.
Follow Ellinwood Way to campus on the left.

From Campbell, San Jose, and the south:
Take I-280 south to I-680 north.
Follow I-680 north and take exit number 42A for Contra Costa Blvd. and Pleasant Hill.
Follow Contra Costa Blvd. north to Ellinwood Drive and turn right onto Ellinwood Drive.
Follow Ellinwood Drive straight through to its end and turn right onto Ellinwood Way.
Follow Ellinwood Way to campus on the left.
Map of San Jose Campus

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
# Academic Calendar, JFKU Online Powered by FlexCourse

The JFKU Online powered by FlexCourse academic calendar consists of two 24-week sessions. Academic activity is in session all year-round, with the exception of a 2-week break at the end of each calendar year.

## Summer Law Semester 2018  May 28, 2018 – August 3, 2018

- **Priority Registration Begins**: April 23, 2018
- **Registration Begins**: April 24, 2018
- **Memorial Day (University Closed)**: May 28, 2018
- **Instruction Begins**: May 29, 2018
- **Independence Day Holiday (University Closed)**: July 4, 2018
- **Instruction Ends**: August 3, 2018
- **Summer Law Term Ends**: August 4, 2018
- **Grades are Due**: August 12, 2018
- **Grades are Available**: August 13, 2018

## Summer Quarter 2018  July 2, 2018 – September 15, 2018

- **Priority Registration Begins**: May 21, 2018
- **Registration Begins**: May 22, 2018
- **Instruction Begins**: July 2, 2018
- **Independence Day Holiday (University Closed)**: July 4, 2018
- **Labor Day Holiday (University Closed)**: September 3, 2018
- **Instruction Ends**: September 15, 2018
- **Grades are Due**: September 23, 2018
- **Grades are Available**: September 24, 2018

## Fall Law Semester 2018  August 13, 2018 – December 15, 2018

- **Priority Registration Begins**: July 2, 2018
- **Registration Begins**: July 3, 2018
- **Instruction Begins**: August 13, 2018
- **Labor Day Holiday (University Closed)**: September 3, 2018
- **Veterans Day Holiday (University Closed)**: November 12, 2018
- **Thanksgiving Holiday (University Closed)**: November 22-25, 2018
- **Law Reading Period**: November 28-November 30, 2018
- **Law Exam Period**: December 3-December 13, 2018
- **Instruction Ends**: December 15, 2018
- **Winter Holiday**: December 22-January 1, 2019
- **University Reopens**: January 2, 2019
- **Grades are Due**: January 13, 2019
- **Grades are Available**: January 14, 2019
### SUMMER INTERSESSION  September 3, 2018 – September 29, 2018

<table>
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<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Priority* Registration Begins</td>
<td>July 23, 2018</td>
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<tr>
<td>Registration Begins</td>
<td>July 24, 2018</td>
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<tr>
<td>Labor Day Holiday (University Closed)</td>
<td>September 3, 2018</td>
</tr>
<tr>
<td>Inter session Begins</td>
<td>September 4, 2018</td>
</tr>
<tr>
<td>Inter session Ends</td>
<td>September 29, 2018</td>
</tr>
<tr>
<td>Grades are Due</td>
<td>October 7, 2018</td>
</tr>
<tr>
<td>Grades are Available</td>
<td>October 8, 2018</td>
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### FALL QUARTER 2018  October 1, 2018 – December 15, 2018

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<td>October 29, 2018</td>
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<tr>
<td>Registration Begins</td>
<td>October 30, 2018</td>
</tr>
<tr>
<td>Veteran's Day Holiday (University Closed)</td>
<td>November 12, 2018</td>
</tr>
<tr>
<td>Inter session Begins</td>
<td>December 10, 2018</td>
</tr>
<tr>
<td>Thanksgiving Holiday (University Closed)</td>
<td>November 22-25, 2018</td>
</tr>
<tr>
<td>Winter Holiday</td>
<td>December 22-January 1, 2019</td>
</tr>
<tr>
<td>Inter session Ends</td>
<td>January 5, 2019</td>
</tr>
<tr>
<td>Grades are Due</td>
<td>January 13, 2019</td>
</tr>
<tr>
<td>Grades are Available</td>
<td>January 14, 2019</td>
</tr>
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<th>Event</th>
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<td>Priority OAS Registration Begins</td>
<td>November 27, 2017</td>
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<tr>
<td>Registration Begins</td>
<td>December 4, 2017</td>
</tr>
<tr>
<td>Winter Holiday</td>
<td>December 23-January 1, 2018</td>
</tr>
<tr>
<td>University Reopens</td>
<td>January 2, 2018</td>
</tr>
<tr>
<td>Payment Arrangements Completed</td>
<td>January 2, 2018</td>
</tr>
<tr>
<td>Instruction Begins</td>
<td>January 4, 2018</td>
</tr>
<tr>
<td>Petition for Degree at End of Session 4</td>
<td>January 14, 2018</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Holiday</td>
<td>January 15, 2018</td>
</tr>
<tr>
<td>End of Session 2 2018</td>
<td>March 3, 2018</td>
</tr>
<tr>
<td>Degree Date</td>
<td>March 5, 2018</td>
</tr>
<tr>
<td>Grades are Due</td>
<td>March 11, 2018</td>
</tr>
<tr>
<td>Grades are Available</td>
<td>March 12, 2018</td>
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</table>

### WINTER QUARTER 2019  January 7, 2019 – March 23, 2019

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Priority* Registration Begins</td>
<td>November 26, 2018</td>
</tr>
<tr>
<td>Registration Begins</td>
<td>November 27, 2018</td>
</tr>
<tr>
<td>Winter Holiday</td>
<td>December 22-January 1, 2019</td>
</tr>
<tr>
<td>University Reopens</td>
<td>January 2, 2019</td>
</tr>
<tr>
<td>Instruction Begins</td>
<td>January 7, 2019</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Holiday (University Closed)</td>
<td>January 21, 2019</td>
</tr>
<tr>
<td>Instruction Ends</td>
<td>March 23, 2019</td>
</tr>
<tr>
<td>Grades are Due</td>
<td>March 31, 2019</td>
</tr>
<tr>
<td>Grades are Available</td>
<td>April 1, 2019</td>
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# Academic Calendar, On-Campus, and Traditional Online 2018-2019

## SPRING LAW SEMESTER 2019  
**January 7, 2019 – May 18, 2019**

<table>
<thead>
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<th>Event</th>
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<td>Priority* Registration Begins</td>
<td>November 26, 2018</td>
</tr>
<tr>
<td>Registration Begins</td>
<td>November 27, 2018</td>
</tr>
<tr>
<td>Winter Holiday</td>
<td>December 22-January 1, 2019</td>
</tr>
<tr>
<td>Semester Begins</td>
<td>January 7, 2019</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Holiday (University Closed)</td>
<td>January 21, 2019</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 25 - 29, 2019</td>
</tr>
<tr>
<td>Instruction Ends</td>
<td>April 29, 2019</td>
</tr>
<tr>
<td>Law Reading Period</td>
<td>April 30-May 3, 2019</td>
</tr>
<tr>
<td>Law Exam Period</td>
<td>May 6-17, 2019</td>
</tr>
<tr>
<td>Semester Ends</td>
<td>May 18, 2019</td>
</tr>
<tr>
<td>Commencement</td>
<td>TBD</td>
</tr>
<tr>
<td>Grades are Due</td>
<td>June 9, 2019</td>
</tr>
<tr>
<td>Grades are Available</td>
<td>June 10, 2019</td>
</tr>
</tbody>
</table>

## SPRING QUARTER 2019  
**April 1, 2019 – June 15, 2019**

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Priority* Registration Begins</td>
<td>February 18, 2019</td>
</tr>
<tr>
<td>Registration Begins</td>
<td>February 19, 2019</td>
</tr>
<tr>
<td>Instruction Begins</td>
<td>April 1, 2019</td>
</tr>
<tr>
<td>Memorial Day Holiday (University Closed)</td>
<td>May 27, 2019</td>
</tr>
<tr>
<td>Instruction Ends</td>
<td>June 15, 2019</td>
</tr>
<tr>
<td>Commencement</td>
<td>TBD</td>
</tr>
<tr>
<td>Grades are Due</td>
<td>June 23, 2019</td>
</tr>
<tr>
<td>Grades are Available</td>
<td>June 24, 2019</td>
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</table>

## SUMMER LAW TERM 2019  
**May 27, 2019 – August 3, 2019**

<table>
<thead>
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<th>Event</th>
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<td>Priority* Registration Begins</td>
<td>April 15, 2019</td>
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<tr>
<td>Registration Begins</td>
<td>April 16, 2019</td>
</tr>
<tr>
<td>Memorial Day Holiday (University Closed)</td>
<td>May 27, 2019</td>
</tr>
<tr>
<td>Instruction Begins</td>
<td>May 28, 2019</td>
</tr>
<tr>
<td>Independence Day Holiday (University Closed)</td>
<td>July 4, 2019</td>
</tr>
<tr>
<td>Instruction Ends</td>
<td>August 3, 2019</td>
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<tr>
<td>Grades are Due</td>
<td>August 11, 2019</td>
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<td>Grades are Available</td>
<td>August 12, 2019</td>
</tr>
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</table>
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<table>
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<tr>
<th>Expected Graduation Term</th>
<th>Deadline to Apply for Graduation</th>
<th>Conferral Date</th>
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<tbody>
<tr>
<td>Summer Quarter 2018</td>
<td>Jan. 15, 2018</td>
<td>Sept. 17, 2018</td>
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<tr>
<td>Fall Law Semester 2018</td>
<td>June 15, 2018</td>
<td>Dec. 17, 2018</td>
</tr>
<tr>
<td>Fall Quarter 2018</td>
<td>July 15, 2018</td>
<td>Dec. 17, 2018</td>
</tr>
<tr>
<td>Winter Quarter 2019</td>
<td>Oct. 15, 2018</td>
<td>Mar 25, 2019</td>
</tr>
<tr>
<td>Spring Law Semester 2019</td>
<td>Nov. 15, 2018</td>
<td>May 20, 2019</td>
</tr>
<tr>
<td>Spring Quarter 2019</td>
<td>Jan. 15, 2019</td>
<td>June 17, 2019</td>
</tr>
<tr>
<td>Summer Law Semester 2019</td>
<td>Mar. 15, 2019</td>
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