John F. Kennedy University

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John F. Kennedy University is an affiliate of the National University System. www.jfku.edu

2019-2020 Academic/Catalog Year beginning: July 1, 2019

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DISCLAIMER

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.
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, the University actively encourages applications from members of all groups that are under-represented in higher education.

State Authorization and Relocation Notice

Higher education institutions have a regulatory obligation to be authorized, approved, licensed, or otherwise exempt in states in which the institution enrolls students, offers services, or participates in applicable educational activities. John F. Kennedy University is authorized/approved in a variety of states and continues to pursue additional authorizations.

Students who relocate while enrolled may be unable to complete their studies if they are moving to a country or state where the University is not currently authorized to offer that particular program. Prospective students should contact their Admissions Advisor to discuss how relocation could alter their eligibility, while current students should contact their Academic Advisor if they are considering relocating during their course of study.

Since the University must be authorized/approved to offer programs in each state, there may be consequences for applicants and students who relocate to a state or country where the institution does not meet state requirements or has yet to be approved. There are also program limitations even in states where the university is authorized/approved; for states with an authorized/approved status, applicants/students may not be able to apply, continue, or change to a particular program, as not all programs may be approved by a state licensing authority. In these cases, these programs cannot be offered to students residing in that state.

Some programs offered at John F. Kennedy University may not provide all the educational requirements necessary for professional licensure or certification in a student’s state or country. Students considering an online program that leads to a professional license in a state are highly encouraged to contact the appropriate licensing agency and organization(s) in that state to seek information and additional guidance before beginning and continuing the program; and students should continually monitor changes throughout the program as licensure requirements may change over time.

Employment, Certification/Licensure Disclosures

John F. Kennedy University (JFKU) degrees do not guarantee employment or salary of any kind. Prospective students are strongly encouraged to review desired job positions to review degrees, education, and/or training required to apply for desired positions. Prospective students should monitor these positions as requirements, salary, and other relevant factors can change over time.
Successful completion and attainment of John F. Kennedy University degrees does not lead to automatic or immediate licensure, employment or certification in any state/country. The University cannot guarantee that any professional organization or business will accept a graduate's application to sit for any certification, licensure, or related exam for the purpose of professional certification. JFKU graduates will be subject to additional requirements on a program, certification/licensure, employment and state-by-state basis that can include one or more of the following items: internships, practicum experience, additional coursework, exams, tests, drug testing, earning an additional degree, and/or other training/education requirements.

All prospective students are advised to review certification or licensure requirements in their state, and to contact the certification/licensing body of the state and/or country where they intend to obtain certification/licensure to verify that these courses/program qualify in that state/country, prior to enrolling. Prospective students are also advised to regularly review the state’s/country’s policies and procedures relating to certification/licensure as those policies are subject to change.

**Criminal History Notice**

Many disciplines, professions, and jobs require disclosure of an individual's criminal history or citizenship, and a variety of states require background checks to apply to, or be eligible for, certain certificates, registrations, and licenses. Existence of a criminal history may also subject an individual to denial of an initial application for a certificate, registration, or license and/or result in the revocation or suspension of an existing certificate, registration, or license. Requirements can vary by state, occupation, and/or licensing authority.

If a student has been arrested or convicted of a crime it may be more challenging or impossible to obtain employment in certain fields upon graduation. Students are strongly encouraged to consult state requirements and prohibitions to determine whether an arrest, crime or criminal history may affect their eligibility to continue within their program and/or subsequent licensure. Previous arrests or a criminal record may prevent students from being placed at training sites, stop an applicant from obtaining requisite licenses, registration, certifications or gain employment in the field, and/or compromise their ability to complete all academic/program requirements.

Students with previous arrests or a criminal record are individually responsible for checking all licensing and certification requirements in any state where the student is interested in working. Students are also responsible for understanding all residency training requirements to determine whether their criminal history will be a barrier to participation.

**Disclosure Regarding University Programs**

John F. Kennedy University and JFKU Online (JFKU) continuously looks for ways to improve academic programs. The University regularly reviews its academic programs and considers how each program will meet the needs of our students and community. As a result of this comprehensive review, University decisions sometimes result in an improvement, change, update or discontinuation of an academic program.

As a condition of your enrollment at JFKU, you acknowledge and agree that this University is a part of the National University System (System) and that your enrollment with JFKU be reviewed on a one on one basis for improved progression at any given time, with reasonable notice.

Changes can include changes to improve the program, changes to the program name, or the University name, or the transfer of University program or programs to other affiliates in the System, who offer the same or similar programs. Transfer credit will be accepted by all National University System affiliates and applied to the designated program within University and the Western Association of Schools and Colleges standards.

Additionally, if a student pursues transfer to an affiliate institution, tuition for transferring students to a designated program at an NU System affiliate will not exceed the anticipated tuition for the student’s current program of study at JFKU. JFKU may take reasonable efforts to ensure the modality of the course instruction remains consistent with
student expectations without guarantee. JFKU will provide notice where it is unable to provide same course instruction modality. JFKU will provide student transcripts and will waive any associated fees when transferring to an affiliate within the System.
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Welcome
Message from the Chancellor

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: Offers a unique teaching and learning platform and faculty-supported online degree programs
- 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
- Northcentral University: A graduate-level focused institution, with expansive doctoral offerings, weekly starts and a one-to-one learning format

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. Through its Workforce Education Solutions initiative, the National University System establishes partnerships with industry groups to align degree programs with employer-defined professional

MICHAEL R.
CUNNINGHAM, Ph.D.
Chancellor
National University System
competencies, offering students more affordable degree pathways and developing 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.
Welcome

Message from the President

THOMAS STEWART, Ph.D.
Acting President
John F. Kennedy University

Dear Student:

We are thrilled you’ll be attending John F. Kennedy University during the 2019-20 academic year. We are excited to help you complete your degree and add you to the growing ranks of JFKU’s proud alumni.

JFKU’s mission is to provide an innovative, transformative, and life-enhancing educational experience for students seeking to advance their personal and professional lives and in turn, their communities. At John F. Kennedy University, we are committed to carrying forward the values that President Kennedy espoused, especially in the areas of educational advancement, human rights, and economic equality. We express these values through our focus on affordability and open enrollment, and through our commitment to nontraditional and working adult students. As part of our commitment to lifelong learners, we make learning as flexible, efficient, and supported as possible.

The John F. Kennedy University experience is student-centered. Our passionate faculty members enjoy mentoring students and providing them with personalized attention both in and out of the classroom. Our Student Experience team includes enrollment advisors, academic counselors, writing consultants, career specialists, and support personnel who provide services ranging from academic tutoring, research guidance, accommodations for disabled students, and support for community service opportunities. All students have access to the services of the Undergraduate Success Center, and the VALOR Center is dedicated to supporting veterans.

As a JFKU student, you become a part of not only our diverse student body but a network of thousands of other students across four unique universities and the Sanford Programs within the National University System (NUS). Whether you’re joining us as an undergraduate or graduate student, the hundreds of degree programs available within this system put your highest educational dreams within reach. For those of you coming to us as an undergraduate, our partnership with Northcentral University (NCU) opens up the innovative FastForward programs. FastForward offers an accelerated degree pathway option designed to reduce the amount of time, money, and stress associated with securing a graduate degree. Programs that qualify for FastForward are highlighted in this catalog. Therefore, I encourage you to begin your educational journey with your graduate degree in mind.

I am personally dedicated to helping each of you succeed, and this year we will offer every student a Personalized Graduation Plan that outlines your pathway toward your desired degree. If you have any questions or concerns, please contact me directly at PresidentTom@jfku.edu. I wish you the best and look forward to awarding you your degree in the very near future. Thank you for joining our community!

Sincerely,
Dr. Thomas Stewart
President, John F. Kennedy University
About JFK University

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.

Vision

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.

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.

Board of Trustees

- Ms. Stacy Allison, Professional Speaker, Author
- Mr. Richard Chisholm, Treasurer, Managing Director, Higher Education & Nonprofit Group, Wells Fargo Securities
- Mr. Tom Clevinger, Sr. Vice President/General Manager - Global Navistar Inc.
- Ms. Jeanne Connelly, Secretary President, Connelly Consulting
- Dr. Michael R. Cunningham (Ex Officio), Chancellor, National University System
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- Dr. Donald Kripke, Vice Chairman, Clinical Associate Professor of Psychiatry, School of Medicine, University of California San Diego
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- Mr. Dan Pittard, Chairman and CEO, Pittard Partners LLC
- Mr. Hiep Quach, Executive, Retired
- Dr. E. Lee Rice, CEO and Medical Director, Lifewellness Institute
History & Accreditation

History

John F. Kennedy University (JFK University) was founded in 1964 as one of the first Universities in the United States dedicated solely to adult education. More than 30,000 adults have attended classes at the University, and over 16,000 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

John F. Kennedy University is accredited by 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
Accreditation & Academic Alignment

- JFK University is regionally accredited by the WASC Senior College and University Commission
- 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 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).

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.

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.

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.

<table>
<thead>
<tr>
<th>Pleasant Hill Campus</th>
<th>San Jose Campus</th>
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<tbody>
<tr>
<td>100 Ellinwood Way</td>
<td>3031 Tisch Way</td>
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<tr>
<td>Pleasant Hill, CA 94523-4817</td>
<td>100 Plaza East</td>
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<td>San Jose, CA 95128-2541</td>
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**Enrollment and Admissions**

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

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<tr>
<th>College of Psychology</th>
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1. Offered on the San Jose campus 2. Offered on both the San Jose and Pleasant Hill campuses 3. Offered on the Pleasant Hill campus and online 4. Offered online only.

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<th>College of Law</th>
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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

Academic Administration & Faculty

National University System Administration

Dr. Michael Cunningham, Chancellor
John F. Kennedy University Administration

<table>
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<tr>
<th>Name</th>
<th>Qualifications</th>
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<tbody>
<tr>
<td>Dr. Thomas Stewart, Acting President, John F. Kennedy University</td>
<td>University of the District of Columbia, BA; Harvard University, PhD</td>
</tr>
<tr>
<td>Dr. Andrew Shean, Interim Provost</td>
<td>Alliant International University, EdD; University of Northern Colorado, MA</td>
</tr>
<tr>
<td>James R. Mirr, Chief Financial Officer</td>
<td>Purdue University, BS; Management</td>
</tr>
<tr>
<td>Matthew Bruce, Associate Vice President of Technology &amp; Educational Services</td>
<td>National University, MBA</td>
</tr>
<tr>
<td>Judy Castro, Associate Vice President of Student Experience</td>
<td>University of San Francisco, Ed.D.</td>
</tr>
<tr>
<td>Alvin McLean, Dean, College of Psychology</td>
<td>Kansas University, BA, BMed; University of Wisconsin, PhD</td>
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</table>
Mindy Bergeron, Director of Financial Aid
University of California, Berkeley, BA

Lisa Hutton, Acting Dean, College of Law; Director, Legal Studies Program; Professor
California State University, Chico, BA; John F. Kennedy University, JD

Edward Lubin, Director of Enrollment Services
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**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Doug Haldeman, Professor, Chair, Clinical Psychology Doctoral Program</td>
<td>University of Washington, BA; Stanford University MA; University of Washington, PhD</td>
</tr>
<tr>
<td>Karen Jaenke, Professor, Chair, Consciousness &amp; Transformative Studies Program</td>
<td>Wake Forest University, BA; Princeton Theological Seminary, MDiv; California Institute of Integral Studies, PhD</td>
</tr>
<tr>
<td>Ron Perry, Associate Professor, Chair, Counseling Psychology</td>
<td>Houston Baptist University, BA; Houston Baptist University, MA; California Southern University, PsyD</td>
</tr>
<tr>
<td>Jacob Kaminker, Associate Professor, Chair, Holistic Counseling Psychology</td>
<td>Rutgers College, BA; Sonoma State University, MA; Institute of Transpersonal Psychology, MA, PhD</td>
</tr>
<tr>
<td>Alison Pope-Rhodius, Professor, Chair, Sport Psychology Program</td>
<td>University of Stirling, Scotland, BSc (Hons.); Liverpool John Moores University, England, MSc: PhD</td>
</tr>
<tr>
<td>Steven Del Chiario, Professor; Chair</td>
<td>BA in Psychology Program, San Jose Campus. San Diego State University, BA; Loras College, MA; University of San Francisco, PsyD</td>
</tr>
</tbody>
</table>

**College of Law**

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Hutton, Acting Dean, College of Law; Director, Legal Studies Program; Professor</td>
<td>California State University, Chico, BA; John F. Kennedy University, JD</td>
</tr>
<tr>
<td>Juliet Jonas, Associate Dean, College of</td>
<td>University of Tulsa, BS; University of California, Davis- King</td>
</tr>
</tbody>
</table>
Law

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications</th>
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</thead>
<tbody>
<tr>
<td>Chris Gus Krios, Professor</td>
<td>San Francisco State University, BA; New College of California, JD</td>
</tr>
<tr>
<td>Ora Prochovnick, Associate Professor</td>
<td>New College of California, JD</td>
</tr>
<tr>
<td>Audrey A. Smith, Associate Professor</td>
<td>University of California, Irvine, BA; University of Santa Clara, JD</td>
</tr>
<tr>
<td>Pam Zimba, Assistant Professor</td>
<td>University of California Santa Barbara, BA; Ventura College of Law, JD; Golden Gate University, LLM</td>
</tr>
<tr>
<td>Sherrill M. Hall, Administrative Director</td>
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</tbody>
</table>

Library

Pleasant Hill Learning Resource Center

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamie Diermier, Librarian</td>
<td>California State University, East Bay, BS; San Jose State University, MLIS</td>
</tr>
</tbody>
</table>

On-Campus and Traditional Online Faculty

- Alderman, Bruce, Lecturer. University of Texas, BA; John F. Kennedy University, MA
- Alexander, Brian, Lecturer, University of California, Santa Barbara, BA; John F. Kennedy University, MA
- Alvarado, Luis, Professor, University of Connecticut, BA; Vermont College of Norwich University, MA; Meridian University, PsyD
- Ashbrook, Paul, Lecturer, University of California, Riverside, BA; San Diego State University, MA; University of the Rockies, PsyD
- Auerbach, Loyd, Adjunct Professor. Northwestern University, BA; John F. Kennedy University, MS
- Baikova, Elena, Lecturer, University of California, Berkeley, BA; The Wright Institute, MA; The Wright Institute, PsyD
- Barber, James, Lecturer. St. Mary's College of California, BA; California Poly State, MS
- Bellin, Zvi, Assistant Professor. Binghamton University, State University of New York, BA; Steinhardt School of Education, New York University, MA; Loyola University, Maryland PhD.
- Berger, David, Lecturer, University of Maryland, BS; Stanford University, MA; California Institute of Integral Studies, MA
- Biswas, Sangita, Lecturer. Jadavpur University, India, BA; John F. Kennedy University, MA
- Blair, James, Lecturer, San Jose State University, BA; Lewis and Clark Law School, JD
- Bramkamp-Hutchinson, Catherine, Lecturer, University of California, Santa Barbara, BA; California State University, Sonoma, MA
- Brewster, Piper, Lecturer, Saint Mary's College of California, BA & BS; John F. Kennedy University, J.D., Saint Mary's College of California, M.B.A.
- Brooks, Amber, Lecturer, University Nevada Las Vegas, BA; John F. Kennedy University, MA
• Burack, Charles (Chuck), Professor. University of Michigan, BA; University of Chicago, MA; Northwestern University, MA; University of California, Berkeley, PhD.
• Burroughs, Franklin, Adjunct Professor. Pepperdine College, BA; University of Southern California, Los Angeles, MS, Ed.D.
• Butler, Jason, Assistant Professor. Humboldt State University, CA; BA; Saybrook University, CA, MA. Pacifica Graduate Institute, CA. PhD
• Butler, Shanna, Lecturer. Humboldt State University, BA, MS
• Byrd, Megan, Assistant Professor, Eastern Kentucky University, BS; West Virginia University, MA; Miami University, MS; West Virginia University, PhD.
• Cain, Thomas, Professor, University of California, Berkeley, BA; Golden Gate University, JD
• Candell, Ariana, Santa Clara University, BA; John F. Kennedy University, MA
• Carlson, Stephen, Lecturer. Northwestern University, BA; John F. Kennedy University, PsyD.
• Carroll, Sarah, Professor; PsyD Program. Duke University, BA; The Wright Institute, PhD.
• Cauthen, Hillary Ayn, Lecturer. University of New Hampshire, BA; Miami University, MA; Chicago School of Professional Psychology, MA
• Chaudhari, Meenal, Sophia college, Mumbai, India, BA; Mumbai University, MA; Jawaharlal Nehru University, MPhil; John F. Kennedy University, MA.
• Chedle, Carrie, Adjunct Professor. Sonoma State University, BA; John F. Kennedy University, MA
• Chin-Herrera, Cinthya, University of Central Florida, BA; John F Kennedy University - MA & PsyD
• Chirban, Sharon, Lesley University, BS; Derner Institute, Adelphi University, MS, PhD.
• Clapp, Peter
• Clark, Linda, Adjunct Professor. San Francisco State University, BA; John F. Kennedy University, MA
• Cleere, Michelle, Adjunct Professor. State University of New York, MS; John F. Kennedy University, MA; Center for Psychological Studies, PhD.
• Climaco, Rafael
• Coble-Temple, Alette, Professor. Santa Clara University, BS; John F. Kennedy University, MA; PsyD.
• Cook, Mary, California Baptist College, B.A.; San Jose State University, M.A.
• Correia, Mark, University of Alaska, Fairbanks, BA; Washington State University, MA; Washington State University, PhD.
• Corson, Olivia, Lecturer. Ohio State, BFA; Holy Names College, MA.
• Craven, Patricia, Adjunct Professor; Supervisor, Center for Holistic Counseling. San Francisco State University, BA; California State University, Hayward, MS
• Cvetic, Diane, Adjunct Professor. University of California, Berkeley, BA; California State University, East Bay, MS
• Deatrick, Nancy, Adjunct Professor. California Baptist University, BS; Loma Linda University, MS, DMFT
• Del Chiaro, Steven, Professor; Chair, BA Psychology Program, San Jose Campus. San Diego State University, BA; Loras College, MA; University of San Francisco, PsyD.
• Demian, Andre, Affiliate Faculty. Franklin & Marshall College, BA; University of San Francisco, MA; John F. Kennedy University, MA.
• DiCortasso, Nataly, University of California, Berkeley, BA; John F. Kennedy University, J.D.
• Donohue, Kathleen, Lecturer. Trenton State College, BA; Temple University, M. Ed, PhD
• Donovan, Christine, University of California, Davis, BA; Santa Clara University School of Law, JD
• Dutcher, Gail Lynam, Assistant Professor; Chair, BSBA Program. Boston College, BA; John F. Kennedy University, MA
• Eraslan, Leyla, La Salle University, BA; John F. Kennedy University, MA
• Evans II, Phillip F., California State University at Hayward, BA & MS
• Faia, Michelle, Lecturer. San Jose State University, BA, MA
• Fama, Denis, Assistant Professor. San Francisco State College, BA; University of San Francisco, MA
• Fauver, Randy, Lecturer. Bastyr University, BS; Institute of Transpersonal Psychology, MS, PhD.
• Feeney, Heather, Lecturer. Sonoma State University, BA; California College of the Arts, MFA
• Fisher, Robert, Knox College, BA; Norwich University, MA
• Foston-English, Mary, Santa Clara University, BS, MA; John F. Kennedy University, Certificate of Sport Psychology
• Frechette, Brenda, University of Michigan, BA; Northern Arizona University, MA; California Institute of Integral Studies, PhD
• Friday, Sejal, University of Illinois at Chicago, BS; Northern Illinois College of Law, JD.
• Fritchle, Melissa, Adjunct Professor. University of California, Irvine, BA; John F. Kennedy University, MA
• Fry, Nina, Adjunct Professor, Earlham College, BA, John F. Kennedy University, MA
• Galindo, Javier, Lecturer. University of California, BA, MS; John F. Kennedy University, MA
• Garcia, Fernando, University of California, Berkeley, BA; Harvard University, MBA; University of California, JD.
• Glaser, Kathy, Immaculate Heart College, BA; John F. Kennedy University, MA
• Goldrich, Lori, Lecturer, University of California, Los Angeles, BA; Antioch University, MA; California Institute of Integral Studies, PhD
• Greer, Kalana, Lecturer, University of California, Berkeley, BA; John F. Kennedy University, MA, PsyD
• Gutierrez, Annie, Lecturer, DeAnza College, AA; San Jose State, BA; California School of Professional Psychology, MA, PhD.
• Haldeman, Douglas C., Professor; Chair of Psy.D. University of Washington, BA; Stanford University, MA; University of Washington, PhD.
• Hancock, Kristin, Professor, University of California, Berkeley, BA; California State University, Hayward, BA, MA; California School of Professional Psychology, PhD.
• Harris-Foster, Felicia, Golden Gate University, MS Human Resource Management and MBA
• Hartnett, Timothy, University of South Florida, BA; Antioch University, MA
• Hatcher, Terry, Lecturer, University of California, BA; John F. Kennedy University, MA; National Institute of Expressive Therapy, PhD.
• Hayden, Julie, Adjunct Professor, Michigan State University, BS; John F. Kennedy University, MA
• Heggum, Robin, Foothill College, AS; Washington State University, BS; University of Massachusetts-Amherst, MPH
• Heinemann, Robin, Ohlone College, AA; Cal State East Bay, BS; Cal State East Bay, MPA
• Herriford, Olivia, Adjunct Professor, Northrop University, BS; University of Phoenix, MBA, DM.
• Hing, Stuart, Sacramento City College, AA; California State University, Sacramento, BS; McGeorge School of Law, JD
• Hirsch, Amy, University of California at Los Angeles, BA; University of California at Los Angeles, JD.
• Hoebel, Gary, Professor, State University of New York, BA; Sonoma State University, MA
• Hutchinson, Drew R., Adjunct Professor, Berklee College of Music, BA; City University, BS; John F. Kennedy University, MA
• Hutton, Lisa, Associate Professor; Chair, Legal Studies Program, California State University, Chico, BA; John F. Kennedy University, JD
• Jaenke, Karen, Chair, Consciousness and Transformative Studies Program, Wake Forrest University, BA; Princeton Theological Seminary, MDiv; California Institute of Integral Studies, PhD.
• Johnson, Bret, Adjunct Professor, University of Colorado, BA; Alliant International University, MA, PhD.
• Johnson, Kimmy, Adjunct Professor, University of California, Berkeley, BA; California Institute of Integral Studies, PhD.
• Johnstone, Bonnie, University of Michigan, BS; John F. Kennedy University, MA
• Jonas, Juliet, University of Tulsa, BS; University of California, Davis- King Hall, J.D.
• Kadoyama, Margaret, Adjunct Professor, University of California, Davis, BS
• Kaith, Satyendra, San Jose State University, MS; University of Phoenix, MBA, MS; University of Phoenix, DM
• Kaminker, Jacob, Associate Professor, Interim Chair, Holistic Counseling Psychology Rutgers College, BA; Sonoma State University, MA; Institute of Transpersonal Psychology, MA, PhD.
• Kanios, Chris, San Francisco State University, BA; New College of California School of Law, JD
• Katz, Maryasha, Adjunct Professor, Oberlin College, BA; Arizona State University, MSW
• Keyhani, Vahid, University of Louisiana, Lafayette, BS & MS
• Kinna, Kim, San Jose State University BA.; John F. Kennedy University MA; Argosy University EdD
• Kinoy, Ellen, Adjunct Professor. University of Sussex, Brighton, England, BA; New College of California, MA
• Langsaman, Kathy J., Lecturer. University of California, Los Angeles, BA; John F. Kennedy University, MA
• Lee, Kellen, University of California, San Diego, BA; John F. Kennedy University, MA.
• Lesny, Daniel, Adjunct Professor. Williams College, BA; University of Wisconsin, MA; John F. Kennedy University, MA
• Lesny, Heidi, Adjunct Professor; Supervisor, Center for Holistic Counseling. California State University, Northridge, BA; California Family Study Center, MA
• Limberg, Elizabeth, Santa Clara University, BS; Marquette University, MS; California School of Professional Psychology, PhD.
• Lowe, S. Cambria, Adjunct Professor. Oberlin College, BA: California Institute of Integral Studies, MA
• Magraw, Sukie, Professor. Harvard University, BA; California School of Professional Psychology, PhD.
• Malkemus, Samuel, Lecturer. Humboldt State University, BA; California Institute of Integral Studies, MA, PhD
• Manfield, Philip, Columbia University, BA; University of California Berkeley, MA; Lone Mountain College MA; International College, PhD
• Martin, Susan, Adjunct Professor. Stanford University, BA; Sonoma State University, MA
• Martin, Stephan, Colgate University, BA; University of Wyoming, MS
• 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
• McNiel, Martha C., Lecturer. Baylor University, BA; Golden Gate Baptist Theological Seminary, MA; San Francisco School of Psychology, MA
• 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.
• Meyers, Beverly, Adjunct Professor. University of Michigan, BA; The University of San Diego, JD
• Mock, Matthew R., Professor. Brown University, BA; California School of Professional Psychology, MA, PhD.
• Moore, Kristin, Lecturer. St. Mary's College of CA, BA; John F. Kennedy University, PsyD.
• Mukherjea, Arnab, Adjunct Professor. University of California, Berkeley, BA, MPH, DPH.
• Murphy, Daniel, University of California, Santa Cruz, BA; San Jose State University, MA
• Munch, Deborah, University of Nebraska-Lincoln, BA; University of Southern Mississippi, MBA; John F Kennedy University, MA
• Murphy, Julie Anne, Lecturer. Southern Illinois University, BA; University of San Francisco, MA
• Needham, Rachel, Santa Clara University, BS; John F. Kennedy University, MA
• Nevin, Dana, San Jose State University, BS Kinesiology; John F. Kennedy University, MA
• Niameh, Francisca, Rosemont College, PA, BA; John F. Kennedy University, CA, MA: John F. Kennedy University, CA, PsyD.
• Pasquini, Erica
• Patel, Nirali, San Jose State University, BA; San Jose State University, MA
• Patel, Sangita, University of California, Berkeley, BA; San Jose State University, MBA
• Pegoda-Hallock, Rebecca, Adjunct Professor. University of California, Santa Cruz, BA; University of San Francisco, MA
• Pick, Karlene, St. Mary's College, B.A.; John F Kennedy University, M.A.
• Pleasants, David, Adjunct Professor. University of North Carolina, BA; John F. Kennedy University, MA
• Polin, Stephen, Adjunct Professor. City College of the City University of New York, BA; San Jose State University, MA
• Pope-Rhodius, Alison, Professor; Chair, Sport Psychology Program. University of Stirling, Scotland, BSc(Hons.); Liverpool John Moores University, England, MSc; Liverpool John Moores University, England, PhD.
• Post, Phillip, University of California, Santa Cruz, BA; California State University, Fullerton, MS; The University of Tennessee, PhD
• Press, Douglas, Adjunct Professor. Tufts University, BA; Boston University School of Law, JD
• Price, Isabella, Adjunct Professor. University of Zurich, MA
• Prochovnick, Ora, New College of California, JD
• Purcell, Mark C., Assistant Professor. Fordham University, BS; Harvard University, M Ed; California Institute of Integral Studies, MA, PsyD.
• Raj, Janice, San Jose State University, BA; John F. Kennedy University, PsyD
• Rasbury, Robbin, Assistant Professor; Chair, Counseling Psychology - MFT & PCC Program. California State University, Los Angeles, BA; California School of Professional Psychology, PsyD.
• Raymer, Theresa, Professor. University of Oregon, BS, MS
• Rom, Kate, Adjunct Professor. Williams College, BA; John F. Kennedy University, MA
• Rubin, Sheila, Adjunct Professor; Supervisor, Center for Holistic Counseling. Maryhurst College, BA; California Institute of Integral Studies, MA
• Sandberg, David, Adjunct Professor. University of Minnesota, BA; Ohio University, MS, PhD.
• Schaeffer, Donna, Adjunct Professor. Florida International University, BS, MBA; Claremont Graduate School, PhD.
• Siegert, Frank, Loyola University, Baltimore Maryland, BS; John F Kennedy University, MBA
• Sjoholm, Karen, Adjunct Professor. California College of Arts and Crafts, BFA; John F. Kennedy University, MA
• Smith, Maureen, Adjunct Professor. Ithaca College, BS, MS; Ohio State University, MA
• Sobel, Laura, University of California, Santa Barbara; John F. Kennedy University, MA
• Soo-Hoo, Terry, Adjunct Professor. California State University, Northridge, BA; San Francisco State University, MS; University of California, Berkeley, MA, PhD.
• Spero, Susan, Professor. Ohio State University, BA, MA, PhD.
• Steck, Ron, Humboldt State University, B.A.; John F. Kennedy University, M.A
• Sterbenz, Antonio, John F. Kennedy University, BA; John F. Kennedy University, MA
• Stern, Melanie, California State University of Northridge, BA; Lifetime Teaching Credential K-9; San Jose State University, MSW
• Stevenson, Rebecca, San Diego State University, BA; John F. Kennedy University, MA; John F. Kennedy University, PsyD
• Stillingsfleet, Ann, Gloucester College of Education BA: John F Kennedy University BA & MA
• Sutherland, Elizabeth, Lecturer. Sonoma State University, BA; John F. Kennedy University, PsyD.
• Szloboda, Paula, Adjunct Professor Contra Costa College, RN; John F. Kennedy University, BA, MA, MBA
• Tahan Ruddell, Joy, Lecturer. Sonoma State University, BA; John F. Kennedy University, MA
• Tashman, Lauren, The College of New Jersey, BA; Florida State University, MS & PhD
• Toews, Margaret, Adjunct Professor. San Jose State University, BA; University of San Francisco, MA
• Tomlinson, Victoria, Associate Professor. Liverpool John Moores University, BSc, MSc, PhD
• Toonder, Craig, John F. Kennedy University MA
• Tormey, Peter, San Francisco State University, BSEE; St, Mary's College of California, MBA; John. F. Kennedy University, JD
• Torres, Eduardo, Adjunct Professor. Saint Mary's College, BA; San Francisco State University, MA
• Torres, Kelli, John F. Kennedy University, BA; John F. Kennedy University, MBA
• Tuchscherer, Mary, Adjunct Professor. North Dakota State University, BS; Concordia University, BA; Holy Names College, MA
• Tuckerson, Charlene, Adjunct Professor. California State University, Hayward, BA; John F. Kennedy University, MBA
• Turner, Jimmie, Adjunct Professor. University of California, Berkeley, BA, MA, PhD.
• Valdez, Robert, San Francisco State University, BA & Paralegal Certificate; Golden Gate University School of Law, J.D
• Van Oot, Peter, Professor. University of Delaware, BA; University of British Columbia, MA; Pennsylvania State University, PhD.
• Vogel, Eric, Associate Professor. University of California, Santa Cruz, BA; John F. Kennedy University, PsyD.
• Wang, Justin, California State Polytechnic University, Pomona, BS; California State University Fullerton, MS
• White, Jazmin, Humboldt State University, BA; Holy Names University, MA
• Williams, Sage, Georgia State University, BA; John F Kennedy University, MA
• Wittine, Bryan, Adjunct Professor. Sonoma State University, BA; California Institute of Integral Studies, MA, PhD.
• Wolf, Anne, Lecturer, University of California, Berkeley, BA
• Wooding, Chelsea, California State University, Long Beach, BA; California State University, Fullerton, MS; West Virginia University, MA & PhD
• Wu, Jay, University of Wisconsin-Madison, MA, PhD
• Yokoyama, Kayoko, Associate Professor. American University, BA; Columbia University, MA, MEd; Arizona State University, PhD.
• Zimba, Pamela, University of California, Santa Barbara, BA; Ventura College of Law, J.D.; Golden Gate University, LL.M
Student Support Services

Office of the Registrar

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.

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 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 AAFS or NSCL transcripts should contact the Registrar's Office at (925) 969-3353.

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 benefiting 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.

**Career Services Center**

**Career Services**

The Career Services Office provides students with the tools to create pathways to career success including resume review and cover letter assistance, 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. Students and alumni may schedule a virtual or in-person meeting with the regional career services advisor through the GradLeaders portal.

**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 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 main JFKU library and law collections are located on the Pleasant Hill campus, with a satellite resource center at the San Jose location. Current students, faculty and staff may access online resources through the library website and use their ID cards to borrow print materials from the Pleasant Hill and San Jose campuses. Alumni have borrowing privileges and may access electronic resources on site. Members of the public are welcome to access resources on site on a fee basis.

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 instruction are available on site or via phone or email. In addition to formal library research course offerings, course-related workshops are provided at the request of faculty. The libraries are dedicated to supporting learning, scholarship, professional development and student success. Please visit the library website at www.library.jfku.edu for more information.

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.

**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 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 offers dedicated services and resources to support undergraduate Latina/o and undeserved student academic success and is funded by a U.S. Department of Education, Title V Hispanic-Serving Institution (HSI) grant. The Center provides students with Spanish and English speaking academic counselors, tutors and mentors, a computer lab, and professional development opportunities. Students can benefit from a Textbook Lending Library as well as a need-based Electronic Lending Library of laptops, tablets and voice recorders. For more information, please contact HSI@jfku.edu or call (925) 969-4741. The Center offers a wide variety of multicultural and educational activities to enhance awareness of Latino success and contributions built on a foundation of higher education. The Center serves 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 in the online monthly Student Newsletter and on Blackboard.

The Center provides services at the Pleasant Hill and San Jose campuses for students. Available Monday through Friday the Center collaborates with other departments to provide a full suite of services to academically support the University's students. Please email the Center at HSI@jfku.edu or call (925) 969-4741.

**Writing Center**

The Writing Center focuses on important academic skills, including writing, reading strategies, critical thinking, research methods, APA Style, study skills, and time management. The Writing Center can help students at any stage of the writing process: from pre-writing, feedback on the first draft, revision strategies, APA Style, to proofreading tips for the final draft. Appointments are available on-site at the Pleasant Hill Campus and via email, Zoom meeting, or by phone. 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/Online Writing Center.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.

Academic-related issues or concerns should be initially directed to the student's Academic Counselor to advance appropriately. Email AcademicCounselor@jfku.edu.

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

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

**International Student Services**

International Student Services is a resource for on-campus and traditional online F-1 international students, other non-immigrant 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

**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.

**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 workstations, 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
- Peer mentoring support
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 on-campus 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.

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.
Admissions Requirements

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.

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.

**Basis for Admissions**

**Provisional Admission**

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.

**International Basis for Admission Requirements**

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;
- Transcript evaluation by an approved credential evaluation service

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.

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.
International Provisional Basis for Admission

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.

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.

English Proficiency

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>
<thead>
<tr>
<th>Status</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL Paper-based Test</td>
<td>500</td>
<td>550</td>
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<tr>
<td>TOEFL Internet-based Test</td>
<td>61</td>
<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>
</tr>
<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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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.

Credential Evaluation

Certified translations of all school transcripts if not in English including any post-secondary work and any degrees or certificates awarded.

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).
I-20 Documents and F-1 Status

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.

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.

Transfer Credit Policy for On-Campus and Traditional Online Students

Undergraduate Applicants

Applicants to bachelor's degree programs must submit official transcripts from all colleges and universities previously attended.

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.

**General Education Breadth**

This group of requirements applies to all baccalaureate students. All requirements for lower and upper division general education breadth must be satisfactorily completed.

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

Students must complete 45 units in lower division general education breadth. Some upper division courses offered may be applied to the lower division general education breadth requirements.

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

- Applicant has a bachelor’s degree from a regionally accredited college or university (or the equivalent) or
- Applicant has an AA, AS, AAT, ADT or AST degree from a California Community College or
- Applicant has an IGETC or CSU certification

Applicants to an undergraduate program with an ADT degree from a California community college are guaranteed admission and will receive a minimum of 90 quarter units in transfer.

All other previously earned credits will be reviewed for transfer on a course-by-course basis. After transfer credit is awarded, these applicants must satisfy all remaining general education breadth requirements.

**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.
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:

- The exam content would duplicate transfer credit previously awarded for a college course; or
- 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).

Second Baccalaureate Degree

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

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

Graduate Applicants

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

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.

**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.

**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.

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.

**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.

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.

Prerequisite Courses

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.
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.

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

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.

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.

**Denied Admissions**

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.
Tuition & Fees

Tuition & Fees Disclaimer

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.

Program Costs

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<td>JD Courses</td>
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<th>Doctoral Tuition</th>
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<td>PsyD Courses</td>
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<td>PsyD Internship Fee</td>
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<td>Master's and Graduate Certificate Courses</td>
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<td>Academic Certificate in Trauma Studies &amp; Graduate Certificate in Health Coaching</td>
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<td>Field Placement</td>
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<td>Bachelor Completion</td>
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<tr>
<td>Paralegal Certificate and Legal Studies Common Courses</td>
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<td>Block Tuition Rate (For 12 -18 Undergraduate Units)</td>
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## Program Specific Fees

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<td>Competency Exams, Per Exam</td>
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<td>Law Exam Fee, Annual</td>
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<td>PsyD Comprehensive Exam</td>
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## Miscellaneous Program Fees

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<tr>
<td>Graduate Audit</td>
<td>$471</td>
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<tr>
<td>Graduate Alumni Audit</td>
<td>$333</td>
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<tr>
<td>Undergraduate Audit</td>
<td>$471</td>
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<tr>
<td>Undergraduate Alumni Audit</td>
<td>$333</td>
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</table>

| Petition to Graduate                    |                       |
| Certificate/Credential Program Completion| $50                   |
| Degree, Bachelor's                      | $130                  |
| Degree, Master's                        | $160                  |
| Degree, Doctoral/JD                     | $175                  |
**Student Activities Fees**

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<table>
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<tbody>
<tr>
<td>Per Quarter (includes Cohort sessions)</td>
<td>$12</td>
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<tr>
<td>Per Semester</td>
<td>$15</td>
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**Technology Fees**

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<tr>
<td>Per Quarter (includes Cohort sessions)</td>
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<tr>
<td>Per Semester</td>
<td>$100</td>
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</table>

**Accounting Fees**

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</thead>
<tbody>
<tr>
<td>Per Quarter (includes Cohort sessions)</td>
<td>$30</td>
</tr>
<tr>
<td>Per Semester</td>
<td>$35</td>
</tr>
</tbody>
</table>

**Enrollment Deposit**

Upon notification of acceptance into the Doctor of Psychology (PsyD) program, students are required to submit a non-refundable 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.

**Deferred Payment of Tuition**

A $25 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.

The University may incur collection costs for students who do not pay their tuition and fees as required in the Enrollment Agreement. Students are required to pay these collection costs, including reasonable attorney’s fees and court costs.
Financial Policies

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 have the right to cancel and obtain a refund of charges paid through attendance at the first-class session, or the ninth day of the term, whichever is later. To cancel or withdraw, the student must submit a withdrawal request to the Registrar’s Office. The cancellation or withdrawal is effective on the date selected in the withdrawal request once submitted and approved by the Registrar. The institution shall make the refund pursuant to section 71750 of the California Education Regulations. For asynchronous courses, the student has the right to cancel the agreement and receive a full refund pursuant to section 71750 before the first lesson and materials are received. If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 45 days after the student’s return of the materials. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If a student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

1. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan;
2. The student may not be eligible for any other federal financial aid at another institution or other government assistance until the loan is repaid.

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.

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.

**Reinstatement**

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

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

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. 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.

Methods of Payment

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 Financial 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.

**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 Direct S Loans.

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. Deferral 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.

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.

<table>
<thead>
<tr>
<th>On-Campus and Traditional Online Student</th>
<th>Undergraduate Units</th>
<th>Graduate Units</th>
<th>Law Units</th>
</tr>
</thead>
</table>

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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 non-punitive grade for the course, the Department of Veterans' Affairs will inform the student that the benefit payments for the course must be retroactively terminated.

### Post-9/11 G.I. Bill

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.

### 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.

**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.

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

A student who remains enrolled beyond the 60% point earns all disbursed (received) and disbursable aid. Disbursable aid includes aid received and the aid that could have been (but was not) disbursed as of the withdrawal date. If earned aid exceeds disbursed aid, a post- withdrawal disbursement may be made. JFK University will first credit post-withdrawal disbursements toward unpaid tuition and fees. JFK University will offer the student part of the post-withdrawal not credited to 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.

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

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

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

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

Educational Materials and Resources

Textbooks and Course Materials

John F. Kennedy University Textbooks for on-campus and traditional online students are provided online by eCampus which maintains a current list of courses and the books/ materials for those courses. To access the Virtual Bookstore, go to www.ecampus.com/jfku. Readers for the courses are available through Copy Central at www.copycentral.redshelf.com. Links to these sites are also available on SOAR

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.

Registration

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 this section).

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.

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.

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. 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.

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.

**Attendance Requirement**

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.

**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).

**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.

<table>
<thead>
<tr>
<th>Status</th>
<th>Undergraduate (quarter)</th>
<th>Graduate (quarter)</th>
<th>Law (semester)</th>
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</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>12</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Three-Quarter Time</td>
<td>9</td>
<td>6</td>
<td>4</td>
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</table>
### 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.

### 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.

### 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.

**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).
## Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Undergraduate</th>
<th>Master's Level</th>
<th>Doctoral Level</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Exceptional</td>
<td>Exceptional</td>
<td>Exceptional</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>Exceptional</td>
<td>Exceptional</td>
<td>Exceptional</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>Exceptional</td>
<td>Exceptional</td>
<td>Exceptional</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Above average</td>
<td>Above average</td>
<td>Above average</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Above average</td>
<td>Average</td>
<td>Average</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>Above average</td>
<td>Below average, but passing¹</td>
<td>Below average, but passing²</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>Unacceptable</td>
<td>Unacceptable</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>Unacceptable</td>
<td>Unacceptable</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>Below average, but passing³</td>
<td>Unacceptable</td>
<td>Unacceptable</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>Below average, but passing³</td>
<td>Unacceptable</td>
<td>Unacceptable</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>Failure</td>
<td>Failure</td>
<td>0.0</td>
</tr>
</tbody>
</table>

1. Grade of B- is acceptable in a master's degree program. A master's-level student must achieve a cumulative GPA of 3.0 to earn a degree. A cumulative GPA below 3.0 will place a student on academic probation.

2. A grade of B- is acceptable in a doctoral program. A doctoral student must achieve a GPA of 3.0 to earn a degree. A cumulative GPA below 3.0 will place a student on academic probation.

3. Grades of C- and D are not acceptable in an undergraduate major, but units can be applied toward a baccalaureate degree. If the course is required for the degree, it must be repeated to earn an acceptable grade.

## Administrative Codes

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Auditor</td>
</tr>
<tr>
<td>CR¹</td>
<td>Credit</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In progress; no grade or units granted until entire course sequence has been completed.</td>
</tr>
</tbody>
</table>
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 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.

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.

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.

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 on-campus 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.

Descriptions

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 deadline for such petitions, 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 30 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 30 days of the original submission to the Dean's office. Although the ASC may confer with faculty or with 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.

**Satisfactory Academic Progress Standards**

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.

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

**Qualitatively**

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

Students must maintain a minimum, cumulative grade point average (GPA) of:

- 2.0 (C) if an undergraduate student;
- 3.0 (B) if a graduate student;
- 3.0 (B) in all undergraduate and graduate courses during the period of linking if student is linking a BA or BS to an MA program; or
- A score of 70 if a law student.

**Quantitatively**

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

- 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.

SAP Evaluation Statues

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.

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.

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.

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.

**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.

**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.

**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).
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. 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.

SAP Appeal Process

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.

**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.

**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 non-consecutive, approved or unapproved.
- Students on unapproved leaves or who are absent for a term beyond the approved leave will be prevented from registering for classes and will have to contact the Admissions Office to apply for re-admission.
- If a student "drops" all 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 student withdraws from all courses; a "withdrawal" from all courses is defined as dropping all classes without receiving any refund. Those courses will remain on the student's transcript with a grade of "W", which does not have a negative effect on the grade point average (GPA), and does not require a leave of absence.
- Audited courses do not appear on official transcripts and cannot be used as proof of registration for the term. A leave of absence is considered "approved" unless otherwise notified by the Registrar's Office; students will not be notified of approval.

**Honors**

**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).

Graduation with Honors for the College of Law

Students who have completed their degree requirements, have completed at least 39 of the 62 required numerically graded units in residence at the College of Law, and have taken no more than 17 terms (including summers) to complete their degree requirements are eligible for graduation with honors as follows:

<table>
<thead>
<tr>
<th>Honor</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>85 +</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>80–84.99</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>78–79.99</td>
</tr>
</tbody>
</table>

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

Graduation Requirements for On-Campus and Traditional Online Students

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

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

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

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

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

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

**Emphases within Programs**

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

**On-Campus and Traditional Online Graduation Requirements by Program Level**

<table>
<thead>
<tr>
<th>AWARD</th>
<th>UNITS</th>
<th>RESIDENCY</th>
<th>SCHOLARSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Degree</td>
<td>A minimum of 180 acceptable quarter units must be completed, of which at least 54 must be in upper-division courses.</td>
<td>At least 36 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>
</tr>
<tr>
<td>Master's Degree</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.</td>
<td>A minimum grade of B- is required for each course applied to a master's degree. An overall grade-point average of at least 3.0 must be achieved in all work for the declared master's degree.</td>
</tr>
<tr>
<td>Program</td>
<td>Minimum Units or Requirements</td>
<td>Admission Requirements</td>
<td>Graduation and Degree Conferral</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Doctor of Psychology (PsyD)</td>
<td>A minimum of 180 acceptable quarter units must be completed.</td>
<td>Once admitted to a doctoral program, all requirements must be completed in residence. Refer to the program-specific sections of the catalog for the number of prior units 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>
</tr>
<tr>
<td>Juris Doctor (JD)</td>
<td>Successful completion of 84 units of study in accordance with the prescribed curriculum and in compliance with the residency requirement of the Committee of Bar Examiners of the State Bar of California including a minimum of 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>
</tr>
<tr>
<td>Certificates</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>
</tr>
</tbody>
</table>

**Diploma Application and Degree Conferral**

**Graduation and Commencement**

A student is graduated on the next available date from when all degree or certificate requirements have been completed. Note the petition itself is one of the graduation requirements. Degrees, certificates and specializations are never
backdated. A commencement ceremony is held each June to honor students who have completed degree, certificate, or credential program requirements during the academic year or who will be completing requirements during the summer, or who have six (6) or fewer units to complete.

**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. Petitions must be on file before a degree or certificate will be awarded and should be filed in the term prior to the expected graduation 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/cohort/semester in which all requirements have been met. Students who have not fulfilled all 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 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.

**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.
Ethical Standards & Practices

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 are 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 1: 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;
  - Forgery, 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 chemicals (without the prior authorization of the University president) on campus or at a University-related activity;
• Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose;
• Misuse of computer facilities or resources, including:
  o Unauthorized entry into a file, for any purpose;
  o Unauthorized transfer of a file;
  o Use of another's identification or password;
  o Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University Community;
  o Use of computing facilities and resources to send obscene or intimidating and abusive messages;
  o 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:
  o Falsification, distortion, or misrepresentation of information related to a student discipline matter;
  o Disruption or interference with the orderly progress of a student discipline proceeding;
  o Initiation of a student discipline proceeding in bad faith;
  o Attempting to discourage another from participating in the student discipline matter;
  o Attempting to influence the impartiality of any participant in student discipline matter;
  o Verbal or physical harassment or intimidation of any participant in a student discipline matter;
  o 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;
- **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.
- 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.

**Academic Integrity**

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

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

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

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

If an instructor determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor
must report the matter to their program chair and may exercise one or more of the following options:

- Require a timed writing sample to be written on the assigned topic to determine the veracity of the suspicion;
- Require that the work be rewritten;
- Issue a lowered or failing grade for the assignment;
- Issue a lowered or failing grade for the course; and/or
- Request formal disciplinary action by the Academic Standards Committee.

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.

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

**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 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.

Copyright

Under the provisions of Title 17, United States Code, as well as under the provisions of domestic and international law, the reproduction of various copyrighted materials, both certain computer programs and other software, and also various other materials, including text and images, is forbidden under certain circumstances. Copyrighted material may not be reproduced or transmitted in any form or by any means, including storage in any information storage and retrieval system, unless permission of the copyright owner has been obtained, or the reproduction falls within the "fair use" or library reproduction rights provisions of the copyright law. Violation of copyright law can lead to penalties that include fines and imprisonment.
The University does not authorize or condone the use of University facilities that violates copyright law, and each user will be held personally liable for any reproduction, storage, or dissemination of any material in violation of copyright law.

**Avoiding Plagiarism**

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

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not they should cite, they are encouraged to cite. They are also encouraged to ask their instructors for guidance on this issue. Students might also consult writing handbooks and/or refer to their 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-related changes, or documentation of an error or errors made by the University person or persons acting in his/her/their official capacity. Requests are ordinarily initiated and signed by the student requesting the exception. All exceptions must be reviewed by the 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.
Student Rights & Responsibilities

Well-Being & Safety

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;
  o It is unlawful to distribute, sell, or provide alcohol to a person under the age of 21
  o 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.

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.

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.

**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 non-smoking areas

Americans with Disabilities Act (ADA)

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.

Non-discrimination Policy

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. It is a University policy that all persons should enjoy freedom from unlawful discrimination of any kind, or retaliation for reporting a complaint, including retaliation by third parties.

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.

Applicable Laws

The University complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964, the Violence Against Women Reauthorization Act (VAWA), and regulations for any other applicable federal or state law.

Sexual harassment, sexual violence and other gender-based 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 of the basis of sex in education programs or activities, which triggers certain responsibilities on the part of the school. The
Violence Against Women Reauthorization Act (VAWA) of 1994 was created to end domestic violence, dating violence, sexual assault, and stalking against women and to provide services for victims of violence.

**Sexual Harassment/Sexual Misconduct Policy**

The University 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. Sexual harassment is unwelcome, sexual, sex-based and/or gender-based, verbal, written, online and/or physical conduct. This policy applies regardless of the gender or sexual orientation of the complainant or the alleged harasser.

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.

**Responsibilities Under Title IX**

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 University's designated Title IX 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 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.

**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 can be 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.

You may wish to report to the University to access support or 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.

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 may file a complaint to the Title IX and/or Deputy Title IX Coordinator. This includes inquiries or complaints concerning the application of Title IX. The University encourages submission of complaints in written form. Complaints should clearly describe the incident, incorporate supporting documentation, and describe the desired remedy. Reports of discrimination, harassment and/or retaliation may be made using any one of the following options:

- Report directly to the Title IX and/or Deputy Coordinator's office
- Call or email the complaint to titleIX@jfku.edu

<table>
<thead>
<tr>
<th>Title IX Coordinator</th>
<th>Deputy Title IX Coordinator</th>
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<tbody>
<tr>
<td>Susan Sermeno</td>
<td>Dr. Benisa Berry, Diversity and Inclusion Officer</td>
</tr>
<tr>
<td>John F. Kennedy University</td>
<td>John F. Kennedy University</td>
</tr>
<tr>
<td>100 Ellinwood Way, Room S-201</td>
<td>100 Ellinwood Way, Room S-201</td>
</tr>
<tr>
<td>Pleasant Hill, CA 94523-4817</td>
<td>Pleasant Hill, CA 94523-4817</td>
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<tr>
<td>Phone: (925) 969-3339</td>
<td>Phone: (925) 969-3572</td>
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<td>Email: <a href="mailto:titleIX@jfku.edu">titleIX@jfku.edu</a></td>
<td>Email: <a href="mailto:titleIX@jfku.edu">titleIX@jfku.edu</a></td>
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</table>

Office for Civil Rights Reporting. The accuser 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 20202-100

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.

**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.

**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(s) 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

**Initial Inquiry**

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 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.

**Investigation**

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.

**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. 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.
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.

Confidential Reporting

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.

The Respondent

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, issue findings, and, as appropriate, issue sanctions without the Respondent's participation. The University encourages Respondents to participate in the grievance process.

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.

Rights to the Parties

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 investigation report.
- The parties are afforded an equal right to have an advisor/representative of their choice at the hearing, including whether an attorney may serve in this role.
- Parties are equally permitted expert testimony, and equal cross examination of witnesses.
- 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.

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.

Advisor

The parties are afforded an equal opportunity to have an advisor or representative of their choice at any meeting or hearing, equally present for the entirety of a hearing. An advisor may be a friend, mentor, family member, attorney, or any other supporter a party chooses. Witnesses may not serve as advisors. Equal restrictions apply to the ability of advisors/representatives to speak or otherwise participate during a hearing. Any attorney acting as an advisor may not formally represent a party in University Administrative proceedings. The investigator may exclude any advisor who disrupts a meeting.

Finding

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, included 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.

Long Term Remedies/Actions

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 retake a class, have extra time to complete a class, or withdraw from a class without an academic or financial penalty.
Decision

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 one week of the decision.

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.

Retaliation

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.

Appellate Procedures for Civil Rights Issues

A party may file a written appeal within ten (10) days of receipt of the findings from the Title IX Coordinator. Any party may appeal, but appeals are limited to the following grounds:

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 Title IX Coordinator will forward a copy to the other party(ies), who may file a response within fourteen (14) days and/or bring their own appeal on separate grounds. If new grounds are raised, the original appealing party will be permitted to submit a written response to these new grounds within ten (10) days. These response or appeal requests will be shared with each party.

The Title IX Coordinator will render a written decision on the appeal within ten (10) days of the resolution of the appeal or remand. Once an appeal is decided, the outcome is final; further appeals are not permitted, even if a decision or sanction is changed on remand. All parties will be informed in writing within three (3) days of the outcome of the Appeals Panel, without significant delay between notifications, and in accordance with the standards for notice of outcome as defined above.

Student Educational Records

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

FERPA Rights

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.)

**Procedure to Inspect and Retrieve Educational Records**

- 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.

**Request to Correct Educational Records**

Students may ask the University to amend a record that they believe is inaccurate.

- They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate.
- If the University decides not to amend the record, the University will notify the student of the decision in writing and advise the student of his or her right to a hearing.
- After the hearing, if the University still decides not to amend the record, the student has the right to place a statement with the records setting forth his or her view about the contested information.

The 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

**Disclosure of Educational Records**

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.

Directory Information

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
• Current enrollment status—full-time/half-time, inactive

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.
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.
College of Psychology

Master of Arts in Applied Behavior Analysis

Course Description

The John F. Kennedy University College of Psychology has developed a master's degree in Applied Behavior Analysis (MA in ABA). The MA in ABA will extend the university's degree offerings in areas of applied mental health service delivery. Such a degree program complements psychology degree programs in marriage and family therapy, holistic counseling, sport psychology, conscious and transformative studies and clinical psychology.

Applied behavior analysis is a science aimed at improving socially significant behavior through the application of learning principles, typically for individuals, not groups. A behavior analyst uses direct observation and data collection to find causes for desired and undesired behaviors. Behavior analysts design strategies to alter socially significant behavior by changing existing behaviors, teaching new behaviors, teaching what behaviors are appropriate to use in different situations and consistently evaluating the effectiveness of their behavioral interventions.

The goal of the MA in ABA at John F. Kennedy University is to provide the student with a solid foundation in applied behavior analysis through an integrated and coordinated sequence of coursework, practicum, and supervision. Clinical practice and research in applied behavior analysis is wide-ranging and includes work in developmental disabilities, traumatic brain injury, chronic health conditions, health and wellness, and educational settings. It is the intent of our program to graduate students who will be prepared academically and clinically to become a board certified behavior analyst (BCBA).

Careers in Behavior Analysis and Therapy

- Work with adults and children with autism and other developmental disabilities. In this capacity you can teach individuals how to communicate, interact with others, succeed in school, and live independently
- Consult with businesses to help improve employee performance safety or create a higher quality work environment
- Work with elderly in assisted living care facilities and nursing homes
- Work with individuals with socio/emotional disorders, anxiety, addictions, and brain injuries.
- Work in a variety of settings such as schools, homes, primary care clinics, community mental health centers, community integrated living arrangements, day treatment centers, and child and family welfare agencies.
- Teach courses at a college or university to promote the development of future behavior analysts
## Course Sequence

<table>
<thead>
<tr>
<th>Course Sequence for Masters in Applied Behavior Analysis</th>
<th>VCS Requirements</th>
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</thead>
<tbody>
<tr>
<td><strong>Concepts and Principles I (4 units)</strong></td>
<td>Philosophical Underpinnings; Concepts &amp; Principles</td>
</tr>
<tr>
<td><em>This course provides an introduction to the science of behavior analysis and the philosophical underpinnings of the science of behavior analysis, including goals, philosophical assumptions, dimensions of applied behavior analysis, radical behaviorism, experimental analysis of behavior, applied behavior analysis, and professional practice.</em></td>
<td>90 hours</td>
</tr>
<tr>
<td><strong>Concepts and Principles II (4 units)</strong></td>
<td></td>
</tr>
<tr>
<td><em>This course includes foundational concepts and principles of applied behavior analysis, including behavior, respondent and operant conditioning, contingencies, extinction, stimulus variations, and verbal operants</em></td>
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<tr>
<td><strong>Ethics, Professionalism, and Compliance (4 units)</strong></td>
<td>BACB Compliance Code and Disciplinary Systems; Professionalism</td>
</tr>
<tr>
<td><em>This course will orient students to the ethical and professional guidelines for Board Certified Behavior Analysts. Students will gain knowledge of the BACB disciplinary systems and compliance code. The course will review ethical guidelines for assessment, treatment, and research. Students will learn to describe and apply professional and ethical guidelines specifying the Behavior Analysts’ responsibility to their clients, colleagues, the field of behavior analysis and society.</em></td>
<td>45 hours</td>
</tr>
<tr>
<td><strong>Measurement and Experimental Evaluation of Behavior (4 units)</strong></td>
<td>Measurement, Data Display and Interpretation; Experimental Design</td>
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<tr>
<td><em>This course provides students with the skills necessary to confirm the clinical efficacy of interventions by use of single-subject designs. Students will learn to develop valid and reliable systems for measuring behavior, to display data using graphing software, and to assess for systematic changes in behavior through visual inspection and interpretation of graphic data.</em></td>
<td>45 hours</td>
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<tr>
<td><strong>Behavior Assessment (4 units)</strong></td>
<td>Behavior Assessment</td>
</tr>
<tr>
<td><em>This course will provide an introduction to key concepts, methods, and ethical considerations associated with assessing behavior. Students will learn pertinent behavioral assessments (preferences, functional</em></td>
<td>45 hours</td>
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<tr>
<td>Course Title</td>
<td>Description</td>
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<tr>
<td><strong>Behavior Change Procedures (3 units)</strong></td>
<td>This course will provide students with a comprehensive overview of empirically supported behavior change procedures. Students will learn approaches to changing behavior that include reinforcement and punishment-based interventions, use of extinction, motivating operations, and contingency management techniques. Students will learn basics of Skinner’s analysis of verbal behavior and how to teach verbal behavior.</td>
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<tr>
<td><strong>Selecting and Implementing Behavior Interventions (3 units)</strong></td>
<td>This course will prepare students to identify, implement, and maintain effective behavioral interventions in applied settings. Students will learn to select and implement function-based interventions for the reduction of problem behaviors, skill-building programs for skill deficits, and various behavioral teaching and training techniques to be applied to both client and supervisee populations.</td>
</tr>
<tr>
<td><strong>Personnel Supervision and Management (3 units)</strong></td>
<td>This course will prepare students to supervise and manage staff, including organizations’ behavior management, performance management, behavioral systems analysis, behavior-based safety, and behavior analysis supervision. It also includes evaluation of past and current research on improving workplace productivity, quality, efficiency, cost-effectiveness and safety; and it addresses how performance management uses behavior principles as applied in business and industry.</td>
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<tr>
<td><strong>Behavior-Change Procedures; Selecting and Implementing Interventions</strong></td>
<td>60 hours</td>
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<tr>
<td><strong>Personnel Supervision and Management</strong></td>
<td>30 hours</td>
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# Yearly Schedule

<table>
<thead>
<tr>
<th>1st YEAR</th>
<th>1st YEAR</th>
<th>1st YEAR</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Winter</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Summer-Onsite Intensive</strong></td>
</tr>
<tr>
<td>Concepts &amp; Principles I (4 units)</td>
<td>Concepts and Principles II (4 units)</td>
<td>Measurement and Experimental Evaluation of Behavior (4 units)</td>
<td>Behavior Assessment (4 units)</td>
</tr>
<tr>
<td>Fieldwork 1 (.5 unit)</td>
<td>Ethics, Professionalism, and Compliance (4 units)</td>
<td>Fieldwork 2 (.5 unit)</td>
<td>Fieldwork 3 (1 unit)</td>
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<tr>
<td><strong>2nd YEAR</strong></td>
<td><strong>2nd YEAR</strong></td>
<td><strong>2nd YEAR</strong></td>
<td><strong>2nd YEAR</strong></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Winter</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Summer Onsite Intensive</strong></td>
</tr>
<tr>
<td>Behavior Change Procedures (4 units)</td>
<td>Selecting and Implementing Behavior Interventions (3 units)</td>
<td>Personnel Supervision and Management (3 units)</td>
<td>Elective 3 (4 units)</td>
</tr>
<tr>
<td>Fieldwork 4 (1 unit)</td>
<td>*Elective 1 (1 unit)</td>
<td>Elective 2 (1 unit)</td>
<td>Fieldwork (1 unit)</td>
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<tr>
<td></td>
<td>Fieldwork (1 unit)</td>
<td>Fieldwork (1 unit)</td>
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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.

Accreditation

The PsyD program at JFK University is accredited by the American Psychological Association (APA). Interested parties may contact the APA at:

Commission on Accreditation
Office of Program Consultation and Accreditation
Advisement

After matriculating into the program, students are assigned a faculty advisor with whom they meet at least once per quarter. These faculty advisors have specialized knowledge in the field and are able to serve as mentors who guide students through their professional development as clinical psychologists. Student performance in coursework and practica is evaluated on an ongoing basis, with formal yearly reviews. Each year must be completed satisfactorily for students to advance in the program. Failure to meet requirements for advancement will result in a referral to the Review and Advisement Committee to clarify and remediate the difficulty. In some instances, students may be required to supplement or repeat certain areas of the program or to take a leave from the program. In other instances, students may be asked to leave the program. See the PsyD Student Handbook for Review and Advisement procedure.

Integrated Professional Seminar

The Integrated Professional Seminar (IPS) is a key component of the program. This composite of courses is designed to integrate academic information and ethnographic or practicum experience throughout the program. During each ethnographic or practicum year, small groups of students meet together with a faculty member. Depending on the year, IPS emphasizes different elements of work with diverse populations. These include, for example, examining one’s own belief systems, worldview, biases, group process, and clinical case presentations. The IPS provides a supportive setting in which students may collaboratively integrate their applied and academic experiences.

Ethnographic Placement

The first year ethnographic placement lays the foundation for culture and diversity-sensitive training as well as practice in self-reflection and self-awareness. The ethnographic experience involves immersion in environments that provide unique and diverse cultural experiences for the trainees. This immersion establishes an understanding of diversity and the relationships with power, privilege, and oppression in the practice of psychology.

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.

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.

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;

• 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.
<table>
<thead>
<tr>
<th>YEAR 1</th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7007</td>
<td>Clinical Interviewing Skills I</td>
<td>3 units</td>
<td></td>
</tr>
</tbody>
</table>
| PSD 7008 | Clinical Interviewing Skills II  
*Prerequisite: PSD 7007* | 3 units | |
| PSD 7015 | Adult Psychopathology I | 3 units | |
| PSD 7016 | Adult Psychopathology II  
*Prerequisite: PSD 7015* | 3 units | |
| PSD 7151 | Research Methods and Statistics I | 3 units | |

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:

| PSD 7035 | Ethnographic Placement  
*Co-requisites: PSD 7046, PSD 7047* | 2 units (6 total) | |
| PSD 7046 | Group Process  
*Co-requisites: PSD 7035, PSD 7047* | 1 unit (3 total) | |
| PSD 7047 | Multicultural Awareness in Professional Psychology  
*Co-requisites: PSD 7035, PSD 7046* | 2 units (6 total) | |

**ADDITIONAL REQUIRED COURSES IN YEAR 1**

| PSD 7009 | Group Clinical Skills | 2 units | |
| PSD 7114 | Psychometrics: Foundations in Psychological Assessment | 3 units | |
| PSD 7122 | Psychodynamic Theory and its Application to Diverse Populations | 3 units | |
| PSD 7123 | Cognitive Behavioral Theory and its Application to Diverse Populations | 3 units | |
| PSD 7141 | Ethical and Legal Issues in Professional Psychology | 3 units | |

| PSD 7009 | Comprehensive Written Examination I: Diversity, Psychopathology, Clinical Skills, Law & Ethics | 0 units | |

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Before proceeding with Year 2, students meet with their faculty advisor to decide whether to initiate Beginning Practicum in Year 2.

| PSD 7115 | Assessment I/Intellectual/Cognitive Assessment and Lab  
*Prerequisites: PSD 7008, PSD 7016, PSD 7114* | 4 units | |
| PSD 7116 | Assessment II/Personality Assessment I and Lab  
*Prerequisite: PSD 7115* | 4 units | |
| PSD 7117 | Assessment III/Personality Assessment II and Lab  
*Prerequisite: PSD 7116* | 4 units | |
| PSD 7118 | Assessment Practicum (elective course)  
*Prerequisite: PSD 7117* | 1 unit (3 maximum) | |
| PSD 7124 | Family Systems Theory and its Application to Diverse Populations | 3 units | |

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:

| PSD 7135 | Clinical Practicum (Fall, Winter, Spring)  
*Prerequisites: PSD 7008, PSD 7016, PSD 7035, PSD 7141* | 2 units (6 total) | |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites/Co-requisites</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7147</td>
<td>Multicultural Proficiency in Professional Psychology</td>
<td>Prerequisites: PSD 7008, PSD 7016, PSD 7035, PSD 7141. Co-requisites: PSD 7135, PSD 7146</td>
<td>1 unit</td>
</tr>
<tr>
<td>PSD 7250</td>
<td>Research Methods and Statistics II</td>
<td>Prerequisite: PSD 7151</td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7251</td>
<td>Qualitative Research: Critical Review</td>
<td>Prerequisite: PSD 7250</td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7252</td>
<td>Clinical Dissertation Proposal I</td>
<td>Corequisite: PSD 7251</td>
<td>2 units</td>
</tr>
<tr>
<td>PSD 7253</td>
<td>Clinical Dissertation Proposal II</td>
<td>Prerequisite: PSD 7252</td>
<td>2 units</td>
</tr>
<tr>
<td>PSD 7271</td>
<td>Applied Diagnosis</td>
<td></td>
<td>1 unit</td>
</tr>
<tr>
<td>PSD 7272</td>
<td>Case Formulation</td>
<td></td>
<td>1 unit</td>
</tr>
<tr>
<td>PSD 7273</td>
<td>Informed Treatment Planning</td>
<td></td>
<td>1 unit</td>
</tr>
<tr>
<td>PSD 7131</td>
<td>Psychology and Treatment of Substance Use</td>
<td>Prerequisite: PSD 7016</td>
<td>3 units</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Written Examination II: Theory, Research, Assessment</td>
<td></td>
<td>0 units</td>
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</table>

**YEAR 3**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</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>
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</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>
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</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</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</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Written Examination III: Foundations</td>
<td>0 units</td>
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</table>

**YEAR 4**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</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>
</tbody>
</table>
### 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 Master’s degree in Sport Psychology and to students who are working toward a Master’s degree in Sport Psychology (i.e., Dual Degree Program).

<table>
<thead>
<tr>
<th>PREREQUISITES</th>
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<tbody>
<tr>
<td>PSD 7035</td>
<td>Ethnographic Placement: Sport-Focused (2) 6 units</td>
</tr>
<tr>
<td>PSP 5817</td>
<td>Performance Enhancement C 3 units</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7176</td>
<td>Clinical Topics in Sport Psychology 3 units</td>
</tr>
<tr>
<td>PSD 7330</td>
<td>Externship 3 units</td>
</tr>
<tr>
<td>PSP 5280</td>
<td>Fieldwork (6) Co-requisite: PSP 5817 6 units</td>
</tr>
<tr>
<td>PSP 5800B</td>
<td>Sport Psychology B 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.

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
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<tbody>
<tr>
<td>PSD 7170A</td>
<td>Functional Neuroanatomy</td>
</tr>
<tr>
<td>PSD 7170B</td>
<td>Neuropsychological Principles</td>
</tr>
<tr>
<td>PSD 7170C</td>
<td>Neuropathology</td>
</tr>
<tr>
<td>PSD 7172</td>
<td>Forensic Neuropsychology</td>
</tr>
<tr>
<td>PSD 7170A</td>
<td>Functional Neuroanatomy</td>
</tr>
<tr>
<td>PSD 7175</td>
<td>Multicultural Issues in Psychological Assessment</td>
</tr>
<tr>
<td>PSD 7119</td>
<td>Neuropsychological Assessment Practicum</td>
</tr>
<tr>
<td>PSD 7171</td>
<td>Neuropsychological Rehabilitation</td>
</tr>
<tr>
<td>PSD 7174</td>
<td>Neuropsychology of Aging</td>
</tr>
<tr>
<td>PSD 7173</td>
<td>Overview of Pediatric Neuropsych Assessment</td>
</tr>
</tbody>
</table>
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 online interdisciplinary curriculum in applied consciousness studies 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 online curriculum offers asynchronous courses with some “live sessions” conducted via audio-visual conferencing. The synchronous-asynchronous blend supports the emergence of an engaged online learning community. Graduates become scholar-practitioners who pursue careers in teaching, coaching, consulting, writing, research entrepreneurship, organizational leadership, and social change, or apply new knowledge and skills to enhance their current profession.

The holistic curriculum integrates the wisdom and practices of 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 methods 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 the online modality. Coursework is completed online asynchronously, supplemented by live class sessions conducted through audio-visual conferencing.

In addition to the core curriculum of 33 units in consciousness studies, students take 4 units of spirituality/religion, 9 units of professional development, 5 units of research, and 7 units of electives.

A 5-unit 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.

To round out their studies, students choose 7 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 one of the following optional 16-unit specializations.

Professionally-oriented specializations:

- Coaching
- Transformational Leadership

Consciousness Studies specializations:

- Consciousness and Healing
- Philosophy and Religion
- Dream Studies

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/evolutionary view of consciousness at individual, collective and cosmic levels
2. Demonstrate awareness, accountability, and effective action in navigating one’s subjective states, stage development and impact on the intersubjective field, 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, including formative childhood experiences. 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.

<table>
<thead>
<tr>
<th>CONSCIOUSNESS STUDIES CORE CURRICULUM (33 UNITS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5010 Paradigms of Consciousness</td>
</tr>
<tr>
<td>CNS 5012 Emotional Intelligence</td>
</tr>
<tr>
<td>CNS 5013 Social Intelligence</td>
</tr>
<tr>
<td>普先quisite: CNS 5012</td>
</tr>
<tr>
<td>CNS 5015 Body Consciousness/Body Wisdom</td>
</tr>
<tr>
<td>CNS 5017 Human Development and the Evolution of Consciousness</td>
</tr>
<tr>
<td>CNS 5020 Archetypal Mythology</td>
</tr>
<tr>
<td>普先quisite: CNS 5125</td>
</tr>
<tr>
<td>CNS 5023 Shamanic Traditions</td>
</tr>
<tr>
<td>CNS 5025 Cosmology and Consciousness</td>
</tr>
<tr>
<td>普先quisite: CNS 5010 (3 units)</td>
</tr>
<tr>
<td>CNS 5030 Consciousness of Sleep and Dreams</td>
</tr>
<tr>
<td>Course Code</td>
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<tr>
<td>CNS 5xxx</td>
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<tr>
<td>CNS 5120</td>
</tr>
<tr>
<td>CNS 5125</td>
</tr>
<tr>
<td>CNS 5275</td>
</tr>
<tr>
<td>CNS 5613</td>
</tr>
</tbody>
</table>

**SPIRITUALITY REQUIREMENT (4 UNITS)**

- 4 units of graduate courses in spirituality

**PROFESSIONAL DEVELOPMENT (9 UNITS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5455</td>
<td>Professional Identity: Life Purpose (Required Course)</td>
<td>3 units</td>
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</tbody>
</table>

**Select 6-Units From the Courses Below**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CNS 5405</td>
<td>Transformational Leadership</td>
<td>2 units</td>
</tr>
<tr>
<td>CNS 5410</td>
<td>Teaching Practicum A</td>
<td>2 units</td>
</tr>
<tr>
<td>CNS 5411</td>
<td>Teaching Practicum B</td>
<td>2 units</td>
</tr>
<tr>
<td>CNS 5453</td>
<td>Foundations of Coaching</td>
<td>2 units</td>
</tr>
<tr>
<td>CNS 5465</td>
<td>Starting Your Own Business</td>
<td>2 units</td>
</tr>
<tr>
<td>CNS 5616</td>
<td>Self-Marketing: Publishing and Traditional Media</td>
<td>1 unit</td>
</tr>
<tr>
<td>CNS 5617</td>
<td>Self-Marketing: Social Media</td>
<td>1 unit</td>
</tr>
<tr>
<td>CNS 5670</td>
<td>Advanced Writing and Publishing</td>
<td>2 units</td>
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</table>

**RESEARCH (Final Integrative Project) (5 units)**

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 526</td>
<td>Qualitative Research A</td>
<td>1 unit</td>
</tr>
<tr>
<td>CBS 5127</td>
<td>Qualitative Research B</td>
<td>2 units</td>
</tr>
<tr>
<td>CNS 5610</td>
<td>MA Integrative Project A</td>
<td>1 unit</td>
</tr>
<tr>
<td>CNS 5611</td>
<td>MA Integrative Project B</td>
<td>1 unit</td>
</tr>
</tbody>
</table>

**ELECTIVES (7 UNITS)**

**Total Units Required for Degree**: 58 units

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 or equivalent course, will be required. Students must complete this course during the first year of graduate study. Consult with an advisor for appropriate course selections. 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.
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.

### REQUIRED COURSES (9 UNITS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5017</td>
<td>Human Development and the Evolution of Consciousness</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5275</td>
<td>Living Systems and Creative Potential</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5428</td>
<td>Fundamentals of Coaching</td>
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<tr>
<td>CNS 5430</td>
<td>Coaching Practicum A</td>
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</tr>
<tr>
<td>CNS 5432</td>
<td>Coaching Practicum B – Mentoring</td>
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<tr>
<td>CNS 5452</td>
<td>Change Theory for Coaches</td>
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### ELECTIVES: CHOOSE AMONG THE FOLLOWING (7 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5018</td>
<td>Enneagram</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5043</td>
<td>Psychology of Happiness &amp; Vibrancy</td>
<td>1</td>
</tr>
<tr>
<td>CNS 5046</td>
<td>Creativity &amp; Transformation</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5230</td>
<td>Metaphors and Symbols of Transformation</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5335</td>
<td>Diamond Approach</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5348</td>
<td>Psycho-Spiritual Development and Integral Meditation</td>
<td>1</td>
</tr>
<tr>
<td>CNS 5465</td>
<td>Starting Your Own Business</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5xxx</td>
<td>Spiritual Intelligence</td>
<td>1</td>
</tr>
<tr>
<td>HHE 5615</td>
<td>Practicum: Supervised Community Coaching</td>
<td>0.5-1.0</td>
</tr>
</tbody>
</table>

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.

### REQUIRED COURSES (9 UNITS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5012</td>
<td>Emotional Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CNS 5015</td>
<td>Body Consciousness/Body Wisdom</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5023</td>
<td>Shamanic Traditions</td>
<td>2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>CNS 5275</td>
<td>Living Systems and Creative Potential</td>
<td>2</td>
</tr>
</tbody>
</table>

**ELECTIVES: CHOOSE AMONG THE FOLLOWING (7 UNITS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5041</td>
<td>Ancestral Consciousness &amp; Healing</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5042</td>
<td>Writing Your Story</td>
<td>1</td>
</tr>
<tr>
<td>CNS 5037</td>
<td>Neuroscience &amp; Mindfulness</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5043</td>
<td>Psychology of Happiness &amp; Vibrancy</td>
<td>1</td>
</tr>
<tr>
<td>CNS 5230</td>
<td>Metaphors &amp; Symbols of Transformation</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5335</td>
<td>Diamond Approach</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5348</td>
<td>Psycho-Spiritual Development &amp; Integral Meditation</td>
<td>1</td>
</tr>
<tr>
<td>CNS 5620</td>
<td>Issues in Consciousness Studies</td>
<td>varies</td>
</tr>
<tr>
<td>CNS 5832</td>
<td>Earth Body Spirit</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Units Required for Specialization**: 16 units

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**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.

**REQUIRED COURSES (10 UNITS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5010</td>
<td>Paradigms of Consciousness</td>
<td>3</td>
</tr>
<tr>
<td>CNS 5025</td>
<td>Cosmology and Consciousness</td>
<td>3</td>
</tr>
<tr>
<td>CNS 5275</td>
<td>Living Systems and Creative Potential</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5349</td>
<td>Integral Life Practice</td>
<td>2</td>
</tr>
</tbody>
</table>

**ELECTIVES: CHOOSE AMONG THE FOLLOWING (6 UNITS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5027</td>
<td>Non-Ordinary States of Consciousness</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5035</td>
<td>Philosophy of Mind</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5037</td>
<td>Neuroscience &amp; Mindfulness</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5230</td>
<td>Metaphors and Symbols of Transformation</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5286</td>
<td>World Spirituality</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5335</td>
<td>Diamond Approach</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5xxx</td>
<td>Spiritual Intelligence</td>
<td>1</td>
</tr>
<tr>
<td>CNS 5620</td>
<td>Issues in Consciousness Studies</td>
<td>varies</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>REQUIRED COURSES (10 UNITS)</th>
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</thead>
<tbody>
<tr>
<td>CNS 5020 Archetypal Mythology</td>
<td>3 units</td>
</tr>
<tr>
<td>CNS 5023 Shamanic Traditions</td>
<td>2 units</td>
</tr>
<tr>
<td>CNS 5030 Consciousness of Sleep and Dreams</td>
<td>2 units</td>
</tr>
<tr>
<td>CNS 5125 Transpersonal Psychology</td>
<td>3 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES: CHOOSE AMONG THE FOLLOWING (6 UNITS)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5046 Creativity &amp; Transformation</td>
<td>2 units</td>
</tr>
<tr>
<td>CNS 5212 Psychology of Dreams</td>
<td>2 units</td>
</tr>
<tr>
<td>CNS 5216 Metaphors &amp; Symbols of Transformation</td>
<td>2 units</td>
</tr>
<tr>
<td>CNS 5280 Dreams, Archetypes, and Personal Mythology</td>
<td>2 units</td>
</tr>
<tr>
<td>CNS 5347 Spirituality, Symbols, Dreams</td>
<td>2 units</td>
</tr>
<tr>
<td>CNS 5620 Issues in Consciousness Studies</td>
<td>varies</td>
</tr>
<tr>
<td>CNS 5832 Earth Body Spirit</td>
<td>2 units</td>
</tr>
<tr>
<td>CNS 5027 Non-Ordinary States of Consciousness</td>
<td>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.
### REQUIRED COURSES (11 UNITS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CNS 5013</td>
<td>Social Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CNS 5120</td>
<td>Diversity, Community &amp; Leadership</td>
<td>3</td>
</tr>
<tr>
<td>CNS 5275</td>
<td>Living Systems and Creative Potential</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5620</td>
<td>Transformational Leadership</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5xxx</td>
<td>Spiral Dynamics &amp; Social Change</td>
<td>1</td>
</tr>
</tbody>
</table>

### ELECTIVES: CHOOSE AMONG THE FOLLOWING (6 UNITS)

(Offered online through City University of Seattle):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAL 505</td>
<td>Discovery Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MAL 510</td>
<td>Ethics in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MAL 530</td>
<td>Adaptive Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MAL 532</td>
<td>Thought Leadership and Creativity</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units Required for Specialization** | **17 units**
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. Our programs create unique learning environments designed to support students in an integrated holistic model toward personal growth, human potential and service to others.

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 postmodern, contemporary, evidence based models, and are exposed to various holistic approaches to counseling psychology, including depth and transpersonal psychology, somatic psychology and general holistic studies. Through the combination of didactic and experiential classroom learning modalities and supervised intensive practicum, students practice clinical skill building throughout the program.

The 91-unit MA in Counseling Psychology’s core coursework and practicum experience fulfills the educational requirements in preparation to obtain a Marriage and Family Therapy license (LMFT) and/or the Professional Clinical Counselor (PCC) license, as approved by the Board of Behavioral Sciences (BBS). Both areas of study prepare students for future employment 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 to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems…” “Professional Clinical Counseling is focused exclusively on the application of counseling interventions and psychotherapeutic techniques for the purpose of improving mental health and is not intended to capture other, nonclinical forms of counseling for the purposes of licensure. For the purposes of this paragraph, ‘nonclinical’ means 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).

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 arts 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 research conducted in the Research Methods required course. For more details, please consult with the director of the HRC, or with a core faculty member of the Counseling Psychology program.

**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 counselors 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. Holistic approaches to 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 self-knowledge through an ongoing examination of the student’s own values, beliefs, cultural background and contexts, abilities and growth areas. The guiding philosophy of the program 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. The MA in Counseling Psychology Program offers afternoon and evening classes and some weekend classes on the Pleasant Hill and San Jose campus.

Alumni of the JFKU MA 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 psycho-therapeutic counseling services in the greater Bay Area, and are highly sought after by agencies and other employers upon graduation and licensure.

**Specialization Options**

In addition to the general MA in Counseling Psychology track, this program offers three specialization options consisting of 16 units each. These holistic specialization courses infuse 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. The holistic specialization options include:

- Somatic Psychology
- Depth and Transpersonal Psychotherapy
- Holistic Studies (integration of Somatic, Depth and Transpersonal)

**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. The following are required courses for the Somatic Psychology specialization:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPY 5001</td>
<td>Holistic Approaches to Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CPY 5203</td>
<td>Somatic Approaches to Diagnosis and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CPY 5205</td>
<td>Principles of Somatic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CPY 5208</td>
<td>Body Oriented Psychotherapy</td>
<td>2</td>
</tr>
<tr>
<td>CPY 5216</td>
<td>Dance and Movement Therapy</td>
<td>3</td>
</tr>
<tr>
<td>CPY 5218</td>
<td>Holistic/Somatic Approaches to Trauma</td>
<td>2</td>
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</table>

**Depth and Transpersonal Psychotherapy:** The Master of Arts (MA) degree in the Counseling Psychology 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.

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CPY 5001</td>
<td>Holistic Approaches to Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CPY 5202</td>
<td>Holistic Approaches to Diagnosis and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CPY 5206</td>
<td>Jungian Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CPY 5209</td>
<td>Fundamentals of Transpersonal Counseling</td>
<td>2</td>
</tr>
<tr>
<td>CPY 5215</td>
<td>Advanced Studies in Depth and Transpersonal Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>
Holistic Studies: This specialization prepares students for careers as psychotherapists with a special emphasis on a broad base of Holistic skills (Depth, Transpersonal, Somatic and Arts-based). 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 an 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. The following courses are required for the Holistic Studies specialization:

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CPY 5001</td>
<td>Holistic Approaches to Counseling Psychology</td>
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</tr>
<tr>
<td>CPY 5202</td>
<td>Holistic Approaches to Diagnosis and Assessment</td>
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</tr>
<tr>
<td>OR</td>
<td>Somatic Approaches to Diagnosis and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CPY 5203</td>
<td>Jungian Psychology</td>
<td></td>
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<tr>
<td>OR</td>
<td>Principles of Somatic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CPY 5206</td>
<td>Fundamentals of Transpersonal Counseling</td>
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</tr>
<tr>
<td>OR</td>
<td>Body Oriented Psychotherapy</td>
<td>2</td>
</tr>
<tr>
<td>CPY 5208</td>
<td>Advanced Studies in Depth and Transpersonal Counseling</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>Dance and Movement Therapy</td>
<td>3</td>
</tr>
<tr>
<td>CPY 5218</td>
<td>Holistic/Somatic Approaches to Trauma</td>
<td>2</td>
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</table>

Additional Guidelines for Holistic Specializations: In keeping with the program’s recognition that daily spiritual/somatic/arts practice is fundamental to growth in consciousness, students in the specializations 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.

Academic Advisement and Mentoring
All MA Counseling Psychology students are provided advisement throughout their program by Faculty Mentors and Academic Counselors. Advisement provides support for various concerns. Faculty Mentors offer guidance on academic and career direction. A student may schedule time with any core faculty member for advisement. A common concern addressed by Academic Counselors 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.

**Course Flowcharts**

All students receive a flowchart outlining their courses by quarter. 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, by their Academic Counselor. In most cases, the majority of the courses will follow the flowchart.

**Course Grading**

Students are responsible for meeting course requirements, assignment deadlines, and grading criteria outlined in each course 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.

**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. 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.

All students are required to complete CPY 5002, CPY 5003, CPY 5004, CPY 5005, CPY 5006, CPY 5007, CPY 5008, CPY 5009, CPY 5010, and CPY 5013 prior to starting field placement. Additionally, 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. Students must acquire a minimum of 280 face-to-face client hours. 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 of fieldwork. For more information on practicum, please refer to the Practicum Student Handbook.

**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 Counseling Psychology Department, 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.
Readiness for practicum will be reviewed in CPY 5007. Students will also be evaluated in their last quarter of practicum, CPY 5401. These consist of 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.

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.

**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 culminating master’s examination similar in format to that of the California MFT licensure exam.

**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 requirement that students participate in at least 48 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 program’s current Student Handbook.

**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 Project that focuses on a particular area of interest. The Individualized program designed by the student and the Coordinator must 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.

**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.

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 selected from these two publications the domains that best describe the program’s desired learning results. From the CACREP core competencies and the AAMFT six domains of knowledge and requisite skills in each domain, faculty developed the following Program Learning Outcomes (PLOs):

- Knowing the self. Students can articulate and evaluate the role of the self in marriage and family therapy and in professional clinical counseling whilst demonstrating awareness and subsequent action of how the self may impact the client-counselor relationship;
- Understanding the client. Students can assess and diagnose client problems according to stated theoretical principles of conceptualization and demonstrate an ability to evaluate and adjust for client’s culture and social identities/physical abilities;
- Connecting with the client. Students can establish, maintain, and evaluate the therapeutic relationship to serve the mental health needs of diverse clients;
- Providing psychotherapy and counseling within legal and ethical mandates. Students can identify and explain the presence of ethical issues in their clinical work and can take appropriate steps to resolve these issues by applying state, federal, and local laws that govern the provision of psychotherapy and counseling and/or by consulting their supervisor.
- 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 able to describe and explain how they use supervision to evaluate their clinical work, and demonstrate an ability to integrate supervisor feedback into their treatment planning.

**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
- Two or three signed letters of recommendation which attest to the applicant’s suitability for the program, preferably from former or current professors.
# Degree Requirements

## Pre Practicum Courses

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CPY 5001</td>
<td>Holistic Approaches to Counseling Psychology</td>
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<tr>
<td>CPY 5002</td>
<td>Group Process A</td>
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<td>CPY 5003</td>
<td>Group Process B</td>
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<td>CPY 5004</td>
<td>Ethics and the Law</td>
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<td>CPY 5005</td>
<td>Therapeutic Skills A</td>
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<td>CPY 5006</td>
<td>Therapeutic Skills B</td>
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<td>CPY 5007</td>
<td>Therapeutic Skills C</td>
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<td>CPY 5008</td>
<td>Counseling Theory and Practice A</td>
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<td>CPY 5010</td>
<td>Cultural and Social Justice Issues in Counseling</td>
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<td>CPY 5011</td>
<td>Child, Adolescent, and Family Therapy</td>
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<td>CPY 5012</td>
<td>Diagnosis and Assessment</td>
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<tr>
<td>CPY 5013</td>
<td>Pre Practicum / Child Abuse Assessment</td>
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## Co-Practicum Courses

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<tr>
<td>CPY 5202</td>
<td>Holistic Approaches to Diagnosis and Assessment</td>
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<tr>
<td>CPY 5203</td>
<td>Somatic Approaches to Diagnosis and Assessment</td>
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<tr>
<td>CPY 5204</td>
<td>The Family Life Cycle</td>
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<tr>
<td>CPY 5205</td>
<td>Principles of Somatic Psychology</td>
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<td>OR</td>
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<tr>
<td>CPY 5206</td>
<td>Jungian Psychology</td>
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<td>OR</td>
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<tr>
<td>CPY 5207</td>
<td>Advanced Child, Adolescent and Family Therapy</td>
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<tr>
<td>CPY 5208</td>
<td>Body Oriented Psychotherapy</td>
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<tr>
<td>CPY 5209</td>
<td>Fundamentals of Transpersonal Counseling OR</td>
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<tr>
<td>CPY 5210</td>
<td>Brief Therapy</td>
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<td>Crisis and Trauma</td>
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<td>CPY 5212</td>
<td>Addiction Studies</td>
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<td>CPY 5213</td>
<td>Family Violence and Elder Care</td>
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<td>CPY 5214</td>
<td>Sexuality Studies</td>
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<td>CPY 5215</td>
<td>Advanced Studies in Depth Psychotherapy OR</td>
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<td>CPY 5216</td>
<td>Dance and Movement Therapy OR</td>
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<tr>
<td>CPY 5217</td>
<td>Advanced Couple Therapy</td>
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<td>CPY 5218</td>
<td>Holistic/Somatic Approaches to Trauma</td>
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<td>CPY 5219</td>
<td>Psychological Testing</td>
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<td>Practicum A / Case Seminar</td>
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<td>CPY 5402</td>
<td>Practicum B / Case Seminar</td>
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<td>CPY 5403</td>
<td>Practicum C / Case Seminar</td>
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<td>CPY 5404</td>
<td>Practicum D / Case Seminar</td>
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<td>CPY 5405</td>
<td>Supplemental Practicum</td>
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<td>Post Practicum Courses</td>
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<td>CPY 5301</td>
<td>Psychopharmacology</td>
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<td>CPY 5302</td>
<td>Research Methods</td>
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<tr>
<td>CPY 5303</td>
<td>Community Mental Health</td>
<td>3</td>
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<tr>
<td>CPY 5304</td>
<td>Theories of Career Development OR</td>
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<tr>
<td>CPY 5220</td>
<td>Specialization Seminars</td>
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<td>CPY 5305</td>
<td>Culminating Exam</td>
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<td>Individualized Program</td>
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<td>CPY 5500</td>
<td>Master's Project Proposal</td>
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<td>CPY 5501</td>
<td>Master's Project A</td>
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</tr>
<tr>
<td>CPY 5502</td>
<td>Master's Project B</td>
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</table>
Mission Statement

The JFK University Sport Psychology Program provides rigorous training worldwide to facilitate students' growth in becoming effective practitioners. Within our learning environment, online and on-site experiential training is guided by theory, evidence-based practice, and ethical and professional standards. Students who successfully complete this unique program are able to integrate the additional core elements of assessment, multicultural competence, counseling skills and performance enhancement to develop a philosophy of practice.

Core Values

Multiculturalism

We embrace and advocate for cultural pluralism and diversity which drives our commitment to inclusive practice related to student, faculty, and staff experiences whilst championing community outreach and service.

Growth in the Field

We continually strive to be at the forefront of growth in the applied sport psychology field. We teach and practice skills designed to facilitate performance in various arenas through supervised applied experiences, and disseminate knowledge through research presentations, social media and professional development opportunities.

Evidence-based Practice

We teach and train students from an evidence-based platform of evolving scientific knowledge in the field of sport psychology and other related fields whilst encouraging students' curiosity.

Supervised Training

We provide individual and group supervision, guided by experienced practitioners, that matches the developmental level of the intern-consultant. We emphasize a balance of guided direction with autonomy, providing a supportive environment yet challenging perspectives, utilizing reflective practice, and maintaining a focus on the client/consultant dynamics. Through our rigorous experiential training, students learn how to translate theoretical knowledge into practical knowledge and skills in an ethical and professional manner whilst measuring the efficacy of the work.

Career Preparation

We foster student readiness to become CMPC® (Certified Mental Performance Consultants through the Association for Applied Sport Psychology, AASP) professionals in the field of sport psychology and beyond.

Your professional foundation in Sport Psychology begins here.
Sport Psychology: Program Learning Outcomes (PLOs)

Theory

Students will be able to describe, explain, synthesize, apply and critique theoretical perspectives from Sport Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.

Ethics and Professionalism

Students will be able to describe, explain, synthesize, apply and critique professional ethical standards in a culturally appropriate manner whilst utilizing decision-making principles in relation to ethical considerations.

Multicultural Competence

Students will be able to describe and explain potential sources of bias within themselves and clients, in addition to synthesize, apply and critique concepts whilst adapting their skills to promote inclusive practice with a diverse range of populations.

Assessment

Students will be able to describe, explain, synthesize, apply and critique various assessment tools whilst identifying potential clinical concerns and applying referral procedures appropriately in a continuous and evolving process to create effective action plans.

Counseling Skills

Students will be able to describe, explain, synthesize, apply and critique counseling skills to develop a working relationship with clients whilst demonstrating awareness and subsequent action of how the self may impact the client-consultant relationship.

Performance Enhancement Skills

Students will be able to describe, explain, synthesize, apply and critique performance enhancement skills with individuals and teams.

Evidence-Based Practice

Students will be able to describe, explain, synthesize, apply and critique established and current research from Sport Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.
Master of Arts in Sport Psychology

Program Description

The Master of Arts (MA) Sport Psychology Program curriculum is designed to expose students to an integrated model of sport psychology education that includes as core elements. The program consists of 77.5 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 psychopathology. 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 on-site and online courses. A successful MA Sport Psychology graduate will be eligible to apply and then take the exam to become a Certified Mental Performance 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 in Sport Psychology Program are required to successfully complete 4 internships, including the mandatory LEAP 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 the 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 their 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 Team 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 within 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:** This four quarter sequence will lead to original research presented in a thesis format which the student will defend upon completion; 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 comply with all site requirements, including but not limited to: Fingerprinting, background check, SafeSport training, and professional organization registration.

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 program are required.

### Degree Requirements

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<tr>
<th>CORE CURRICULUM</th>
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<tbody>
<tr>
<td>PSP 5002</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>PSP 5054A</td>
<td>Research Methods A: Quantitative and Qualitative</td>
</tr>
<tr>
<td>PSP 5054B</td>
<td>Research Methods B: Quantitative and Qualitative</td>
</tr>
<tr>
<td>PSP 5800A</td>
<td>Sport Psychology A</td>
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<td>PSP 5800B</td>
<td>Sport Psychology B</td>
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<tr>
<td>PSP 5803A</td>
<td>Ethics and Professional Issues in Sport Psychology A</td>
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<td>PSP 5804</td>
<td>Assessment Strategies</td>
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<td>PSP 5805</td>
<td>Psychopathology Assessment</td>
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<td>PSP 5811</td>
<td>Counseling Skills A</td>
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<td>PSP 5812</td>
<td>Counseling Skills B</td>
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<td>PSP 5814</td>
<td>Comprehensive Exploration of Diversity in Sport</td>
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<td>PSP 5815</td>
<td>Performance Enhancement A</td>
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<td>Performance Enhancement B</td>
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<td>PSP 5817</td>
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<td>PSP 5819</td>
<td>Social and Historical Issues in Sport</td>
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<td>PSP 5842</td>
<td>Enhanced Recreation for Youth</td>
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<td>PSP 5822</td>
<td>Team Building</td>
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<td>PSP 5826</td>
<td>Cognitive and Affective Bases of Behavior</td>
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<td>PSP 9090</td>
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<td>PSP 9091</td>
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<td>Professional Development Seminar</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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<td>PSP 5279B</td>
<td>Introduction to Fieldwork B</td>
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<td>PSP 5280</td>
<td>FieldworkPrerequisites: PSP 5279, PSP 5800A, PSP 5803A, PSP 5804, PSP 5805, PSP 5811, PSP 5822, PSP 5816, PSP 9085, PSP 9090, PSP 5842</td>
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<td>PSP 9085</td>
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**RESEARCH PROJECT OPTION**

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<td>Research ProposalPrerequisite: PSP 5054A/B</td>
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<td>PSP 5891</td>
<td>Research A/B/C (1 unit/1 unit/2 unit)Prerequisite: PSP 5890</td>
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<tbody>
<tr>
<td>PSP 5895A/B</td>
<td>Applied Project: A/B (2 units/2 units)Prerequisites: PSP 5054A, PSP 5054B, PSP 5280</td>
<td>4</td>
</tr>
<tr>
<td>PSP XXXX</td>
<td>Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

**ELECTIVES**—These courses are only offered in specific quarters.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSP 5820</td>
<td>Psychology of Coaching</td>
<td>2</td>
</tr>
<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>
</tr>
<tr>
<td>PSP 5833</td>
<td>Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>PSP 5834</td>
<td>Motor Learning and Performance</td>
<td>1</td>
</tr>
<tr>
<td>PSP 5835</td>
<td>Exercise Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PSP 5838</td>
<td>Health Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PSP 5850A</td>
<td>Clinical Sport Psychology</td>
<td>1</td>
</tr>
<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>
</tr>
<tr>
<td>PSP 5885</td>
<td>Best Practices for Remote Consulting</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Units Required** 77.5 units
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 for those seeking a degree that is primarily clinically-focused 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. Having both degrees (plus a psychology license) will enable graduates to use the title “Sport Psychologist,” and apply to be eligible to take the exam to become a Certified Mental Performance Consultant (CMPC) with the Association for Applied Sport Psychology (AASP). They may then 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, with an integration of programs mainly in Years 3 and 4. Once in the PsyD program, the dual degree student fulfills all the same curricular and training requirements asked of all PsyD students. To fulfill the MA component of the dual degree program, students complete 42.5 units in the Sport Psychology Program and 35 units within the PsyD program (classes counting for both are specified below).

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

MA/PsyD dual degree students must petition for their MA degree to be awarded when they have satisfactorily completed all the MA coursework (77.5 units), satisfied the fieldwork requirements for Sport Psychology (i.e., two supervised internships), are in good standing, and have passed the MA fieldwork exam, comprehensive written and oral examinations, and their exit meeting in the Sport Psychology Program. Typically, a student will petition for MA graduation after the Spring Quarter of the 4th year of the dual degree program. Again, this is contingent on the student completing all the requirements set forth by the MA 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

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 (*).

<table>
<thead>
<tr>
<th>Required Sport Psychology Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSP 5002 Writing Workshop</td>
<td>0.5 units</td>
</tr>
<tr>
<td>PSP 5279A Introduction to Fieldwork A</td>
<td>1 unit</td>
</tr>
<tr>
<td>PSP 5279B Introduction to Fieldwork B</td>
<td>1 unit</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>PSP 5280</td>
<td>Fieldwork I</td>
</tr>
<tr>
<td>PSP 5800A</td>
<td>Sport Psychology A</td>
</tr>
<tr>
<td>PSP 5800B</td>
<td>Sport Psychology B</td>
</tr>
<tr>
<td>PSP 5803A</td>
<td>Ethics and Professional Issues in Sport Psychology A</td>
</tr>
<tr>
<td>PSP 5804</td>
<td>Assessment Strategies</td>
</tr>
<tr>
<td>PSP 5811</td>
<td>Counseling Skills A</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>PSP 5817</td>
<td>Performance Enhancement C</td>
</tr>
<tr>
<td>PSP 5819</td>
<td>Social and Historical Issues in Sport</td>
</tr>
<tr>
<td>PSP 5822</td>
<td>Team Building</td>
</tr>
<tr>
<td>PSP 5833</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>PSP 5835</td>
<td>Elective</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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSP 9000</td>
<td>Professional Development Seminar</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 Fieldwork II (3 units), PSP 5800B Sport Psychology B (3 units), PSP 9091 Sport Psychology Comprehensive Oral Examination, and required Exit Meeting. Additional degree requirements: Town Hall Meetings are mandatory to attend for all MA/PsyD students until they have received their MA. They typically occur twice a year. Exit Meetings with the Chair are required for all sport psychology students in order to graduate with their MA. These should be the last element of the program to complete for the MA and can only be scheduled once the oral examination has been passed.

### SECOND YEAR

<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 units</td>
</tr>
<tr>
<td>PSD 7008</td>
<td>Clinical Interviewing Skills II*</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</td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7151</td>
<td>Research Methods and Statistics I*</td>
<td>3 units</td>
</tr>
</tbody>
</table>

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>
<tbody>
<tr>
<td>PSD 7035</td>
<td>Ethnographic Placement</td>
<td>2 units</td>
</tr>
</tbody>
</table>

(6 total)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
</table>
| PSD 7046    | Group Process*<sup>1</sup>  
  <sup>Co-requisites: PSD 7035, PSD 7047</sup> | 1 unit (3 total) |
| PSD 7047    | Multicultural Awareness in Professional Psychology*<sup>2</sup>  
  <sup>Co-requisites: PSD 7035, PSD 7046</sup> | 2 units (6 total) |

**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>
<tr>
<td>PSD 7009</td>
<td>Multicultural Proficiency in Professional Psychology, Clinical Skills, Law &amp; Ethics</td>
<td>0 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>
</table>
| PSD 7115    | Assessment I/Intellectual/Cognitive Assessment and Lab  
  <sup>Prerequisites: PSD 7008, PSD 7016, PSD 7114</sup> | 4 units |
| PSD 7116    | Assessment II/Personality Assessment I and Lab  
  <sup>Prerequisite: PSD 7115</sup> | 4 units |
| PSD 7117    | Assessment III/Personality Assessment II and Lab  
  <sup>Prerequisite: PSD 7116</sup> | 4 units |
| PSD 7118    | Assessment Practicum (elective course)  
  <sup>Prerequisite: PSD 7117</sup> | 1 unit (3 maximum) |
| PSD 7124    | Family Systems Theory and its Application to Diverse Populations            | 3 units |

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)  
  <sup>Prerequisites: PSD 7008, PSD 7016, PSD 7035, PSD 7141</sup> | 2 units (6 total) |
| PSD 7147    | Multicultural Proficiency in Professional Psychology  
  <sup>Prerequisites: PSD 7008, PSD 7016, PSD 7035, PSD 7141, Co-requisites: PSD 7135, PSD 7146</sup> | 1 unit (3 total) |

**ADDITIONAL REQUIRED COURSES IN YEAR 3**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
</table>
| PSD 7250    | Research Methods and Statistics II  
  <sup>Prerequisite: PSD 7151</sup> | 3 units |
| PSD 7251    | Qualitative Research: Critical Review*  
  <sup>Prerequisite: PSD 7250</sup> | 3 units |
| PSD 7252    | Clinical Dissertation Proposal I*  
  <sup>Corequisite: PSD 7251</sup> | 2 units |
| PSD 7253    | Clinical Dissertation Proposal II*  
  <sup>Prerequisite: PSD 7252</sup> | 2 units |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7271</td>
<td>Applied Diagnosis</td>
<td>1 unit</td>
</tr>
<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*</td>
<td>3 units</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: PSD 7016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehensive Written Examination II: Theory,</td>
<td>0 units</td>
</tr>
<tr>
<td></td>
<td>Research, Assessment</td>
<td></td>
</tr>
</tbody>
</table>

**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 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 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 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 Prerequisite: PSD 7253</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Written Examination III: Foundations</td>
<td>0 units</td>
</tr>
</tbody>
</table>

**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 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 Prerequisite: PSD 7016</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 Prerequisite: PSD 7254</td>
<td>.5 units</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.
Master of Arts in Sport Psychology/Master in Business Administration

The College of Psychology offers a dual degree program in Sport Psychology and Business Management. Students completing this eleven-quarter 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 take two MBA courses during their first year. At the end of the first year, students will complete their first of four Sport Psychology internships. In the second year, students will finish their Sport Psychology coursework and continue coursework in the MBA Program. Students will also complete their second and third Sport Psychology internship. In the third year, students will complete their last Sport Psychology internship; their remaining coursework will be in the MBA Program, culminating with their Capstone project during the third and final quarter.

Prerequisite courses are the same as in the MA programs listed in those relevant sections previously.

### CURRICULUM

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSP 5002</td>
<td>Writing Workshop</td>
<td>0.5</td>
</tr>
<tr>
<td>PSP 5054A</td>
<td>Research Methods: Quantitative &amp; Qualitative A</td>
<td>2</td>
</tr>
<tr>
<td>PSP 5054B</td>
<td>Research Methods: Quantitative &amp; Qualitative B</td>
<td>2</td>
</tr>
<tr>
<td>MBA 610</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MBA 500</td>
<td>MBA Foundations</td>
<td>3</td>
</tr>
<tr>
<td>PSP 5279A</td>
<td>Introduction to Fieldwork A</td>
<td>1</td>
</tr>
<tr>
<td>PSP 5279BA</td>
<td>Introduction to Fieldwork B</td>
<td>1</td>
</tr>
<tr>
<td>PSP 5280</td>
<td>Fieldwork</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Prerequisites:</strong> PSP 5279, PSP 5800A, PSP 5803A,</td>
<td></td>
</tr>
<tr>
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<td>PSP 5804, PSP 5805, PSP 5811, PSP 5822, PSP 5816,</td>
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<td></td>
<td>PSP 9085, PSP 9090</td>
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<tr>
<td>PSP 5800A</td>
<td>Sport Psychology A</td>
<td>3</td>
</tr>
<tr>
<td>PSP 5803A</td>
<td>Ethics and Professional Issues in Sport</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Psychology A</td>
<td></td>
</tr>
<tr>
<td>PSP 5804</td>
<td>Assessment Strategies</td>
<td>3</td>
</tr>
<tr>
<td>PSP 5805</td>
<td>Psychopathology Assessment</td>
<td>4</td>
</tr>
<tr>
<td>PSP 5811</td>
<td>Counseling Skills A</td>
<td>3</td>
</tr>
<tr>
<td>PSP 5814</td>
<td>Comprehensive Exploration of Diversity</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</td>
<td>3</td>
</tr>
<tr>
<td>PSP 5819</td>
<td>Social and Historical Issues in Sport</td>
<td>2</td>
</tr>
<tr>
<td>PSP 5822</td>
<td>Team Building</td>
<td>3</td>
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<tr>
<td>PSP 5826</td>
<td>Cognitive and Affective Bases of Behavior</td>
<td>4</td>
</tr>
<tr>
<td>PSP 9085</td>
<td>Fieldwork Exam</td>
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<tr>
<td></td>
<td><strong>There is a $75 fee.</strong></td>
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<tr>
<td>PSP 9090</td>
<td>Comprehensive Written Examination</td>
<td>0</td>
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<tr>
<td></td>
<td><strong>There is a $75 fee.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSP 5280</td>
<td>Fieldwork</td>
<td>6</td>
</tr>
<tr>
<td>PSP 5800B</td>
<td>Sport Psychology B</td>
<td>3</td>
</tr>
<tr>
<td>PSP 5803B</td>
<td>Ethics and Professional Issues in Sport</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Psychology B</td>
<td></td>
</tr>
<tr>
<td>PSP 5812</td>
<td>Counseling Skills B</td>
<td>3</td>
</tr>
</tbody>
</table>
### 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, units of fieldwork and supervision (PSP 5280) can be added on to the certificate program prerequisite courses (Prerequisites: PSP 5279A, PSP5279B, PSP 5800A, PSP 5803A, PSP 5804, PSP 5805, PSP 5811, PSP 5822, PSP 5816, PSP 9085, PSP 9090, PSP 5842) or their equivalent must be completed prior to starting any fieldwork experiences. Certificate students must register for PSP5279A and PSP5279B 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 Sport Psychology A</td>
<td>3 units</td>
</tr>
<tr>
<td>PSP 5814 Comprehensive Exploration of Diversity</td>
<td>4 units</td>
</tr>
<tr>
<td>PSP 5815 Performance Enhancement A</td>
<td>3 units</td>
</tr>
<tr>
<td>PSP 5816 Performance Enhancement B</td>
<td>3 units</td>
</tr>
<tr>
<td>Prerequisite: PSP 5815</td>
<td></td>
</tr>
<tr>
<td>PSP 5817 Performance Enhancement C</td>
<td>3 units</td>
</tr>
<tr>
<td>Prerequisite: PSP 5816</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>PSP 5800B Sport Psychology B</td>
<td>3 units</td>
</tr>
<tr>
<td>Prerequisites: PSP 5800A and ideally having done an internship with the program (PSP 5280) (Previously completed Practicum or Fieldwork experience in addition to a Graduate Psychology Degree may also suffice)</td>
<td></td>
</tr>
<tr>
<td>PSP 5833 Kinesiology</td>
<td>4 units</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.
Specialization Requirements

<table>
<thead>
<tr>
<th>CURRICULUM</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENT 610 Innovation Strategy</td>
<td>3 units</td>
</tr>
<tr>
<td>ENT 620 Economics of Entrepreneurship</td>
<td>3 units</td>
</tr>
<tr>
<td>ENT 630 Start-up Plan Development</td>
<td>3 units</td>
</tr>
<tr>
<td>ENT 640 New Venture Implementation</td>
<td>3 units</td>
</tr>
<tr>
<td><strong>Total Units Required</strong></td>
<td><strong>12 units</strong></td>
</tr>
</tbody>
</table>

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 online 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

| TSC 5001 Foundations of Trauma Studies | 3 units |
| TSC 5002 The Neurobiology of Trauma | 2 units |
| TSC 5003 Attachment and Developmental Approaches to Trauma | 2 units |
| TSC 5004 Assessment and Treatment Planning for Trauma | 2 units |
| TSC 5005 Legal and Ethical Issues in Trauma | 1 unit |
| TSC 5006 Somatic Approaches to Trauma | 3 units |
| TSC 5007 Working with Trauma in Family Systems | 2 units |
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 Description

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.

**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. 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.

**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.

**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.

At the end of the Paralegal Certificate curriculum, students should be able to:

- Proficiently draft legal documents;
- Describe and assess the ethical obligations and limitations of legal professionals in specific factual situations;
- Conduct legal research, both online and in the library;
- Apply analytical and critical thinking; and
- Effectively use software applications commonly utilized in a legal environment.

At the end of the Bachelor's Degree curriculum, students should be able to do all of the above outcomes and:

- Demonstrate proficiency in oral communication; and
- Describe the role of diversity in American Jurisprudence.

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

Program Description

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

<table>
<thead>
<tr>
<th>LOWER-DIVISION GENERAL-EDUCATION (LDGE)</th>
<th>45 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BREADTH REQUIREMENTS</td>
<td></td>
</tr>
<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></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPOSITION</th>
<th>9 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition/Critical Thinking and Writing.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HUMANITIES</th>
<th>12 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must have completed at least one 3 unit course in two areas.</td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>3 units</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
</tr>
<tr>
<td>NATURAL SCIENCE</td>
<td>9 units</td>
</tr>
<tr>
<td>SOCIAL SCIENCE</td>
<td>12 units</td>
</tr>
<tr>
<td>Must have completed at least one 3 unit course in two areas.</td>
<td></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 Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 3001</td>
<td>Introduction to Law</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3002</td>
<td>Legal Research</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3003</td>
<td>Legal Writing</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3004</td>
<td>Legal Ethics</td>
<td>2 units</td>
</tr>
<tr>
<td>PLS 3005</td>
<td>Tort Law</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3008</td>
<td>Litigation I</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3009</td>
<td>Litigation II</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3010</td>
<td>Legal Technology Applications</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3011</td>
<td>Paralegal Capstone (Completed in the last term of the certificate program)</td>
<td>1 unit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 3400</td>
<td>Advanced Business Communication</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3029</td>
<td>Evidence</td>
<td>2 units</td>
</tr>
<tr>
<td>PLS 3006</td>
<td>Contract Law</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3012</td>
<td>BA Capstone</td>
<td>3 units</td>
</tr>
<tr>
<td>PLS 3023</td>
<td>Criminal Law</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3101</td>
<td>Accounting for Legal Professionals</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3103</td>
<td>Advanced Legal Writing</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3111</td>
<td>Law and Social Justice</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3113</td>
<td>Critical Thinking in Law and Business</td>
<td>4 units</td>
</tr>
<tr>
<td></td>
<td>Legal Specialty Focus Course</td>
<td>4 units</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.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower-Division Breadth Requirements</td>
<td>45 units</td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>76 units</td>
</tr>
<tr>
<td>Units to Reach 180</td>
<td>varies</td>
</tr>
<tr>
<td>Total Units for Degree</td>
<td>180 units</td>
</tr>
</tbody>
</table>

### Advanced Legal Technology Concentration

BA Legal Studies students have the opportunity to include add the Advanced Legal Technology concentration to their educational program.
The Advanced Legal Technology concentration requires the completion of the following courses:

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th></th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 3010</td>
<td>Legal Technology Applications</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3046</td>
<td>Project Management E-Discovery</td>
<td>2</td>
</tr>
<tr>
<td>PLS 3047</td>
<td>Advanced Legal Technology Applications</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3048</td>
<td>Trial Presentation Skills</td>
<td>2</td>
</tr>
</tbody>
</table>

**Paralegal Certificate**

**Program Description**

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. Students interested in obtaining specialized knowledge and skills in legal technology may earn the 12-unit, fully embedded Advanced Legal Technology concentration.

**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 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.

Degree Requirements

<table>
<thead>
<tr>
<th>CORE COURSES</th>
<th>31 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 3001 Introduction to Law</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3002 Legal Research</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3003 Legal Writing</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3004 Legal Ethics</td>
<td>2 units</td>
</tr>
<tr>
<td>PLS 3005 Tort Law</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3008 Litigation I</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3009 Litigation II</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3010 Legal Technology Applications</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3011 Paralegal Capstone (Completed in the last term of the certificate program)</td>
<td>1 unit</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>
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<tr>
<td>PLS 3025 Business Organizations/Corporations</td>
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<td>PLS 3027 Family Law</td>
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<td>PLS 3031 Intellectual Property</td>
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<td>PLS 3033 Public Benefits Law</td>
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<td>PLS 3035 Immigration Law</td>
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<td>PLS 3037 Environmental Law</td>
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<td>PLS 3038 Employment Law</td>
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<td>PLS 3040 Internship</td>
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<td>PLS 3046 Project Management in E-Discovery</td>
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<tr>
<td>PLS 3047 Advanced Legal Technology</td>
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<tr>
<td>PLS 3048 Trial Presentation Skills</td>
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Total Units for Certificate 39 units

Advanced Legal Technology Concentration
Paralegal Certificate students have the opportunity to include the Advanced Legal Technology concentration to their educational program.

The Advanced Legal Technology concentration requires the completion of the following courses:

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>PLS 3010</td>
<td>Legal Technology Applications</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3046</td>
<td>Project Management E-Discovery</td>
<td>2</td>
</tr>
<tr>
<td>PLS 3047</td>
<td>Advanced Legal Technology Applications</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3048</td>
<td>Trial Presentation Skills</td>
<td>2</td>
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Course Descriptions

Course Numbering

Course numbering used at JFK is as follows:

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Number Range</th>
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<tr>
<td>Lower-Division Courses</td>
<td>1000 to 2999</td>
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<tr>
<td>Upper-Division Courses</td>
<td>3000 to 4999</td>
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<tr>
<td>Graduate Courses</td>
<td>5000 to 5999</td>
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<tr>
<td>Post-Master’s Courses</td>
<td>6000 to 6999</td>
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<tr>
<td>Doctoral Courses</td>
<td>7000 to 7999</td>
</tr>
<tr>
<td>Non-Credit, Field Placement, and Workshops</td>
<td>9000 to 9999</td>
</tr>
</tbody>
</table>

Appointments should be set with the Chair directly.

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 e-companion component, which is an online resource where students can view course materials and assignments.

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

Consciousness and Transformative Studies [CNS] Courses

**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 5014 Spiritual Intelligence (1)**

Coming out of the theory of multiple intelligences, the concept of spiritual intelligence appeared with the new millennium, originally defined as “a dynamic wholeness of self in which the self is at one with itself and the whole creation.” A more behaviorally-focused definition, accompanied by 21 specific skills, focuses on “the ability to behave with wisdom and compassion, while maintaining inner and outer peace, regardless of the situation.” The 1-unit course will compare the various conceptualizations of spiritual intelligence. Students will complete a spiritual intelligence inventory, and identify specific skills as areas for personal growth. We also consider the vital role of the body in spiritual intelligence.

**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 meta-perspective 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.

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 human brain, with its ultimate purpose for ensuring survival, organizing information, and meaning making, is also deceptive and limiting by its own nature. In order not to overload consciousness with billions of bits of seemingly
irrelevant data, the brain constructs and projects a reality that we assume and believe is ultimate reality. Our default mode network operates to ensure we are focused on bits of information that serve the self, for the sake of survival and personal thriving. Yet when the brain is introduced to meditation, mindfulness practices, or psychedelics, we find consistent reported states of unity consciousness, ego dissolution, ah-ha moments, flow, increased empathy towards others, the planet, and one’s self, and greater creative problem-solving ability. Ample neuroscientific, therapeutic, and phenomenological evidence indicates that meditation, mindfulness practices, and psychedelics expand human consciousness, positively change worldviews, and offer profound experiences of well-being. This course covers how meditation, mindfulness practices, and psychedelics operate on neurological and personal spheres. It also addresses how the integration of neuroscience, psychology, psychedelic sciences, and meditation practices is the cutting edge of human potential and healing. 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 Psychology of Happiness & Vibrancy (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 5047 Inner Guidance (1)

For millennia, spiritual and psychological thinkers have sought to discern, understand, and follow their inner guidance and help others do so. Whether understood in spiritual or psychological terms, this guidance is invaluable to personal healing and living an independent, creative, and fulfilling life connected to others and contributing to the larger world. This 1-unit course explores transpersonal, psychological, and somatic perspectives and practices for activating, testing, and living this inner guidance and helping others do the same. Most approaches agree on the crucial need to identify, heal, release, or transform psychosocial factors that obstruct the perception and actualization of inner guidance.
CNS 5060 Philosophy of Consciousness (1-3)

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 (3)

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, interconnection, 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 (3)

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.

CNS 5126 Qualitative Research A (1)

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 (2)

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 (2)

This course examines Western psychological traditions of dream interpretation. The pioneering work of Sigmund Freud and Carl Jung, both of whom were directly inspired by their own dream experiences, 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 (2)

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 (2)

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. 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 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.

**CNS 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.

**CNS 5452 Change Theory for Coaches (1)**

This course looks at what motivates people to make sustainable changes in their lives. Change theories covered include Bridges’ Transition Theory, the Transtheoretical Model, Self-Determination Theory, and the Immunity to Change Model. We will also cover transformative learning theory, Kolb’s experiential learning cycle, and Paulo Freire’s concepts of praxis and critical consciousness as key models for working with adults. Coaching students explore how they can use these theories and models to help their clients realize their goals and achieve lasting change.

**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, practiced-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 startup 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 5126.

**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 56xx Spiral Dynamics and Social Change**

Spiral Dynamics is a model of conscious, cultural evolution that differentiates eight distinct stages of personal and cultural development and carries great explanatory power when applied to the complexities of our emerging global world. These eight stages of development are values-based, delineating core values around which the eight worldviews are organized: safety; power; order; success; equality of people; process-orientation; synthesis-orientation. Understanding the underlying values and worldviews held by individuals and different cultural groups, and how change emerges through the spiral of conscious cultural development, is a powerful leadership tool for facilitating personal and social change. Students apply the 8-stage model to real-world situations on a contemporary issue of strong personal interest.

**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)**
Share your vision, knowledge, and wisdom by getting published. For students who have the intent and potential to publish their work: This 2-unit course will help you refine your writing and prepare for publication. A prerequisite for this course is that you have an already-written paper—this paper must be well-written, worked through, and/or have received an A grade in a previous course. We will work together to polish your paper into a manuscript ready for publication. You will learn how to: structure your paper, find your readers, identify the value of your paper, fine-tune your text, write a pitch letter, and know when to send multiple submissions. Not just theory, by the end of this course you will submit your work for publication. Not all writers become authors without guidance; this course creates the container for you to step into authorship.

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.

MA in Counseling Psychology [CPY] Courses

CPY 5001 Holistic Approaches to Counseling Psychology

This course is a survey of holistic approaches to counseling psychology. Theories and practices of transpersonal, somatic, and depth psychology will be examined.

CPY 5002 Group Process A

This course introduces students to both theoretical and experiential understanding of group process. The class is an introduction 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 ongoing group experience is required so that students may reflect upon their own skills and self as a therapist.

CPY 5003 Group Process B
This course is a continuation of Group Process A and through class participation, students learn group theory and group facilitation skills.

**CPY 5004 Ethics and the Law**

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. 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.

**CPY 5005 Therapeutic Skills A**

This is the first of a three-quarter sequence designed to teach basic communication skills. Students will explore the use of communication in day-to-day life, relationships, work settings, therapy and other forms of interaction between people, working within a multicultural context, and using a humanist-existential approach. In order to master basic skills in counseling communication, students will be challenged to develop an increased awareness of themselves and their relationship with themselves. Then from there, students will be asked to begin examining their beliefs systems, how they perceive others, how they interpret events and how those dynamics influence their verbal and non-verbal communication. Through the use of lectures, readings, in-class exercises, dialogues, assignments, and practice counseling interviews, students will have the opportunity to explore and learn effective counseling communication.

**CPY 5006 Therapeutic Skills B**

This is the second of a three-quarter sequence designed to teach basic communication skills. Students will explore the use of communication in day-to-day life, relationships, work settings, therapy and other forms of interaction between people in multicultural context and using a psychodynamic approach. In this course, students will learn about transference, countertransference, and defense mechanisms in the context of the therapeutic relationship and therapeutic process. Through the use of lectures, readings, in-class exercises, dialogues, assignments, and practice counseling interviews, students will have the opportunity to explore and learn effective counseling communication.

**CPY 5007 Therapeutic Skills C**

This course is a practical application of the skills and principles learned in Therapeutic Skills A and B. Additionally, the course will cover the principles and skills of marriage and family counseling and couples therapy.

**CPY 5008 Counseling Theory and Practice A**

This course serves as the beginning of a survey of historical and empirical foundations of therapeutic theories and their effectiveness. The course is an introduction to the theories and practices of counseling psychology including family systems theories, methods for assessment of family interaction patterns, and intervention strategies.

**CPY 5009 Counseling Theory and Practice B**

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.

**CPY 5010 Cultural and Social Justice Issues in Counseling**

Provides an overview of the field of cross-cultural issues related to counseling. The course is specifically designed to enhance students’ a) 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 cross-cultural sensitivity as an ongoing, developmental process in becoming and practicing as a therapist.
CPY 5011 Child, Adolescent and Family Therapy

This course examines the psychological issues of childhood and early adolescence and provides an overview of assessment, diagnosis, and treatment planning, using the DSM-5 as related to children and adolescents.

CPY 5012 Diagnosis and Assessment

This course focuses on the history, development, use, and critique of the DSM-5 and diagnoses will be explored from various viewpoints. 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. Introduces the working model of client case formulation, assessment/diagnosis, and treatment planning.

CPY 5013 Pre Practicum/ Child Abuse Assessment

This course is two-fold. It 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. Additionally, this course 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.

CPY 5201 Advanced Diagnosis and Assessment

This course focuses on the history, development, use, and critique of the DSM-5 and diagnoses will be explored from various viewpoints. 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. Personality disorders are reviewed.

CPY 5202 Holistic Approaches to Diagnosis and Assessment

An examination of traditional and holistic diagnostic systems including the DSM-5 and various holistic typologies. Assessment methods and therapeutic strategies appropriate to different diagnostic categories are covered.

CPY 5203 Somatic Approaches to Diagnosis and Assessment

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.

CPY 5204 The Family Life Cycle

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.

CPY 5205 Principles of Somatic Psychology

The course is an introduction to the fundamentals of somatic psychology, the field, and its basic concepts and values. Areas of focus include history, issues, principles, and practices with attention to the origins and psycho-emotional consequences of the mind-body split. Students are introduced to basic practices such as sensory tracking, centering, and self-forming, and the concepts of dynamic systems and self-regulation.

CPY 5206 Jungian Psychology
This course is an overview of basic Jungian concepts, models of the psyche and processes. It will encourage the engagement with these concepts on a personal level and explore applications on the clinical level. Additionally, this course 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.

**CPY 5207 Advanced Child, Adolescent and Family Therapy**

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.

**CPY 5208 Body Oriented Psychotherapy**

This course is an introduction to and exploration of the field of body-oriented psychotherapy. It covers 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.

**CPY 5209 Fundamentals of Transpersonal Counseling**

This course will provide an overview of the concepts and theories of Transpersonal Counseling, including depth, integral, perennial and non-dual perspectives. It will encourage the engagement with these concepts on a personal level and explore applications on the clinical level.

**CPY 5210 Brief Therapy**

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.

**CPY 5211 Crisis and Trauma**

This course provides an overview of crisis theory and management, and disaster and trauma causing events and their interventions. A brief overview of trauma theory is presented. Students will learn current strategies for working with individuals, couples, and families impacted by personal, familial, intergenerational, community, and crisis and trauma events.

**CPY 5212 Addiction Studies**

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. Research and assessment on systemic treatment approaches for youth, adults, minorities, and co-occurring disorders are reviewed. Students will learn about appropriate collaboration with other professionals, and about how to make appropriate referrals.

**CPY 5213 Family Violence and 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 LGBTQIA+ 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.

**CPY 5214 Sexuality Studies**
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 examine their attitudes, beliefs and values.

**CPY 5216 Dance and Movement Therapy**

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.

**CPY 5217 Couple Therapy**

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.

**CPY 5218 Holistic/Somatic Approaches to Trauma**

This course provides an overview of the concept of trauma and trauma treatment from an integrative holistic and somatic perspective. Current diagnoses overtly linked to trauma (PTSD, Acute Stress Disorder, Complex PTSD and Developmental Trauma Disorder) will be discussed. Conceptual distinctions will be made between developmental wounding, developmental trauma, and shock trauma. Topics covered include phase-oriented treatment, dissociation models, and building somatic and relational resources. Students will participate in experiential learning activities designed for practicing fundamental clinical skills in trauma treatment. Attention will be paid to the phenomena of the intersubjective field, vicarious traumatization and compassion fatigue.

**CPY 5219 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.

**CPY 5220 Specialization Seminar**

Further in-depth exploration on specific topics of interest. This course will vary in topic, based on specialization.

**CPY 5301 Psychopharmacology**

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.

**CPY 5304 Theories of Career Development**

This course provides an opportunity for students to learn and evaluate several key career development theories and practice how to integrate and apply aspects of theories to their counseling work with diverse client populations. Students will understand the importance of theory in career development and life planning, learn the historical and philosophical perspective of career development, recognize current challenges in existing theories, explore emerging issues and trends, and appreciate the complexity of career choice, decision-making, and satisfaction of clients.
**CPY 5305 Culminating Exam**

This course prepares students for the LMFT and the LPCC licensing exam and functions as a comprehensive examination of the program material. This course is completed in the last quarter prior to graduation.

**CPY 5306 Somatic Psychology Perspectives on Stress and Psychobioimmunology**

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

**CPY 5307 Somatic Approaches to Trauma**

An exploration into the complexities of traumatic experience, including 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.

**CPY 5308 The Cultural Body: Society, Body Image and the Self**

This course 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. In addition, the course will also look at cross-cultural differences in the manner and meaning of embodiment and the ramifications for clinical practice.

**CPY 5401 Practicum A / Case Seminar**

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. This course 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. Students will learn the application of both individual and systemic theories.

**CPY 5402 Practicum B / Case Seminar**

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. This course 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. Students will learn the application of both individual and systemic theories.

**CPY 5403 Practicum C / Case Seminar**

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. This course 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. Students will learn the application of
both individual and systemic theories. Additionally, this course includes an evaluation of the student’s comprehensive knowledge and skills.

**CPY 5404 Practicum D / Case Seminar**

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. This course 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. Students will learn the application of both individual and systemic theories.

**CPY 5405 Supplemental Practicum**

This course is the fifth quarter Practicum in an approved community mental health agency. 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.

**CPY 5500 Master’s Project Proposal**

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.

**CPY 5501 Master’s Project A**

The student will be registered for a minimum of four consecutive quarters during this process of 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.

**CPY 5502 Master’s Project B**

The student will be registered for a minimum of four consecutive quarters during this process of 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.

**CPY 5503 Master’s Project C**

The student will be registered for a minimum of four consecutive quarters during this process of 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.

**Holistic Counseling Psychology – Depth and Transpersonal Psychotherapy Specialization [DPB] Courses**

**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. Seminars 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, role-play, dyad work, and lecture. This course is taken concurrently with the student’s third quarter of field practicum.

**Holistic Counseling Psychology – Expressive Arts Therapy [EXB] Courses**

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 multicultural perspectives. The training approach for this course has been developed by Bonnie Bernstein and based in part on the training methods of Blanche Evan. This course is designed for students who wish to pursue alternate route training in dance/movement therapy with the goal of becoming a registered dance/movement therapist, R-DMT. This course has been approved by the American Dance Therapy Association as meeting (30 hours- 2 credits) requirements for the Alternate Route R-DMT credential.
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.

Holistic Counseling Psychology [ HCP] Courses

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 method 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 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.

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.

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 (3)**

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 (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: HCP 5120.

**HCP 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.

**HCP 5150 Supplemental Fieldwork Experience Monitoring (1)**

Individual evaluative consultations which review students’ progress in supplemental external fieldwork placement. Student and faculty meet a minimum of once per quarter to review placement, evaluations, and fulfill BBS requirements for hours of experience toward licensure.

**HCP 5201-02 Diagnosis, Assessment and Therapeutic Strategy A–B (3/3)**

An examination of traditional and somatic diagnostic systems including the DSM-IV-TR and somatic typologies. Assessment methods and therapeutic strategies appropriate to different diagnostic categories are covered.

**HCP 5210 Child Therapy A (3)**

Examines the psychological issues of childhood from traditional and somatic perspectives. Reviews a variety of therapeutic methods for working with children and addresses the child’s expression of energy, physical motility, and health. Prerequisite: DPB 5121.

**HCP 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: HCP 5121.

**HCP 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 self-exploration. To be taken concurrent with the student’s second quarter of supervised field practicum.

**HCP 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.

**HCP 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.

**HCP 5230 Sexuality (3)**

The sexual response cycle, male and female sexuality, and sexual development and dysfunction are discussed from physiological, psychological, sociocultural, and somatic perspectives. Explores therapeutic approaches as they apply to individuals, couples, and families.

**HCP 5235 Psychological Testing (3)**

A survey course designed to help students understand the basic concepts and applications of psychological testing and the psychometric properties of psychological tests. This course will emphasize the appropriate applications and limitations of many of the current psychological tests—especially with regard to their use with people of non-dominant cultures. Issues of validity and ethics will be reviewed in this regard.

**HCP 5243 Community Mental Health and Principles of Recovery (3)**

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 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 5252 Addiction and the Family (1)**

This is a one-unit seminar is 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.

**HCP 5301-04 Supervised Field Practicum A–D (3/2/2/2)**

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.

**HCP 5305 Supervised Field Practicum (1-3)**

This course may be required if a student needs additional clinical work. Students may also choose to do an extra quarter of placement.

**HCP 5315 Counseling Case Seminar (3)**
Clinical case supervision for students in supervised field practicum. Case presentations from the student’s current placement serve as a starting point for lecture, discussion, role-play, and 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 5325 Ethics and the Law (2)**

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.

**HCP 5330 Clinical Skills: Partner and Spousal Abuse, Elder Care (2)**

This course looks at the whole family system and the impact of violence and abuse upon it. Trauma issues and their impact on each family member will be discussed, as well as the physiological effect of trauma on the brain. Topics include identification and treatment of abusers; victims and the children and teens living with them; attachment and physiological issues that keep couples together; identification, treatment, and reporting issues of elder and child abuse; cultural, religious, and GLBT issues and abuse; and countertransference issues. In addition, mental health issues in aging and long-term care will be addressed. Therapeutic strategies will be presented to enhance collaboration between families and care providers and maximize quality of life for the elder client.

**HCP 5350 Final Integrative Project A (1)**

This course examines the philosophical, personal, and professional issues raised in the course of graduate study in counseling psychology. Students develop an outline for an integrative paper that includes their understanding of holistic studies, transpersonal and somatic psychology, and their own personal growth work. This is the first in a two-course sequence.

**HCP 5351 Final Integrative Project B (2)**

This is the second in a two-course sequence. Students complete their integrative paper and give an oral presentation on their topic. Students take this course when ready to complete their paper. Prerequisite: HCP 5350.

**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.

**HCP 5400 Field Placement Check Out (0)**

**HCP 5407 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 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.

**HCP 5520 Psychopharmacology (3)**

This course offers an introduction and general overview of the field of psychopharmacology as it relates to the practice of psychotherapy. Current medications, research in psychopharmacology, and psychoneurology will be covered. In
addition, 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.

**HCP 5530 Psychological Testing (3)**

This survey course is designed to help students understand the basic concepts and applications of psychological testing and the psychometric properties of psychological tests. This course will emphasize the appropriate applications and limitations of many of the current psychological tests—especially with 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 (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**

**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-patterning, and expression and integration. At the end of the course, students will have an understanding of movement in relation to themselves as well as experience in exploring movement with others. 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.

**HSJ 5243 Community Mental Health and Principles of Recovery (3)**

This course prepares students for challenges and opportunities, taking a holistic approach to working in community mental health settings. Topics include: the history of institutionalization and the community mental health movement; navigating the complex public health and social services systems; working with clients diagnosed with serious mental disorders; useful therapeutic models and effective practices; principles of recovery; strength-based assessment and resilience; fundamentals of case management; coordination of care and family and community involvement.

**HSJ 5313 Advanced Clinical Skills: Being a Psychotherapist (2)**

To be taken concurrent with the student’s second quarter of supervised field practicum.

**HSJ 5325 Case Seminar: Families (2)**

Students in supervised field practicum develop formal case presentations of families and receive feedback from the course instructor and peers. This course enables students to compare different ways of working with families and family problems. Prerequisites: HSJ 5315, HSJ 5303.

**HSJ 5330 Clinical Skills: Partner and Spousal Abuse, Elder Care (2)**

This course looks at the whole family system and the impact of violence and abuse upon it. Trauma issues and their impact on each family member will be discussed, as well as the physiological effect of trauma on the brain. Topics include identification and treatment of abusers; victims and the children and teens living with them; attachment and physiological issues that keep couples together; identification, treatment, and reporting issues of elder and child abuse; cultural, religious, and GLBT issues and abuse; and countertransference issues. In addition, mental health issues in aging and long-term care will be addressed. Therapeutic strategies will be presented to enhance collaboration between families and care providers and maximize quality of life for the elder client.

**HSJ 5350 Final Integrative Project A (1)**

This course examines the philosophical, personal, and professional issues raised in the course of graduate study in counseling psychology. Students develop an outline for an integrative paper that includes their understanding of holistic studies, transpersonal and somatic psychology, and their own personal growth work. This is the first in a two-course sequence.

**HSJ 5351 Final Integrative Project B (2)**

This is the second in a two-course sequence. Students complete their integrative paper and give an oral presentation on their topic. Students take this course when ready to complete their paper. Prerequisite: HSJ 5350.
HSJ 5520 Psychopharmacology (3)

This course offers an introduction and general overview of the field of psychopharmacology as it relates to the practice of psychotherapy. Current medications, research in psychopharmacology, and psychoneurology will be covered. In addition, 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 (3)

This survey course is designed to help students understand the basic concepts and applications of psychological testing and the psychometric properties of psychological tests. This course will emphasize the appropriate applications and limitations of many of the current psychological tests—especially with regard to their use with people of non-dominant cultures. Issues of validity and ethics will be reviewed in this regard.

HSJ 5620 Approaches to Trauma and PTSD A (2)

This course provides an overview of the history of the concept of trauma and trauma treatment and a basic understanding of the psychobiology and neurobiology of trauma and PTSD. Conceptual distinctions will be made between developmental wounding, developmental trauma, and shock trauma. Current diagnoses overtly linked to trauma (PTSD, Acute Stress Disorder, Complex PTSD and Developmental Trauma Disorder) will be discussed. The topics covered include phase-oriented treatment, dissociation models, countertransference, and building somatic and relational resources. The discussion and training will include application of somatic trauma approaches to help stabilize situations involving personal trauma, disasters, and violence.

HSJ 5792 Practice of Group Psychotherapy (2)

Students receive comprehensive training and supervision in the practice of group psychotherapy. As an MFT trainee, the student co-facilitates a weekly therapy group and participates in group supervision for two hours each week. Students learn how to plan and publicize a group as well as how to establish and maintain a therapeutic group culture. HSJ 5793 Child and Adolescent Therapy in the School 2 Students receive comprehensive training and supervision in the practice and treatment of children and adolescents in the school setting. As an MFT trainee, the student will work with children and adolescents and participate in group supervision for two hours each week.

HSJ 5900 Topics in Holistic Studies (1-3)

Topics vary and may be repeated for credit with a change in topic. HCP 9005 Personal Psychotherapy 0 Students must register for this course when they have completed their personal psychotherapy requirement.

Doctor of Psychology [PSD] Courses

PSD 7003 History and Systems of Psychology (3)

This course discusses the evolution of modern psychology with regard to theories, systems and practices. It is grounded in a broad historical understanding that builds a framework for understanding the contemporary field of psychology, examining the philosophical, epistemological, cultural, and sociopolitical contexts and consequences of the major systems in the development of contemporary psychology.

PSD 7007 Clinical Interviewing Skills I (3)

This course is the first of a two course sequence. It is designed to teach students fundamental clinical interviewing skills. Students will learn the basic attending skills required to establish and maintain a therapeutic relationship, including empathy, listening, reflecting, focusing and formulating questions. Students will also practice skills related to informed consent, confidentiality, and cultural sensitivity. The importance of taking into consideration contextual
variables such as culture and ethnicity, language, socioeconomic status, migration, political conditions during the interview process is emphasized.

**PSD 7008 Clinical Interviewing Skills II (3)**

This course is the second in a two course sequence. It builds upon the foundational clinical interviewing skills acquired in PSD 7007. Students will utilize these skills in establishing and maintaining a therapeutic relationship. Students will acquire additional skills such as confrontation and summarizing. In addition, specific situations such as suicide assessment, interviewing couples and younger clients will be addressed. The course will also explore clinical skills such as case formulation and report writing, peer supervision, the mental status examination, assessment of the client’s presenting problems, issues with difficult clients, and making appropriate referrals. Prerequisite: PSD 7007.

**PSD 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 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 of 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 multicultural and group dynamics related to power, privilege, and oppression. In the Spring quarter, students explore the foundations of group therapy with particular emphasis on termination, and the closing stages of group development. Students also participate in group process with particular emphasis on self-reflection, as well as clinical considerations of multicultural and group dynamics related to power, privilege, and oppression. Co-requisites: PSD 7035, PSD 7047.

PSD 7047 Multicultural Awareness in Professional Psychology (2)

In this part of the IPS curriculum students examine and critically consider contemporary and empirical literature in multicultural psychology. Students explore the effects of power, privilege, and oppression on psychological functioning. Students are encouraged to develop self-awareness and a heightened sensitivity to their own values, cultural assumptions, beliefs, and biases to understand how these serve as both resources and barriers to the effective delivery of mental health services to diverse populations. In the Fall quarter, students examine and critically consider foundational and current literature in multicultural psychology, particularly as it relates to immigration, social class, race, privilege, and oppression. In the Winter quarter, students will examine and critically consider foundational and current literature in multicultural psychology, particularly as it relates to sexual orientation and gender. In the Spring quarter, students will examine and critically consider foundational and current literature in multicultural psychology, particularly as it relates to disability, ageism and social justice. Corequisites: PSD 7035, PSD 7046.

PSD 7104 Social and Cultural Bases of Behavior (3)

This course provides students with an overview of Social Psychology and other domains of psychological research addressing the nature and influence of culture, with an emphasis on social psychology research and theory relevant to multiculturalism, social justice and professional ethics. The course will also address some key pieces of organizational psychology research which could also be classified as social psychology.

PSD 7107 Biological Bases of Behavior (3)

This course offers a practical, clinical, and evidence-based description of the functional anatomy and physiology of the human nervous system. Normal and abnormal development and functioning of the nervous system is presented, including concepts of neuronal physiology and maturation, sleep, arousal and attention, acquiring and retaining information, and various aspects of a person’s ability to act on and adapt to changing environments. Application of this information to clinical practice, research, and personal experience is encouraged. Gender, age, and racial/ethnic differences in physiological processes, as they relate to behavior and experience, are presented in light of new neuropsychological, neuroimaging, and neurophysiological research findings. The ways in which psychological symptoms can arise from physical problems will be discussed to facilitate accurate and comprehensive clinical diagnosis.

PSD 7108 Cognitive and Affective Bases of Behavior (3)

This course provides students with an overview of classical and recent research in the areas of cognitive psychology and cognitive neuroscience, as well as theories of emotion. While the emphasis of the course is on the science of psychology, the relevance of these models to diversity-competent clinical practice is also reviewed.

PSD 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 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. 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 the psychometric properties of the measures as well as learn to administer, score, and interpret them. Other personality measures such as the Personality Assessment Inventory (PAI) and the Beck Depression Inventory will be introduced. Additionally, the field of therapeutic assessment will be discussed. Students will continue to enhance their skills in report writing, integrating evaluative data while incorporating historical and socio-cultural contextual information, and providing feedback and clinically useful recommendations will be included. A weekly lab is required. Prerequisite: PSD 7115.

**PSD 7117 Assessment III/ Personality Assessment II and Lab (4)**

This is the third of a three course sequence. It is designed to provide the student with knowledge and experience in the area of projective personality assessment. Students will learn to administer, code, score, and interpret the Rorschach using the Rorschach Performance Assessment System. Students will also learn to utilize other projective assessment techniques and the Rotter Incomplete Sentences Blank. Current research in the field of projective assessment will be presented. Multicultural considerations will be integrated throughout the course, and the historical and sociocultural contexts of evaluation will be discussed. Students will continue to enhance their skills in report writing, integrating evaluative data, providing feedback and clinically useful recommendations. Emphasis will be placed on the integration of cognitive, personality, and projective assessment findings within the context of history, mental status, behavioral observations, SES and culture. A weekly lab is required. Prerequisite: PSD 7116.

**PSD 7118 Assessment Practicum (elective) (1)**

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 (1)**

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 (3)**

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-psychology, and contemporary relational theory. The concepts such as conflict, the unconscious, defense, transference, countertransference, 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 (3)**

This course introduces the basic tenets of CBT and the various forms of this perspective. Discussions of the philosophy of CBT and the structure of a CBT case conceptualization set the stage for more detailed work with the kinds of disorders for which CBT has demonstrated effectiveness. The interventions and evaluation procedures commonly used by CBT practitioners are demonstrated and discussed with regard to their applicability to various forms of psychological, emotional, or social problems. Consideration of the applications and limitations of CBT to diverse populations are woven into the fabric of each discussion.

**PSD 7124 Family Systems Theory and Its Application to Diverse Populations (3)**

This course offers the basics in family systems theory and the historical context from which it arose. Students learn the application of systems theory to the treatment of a variety of family systems. A comparison and critique of systems theory from a postmodern perspective is included. The limitations of systems theory to families of diverse backgrounds are considered, and modifications of systems models that better meet such families’ needs are proposed.

**PSD 7126 Applied Clinical Theory (3)**

This is an intermediate to advanced level course exploring the application of clinical theory and case conceptualization to in-session 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 (3)**

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 (2)**

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, PSD 7147.

**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 brainstem 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.

PSD 7173 Overview of Pediatric Neuropsychological Assessment (1)

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.

PSD 7174 Neuropsychology of Aging (1)

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 geront-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.

PSD 7175 Multicultural Issues in Psychological Assessment (1)

This course provides theoretical and practical knowledge about the integration of cultural variables in psychological assessment. Students will gain an awareness of bias in psychological testing, and strategies for minimizing bias in assessments. Lecture material will be supplemented by experiential class exercises. This is a 1-credit advanced overview course; Prerequisites: PSD 7115, 7116 and 7117.

PSD 7176 Clinical Topics in Sport Psychology (3)
This course focuses on the most frequently occurring mental health conditions that occur with athletes. The course addresses theories as to why these conditions are most common among athletes and then addresses the clinical approaches that have been demonstrated to be most efficacious in treating athletes with these conditions. This course is required for all students enrolled in the Clinical Sport concentration and can be taken as an elective for advanced Sport Psychology and PsyD students. Prerequisites: PSD 7135, or PSP 5816 for Sport Psych students.

**PSD 7180 Psychology of Trauma (3)**

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

**PSD 7215 Foundations of Professional Consultation (3)**

This course introduces students to the consultative and educational processes and roles in the profession of psychology and their application in working with diverse populations. Students become familiar with the basic stages and processes of consultation and various ways in which professional psychologists provide consultation services. Students are also introduced to the issues and processes of teaching in the field of psychology—including but not limited to administrative duties, course development, and course management. Prerequisite: PSD 7016.

**PSD 7227 Human Development (4)**

This advanced level course provides a comprehensive review of the influential theories of human development from birth to end of life. Emphasis is placed on critically analyzing and integrating foundational principles of physical, cognitive, emotional, and social human development in the context of culture, ethnic identity, gender, ability, SES, sexual orientation, and religion. Students are expected to comprehend, assess, and evaluate scientific research on human development and engage in clinical application of evidence based human development research.

**PSD 7230 Fundamentals of Clinical Supervision (3)**

Aspects of the supervisory process are presented through the use of theoretical and case materials. Each student has the opportunity to participate as a supervisor in training and have his or her work critiqued. This course also includes information and skills related to supervising organizations, i.e., understanding and managing multiple levels of a system including one’s own private or group clinical practice. Prerequisite or Corequisite: PSD 7235 or instructor permission.

**PSD 7235 Advanced Practicum (3)**

This is a year-long course, taught in conjunction with PSD 7245. Practicum III gives students credit for their third-year training placement. To receive credit, students must meet the terms of the placement contract, carry the stipulated caseload, and receive a satisfactory evaluation from their clinical supervisor. In class, students are required to demonstrate assessment and integration of clinical data in their clinical work with clients. Students do formal case presentations and prepare for their Clinical Proficiency Exam. Prerequisite: PSD 7135.

**PSD 7250 Research Methods and Statistics II (3)**

This is the second course in a three course sequence. It is designed to provide students with knowledge of inferential statistics through two-way ANOVA and post hoc analysis with an introduction to selected multivariate techniques. Emphasis is placed on conceptual understanding and appropriate use of statistics including knowledge of assumptions and limitations of specific techniques. Critical review of published empirical literature and critique of culturally appropriate analysis and interpretation is an integral part of the course. Students are introduced to the dissertation process and are guided to begin formulating a dissertation research question. Prerequisite: PSD 7151.
PSD 7251 Qualitative Research: Critical Review (3)

This is the third course in a three course sequence. It introduces students to specific qualitative methodologies in detail: phenomenology, grounded theory, and qualitative content analysis. Additional forms of qualitative research are also 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. Corequisite: 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 7309A Topics in Doctoral Psychology (1)

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 7309B Topics in Doctoral Psychology (2)

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 7309C Topics in Doctoral Psychology (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 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 (1)

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 (1)

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 (4.5/9)

Students will apply for approved internship sites anywhere in the country that are consistent with their individual interests, training needs, and professional goals. Students will build competency in the diverse clinical skills required of a professional psychologist. Students are required to complete either one full-time, year-long internship or two-half-time, yearlong internships completed over two years’ time.

PSD 7601 Internship Application and Interview Process (0)

This is not a course of study but, rather, is required meetings with the training office to inform students and answer questions regarding the application and interview process for internships.

PSD 7602 Summer Field Placement (0)

Summer field placement.

PSD 7604 Summer Internship Placement (0)

For half-time internship students who either need to finish hours or attend early orientation.

PSD 7995 Independent Study (1-4)

Allows for individual study in a special interest area not offered as a regular course. To be arranged with consent of instructor.

Sports Psychology [PSP] Courses

PSP 5002 Writing Workshop (0.5)

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.

PSP 5054A/B Research Methods A/B: 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 5279A Introduction to Fieldwork A

This course is designed to provide a supportive environment in helping students understand and navigate the requirements and expectations of internships.

PSP 5279B Introduction to Fieldwork B

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 along with 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 5842.

PSP 5800A Sport Psychology A (3)

This is one of the main introductory courses in the Sport Psychology Program. It covers an introduction to the main
theoretical approaches and concepts 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. 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, as
internships often do not coincide directly with quarters.

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 the 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 sport and performance
settings. Topics include the use of structured, semi-structured, and unstructured 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. The course will also highlight the importance of keeping case notes
and accurate record keeping. Templates will be developed for informed consent and case notes. Finally, this course will
discuss how to make referrals and how to assess for suicide in non-clinical settings.
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 of 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. An understanding of the complex nature of gender, ethnicity, socioeconomic status, sexual orientation, age, and disability as it relates to current sport practices will be provided. Additionally, will be exposed to practical strategies for facilitating acceptance of diversity within individual and team sports. This course is designed to increase students’ awareness of and sensitivity to the ways cultural assumptions, beliefs, values, biases impact one’s perception and understanding athletes. Through concurrent participation in a supervised applied internship, presentation and discussion of didactic material, and participation in group process, students will be encouraged to critically and thoughtfully examine their own views as a means of adopting and integrating a multicultural perspective. The course will provide experiential and didactic exposure to multicultural awareness and group process through readings, exercises, and applied experiences.

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.

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 existent 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 bio-physio and psychosocial models of development. 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 subdisciplines 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.

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. Additionally, hospitals and health care clinics found that their patients were better served and outcomes were improved when psychological interventions were incorporated. 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. They will also acquire knowledge and a set of skills to help themselves and their clients make better, health-promoting choices.

PS5842 Enhanced Recreation for At-Risk Youth (1)

The purpose of this course is to provide students with the requisite skills needed to translates sport psychology techniques into the realm of at-risk youth recreation. Students will learn about the specific needs of at-risk youth and how recreation can be used to satisfy some of their physical and mental needs. Emphasis will be placed on active-learning skills, managing groups, creating activities, structuring rewards, and generalizing transferable debriefing skills to other life avenues.

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 (3)

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 (1/1/2)

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 takes two quarters and involves effective, appropriate, and professional communication issues. Topics addressed will include ethics and professionalism in writing and the publication process. The final product will be an applied paper or project that will be of a publishable quality incorporating evidence-based research in a form that does not necessarily require collection and/or presentation of data. The project must be agreed upon by the instructor and student. At the end of the Applied Project Sequence students will also present their work to their peers and the Sport Psychology department. Prerequisites: PSP5280, PSP 5054 A/B.

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 (0.5-6)

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.

Town Hall Meeting
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.

PSP9030 Developing a Consulting Practice A (2)

This course presents the basic entrepreneurial skills for students interested in developing their own consulting practice. Students will learn the essential components of starting a business. The students will leave the class with an understanding of what it takes to start a successful business.

PSP 9031 Developing a Consulting Practice B (2)

This course presents the basic marketing skills for students going into consulting. Students will learn different ways to market their services as a consultant and strategies for building a client base. Students will have the opportunity to develop marketing ideas for their business, including consultant branding, networking, as well as discuss ethical considerations when marketing in the field.

PSP 9085 Fieldwork Exam (0)

This 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 complete PSP5279A Introduction to Fieldwork A or PSP5279B Introduction to Fieldwork B and understand the Fieldwork Handbook (located in the STAR portal) as a reference source for all matters related to being a Student-Intern. The exam covers the content found within the Fieldwork Handbook and explained further in the Introduction to Fieldwork courses held in the Spring and Summer quarters. 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.

Exit Meeting

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/CMPC certification. These courses offered under post-Master’s Training are offered to fulfill these requirements.
MA in Counseling Psychology [PSY], [PSJ], and [PSB] Courses

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 three-quarter 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 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/PSJ9000 (Child Abuse Assessment, Reporting & Treatment) and PSY/PSJ5835 (Ethics and the Law).

**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-psycho-social 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 3rd 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.

**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 philosophical perspective of career development, recognize current challenges in existing theories, explore emerging issues and trends, and appreciate the complexity of career choice, decision-making, and satisfaction of clients. This is an Online Course.

PSY 5990 Master’s Thesis Proposal (3)

Students develop a proposal for a master’s thesis and learn to synthesize prior professional work or study in pursuit of a specific area of research or application. Prerequisite: PSY 5054.

PSY 5991 Master’s 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.

Somatic Psychology [SPC] Courses

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 mind-body split. Students are introduced to basic practices such a sensory tracking, centering, and self-forming, and the concepts of dynamic systems and self-regulation.

SPC 5241 The Cultural Body: Society, Body Image, and the Self (2)

Examines the manner in which family, society, and culture act as intervening variables in our relationship to bodies. Beliefs (personal, familial, social, and cultural) and mythologies regarding the body and the impact of these beliefs on our somato-psychological experience will be examined. Eating disorders such as anorexia nervosa, bulimia, and compulsive eating are examined as specific examples of cultural distortion of bodily self-awareness. In addition, the course will also look at cross-cultural differences in the manner and meaning of embodiment and the ramifications for clinical practice.
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 psycho-dynamic model. Training in recognizing transference and countertransference issues and in developing effective therapeutic interventions is the focus. The emphasis is on understanding and working with nonverbal and verbal communication and somato-psychological defense patterns in individuals, couples, and family systems.

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 5512 Somatic Psychology Perspectives on Stress and Psychoimmunology (2)

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

SPC 5520 Psychopharmacology (3)

An introduction and general overview of psychopharmacology as it relates to the practice of psychotherapy. Current medication, research in psychopharmacology, and psychoneurology will be covered. The course will also look at alternative remedies, natural medicine, and cultural issues from a holistic perspective as well as the relationship between psychotherapist and physician in medication management.

SPC 5530 Psychological Testing (3)

This survey course is designed to help students understand the basic concepts and applications of psychological testing and the psychometric properties of psychological tests. The course will emphasize the appropriate applications and limitations of many of the current psychological tests—especially with regard to their use with people of non-dominant cultures. Issues of validity and ethics will be reviewed in this regard.

SPC 5535 Individual Development and Family Life Cycle A (3)

This course introduces students to classic developmental 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

**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-unit course offers no academic credit, but allows students to enter into the appropriate course at the program’s discretion. Students enrolling in this course will attend the same sessions and be responsible for the same assignments as students enrolling in the corresponding course. Permission of the Program is required to take this course. Offered as needed; credit/no credit only.
TRAUMA CERTIFICATE COURSES

TSC 5001 Foundations of Trauma Studies (3)

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 (2)

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 (3)

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 (2)

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 (1)

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 (3)

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 (2)
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 (2)**

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 (2)**

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 (1)**

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 Courses

Legal Studies (PLS) Courses

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 California state courts. The rules of civil procedure will be the focus, with emphasis in the drafting of demand letters, 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 discovery, trial preparation, trial practice, and appeals. 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.

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.

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 3021 Real Estate Law (4)

This course will provide an introduction to real estate law including property rights, property, contracts, land ownership and sale, recording of deeds, principles of leasing agreements, and other real estate concepts. Emphasis will be placed on working a real estate file from the drafting of real estate documents from inception through closing.

PLS 3023 Criminal Law (4)

This course is designed to introduce the student to the area of criminal law along with the roles and responsibilities of paralegals working in the private and public sector of criminal law. Criminal procedure is the focus with emphasis placed on pre-trial investigation techniques, pre- and post-trial criminal motions, trial preparation, and criminal appeals.

PLS 3025 Business Organizations/ Corporations (4)

This course will provide the student with the introduction to the formation, operation, and dissolution of various kinds of business organizations including the different types of corporations, sole proprietorships, and partnerships.

PLS 3027 Family Law (4)
This course will introduce the student to the broad area of family law including the fundamental principles underlying the marital relationship, dissolution, child custody, and support. Students will learn how to become an effective paralegal in a family-law practice by the drafting of the various documents relating to domestic relations.

**PLS 3029 Evidence (2)**

This course examines the basic principles of California evidence at trial.

**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.

**PLS3046 Project Management in E-Discovery (2)**

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 e-discovery process. This course is offered completely online in the Winter quarter. It is a required course for the Advanced Legal Technology concentration.

**PLS3047 Advanced Legal Technology (4)**

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. This course is offered completely online in the Spring quarter. It is a required course for the Advanced Legal Technology concentration.

**PLS3048 Trial Presentation Skills (2)**

Students will gain live, hands-on experience with the legal trial presentation software programs TrialDirector and TrialPad. 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. This hybrid course is offered in the Spring quarter. It is a required course for the Advanced Legal Technology concentration.

**PLS 3049 Alternative Dispute Resolution (4)**

This course is an in-depth study of procedural and substantive legal principles of alternative dispute resolution. Emphasis will be placed on procedures and practical applications of negotiation, mediation, arbitration, and alternative adjudicative processes with integration of ethical and policy issues.

**PLS 3101 Accounting for the Legal Professional (4)**

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 (4)**

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 (4)**

This is a survey course examining the civil rights of the various groups studied including people of color, people with disabilities, and gays and lesbians. Sexual discrimination against both women and men will be studied as well.

**PLS 3113 Critical Thinking in Law & Business (4)**

This course addresses the interaction of law and business and the societal issues that must be a part of successful and responsible business activities.