General Catalog
2016-2017
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, ethnic or national origin, religion, age, sex, gender, sexual orientation, color, physical or mental disability, marital or veteran status, pregnancy (including childbirth, and related medical conditions) 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 underrepresented in higher education.

Green Practices

In keeping with its mission, John F. Kennedy University is proud to be recognized as a green business. Green businesses are certified for their green practices—conserving water, energy, and other materials and recycling and preventing pollution. More information is available about California green businesses by visiting www.greenbiz.ca.gov.
# Table of Contents

*Message from the Chancellor* ............................................................... iv  
*Message from the President* ................................................................. v  
*Foreword* ............................................................................................ vi  

## General Information

- Academic Degrees, Majors, and Certificates ........................................ 2  
- Admissions .............................................................................................. 5  
- Academic Policies and Procedures ..................................................... 11  
- Student Services .................................................................................. 25  
- Financial Policies .................................................................................. 41  

## College of Business and Professional Studies

- The Institute of Entrepreneurial Leadership ........................................ 49  
- Business Administration ...................................................................... 50  
- Criminal Justice Leadership ................................................................. 53  
- Journalism and Digital Media ............................................................... 55  
- Liberal Studies ..................................................................................... 57  
- Public Health ......................................................................................... 59  
- Health Education Program .................................................................. 61  
- Business Administration and Management ....................................... 63  
- Museum Study Program ..................................................................... 66  
- Course Descriptions ............................................................................ 70  

## College of Psychology

- Psychology ........................................................................................... 91  
- Clinical Psychology ............................................................................ 94  
- Consciousness & Transformative Studies ....................................... 100  
- Counseling Psychology .................................................................... 104  
- Sport Psychology ............................................................................... 121  
- Course Descriptions ........................................................................ 128  

## College of Law

- Juris Doctor Program ................................................................. 167  
- Legal Studies Program ....................................................................... 169  
- Courses ............................................................................................... 172  

## Appendices

- Board of Trustees ............................................................................... 176  
- National University System Administration .................................. 176  
- Faculty ................................................................................................. 179  
- Course Numbering System and Course Prefixes ............................ 193  
- Maps and Directions .......................................................................... 194  
- Academic Calendar ........................................................................... 200  

## Index

................................................................. 205
MESSAGE FROM THE CHANCELLOR

Dear Student,

It is a great pleasure to welcome you to the John F. Kennedy University family of dedicated faculty and staff, an exceptional student body, and a strong alumni network. We are excited to support you in reaching your educational goals and we are committed to delivering an exceptional student experience.

John F. Kennedy University is a private nonprofit university that has distinguished itself by offering market-relevant degrees through innovative programs that enable graduates to lead effective change in their communities. As part of John F. Kennedy University, you join an even larger community of students 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 that National University laid in 1971 when it began its pioneering work serving adult learners in new and creative formats. Today, NUS is comprised of:

- **National University**: The founding institution, which continues to provide innovative educational solutions to adults and military veterans
- **City University of Seattle**: Emphasizes master’s and doctoral degrees, while establishing choice through competency programs
- **John F. Kennedy University**: Focuses on community and social justice, largely through differentiated graduate programs in psychology and law
- **WestMed College**: Promotes education and training for high-demand careers in healthcare
- **The Division of Pre-College Programs**: Caters to the success of the next generation of K-12 learners through the National University Academy and the National University Virtual High School

Connected by shared values of service and community, the affiliates of the National University System serve students in ways that meet their individual needs through accessibility to high-quality programs that incorporate current research, the latest technological advances, and teachings that are relevant to the real world. The System’s network of complementary universities offers pathways for students to attain professional and terminal degrees, while recognizing and maximizing the value of faculty, staff, and partners, and maintaining a true commitment to the community.

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!

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

Dear Student,

Since 1965, more than 15,000 graduates have joined the John F. Kennedy University community and committed to the mission established in honor of one of the most innovative presidents in the history of the United States. This University opened its doors 51 years ago with only 50 students, and chose as its namesake, John F. Kennedy. The University has continued to honor Kennedy’s memory by embracing his educational ideals and his commitment to serving the community.

Deeply inspired by President Kennedy’s ideals and vision of lifelong learning, JFK University founders created an institution that provided new academic opportunities in higher education for the working adult. While the mission has evolved, the foundational commitment to lifelong learning remains. For over half a century, JFK University has achieved the goal of providing access to rigorous, innovative educational opportunities that integrate theory and life experience to a diverse student body.

John F. Kennedy University perpetuates the vision of our 34th president by offering undergraduate and graduate programs with curricula that assist students in becoming effective change agents in their communities and the world.

John F. Kennedy University students succeed in attaining their education goals based on their dedication to learning, and fueled by their passion to make a difference. Throughout this experience, students are mentored by faculty and supported by services that continue to empower them to pursue their life goals, dreams, and unique careers.

The John F. Kennedy University experience is engaging, student-focused, and student-centered. Faculty, who are passionate about their disciplines and profession, enjoy mentoring students and provided them with personalized attention in courses with small class sizes. This year, based in our belief that learning should be supported both in and outside of the classroom, we have launched a Student Success Center, and rededicated a Veterans’ Success Center. In addition, Student Services provides writing and research assistance, career guidance, academic tutoring, accommodations for disabled students and houses a student volunteer center.

Thank you for joining our community! Your decision to embark on this journey will make a difference. It is your action that will ultimately define you. As President John F. Kennedy said in his 1961 Inaugural Address, “Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans.” Students, you now have that torch. Be the individual who makes a difference during the course of your studies and throughout your professional career. We are here to help you achieve your dreams and goals.

Sincerely,

Debra Bean

DEBRA BEAN
President
John F. Kennedy University
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 1,500 students in degree and certificate programs in the fields of museum studies, liberal arts, management, psychology, health, and law. Eighty percent of students are enrolled in graduate programs.

Accreditation and Recognition

John F. Kennedy University is accredited by the The WASC Senior College and University Commission (WSCUC). Accreditation entitles the University to participate in federal student financial aid programs. The University is approved for veterans’ training.

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

The WASC Senior College and University Commission
Accrediting Commission for Colleges and Universities
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Phone: (510) 748-9001
Fax: (510) 748-9797
Web: www.wascweb.org

- The College of Law is accredited by The Committee of Bar Examiners of the State Bar of California.
- The Doctor of Psychology (PsyD) program is accredited by the American Psychological Association (APA).
- The Bachelor of Science in Business Administration and the Master in Business Administration are accredited by the International Assembly for Collegiate Business Education.
- The Bachelor of Arts in Legal Studies and the Paralegal Certificate programs are approved by the American Bar Association.
- John F. Kennedy University is a member of the Servicemembers Opportunity Colleges (SOC).
**Campuses and Centers**

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

The Pleasant Hill Campus houses the University’s administrative offices, two libraries, 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 psychology programs, including a Bachelor of Arts completion program and two Master’s programs, the Master of Arts in Counseling Psychology and the Master of Arts in Counseling Psychology Holistic. The campus houses its own program administrative offices, classrooms, and resource center with computers.

The Berkeley Campus offers courses from Counseling Psychology, Holistic Counseling Psychology, and Museum Studies programs. The campus also features a resource center and a computer lab.

JFK University maintains three Community Counseling Centers in Concord, Oakland, and Sunnyvale.
General Information
# Degrees, Majors, and Certificates

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<td>JD</td>
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</table>

1. Offered on the San Jose campus.
2. Offered on the Berkeley campus.
3. Offered on both the San Jose and Pleasant Hill campuses.
4. Offered on the Berkeley, San Jose, and Pleasant Hill campuses.
5. Offered online.
6. Offered on the Pleasant Hill campus and online.
7. Program is discontinued. No new students will be admitted to this program. Students currently enrolled may be allowed to complete within a limited time-frame. Contact the program for details.

**Key to Degree Abbreviations**

- BA .................. Bachelor of Arts
- BS .................. Bachelor of Science
- GC ........................ Graduate Certificate
- JD .................. Juris Doctor
- MA .................. Master of Arts
- MBA .................. Master of Business Administration
- PsyD .................. Doctor of Psychology
- UG .................. Undergraduate Certificate
THE MISSION

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

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

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

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

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

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

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

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

JFK University Institutional Learning Outcomes
The John F. Kennedy University Institutional 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:

- Intellectual Skills. Demonstrate intellectual skills and abilities appropriate to a particular field of study.
- Specialized Knowledge. Apply specialized knowledge in a particular field of study.
- Ethical Practice. Apply relevant ethical principles or frameworks to help inform decision making.
- Multicultural Professionalism. Effectively practice with an awareness of a multicultural and diverse community.
- Community Service. Demonstrate a commitment to service to the community.

The JFK University Vision of a Living Culture of Diversity

In service to our mission of academic excellence, John F. Kennedy University strives to embody a Living Culture of Diversity. We recognize that a diverse college environment is one that supports the academic community in gaining the awareness, knowledge, and skills to work effectively with all people. We understand that this goal is an ongoing process requiring an active commitment.

- A recognition that, in alignment with our commitment to academic excellence, openness to difference exposes students and faculty to broader perspectives, fosters deeper critical analysis, and opens new vistas for scholarly inquiry.
- A commitment to eradicating intolerance, oppression, prejudice, discrimination, and harassment in all interactions within the JFK University community in order to impact, through our example, the local, national, and global communities we inhabit. To appreciate the value of self-reflection in reaching these goals and
- A commitment to supporting and providing accessibility of education and resources to equip the student body, faculty, and administration with the knowledge, skills, and attitudes required to “work together across our differences to forge the bonds of understanding essential for success in our interdependent global community.”

The John F. Kennedy University Diversity Office supports the University’s commitment to promote a Living Culture of Diversity. In supporting a respectful and inclusive work and academic learning environment, the Diversity Office is a resource available for students, faculty and staff. The Diversity Officer can be reached (925) 969-3572.
Religious Pluralism

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

Definitions

Unit Credit

Units described throughout this catalog, excluding law, are quarter units (credits). The University subscribes to the national standard for student workload, which is 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 is on the semester system. Semester units (credits) are calculated as equivalent to one and one-half (1.5) quarter units (credits).

Academic Term

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

The Counseling Psychology program offered on the Berkeley campus meets in five academic sessions each year. However, contact and content is structured so that each course awards credit fully equivalent to the University’s academic quarters.

Fall and spring semesters for the College of Law are 16 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.

Unit Load

For the purpose of financial aid and enrollment verification: full-time load 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. Refer to the following chart for a complete definition of unit loads:

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<th>Status</th>
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<th>Graduate</th>
<th>Law</th>
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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 law admissions, please review the law catalog.) Failure to follow the required procedures, provide all requested documentation, or declare all prior enrollments in post-secondary institutions may result in a delay in the application process, denial of admission, or dismissal from the University. The University reserves the right to verify the authenticity of any document through contact with the issuing source and/or a request for further documentation.

Application Information

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

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

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

Degree and Certificate Students

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

- A completed application form and non-refundable application fee.
- Undergraduate applicants must submit official transcripts from all previously attended colleges or universities.
- Applicants for master’s and doctoral programs must submit official transcripts from the bachelor degree-awarding institution(s), and any post-bachelor degree institution including any master's degrees or credits. Programs with undergraduate prerequisites require official transcripts from the originating institution.
- Federal regulations mandate that educational institutions review all prior credit for all active military, former military and eligible dependents. Prior to being certified for benefits by the educational institution, all official transcripts, including military transcripts, must be submitted.
- Some programs may have added requirements, including minimum GPA, letters of recommendation, an academic writing sample, resume, personal/goal statement, art portfolio, or an interview. See the admissions requirements for specific programs in this catalog for more detailed information.

Provisional Admission

Provisional admission is granted for an applicant having met minimum admission requirements but pending submission of official transcripts and interview with the program chair or faculty. 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 is not available for provisionally admitted students.

Conditional Admission

Conditional 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. Conditional admission to the University is not a guarantee of full admission, and registration for coursework is prohibited until full admission is granted.

Enrollment Deposit

Upon notification of acceptance into certain degree programs, students are required to submit a non-refundable enrollment deposit, by the date on the acceptance letter, in order to secure their place in the program. Students who are admitted to a program but who do not pay the deposit are not guaranteed a place in the program. The deposit is credited to the student's account and is applied toward tuition. Students who submit an enrollment deposit and do not enroll in the intended term or fail to request a deferment will forfeit
their enrollment deposit. Students who cannot submit a deposit but who intend to enroll must submit in writing to the Director of 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.

**Deferment**

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

**Readmission**

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

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

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

**Program Transfer**

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

**International Students**

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

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

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<tr>
<td>TOEFL Internet-based Test</td>
<td>61</td>
<td>79</td>
</tr>
<tr>
<td>IELTS</td>
<td>5.5</td>
<td>6.0 with no band lower than 5.5</td>
</tr>
</tbody>
</table>

- The MA in Museum Studies requires a minimum TOEFL of 600 (paper-based); 250 (computer-based); or 100 (Internet-based).

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

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

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

- A completed application form;
- The appropriate non-refundable application fee in U.S. dollars;
- Proof of English proficiency if English is not the native language;
- Certification of finances in U.S. dollars;
- Official transcripts of all post-secondary work, sent directly to JFK University by the institutions attended, in an envelope bearing the institution’s seal or stamp, and/or an appropriate signature across the sealed flap;
- Certified translations of all school transcripts if not in English including any post-secondary work and any degrees or certificates awarded; and
Admissions - continued

- Transcript evaluation by an approved credential evaluation service showing course-by-course and lower-/upper-division detail for an application to a bachelor’s degree or law program in which the undergraduate units have been earned outside of the United States (required for graduate applicants when equivalency cannot be determined by the International Student Advisor).

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

The deadline for submission of the application and all supporting documentation is three months prior to the first day of the quarter of anticipated enrollment unless the desired program has an earlier deadline.

The United States Citizenship and Immigration Services (USCIS) Certificate of Eligibility Form (travel document) will be issued only after an applicant has been admitted to the University. USCIS requires that the name of the applicant match exactly with the name on the passport. If admitted, proof of health insurance is required prior to the end of the first quarter of enrollment.

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

Housing

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

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

Non-Degree Students

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

Non-degree students who later decide to apply for admission to a degree program must submit an application, pay the appropriate non-refundable fee, and complete all admission requirements for the desired program. Admission as a non-degree student does not guarantee admission to a degree or certificate program. A maximum of 30 percent of a program’s requirements may be completed as non-degree, with the exception of the MA Counseling 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 must register as an auditor and pay the appropriate tuition and fees. Auditors do not pay student association fees, are not members of the student association, and do not receive a student ID card. Audited courses do not appear on official transcripts. Each college determines which courses in their programs are eligible for audit. Individuals wishing to audit a course should obtain an Auditor Application form from the Registrar’s Office.

Undergraduate Applicants

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

Undergraduate Transfer Credit

A maximum of 105 quarter units (70 semester units) may be allowed for a combination of work completed through a community or junior college or other two-year institutions, CLEP, Advanced Placement, DSST lower-division, Massive Open Online Courses (MOOCs), 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 transferred from California universities or community colleges bearing either the UC or CSU designation are eligible for transfer. 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. Some programs may have additional requirements. All requirements for lower and upper-division general-education breadth must be satisfactorily completed. Upper-division requirements are indicated in the Bachelor of Arts and the Bachelor of Science program descriptions in the College of Business and Professional Studies section of the catalog.

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

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

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

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

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

**Lower-division requirements are outlined below:**

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

**Extension and Correspondence Courses**

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

**Advanced Placement**

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

**College Level Examination Program**

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

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

The amount of credit awarded for a CLEP examination depends upon a number of variables including the number of units and distribution of units previously accepted in transfer, prior courses completed, where prior transfer units were completed, and current status relative to the University’s residency policy.
The University does not allow credit for a CLEP examination if:

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

2. The exam content is at an academic level below one at which the student has previously demonstrated competence (academic regression). Units awarded for CLEP examination do not fulfill residency requirements. The Registrar’s Office should be contacted regarding the transferability and applicability of CLEP tests.

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

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

The University does not allow credit for a DSST examination if

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

2. The exam content is at an academic level below one at which the student has previously demonstrated competence (academic regression). Units awarded for DSST exam do not fulfill residency requirements. The Registrar’s Office should be contacted regarding the transferability and applicability of DSST tests.

Massive Open Online Courses (MOOC)
John F. Kennedy University understands learning takes place in numerous modalities and that collegiate level learning should be recognized given appropriate analysis of educational equivalency. If taken from an institution whose accreditation is recognized by CHEA, students may earn credit for a Massive Open Online Course approved by the American Council on Education by submitting official documentation of completion.

Transfer credit for MOOCs may also be awarded through an examination process. If a student takes a John F. Kennedy University faculty-approved MOOC and demonstrates learned knowledge and skills through successful completion of an examination, credit will be taken in transfer. The equivalent of a CR grade must be earned. Please see the Grading System section for clarification. Each college will determine, through their curriculum review process, the approved MOOC courses and examination process that must be completed for consideration of transfer units.

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), DD214, DD295, or official military transcript form is required to consider credit for military service. A maximum of six quarter units will be allowed for military basic training. JFK University is a member of Servicemembers Opportunity Colleges (SOC).

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

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

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

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

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

Graduate Transfer Credit
Transfer credit may be awarded for applicable graduate courses completed at other institutions whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA) with verification of transferability by the Registrar’s Office and approval by the program chair. The PsyD and the MA Counseling Psychology program in the College of Psychology require graduate transfer work to have been completed at a regionally accredited institution.
Admissions - continued

At least 70 percent of the work required for a graduate degree must be completed in residence at the University; some programs may require a residency greater than 70 percent.

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

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

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

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

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

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

Schedule of Classes
The University maintains scheduling information containing course offerings, registration periods, and instructions, forms, and other useful information for registration on My.JFKU.

Changes in Registration
Students are expected to register for classes—including field placements, independent studies, and internships—during the registration period before the first day of the term. My.JFKU remains open for adds and drops during the beginning two weeks of the term (see the Refund Policy in this section). Beginning the first day of the term, registration and changes in registration done directly with the Registrar’s Office are subject to a processing fee. A late registration fee for initial registrations on or after the first day of the term will be imposed whether the late registration is done using My.JFKU or through the Registrar’s Office. Beginning in week three of the term, a late course fee will be charged to add a course late.

If no written approval from the college is required, students may make a change in registration by using My.JFKU during the beginning two weeks of the term. There is no processing fee for changes made using My.JFKU. Students may also call the Registrar’s Office at (925) 969-3353; however, changes in registration made by registration are subject to a processing fee. The Registrar’s Office does not accept voice mail or email messages to register or change registration.

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

If the student is on academic probation, registration and schedule changes cannot be done on the web. An approved Probation Form must accompany the initial registration as well as for each change of registration. Phone permission is not acceptable for students on academic probation.

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

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

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

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

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

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

Academic Policies and Procedures - continued

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

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

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

Fees are nonrefundable beginning the first day of the term.

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

Auditors/Field Placement/Research, Online and Hybrid Courses

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

Non-Registered Students

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

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

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

Graduate Work by Undergraduates

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

Maximum Unit Load

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

Independent Study

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

A student who wishes to undertake independent study must obtain the permission of the college dean or program chair. The student is expected to demonstrate to the dean’s satisfaction that:

1. The planned course of study cannot be completed through a regularly offered course;
2. The proposed study is demonstrably upper-division or graduate-level academic work;
3. The student workload standard of 30 hours per unit of credit will be met; and
4. The content, objectives, and timetable of the study have been carefully planned.

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

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

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

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

Credit by Assessment (CBA)

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

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

A maximum of 45 quarter units may be earned through Credit by Assessment. The assessor determines the units awarded and the academic level of those units (lower or upper-division). The faculty advisor determines how those earned units are applied to the student’s program.

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

Master’s Thesis

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

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

Before beginning a project, the student’s writing abilities and preparation for writing a research paper are assessed. A basic composition course may be required prior to the research course and 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 Senior Vice President of Academic Affairs has ultimate responsibility for guaranteeing that the instruction and student work meet the university’s academic quality standards.

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

Concurrent Enrollment at Other Institutions

Students may receive transfer credit for coursework being 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.

Grading System

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

Grades of C+ and C are not acceptable in a master’s degree or graduate certificate program. The minimum acceptable grade is B- in a master’s degree or graduate certificate program.
The following marks may be assigned to undergraduate, master’s, and doctoral courses and have the same meaning regardless of the level. By definition, marks differ from grades in that they do not carry quality points or count in the GPA (except for the UW—see note below).

**Grading Criteria Symbols**

LT: Letter-grading in undergraduate courses, no auditors allowed without written permission from the program.

LA: Letter-grading in undergraduate courses, auditors are allowed.

GT: Letter-grading in undergraduate core or major courses, no auditors allowed without written permission from the program.

GA: Letter-grading in undergraduate core or major course, auditors are allowed.

DT: Letter-grading in graduate and doctoral courses, no auditors allowed without written permission from the program.

DA: Letter-grading in graduate and doctoral courses, auditors are allowed.

CN: Credit/no credit grading, no auditors allowed without written permission from the program.

CA: Credit/no credit grading, auditors are allowed.

**Grade-Point Average**

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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>AU</td>
<td>Auditor</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In progress; no grade or units granted until entire course sequence has been completed.</td>
</tr>
<tr>
<td>IS</td>
<td>In session; default grade during the term.</td>
</tr>
<tr>
<td>NC</td>
<td>No credit</td>
</tr>
<tr>
<td>NR</td>
<td>Not reported by instructor. NR replaces the default grade when the term is complete.</td>
</tr>
<tr>
<td>UW</td>
<td>Unauthorized withdrawal; student failed to complete course requirements, but did not withdraw.</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Undergraduate</th>
<th>Master’s Level</th>
<th>Doctoral Level</th>
<th>Points</th>
</tr>
</thead>
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<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>
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<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>
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<td>Average</td>
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</tr>
<tr>
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<td>Above average</td>
<td>Below average, but passing ¹</td>
<td>Below average, but passing ²</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>Unacceptable</td>
<td>Unacceptable</td>
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<tr>
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<td>Unacceptable</td>
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<td>2.0</td>
</tr>
<tr>
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<td>Below average, but passing ³</td>
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<td>Unacceptable</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>Below average, but passing ³</td>
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<tr>
<td>F</td>
<td>Failure</td>
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<td>Failure</td>
<td>0.0</td>
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</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. An undergraduate student must achieve a cumulative grade-point average (GPA) of 2.0 to earn a degree. A cumulative GPA below 2.0 will place a student on academic probation.
Academic Policies and Procedures - continued

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

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

Credit/No Credit Grading

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

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

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

Grade Reports

For non-law students, final grades are available using My.JFKU on the Monday following the end of the grade posting period. Printed grade reports are mailed only upon request by a student. Students who want to know a specific grade prior to being able to view grades should leave a self-addressed, stamped envelope with the instructor. No grades will be given by telephone, e-mail, or fax. Law students may access their grades using My.JFKU after the grades deadline for the College of Law (3 weeks after the end of the law term).

Grade Changes

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.
Academic Policies and Procedures - continued

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

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

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

• Procedure.
  » Students or faculty may petition for a change of grade. Faculty who discover an error or mistake in their recorded grades may submit a Petition for Grade Change directly to the Dean of the College in which the course was offered. Students who feel that they have received an erroneous grade are encouraged to discuss the matter first with the faculty member to see if there is agreement on the existence of an error or mistake in the grading process. A student is not required, however, to communicate directly with the faculty member if concerns exist regarding the anonymity of the grading process or any possible conflict with the faculty member. If the student and the faculty member agree that a grade change is warranted based on error or mistake, the faculty member should submit a Petition for Grade Change. Should the faculty member for any reason fail to submit a Petition for Grade Change under this scenario within the 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 My.JFKU (or
Academic Policies and Procedures - continued

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 Senior Vice President of
Academic Affairs of the University 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 Academic Vice-President
except upon a clear showing of abuse of discretion in its
decision-making.

Prerequisite Courses for Master's Programs
To ensure that students have sufficient background for graduate
work, master's degree programs may require undergraduate
prerequisite courses. Students who have not completed the courses
prior to admission are required to do so during the first year of
graduate study. Certain programs in the College of 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 Doctor of Psychology Programs
To ensure that students have sufficient background for doctoral-level
work, the Doctor of Psychology (PsyD) program requires under-
graduate prerequisite courses. These courses must be successfully
completed prior to enrollment in the doctoral program. Prerequisite
courses may be taken for Credit/No Credit grading as an alternative
to letter grading. If a letter-graded prerequisite course is completed
after the bachelor's degree has been awarded, a grade of B or higher
must be earned.

Program Transfer or Change of Program
Some students decide after matriculation that they are better suited
for another program at the University. In such cases, students may
apply to transfer to the new program by completing a Change of
Program form. The advisor of the new program will review the
requirements and, if accepting the student, will sign approval on the
Change of Program Form. The Change of Program form is only for
use by students who wish to transfer within academic levels. Students
applying to a different level, e.g., graduate to doctoral, must go
through the Admissions Office. Transfer to a different program is not
guaranteed. Please visit the Registrar's Office for more information.

Repeating Courses
Undergraduate students may repeat a course in which they earned a
C- or below.

Graduate students may repeat a course in which they earned a B- or
below.

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

Undergraduate Transfer Credit
Effective Fall 2006, transfer credit recorded has the computational
effect of CR on the student's record. See additional transfer credit
information in the Admissions section in the front of this catalog.

Scholastic Performance

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

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

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

Academic Policies and Procedures - continued

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

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

Dean's List for College of Law

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

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

Probation, Dismissal, and Reinstatement

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

Academic Probation

A student is automatically placed on academic probation upon failure to achieve and maintain a satisfactory grade-point average. The student will be so notified by the Registrar. Satisfactory grade-point average is defined as a 3.0 (B) average for a graduate student and as a 2.0 (C) average for an undergraduate student. A linked student is placed on probation for failure to achieve and maintain a 3.0 GPA in all graduate courses and a 2.0 GPA in all undergraduate courses completed during the period of linking. A student on academic probation must have the dean's and the academic counselor'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 My.JFKU.

Dismissal

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

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

College Academic Standards Committees

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

The ASC has responsibility for review and approval of all modifications to the college's curriculum before being forwarded to the University for additional approval and implementation. Additionally, the ASC is the primary faculty body within each college that serves to review and consider academic issues and student academic performance issues (including grade appeals; see Grade Change or Academic Integrity sections). Student conduct is referred directly to the Director of Student Affairs (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
Academic Polices and Procedures - continued

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 Senior Vice President of Academic Affairs within 10 days after the student is notified of the dean’s decision. The Vice President will review the college’s academic standards committee’s decision, the petition to the dean, and the dean’s decision. Great deference will be given to the dean, and the decision will be modified only if it is found to be an abuse of discretion. The decision of the Senior Vice President of Academic Affairs is final.

Reinstatement

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

Leave of Absence

Matriculated students are expected to maintain regular (continuous) enrollment in their program. Students who find it necessary not to enroll for one or more terms must complete and submit a Petition for Leave of Absence. Students are responsible for obtaining the necessary approval from their academic counselor for the leave of absence. This form is available in the Registrar’s Office and on MyJFKU. 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 re-admission 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 re-admission.

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

Other Notes

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

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

- There is no retroactive leave of absence; students must submit petition in the quarter/semester either prior to or concurrent with the request.

- Leaves of absence may be granted for up to four terms (three terms for College of Law), whether consecutive or non-consecutive, approved or unapproved.

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

- If a student “drops” all 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.

Graduation Requirements

All degree and certificate candidates are required to file a Petition for Degree or Petition for Certificate and pay the required fee. Petitions must be filed by the date specified in the following pages. All financial obligations to the University must be paid in full. In addition, students must complete the requirements in the following table, the additional requirements following the table, and all programmatic requirements as indicated in the University’s catalog.
John F. Kennedy University Engaged: Service Learning Program

The JFKU Engaged program supports the University’s Institutional Learning Outcome that students “demonstrate commitment to service to the community.” The Program ensures that all new JFKU students enrolled in or after Winter 2015 fulfill the university-wide 30-hour community service graduation requirement. Some students satisfy it by completing an internship, externship, clinical experience, fieldwork or practicum course required in their degree program. Other students complete an online SVL course and work with the Service Learning Coordinator to engage with community organizations and develop projects that integrate their program’s learning outcomes, their interests and career goals with community needs, and reflect on new understanding they have gained as a result of their service.

Bachelor’s Degrees

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

Major, Core, or Track

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

Competency Areas

All requirements for demonstration of competence in specified areas must be satisfactorily completed. Requirements are indicated in the Bachelor of Arts and the Bachelor of Science program description sections.

General-Education Breadth

This group of requirements applies to all baccalaureate students.

All requirements for lower and upper-division general-education breadth must be satisfactorily completed. Upper-division requirements are indicated in the BA and the BS program description sections of the catalog.

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

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

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

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

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

Lower-division requirements are outlined below:

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

Individualized Programs

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

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

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

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 Senior Vice President of Academic Affairs. 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.

**Other Information**

**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.

**Petition For Degree or Certificate**

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 submit a Petition for Degree or Petition for Certificate form via My.JFKU. Petitions must be on file before a degree or certificate will be awarded. Petition deadlines for all programs except Doctor of Psychology are January 15 for June and September graduation; July 15 for December graduation; October 15 for March graduation. The petition deadline for the PsyD program is February 15 of the year prior to beginning the internships. Students who wish to participate in the current academic year’s commencement ceremony must petition by the January 15 deadline for no later than the summer term.

**Review of Student Records**

Upon receipt of the petition and following the grading period for the term specified, the Registrar’s Office will review the student’s records. The student and academic counselor 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 on the petition, the student's record will be reviewed to verify completion of all requirements. If all requirements have been completed, the awarding of the degree or certificate will be posted on the transcript and their Academic Status will be updated to “graduated.” Degrees or certificates will be dated as of the Monday after the last day of the quarter/cohoot/semester in which all requirements have been met. Students who have not fulfilled all 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.

**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:
### General Graduation Requirements by Program Level

<table>
<thead>
<tr>
<th>AWARD</th>
<th>UNITS</th>
<th>RESIDENCY</th>
<th>SCHOLARSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachelor’s Degree</strong></td>
<td>A minimum of 180 acceptable quarter units must be completed, of which at least 54 must be in upper-division courses.</td>
<td>At least 36 of the last 45 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><strong>Master’s Degree</strong></td>
<td>Varies by program.</td>
<td>At least 70 percent of the work required for a master’s degree must be completed in residence at the University. Some programs may require a residency greater than 70 percent. Refer to the program specific sections of the catalog for the number of units required in residence at the university. Transfer credit is not permitted into the Linked MA Sport Psychology/PsyD programs.</td>
<td>A minimum grade of B- is required for each course applied to a master’s degree. An overall grade-point average of at least 3.0 must be achieved in all work for the declared master’s degree.</td>
</tr>
<tr>
<td><strong>Doctor of Psychology (PsyD)</strong></td>
<td>A minimum of 180 acceptable quarter units must be completed.</td>
<td>Once admitted to a doctoral program, all requirements must be completed in residence. Refer to the program-specific sections of the catalog for the number of prior units that might be considered for transfer. Transfer credit is not permitted into the Linked MA Sport Psychology/PsyD programs.</td>
<td>A minimum grade of B- is required for each course applied to the doctoral degree. An overall grade-point average of at least 3.0 must be achieved in all work for the declared doctoral degree.</td>
</tr>
<tr>
<td><strong>Juris Doctor (JD)</strong></td>
<td>Successful completion of 84 units of study in accordance with the prescribed curriculum and in compliance with the residency requirement of the Committee of Bar Examiners of the State Bar of California including a minimum of 62 units of numerically graded coursework. Successful completion of all required courses.</td>
<td>Completion of the final two semesters of law study in residence at JFK University College of Law.</td>
<td>Achievement of a cumulative grade-point average of 70.0 or higher in all numerically graded courses and fulfillment of all conditions imposed by the Academic Standards Committee.</td>
</tr>
<tr>
<td><strong>Certificates</strong></td>
<td>Varies by program.</td>
<td>Students enrolled in a graduate certificate program must complete all courses in residence. Please see Legal Studies section for policy on course transfer.</td>
<td>An overall grade-point average of at least 2.0 must be achieved in all work completed for an undergraduate certificate. A minimum grade of B- is required for each course applied to a graduate certificate. An overall grade-point average of at least 3.0 must be achieved in all work completed for a graduate-level certificate.</td>
</tr>
</tbody>
</table>
Academic honors will be posted on the students’ transcripts and diploma.

**Commencement Ceremony**

The ceremonious 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 from those stated here; consult the College of Law Catalog for more information.) Students who meet the following criteria are eligible to participate in the commencement ceremony:

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

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

**Awards at the Commencement Ceremony**

**Outstanding Student Award**

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

**The Founding President Harry L. Morrison Distinguished Teaching Award**

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

**Student Records**

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

**Transcript Request (Issuance)**

John F. Kennedy University transcripts are ordered online via the National Student Clearinghouse at [www.getmytranscript.com](http://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 My.JFKU. Transcripts are never faxed or sent by email.

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

**Transferability of JFK University Courses**

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

**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 Senior Vice President for Academic Affairs, with a copy to the faculty member, within 60 calendar days of receiving the faculty member's written notification. The Faculty Senate's findings will be considered in any subsequent personnel or grievance proceedings.
Student Services

Changes of Name or Address

Students are responsible for filing a Change of Name/Address/Status Form on My.JFKU or 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.

Academic Advising

Students admitted to a degree or certificate program are entitled to ongoing academic advising. Advising appointments may be scheduled with an academic counselor. The Registrar’s Office will assist counselors and is available to answer questions about transfer credit, residency requirements, and degree audits.

Student Affairs

The mission of the Student Affairs Department is to offer helpful, high quality services that allow students to experience and enjoy a positive learning environment. Through Academic Support Services, Career Services, Office of Accessibility Services, Student Advocacy Services, Student Government support, and the ‘Engaged’ Service Learning Program, we provide services that enhance and support the academic and professional needs of our students. Student Affairs works closely with other departments to help make the student experience positive and successful. For additional information about Student Affairs services, please contact the Director of Student Affairs at studentaffairs@jfku.edu.

Academic Support Services

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

Online Writing Center: Like JFK University’s Academic Support Services, 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/OurPrograms/StudentServices/WritingCenter/OnlineWritingCenter.html.

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

Career Center

JFK University Career Services provides students with tools to create pathways to career success including career assessments, resume and cover letter assistance, and interviewing preparation. Career Services hosts workshops, an annual Career Fair and a student job board. For more information, contact career@jfku.edu.

Student Advocacy Services

The objective of the Student Advocacy Services office is to support a positive learning environment for all students by offering a process for resolving issues or conflicts. The Student Advocate is a designated neutral party who guides students to a path of resolution within the university. For more information, contact advocate@jfku.edu.

International Student Services

International Student Services is a resource for 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.

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 www.access@jfku.edu.

Student Government

The purpose of the Student Government Association is to enhance the quality of student life 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 within the general, legal, and academic communities. The nominal Student Association fee, charged all students at registration, enables the student government to fund sanctioned student associations 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.
JFKU Engaged Service Learning Program

John F. Kennedy University Engaged Service Learning Program, a 30-hour graduation requirement for students enrolled in or after Winter 2015, is an opportunity for students to serve their community, enhance their resumes and make professional connections. Students work with faculty and staff to design a project that demonstrates a commitment to the university’s core beliefs and that incorporates academic learning into experience.

Undergraduate Success Center

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

The Center provides Spanish and English speaking advisors, tutors and mentors, as well as a lending library of educational resources, a computer lab, student information and professional development training.

To share Latino culture on campus and with the community, the Center offers a wide variety of cultural and educational activities to foster a welcoming environment and create a sense of belonging for the University’s underserved students. Current information about Center news and events is available by joining the Center’s Facebook group, the organization within Blackboard, on My.JFKU, or by viewing the webpage at www.jfku.edu/hsi.

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

VALOR Center of Excellence for Veteran Success

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

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

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

Veterans’ Benefits

John F. Kennedy University 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 complete a notice to the Veteran’s Affairs Coordinator at the time of registration. Contact the Veteran’s Affairs Coordinator in the Veteran Success Center for current information.

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.

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

Information on monthly benefits for the above attendance rates, for course attendance while on active duty, or for less than half time attendance may be obtained by visiting www.gibill.va.gov. Disabled veterans are advised to contact the Vocational Rehabilitation and Counseling Division located at 1301 Clay Street, Oakland, CA 94612-5209. Disabled veterans should also contact the University’s Office of Disability Services to review accommodation needs. Children of veterans qualify for benefits only if the veteran has a 100 percent service-related disability.

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

Students who fail to meet the minimum satisfactory GPA requirements will be placed on academic probation and notified. If a student remains on academic probation beyond two quarters or semesters, the University will report a termination of benefits to the Department of Veteran’s Affairs. The University may not continue to certify the enrollment of a veteran or eligible person whose academic progress remains below graduation requirements.
The University must report the assignment of non-punitive grades (e.g., Incompletes) to the Department of Veterans’ Affairs within 30 days from the date the grades are assigned. The student is required to submit corroborative evidence to substantiate the student’s claim of mitigating circumstances. This is necessary to ensure compliance with statutory restrictions on benefit payments. If, at the end of one year from the date the Incomplete was assigned, the student’s records still reflect a non-punitive grade for the course, the Department of Veterans’ Affairs will inform the student that the benefit payments for the course must be retroactively terminated.

Post-9/11 G.I. Bill
The Post-9/11 G.I. Bill provides financial support for education and housing to individuals with at least 90 days of aggregate service on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post-9/11 Bill. For further assistance please set-up an appointment with the Veteran Affairs Coordinator at (925) 969-3478.

Yellow Ribbon Program
John F. Kennedy University participates in the Yellow Ribbon Program. The University provides tuition assistance to a limited number of eligible Post-9/11 (Ch. 33) veterans. In order to be eligible for this program a veteran must be 100% eligible for the Post-9/11 (Ch. 33) G.I. Bill. For further information on Yellow Ribbon program eligibility please visit the G.I. Bill website at www.gibill.va.gov. Veterans interested in applying for the Yellow Ribbon program should contact the Veterans Certification Office/Director of Financial Aid at (925) 969-3385.

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

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

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 scholars-practitioners at three campuses (Pleasant Hill, Berkeley and San Jose) and online, our courses integrate theory and practice that can be immediately applied, are convenient, are accessible, and are affordable.

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

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

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

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

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

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

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 www.jfku.edu/about.

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
**General Information**

**Student Services - continued**

**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) 696-3450.

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 [www.jfku.edu/about](http://www.jfku.edu/about).

**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 three campuses offer a variety of living accommodations including apartments, rooms for rent, and single family dwellings.

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

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

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

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

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

**Smoking**
It is University policy to respond to the concerns of nonsmokers who want to be protected against passive smoke as a health hazard. Smoking is not permitted at any time inside University facilities or within 20 feet of any entrance. The outdoor picnic tables are non-smoking areas.

**Student Identification Cards**
Student picture 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 or Berkeley campuses.

**Textbooks and Course Materials**
John F. Kennedy University Textbooks 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](http://www.ecampus.com/jfku). Readers for the courses are available through Copy Central at [www.copycentral.redshelf.com](http://www.copycentral.redshelf.com). Links to these sites are also available on My.JFKU.

**Civil Rights Policies and Procedures**
JFK University is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially. Such an atmosphere must be free of intimidation, fear, coercion, and reprisal. The University prohibits discrimination or harassment on the basis of race, color, height, weight, national origin, ancestry, citizenship, religion, age, marital status, pregnancy/childbirth, gender identity, sexual orientation, veteran status, disability or any other basis protected by state or federal laws, for any program or activity offered under its control.

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

Title IX: Complaints Relating Sexual Harassment and Sexual Misconduct

In keeping with this commitment, the University also maintains a strict policy that prohibits sexual harassment, which includes harassment based on gender, sexual orientation, pregnancy, childbirth, or related medical condition. Sex-based or gender-based discrimination include acts of sexual violence, sexual harassment, non-consensual sexual contact, domestic violence, dating violence, stalking, gender-based bullying or hazing, and discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity.

This policy applies regardless of the gender or sexual orientation of the complainant or the alleged harasser. It is University policy that all persons should enjoy freedom from unlawful discrimination of any kind, as well as from sexual harassment, or retaliation for reporting a complaint. 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 on the bases of sex in education programs or activities, which triggers certain responsibilities on the part of the school.

Reporting Procedures for Civil Rights and Title IX Violations

The University encourages prompt reporting of complaints so that a rapid response can be made and appropriate action taken. Note that reporting a complaint need not be limited to someone who was the target of the discrimination or harassment. As necessary, the University may initiate a complaint, serve as Complainant, and initiate University proceedings without a formal complaint by the alleged victim.

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

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

A complaint may be filed with the Chief Financial Officer by any student who feels that they have been subjected to discrimination by a student or by the University through any of its employees, contractors, entities, policies, procedures, or programs. The University encourages submission of complaints in written form. Complaints should clearly describe the incident, incorporate supporting documentation, and describe the desired remedy.

Inquiries or complaints concerning the application of Title IX may be referred to the University’s Title IX System Coordinator and/or Deputy title IX Coordinators. You may wish to report to the University to access to support or to file a complaint against a University student, faculty, or staff member 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.

Title IX System Coordinator and Compliance Officer
Dr. Victoria Schaefer-Ramirez
Phone: (858) 642-8070
Email: Compliance@nu.edu

Deputy Title IX Coordinator
Mr. Dean Barbieri
Senior Vice President for Academic Affairs
Phone: (925) 969-3302
Email: TitleIX@jfku.edu

Deputy Title IX Coordinator
Mr. Chris Berk
Chief Financial Officer
Phone: (925) 969-3306
Email: TitleIX@jfku.edu

The University’s designated Title IX System Coordinator and Deputy Title IX Coordinators oversee the University’s compliance with Title IX, including coordinating the investigation and response to sex-based or gender-based discrimination or harassment complaints, responding to inquiries concerning Title IX, tracking incidents and trends involving sexual misconduct, publicizing the University’s policies and providing training on preventing sex discrimination, sexual harassment, and sexual violence.

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

Office for Civil Rights
400 Maryland Avenue SW
Washington, DC 20202-1100

Customer Service Hotline: (800) 421-3481
TDD#: (877) 521-2172
Email: OCR@ed.gov
Website: www.ed.gov/ocr
The University will complete its investigation and make findings on a complaint filed at the University, even if a complaint has also been filed with the Office for Civil Rights.

The University will endeavor to maintain confidentiality to the extent permitted by law. Where the complainant’s desire to maintain anonymity constrains the University from attempts at establishing facts and eliminating the potential discrimination, the University will attempt to find the right balance between the complainant’s desire for privacy and confidentiality and its responsibility to provide an environment free of discrimination.

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

**Conduct that is Criminal in Nature**

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

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

When a police or criminal matter occurs simultaneously to the University process, in most cases the University will not wait until the criminal case is resolved before proceeding with the University process. The University’s fact-finding investigation may be delayed for a short period of time upon a request of law enforcement, but the University will promptly resume the investigation as soon as possible.

In cases involving threats, threatening behavior or violence including sexual violence, the University can provide information about seeking an order of protection through the courts.

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

Students who believe that they have been subjected to unlawful discrimination or harassment may use the following informal and formal procedures to resolve their complaint. 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.

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

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

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

**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 employment or education or had continuing effects on campus or in an off-campus educational program or activity or employment.

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

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

**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. 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.

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.

Procedure for Complaints Involving a University Student as Respondent

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

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

The University will use best efforts to provide equitable rights to the parties throughout the resolution process. The Complainant and Respondent each have the option to bring one advisor to any meeting to provide advice or support. Any attorney acting as advisor may not formally represent a party in University Administrative proceedings. The investigator may exclude any advisor who disrupts a meeting. Both parties have the right to identify witnesses and provide other information relevant to the investigation. 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 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, i.e., whether it is more likely than not that the conduct occurred.

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

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

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

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

Appellate Procedures for Civil Rights Issues

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

1. To consider new evidence unavailable during the original investigation, that could substantially impact the original finding or sanction. A summary of the new evidence and its potential impact must be included in the request for appeal; or

2. The sanctions imposed are substantially disproportionate in the severity of the violation; or

3. The grievance procedure was not followed which significantly impacted the outcome.

Upon receipt of the appeal, the Senior Vice President of Academic Affairs will forward a copy to the other party(ies).
Parties can forward commentary to the Senior Vice President of Academic Affairs within fourteen (14) days of receipt of the appeal. Within twenty-one (21) days following receipt of an appeal, the Senior Vice President of Academic Affairs will render a final decision.

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

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

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

**Computer Use**

**Computing Resource Usage**

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

**Misuse**

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

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

**Enforcement**

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

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

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

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

**Examples of Misuse**

- Using a computer account 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.
Activities will not be considered misuse when authorized in writing or the reproduction falls within the "fair use" or library reproduction means, including storage in any information storage and retrieval system, unless permission of the copyright owner has been obtained, or the reproduction falls within the "fair use" or library reproduction rights provisions of the copyright law. Violation of copyright law can lead to penalties that include fines and imprisonment.

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

**Drug and Alcohol Policy**

The "Drug-Free Schools and Communities Act Amendments of 1989" (Public Law 101–226) clearly states the position that universities are expected to take with regard to drug and alcohol abuse. In support of the purpose of this legislation National University wishes to make known its concern for the health and well-being of all members of the University community—students, staff, and faculty—as well as the health and well-being of the community at large. More specifically, the University:

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

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

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

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

**Academic Integrity**

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

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

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

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

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.

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.

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.
Student Services - continued

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
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., Student Affairs for conduct and academic integrity issues, and the Chief Financial Officer for civil rights issues). The University procedures will be followed:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Article VI: Interim Suspension

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

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

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

Article VII: Conduct By Applicants for Admission

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

Article VIII: Proceedings Complaint

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

- The complaint shall be prepared in writing and directed to the Director of Student Affairs 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 Director of Student Affairs to determine that charges should be initiated.

- The Director of Student Affairs shall investigate each complaint filed and determine whether or not a conference or hearing is warranted.

Investigation

The Director of Student Affairs 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 Director of Student Affairs or designee will prepare a written report summarizing the witness statements and the evidence. A copy will be maintained in the Office of Student Affairs and may be provided to each party named in the complaint.

Conference

Except when the student refuses to cooperate, the Director of Student Affairs 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 Director of Student Affairs. 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 Director of Student Affairs (if they are not conducting the hearing), a single advisor for the student named, a single advisor for the Director of Student Affairs, 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.
Student Services - continued

* 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.

Director of Student Affairs Action

* After reviewing the Registrar’s report, the Director of Student Affairs or designee shall make the final decision regarding disciplinary action. The Senior Vice President of Academic Affairs 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 Senior Vice President of Academic Affairs decides to adopt a more severe sanction, the Senior Vice President of Academic Affairs shall articulate the reasons for the more severe sanction in his or her decision. The Senior Vice President of Academic Affairs normally shall render a decision within five (5) working days of receipt of the Registrar’s report.
* The Senior Vice President of Academic Affairs 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 Director of Student Affairs 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.
Student Services - continued

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.

Policy on Exception to University Policy

This policy creates a baseline by which all students, faculty and staff have the reasonable expectation of equitable treatment in the review and decision-making process for exceptions to John F. Kennedy University policies. This policy provides a process by which an exception to University policy is considered for circumstances that can arise, and which a University policy cannot anticipate. Submission and consideration of an exception request does not imply or guarantee granting of that exception. Ignorance of University policy and procedures does not constitute valid criteria for granting an exception to University policy. Requests for exceptions should be submitted to the Registrar’s Office no later than the last business day of the following term to which the request is referring. Requests that are received beyond the last business day of the following term may not be reviewed.

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

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

All exception requests must be accompanied by an Exception to University Policy form, available from the Registrar’s Office. Students must provide documentation of illness, death, military service, or job-relation changes, or documentation of an error or errors made by the University person or persons acting in his/her/their official capacity. Requests are ordinarily initiated and signed by the student requesting the exception. All exceptions must be reviewed by the 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 Senior Vice President of Academic Affairs and Registrar for review and decision. Once the decision has been made, the Office of the Registrar notifies the student and all impacted parties regarding the outcome. Questions regarding this policy may be directed to the Registrar.

Family Educational Rights and Privacy Act

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

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

Student Services - continued

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

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

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

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

- Other colleges to which a student is transferring;

- Specified University officials or contracted agents for audit or evaluation purposes;

- Appropriate parties in connection with financial aid to a student;

- Organizations conducting certain studies for or on behalf of the University;

- Accrediting organizations;

- Appropriate parties in compliance with a judicial order or lawfully issued subpoena; and

- Appropriate officials in cases of a health and safety emergency.

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

Federal and State Data Collection and Use

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

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

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

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”).
## Financial Policies

### LAW SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Per Unit/Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>JD Courses</td>
<td>$931</td>
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<tr>
<td>JD Audit</td>
<td>$629</td>
</tr>
<tr>
<td>JD Alumni Audit</td>
<td>$452</td>
</tr>
</tbody>
</table>

### GRADUATE AUDIT

| Audit (Non-JD)             | $471                  |
| Alumni Audit (Non-JD)      | $333                  |

### APPLICATION FEES

- Bachelor's/Master's Degree Programs: $65
- Doctoral/JD Programs: $90
- Non-Degree/Certificate: $40
- Linked Programs: $35

### PROGRAM-SPECIFIC FEES

- Background Check, Internships: $40
- Competency Exams, Per Exam: $25
- Credit by Assessment, Per Assessment Area: $750
- Law Academic Support Fee, Per Semester Unit: $35
- Law Exam Fee, Annual: $60
- Law Exam Rescheduling Fee, Per Exam: $125
- PsyD - Taylor Study Method Fee, Course Specific: $100
- PsyD Comprehensive Exam: $100
- PsyD Dissertation Fee: $75

### REGISTRATION FEES

- Change in Registration: Add/Drop Per Transaction: $25
- Late Registration Fee: $110

### UNDERGRADUATE DEGREES/CERTIFICATE

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Bachelor Completion and Certificate Courses</td>
<td>$485</td>
</tr>
<tr>
<td>Block Tuition Rate (For 12-18 Undergraduate Units)</td>
<td>$5,820</td>
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### GRADUATE DEGREES/CERTIFICATION

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<tbody>
<tr>
<td>Master’s and Graduate Certificate Courses</td>
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<tr>
<td>Field Placement, Pleasant Hill</td>
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### DOCTORAL

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<tr>
<td>PsyD Courses</td>
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<tr>
<td>PsyD Internship Fee</td>
<td>$211</td>
</tr>
</tbody>
</table>

### REGISTRATION FEES – continued

- Adding Course After 2nd Class Meeting: $75
- Adding Course After Term Has Ended: $200

### GENERAL FEES

- Diploma Replacement: $50
- Transcript, Per Copy - Regular: $10
- Rush: $15
- PsyD: $40

### PETITION TO GRADUATE

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

### STUDENT ACTIVITIES FEES

- Per Quarter: $12
- Per Semester: $15
- Per Cohort: $10

### TECHNOLOGY FEES

- Per Quarter: $75
- Per Semester: $100
- Per Cohort: $60

### LIBRARY USE FEES (NON-STUDENT INDIVIDUAL OR COMPANY)

<table>
<thead>
<tr>
<th>Use</th>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>All Individual - Daily Use</td>
<td>$5</td>
</tr>
<tr>
<td>Individual - 3 Months Use</td>
<td>$45</td>
</tr>
<tr>
<td>Law Individual - Bar Prep Use</td>
<td>$25</td>
</tr>
<tr>
<td>Individual - 1 Year, Unlimited</td>
<td>$150</td>
</tr>
</tbody>
</table>

### ACCOUNTING FEES

- Deferred Payment Agreement, Per Term: $50
- Charge for Late or Missed Payment: $30
- Returned Check Charge: $35

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**Tuition and Fees**

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

Tuition is refundable on a percentage basis according to the dates published by the Registrar’s Office. (Refer to the Registration section in this catalog.) 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.
Financial Policies - continued

Deferred Payment of Tuition

Students may be permitted to defer payment. 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.

University Refund Policy

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

Students enroll in classes with the understanding they will attend the entire course. Faculty contracts, commitment of space, and other University resources are allocated on that assumption, creating financial obligations that students who drop or withdraw must share. The University’s refund policy reflects this position. A student may drop a course prior to midnight (PST) of the fourteenth (14th) calendar day of the session by contacting the Office of the Registrar, found in the University’s General Catalog, or online at: www.jfku.edu. The University counts calendar days rather than business days for determining refunds. Therefore, if the first day of the session is a Monday, the student would need to drop prior to midnight (PST) of the Sunday, the fourteenth day of the session to receive at least a partial tuition credit.

To accurately count session days, note that the first day of a session—and not the actual day a student attends class—counts as day one. This refund policy applies to all courses, including those that begin beyond the fourteenth (14th) day of the session and weekend courses.

The session calendar is published by the Office of the Registrar, found in the University’s General Catalog, and online at: www.jfku.edu. The University counts calendar days rather than business days for determining refunds. Therefore, if the first day of the session is a Monday, the student would need to drop prior to midnight (PST) of the Sunday, the fourteenth day of the session to receive at least a partial tuition credit.

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

- Prior to midnight (PST) of the seventh (7th) calendar day of the session receive a 100% tuition credit;
- Prior to midnight (PST) of the fourteenth (14th) calendar day of the session receive a 80% tuition credit;
- After midnight (PST) of the fourteenth (14th) calendar day through the end of the term receive no tuition credit, and the course remains on the transcript with a grade of W that does not affect the grade point average (GPA).

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

Financial Aid

The Financial Aid Office provides financial assistance in the form of loans, grants, 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 and from the Financial Aid Office in Pleasant Hill. 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 U.S. citizens, nationals or permanent residents of the U.S. or certain Pacific Islands (Freely Associated States) and any other eligible non-citizens (individuals who can provide documentation from the United States Citizenship and Immigration Services (USCIS) in the Department of Homeland Security (DHS) that they are in the United States for other than a temporary purpose with the intention of becoming a citizen or permanent resident). Students should contact the Financial Aid Office for specific requirements regarding citizenship.

Grants and Scholarships

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

Federal Pell Grants. Federal Pell Grants are federally funded entitlements for low-income undergraduates. Grant amounts range from $583 to $5,815 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...
Financial Policies - continued

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.

**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 after July 1, 2016 is fixed at 3.76 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 after July 1, 2016 is fixed at 5.31 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 6.31 percent interest rate. Deferment options are available while in college. The annual award is up to the cost of attendance, as determined by the college, minus financial aid. A credit check is required.

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

**Application Forms and Deadlines**

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

**Satisfactory Academic Progress Standards For Financial Aid**

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

The Financial Aid Office at JFK University monitors academic progress each term, 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 is defined as three terms (either three quarters or three semesters) or four sessions. In order to be considered making quantitative satisfactory academic progress, students at JFK University must meet the following standards by the date specified in the FA Academic Plan or fails to meet the requirements of the FA Academic Plan and is notified that their FA eligibility is terminated. A student may appeal to have their FA Warning Period and subsequently re-establishes eligibility, he/she will automatically be disqualified if he/she ever falls below the required minimums again.

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, he/she will automatically be disqualified if he/she ever falls below the required minimums again.

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

- Extraordinary Circumstances: Any student who feels that there were extraordinary circumstances that were beyond their control that contributed to their being placed on a Financial Aid Warning may file a written appeal with the Director of Financial Aid requesting a probationary period to continue FA eligibility, along with appropriate documentation of the extraordinary circumstances. Important Notice—The appeal cannot be based upon your need for assistance or your lack of knowledge that your assistance was in jeopardy.
  » Extraordinary circumstances may include a student’s illness or injury, death in the family, or other serious factors that are outside the student’s control.
  » In addition to documenting the extraordinary circumstances, the appeal must include what has changed in the student’s situation that would allow the student to demonstrate that they are or will be making Satisfactory Academic Progress in the future.
- Academic Plan: A probationary period may require an approved Financial Aid Academic Plan that will ensure that the student is able to meet the institution’s Satisfactory Academic Progress standards by a point in time. The FA Academic Plan can come from and be approved by a Program Chair or Academic Counselor. 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.
Financial Policies - continued

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

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

Return of Title IV Funds

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

Withdrawal/Leave of Absence

All 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.
College of Business and Professional Studies
John F. Kennedy University’s College of Business and Professional Studies brings together undergraduate completion programs and competitive and creative graduate programs. Combined they provide a rich, diverse learning environment. The community thrives on the values of building critical thinking skills, honoring diverse perspectives, creating space for dialogue, and engaging the whole person in a transformative learning experience.

The admissions process to the College of Business and Professional Studies examines both the academic and personal qualifications of applicants to ensure that students accepted into its programs have the ability to benefit from and contribute to the University’s integrated educational experience.

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

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

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

- **Credit by Assessment.** All Undergraduate Students in can earn credit up to 30 quarter units of undergraduate credit for work-related projects, including corporate training, professional workshops, and volunteer training.

- **Linking Program.** Qualified undergraduate students who are accepted into one of the JFK University master’s programs can apply graduate-level units toward both a bachelor’s and master’s degree.

**Undergraduate Programs**

**Linking Program**

The linking program encourages JFKU undergraduate students with strong academic records to apply to JFKU master’s programs. Participating students must achieve a grade point average (GPA) of at least 3.0 (B) in the undergraduate major and cumulative GPA. Students who have completed their core and major course requirement yet still have remaining electives can be considered. If accepted into a master’s program, students can begin graduate studies and then use the first 21 graduate units (or less) to complete their undergraduate requirements. The graduate courses do cost more than undergraduate courses. Once all 180 undergraduate units are completed, students’ baccalaureate degree is posted and they continue their graduate studies.

**Benefits**

- Saves time—Students start graduate courses earlier by saving up undergraduate elective units
- Saves money—Students may be eligible for scholarship funds provided by both COP and CBPS make up the difference between tuition fees
- Provides extraordinary education—Students have the opportunity to expand their depth of learning by attending graduate classes and working with graduate students

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

**John F. Kennedy University Engaged: Service Learning Program**

Beginning in the January 2015, all new enrolling degree students will be required to complete 30 hours of service learning in a community project prior to graduation. Students will work with faculty and staff to design a project that demonstrates a commitment to the University’s core beliefs that education should be transformative and “change the world.”

Students in the Bachelor of Science in Business program and Criminal Justice Leadership Program will fulfill the requirement by completing the Service Learning Course—SVL 4000. Students in the Psychology and Liberal Studies programs will meet the requirement through completion of LIB 4800 Introduction to Service Learning and LIB 4805 Practicum in Service Learning/Field Studies. Journalism students will be able to fulfill the requirement through the JOU 4400 Internship course.
THE INSTITUTE OF ENTREPRENEURIAL LEADERSHIP

The Institute of Entrepreneurial Leadership (IEL) at JFK University offers a variety of unique and impactful programs designed for today’s entrepreneurs and intra-preneurs who are at the heart of future business growth and job creation. IEL’s offerings include education, mentoring and networking partnership opportunities. Participants will work on their business concepts from new perspectives and develop executable business plans and presentations designed to promote business growth and obtain start-up and expansion financing.

IEL’s programs focus on the following three areas:

- **Certificate in Entrepreneurship**
  - Twenty-three units of undergraduate credits and/or a certificate that includes classes, training, mentoring, networking and partnerships and special entrepreneurial events to prepare students to deal with the practical realities of building, launching and running a business.

- **Continued Education**
  - ACE (Advanced Certificate in Entrepreneurship):
    This hybrid option will be delivered over a five-month period, offering a total of five in-person meetings, one synchronous live online session and online class meetings dispersed throughout. This course also offers participants up to 20 hours of one-on-one mentoring time, helping to meet the needs of each individual and their business.

  - Corporate-Sponsored Supplier Development Custom Programs:
    These programs are aimed directly at accelerating the growth of existing companies that currently (or prospectively) sell services and products to large enterprises. IEL has tailored the program to serve both veteran and disabled-owned businesses as well as woman and minority owned businesses.

  - PEBS (Principles & Experiences for Business Success) Certificate:
    This certificate is delivered via a completely Online experience offering participants the convenience of an on-demand virtual delivery; plus the opportunity to participate in four live practical chat sessions for Ask the Expert and Q&A opportunities.

- **MBA with Entrepreneurship Specialization**

**Mentorship and Advising**

One of the most important components of the Certificate in Entrepreneurship is mentorship and advising. Each entrepreneur is matched with at least one strategically-chosen mentor. Mentors, who represent a variety of IEL partners, including, IEL Adjunct Faculty and Staff, IEL Sponsors, local bankers, angel investors, successful entrepreneurs, former IEL students, JFK University Faculty and/or Staff and others, will work closely with the student-entrepreneurs throughout the program sharing their expertise, insights, assessments and recommendations.

IEL Mentors will assist the entrepreneurs in ways specific to their current business goals, through sharing real world experiences and making key introductions as appropriate.

Mentor hours may involve meeting in person or through event attendance, but a significant amount of mentorship can take place remotely between the entrepreneur and their mentor and will be determined based on individual goals of the entrepreneur.

**IEL Outcomes**

Within a year of completion of the training program and for four years thereafter the IEL will tabulate the following data from its student-entrepreneur companies:

- a. Annual revenue of the business
- b. Amount of capital (equity) raised
- c. Number of employees

**Admission Requirements**

Applicants must have completed a minimum of 45 lower-division quarter units (30 semester units). Applicants must submit a JFK University application.
BUSINESS ADMINISTRATION

BS in Business Administration

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

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

Linked Degree Option

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

- Completed 159 undergraduate units;
- Completed all requirements for the BSBA program; and
- Achieved a minimum of 3.0 cumulative GPA.

Linking Program Process

To apply for the linked program, students must:

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

Credit by Assessment Program

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

Program Learning Objectives

- Students will apply and analyze theories and concepts in the areas of accounting, finance, and economics.
- Students will distinguish and apply management functions and strategies.
- Students will identify and evaluate ethical issues in business.
- Students will communicate in a variety of modalities, including written and oral communication, as well as electronic communication.
- Students will identify and analyze business operations and markets.
- Students will apply business tools to gather information and draw conclusions.

Admission Requirements

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

Degree Requirements

All courses are 4 quarter units unless otherwise indicated.

<table>
<thead>
<tr>
<th>LOWER-DIVISION GENERAL-EDUCATION (LDGE) BREADTH REQUIREMENTS</th>
<th>45 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may complete the lower-division coursework by taking recommended courses from local community colleges, earning credit through the College Level Examination Program (CLEP), or taking approved College of Business and Professional Studies' courses.</td>
<td></td>
</tr>
<tr>
<td>COMPOSITION Composition/Critical Thinking and Writing.</td>
<td>9 units</td>
</tr>
<tr>
<td>HUMANITIES Must have completed at least one 3 unit course in two areas.</td>
<td>12 units</td>
</tr>
<tr>
<td>NATURAL SCIENCE</td>
<td>9 units</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>3 units</td>
</tr>
<tr>
<td>SOCIAL SCIENCE Must have completed at least one 3 unit course in two areas.</td>
<td>12 units</td>
</tr>
</tbody>
</table>

FOUNDATION COURSES

These courses are not required for all students but are assigned as needed by the Program Chair:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIB 1000</td>
<td>Prior Learning Experience and Portfolio Development</td>
</tr>
<tr>
<td>BUS 2010</td>
<td>Microeconomics</td>
</tr>
<tr>
<td>BUS 2015</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td>BUS 2500</td>
<td>Math for Managers</td>
</tr>
<tr>
<td>BUS 3002</td>
<td>BSBA Student Orientation</td>
</tr>
<tr>
<td>LIB 3100</td>
<td>Critical Thinking and Writing</td>
</tr>
<tr>
<td>LIB 3146</td>
<td>Information Literacy</td>
</tr>
<tr>
<td>BUS 3000</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>BUS 3020</td>
<td>Business Finance Prerequisite: BUS 3000</td>
</tr>
</tbody>
</table>

REQUIRED COURSES

<table>
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<tr>
<td>BUS 3002</td>
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<td>LIB 3100</td>
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<td>LIB 3146</td>
<td>Information Literacy</td>
</tr>
<tr>
<td>BUS 3000</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>BUS 3020</td>
<td>Business Finance Prerequisite: BUS 3000</td>
</tr>
</tbody>
</table>
The Certificate in Entrepreneurship program is designed to prepare students to apply the concepts of entrepreneurism as a current or eventual business owner or as an employee within an organization. This program is applicable to students who may currently run a business or serve as intra-preneurs who may be a key employee or those who aspire to develop the knowledge to do so in the future. This certificate will provide a foundation that combines the real world practical experiences of successful entrepreneurs who will lead the course with the study of innovations in entrepreneurship. These concepts are applicable to all businesses whether for profit or non-profit entities.

**Program Learning Outcomes**

At the completion of this certificate program, students will be able to:

- Identify how to apply key habits and traits of successful entrepreneurs or intra-preneurs
- Explain the core steps in transforming an idea into a business
- Describe the mindsets of professionals
- Effectively tell the story of the mission and vision of an organization
- Demonstrate an understanding of traditional and non-traditional financing options
- Determine best options for low cost and social media marketing planning
- Produce a final white paper applying these concepts to a business plan or business capabilities presentation

**Admission Requirements**

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

**Certificate Requirements**

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IEL 3015</td>
<td>Key Habits of Successful Entrepreneurs</td>
</tr>
<tr>
<td>IEL 3017</td>
<td>Social Entrepreneurship</td>
</tr>
<tr>
<td>IEL 3010</td>
<td>Entrepreneurship I</td>
</tr>
<tr>
<td>IEL 3020</td>
<td>Entrepreneurship II</td>
</tr>
<tr>
<td>BUS 4020</td>
<td>Recruitment, Training, and Retention</td>
</tr>
<tr>
<td>JOU 3200</td>
<td>Digital Media Basics</td>
</tr>
<tr>
<td>BUS 4996</td>
<td>Capstone I</td>
</tr>
<tr>
<td>BUS 4997</td>
<td>Capstone 2</td>
</tr>
</tbody>
</table>

**Total Units for Certificate**

23 units
Certificate in Human Resources

The Certificate in Human Resources program is designed to prepare students for a career in the human resource field. Students who currently work in this field as well as students who aspire to a career in this field will develop the knowledge and skills needed in today’s challenging business environment. This certificate will provide students with a strong foundation in human resources and the ability to lead the human resource function in not for profit organizations, for profit organizations, government agencies, as well as small businesses.

Program Learning Outcomes
At the completion of this certificate program, students will be able to:

- Describe how human resources works as an integrated system within an organization
- List and explain federal and California employment laws
- Describe and manage the processes of recruitment, training, and retention in an organization
- Demonstrate an understanding of the components of compensation and benefits, including how they are managed in an organization
- Produce a final Capstone project incorporating the learning from the certificate course work.

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

Certificate Requirements

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 3032  Human Resource Management</td>
<td>4 units</td>
</tr>
<tr>
<td>BUS 4025  Compensation and Benefits</td>
<td>3 units</td>
</tr>
<tr>
<td>PLS 3038  Employment Law</td>
<td>4 units</td>
</tr>
<tr>
<td>BUS 4030  California Employment Law</td>
<td>3 units</td>
</tr>
<tr>
<td>PYC 4302  Psychology of Organizations</td>
<td>4 units</td>
</tr>
<tr>
<td>BUS 4020  Recruitment, Training, and Retention</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 4996  Capstone 1</td>
<td>2 units</td>
</tr>
<tr>
<td>BUS 4997  Capstone 2</td>
<td>2 units</td>
</tr>
</tbody>
</table>

**Total Units for Certificate**  25 units
CRIMINAL JUSTICE LEADERSHIP

BS in Criminal Justice Leadership

Developed by an advisory group of law enforcement professionals, teachers, business leaders, and civic personnel representation, the Criminal Justice Leadership undergraduate program prepares graduates for careers in the core criminal areas of policing - both public and private. Individuals completing the Criminal Justice Leadership program will be ready to pursue careers in organizations such as the FBI, DOJ, ATF, TSA, Department Of Fish & Game, state/municipal police, highway patrol, probation and parole, courts and corrections, animal control, security, dispatch, etc. Graduates will also be prepared for positions seeking criminal justice information and data, homeland security, victim services, and other social service agencies that are typically linked to the criminal justice system.

The BS CJL program is built upon the foundation of the program's learning objectives, which result from the extensive use of critical thinking, quantitative and qualitative methodologies to address social problems relating to criminal and unethical behavior, components of leadership (including both personal and professional morals and ethics in decision making), communications, and other "cutting edge" curriculum.

This unique program integrates courses from business/management, law, and public administration and offers a Bachelor in Science degree in Criminal Justice Leadership to prepare individuals for entering the aforementioned careers as well as to prepare individuals for advancement and/or promotional opportunities and positions in administration.

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

Linked Degree Option

Students who plan to continue on to earn an advanced degree can leverage their work in the bachelor’s program toward completing a Master’s degree at an accelerated pace.

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

- Completed 159 undergraduate units;
- Completed all requirements for the BS CJL program; and
- Achieved a minimum of 3.0 cumulative GPA Linking Program Process

To apply for the linked program, students must:

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

Credit for Experience

Students may earn up to 30 quarter units of undergraduate credit for knowledge gained through corporate training, professional workshops, and supervised volunteer training through work experience and/or training already received in the law enforcement field. To earn credit, students must take the prior learning course where they evaluate their personal and professional experiences and prepare essays summarizing them. These essays are evaluated and students can receive 3-6 units for each content area. Students receive personalized coaching throughout this process which individuals have found personally rewarding.

Program Learning Objectives

- **Ethics**: Students will understand and practice the ethical complexities of the diverse communities we serve.
- **Critical Thinking**: Students will adjust to evolving and fluid situations while applying current trends and laws.
- **Community Diversity**: Students will prioritize diverse community concerns while collaborating with community resources in solving them.
- **Varied Communication**: Students will demonstrate the principles of effective writing, oral, and electronic communication.
- **Leadership**: Students will demonstrate a vision of professional leadership rooted in ethical decision making and competent judgment

Admission Requirements

Applicants must submit a JFK University application and provide official transcripts from all colleges and universities they attended, including a copy of Basic P.O.S.T. (Peace Officers Standards and Training) Certificate (if applicable).

Degree Requirements

All courses are 4 quarter units unless otherwise indicated.

<table>
<thead>
<tr>
<th>LOWER-DIVISION GENERAL-EDUCATION (LDGE) BREADTH REQUIREMENTS</th>
<th>45 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may complete the lower-division coursework by taking recommended courses from local community colleges, earning credit through the College Level Examination Program (CLEP), or taking approved College of Business and Professional Studies' courses.</td>
<td></td>
</tr>
<tr>
<td>COMPOSITION Composition/Critical Thinking and Writing.</td>
<td>9 units</td>
</tr>
<tr>
<td>HUMANITIES Must have completed at least one 3 unit course in two areas.</td>
<td>12 units</td>
</tr>
<tr>
<td>NATURAL SCIENCE</td>
<td>9 units</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>3 units</td>
</tr>
<tr>
<td>SOCIAL SCIENCE Must have completed at least one 3 unit course in two areas.</td>
<td>12 units</td>
</tr>
</tbody>
</table>
**Criminal Justice Leadership - continued**

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIB 3100 Critical Thinking and Writing</td>
<td>4</td>
</tr>
<tr>
<td>LIB 3146 Information Literacy</td>
<td>2</td>
</tr>
<tr>
<td>LIB 3305 Statistics for the Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>LIB 4000 Collaborative Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>PYC 4307 Forensic Psychology</td>
<td>4</td>
</tr>
<tr>
<td>BUS 3151 Principles of Management</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4040 Information Systems Management</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3111 Law and Social Justice</td>
<td>4</td>
</tr>
<tr>
<td>PLS 3113 Social, Cultural and Political Issues in Business</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRIMINAL JUSTICE LEADERSHIP REQUIRED COURSES</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJL 3101 Principles of Administration &amp; Law Enforcement</td>
<td>4</td>
</tr>
<tr>
<td>CJL 3200 Change Management: Contemporary Civic &amp; Public Leadership</td>
<td>4</td>
</tr>
<tr>
<td>CJL 3201 Organizational Structure, Culture, Politics, &amp; Change</td>
<td>4</td>
</tr>
<tr>
<td>CJL 3205 Building Safer Communities</td>
<td>4</td>
</tr>
<tr>
<td>CJL 3300 Media Relations</td>
<td>3</td>
</tr>
<tr>
<td>CJL 3320 Ethics and Morals in the Criminal Justice System</td>
<td>3</td>
</tr>
<tr>
<td>CJL 3360 Community Level Response to Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>CJL 4043 Technology in Law Enforcement</td>
<td>4</td>
</tr>
<tr>
<td>CJL 4045 Forensics and Cyber Crime</td>
<td>4</td>
</tr>
<tr>
<td>CJL 4100 Introduction to Organizational Problems &amp; Issues in Law Enforcement</td>
<td>4</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>CAPSTONE COURSE</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJL 4300 Advanced Study of Organizational Problems and Issues</td>
<td>4</td>
</tr>
</tbody>
</table>

**Lower-Division Breadth Requirements**  45 units  
**Degree Requirements**  75 units  
**Units to Reach 180**  varies  
**Total Units for Degree**  180 units
JOURNALISM AND DIGITAL MEDIA

BA in Journalism & Digital Media

The Bachelor of Arts in Journalism & Digital Media gives students a solid foundation in the journalistic principles of storytelling, ethics, news gathering, multimedia content delivery, and comparative history, with a focus on digital media. The program focuses on both traditional and emerging forms of media and content delivery streams. Students will craft podcasts, blogs, and short video pieces, and come out of the program with knowledge in the spectrum of Journalism and communications. Students will also learn about the responsibility of being a journalist and communicator, including the importance of fairness, accuracy, and credibility, and the ethical and legal issues that permeate the fields of journalism, communications, public relations, and marketing. Students will receive training in how to write for different types of media; as well as practical experience in the field. By the end of their degree work, students will have built a professional portfolio tailored to their chosen professional course and designed to help them compete in the digital media marketplace.

Program Learning Objectives

Students completing the Bachelor’s in Journalism and Digital Media will be able to do the following:

- Write focused, fair, well-thought-out pieces for various media platforms in a digital media environment.
- Demonstrate a clear understanding of constitutional and other law pertaining to the media and the limits of the law.
- Apply ethical principles of journalism and communications.
- Employ skills in the principles of what constitutes accurate and fair communication, research, copyediting, and fact-checking.
- Know how to effectively use audio, video, graphic, and other elements to enhance a story and have the audio and visual skills needed to support implementation.

Admission Requirements

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

Degree Requirements

All courses are 4 quarter units unless otherwise indicated.

<table>
<thead>
<tr>
<th>LOWER-DIVISION general-education (lDGE)Breadth Requirements</th>
<th>45 units</th>
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</thead>
<tbody>
<tr>
<td>Students may complete the lower-division coursework by taking recommended courses from local community colleges earning credit through the College Level Examination Program (CLEP), or taking approved College of Business and Professional Studies' courses.</td>
<td></td>
</tr>
<tr>
<td>COMPOSITION Composition/Critical Thinking and Writing.</td>
<td>9 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Major Requirements</th>
<th>72 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>必须完成至少一节三学分课程在两个领域。</td>
<td></td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>12 units</td>
</tr>
<tr>
<td>NATURAL SCIENCE</td>
<td>9 units</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>3 units</td>
</tr>
<tr>
<td>SOCIAL SCIENCE</td>
<td>12 units</td>
</tr>
<tr>
<td>必须完成至少一节三学分课程在两个领域。</td>
<td></td>
</tr>
</tbody>
</table>

| 6 UNITS OF ELECTIVES ARE REQUIRED (PRIOR TO AND INDEPENDENT OF THE BLOG) |
|--------------------------|---------|
| "Electives within the journalism department and from other departments (by permission of chair) may also fulfill units beyond the required courses. " |
| Lower-Division Breadth Requirements | 45 units |
| Degree Requirements | 72 units |
| Units to Reach 180 | varies |
| Total Units for Degree | 180 units |
Digital Media Certificate

The Certificate in Digital Media will provide critically valuable skills in digital and social media communications, digital content creation, writing and storytelling for digital media, and cultivating audiences online. The program focuses current and emerging digital formats, platforms, and tools, as well as content delivery strategies. Students will craft podcasts, blogs, and short video pieces, as well as utilize the most cutting edge platforms and tools in the digital sphere.

Students will also learn about important legal and ethical concepts and their responsibility in this area. Upon completion of this certificate program, students will be ready to contribute to communications, social media, and other teams within larger companies, non profit organizations, foundations, and small companies.

Program Learning Objectives

Students must be able to:

• Effectively write and produce focused, fair, well-thought-out pieces for various media platforms in a digital media environment
• Demonstrate a clear understanding of constitutional and other law pertaining to digital media and the limits of the law
• Apply ethical principles in the media field
• Demonstrate Media Literacy: skill in the principles of what constitutes news, research, copyediting, and fact-checking.
• Demonstrate Digital Literacy: Ability to construct basic web platform and produce content to publish on it
• Demonstrate strong audio and visual skills and know when to use audio, video, or other elements in digital content.

Certificate Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOU 3200</td>
<td>Digital Media Basics</td>
<td>4</td>
</tr>
<tr>
<td>JOU 3050</td>
<td>Writing/Storytelling</td>
<td>4</td>
</tr>
<tr>
<td>JOU 3250</td>
<td>Digital Journalism 1</td>
<td>4</td>
</tr>
<tr>
<td>JOU 4010</td>
<td>Media Ethics</td>
<td>4</td>
</tr>
<tr>
<td>JOU 3255</td>
<td>Digital Journalism 2</td>
<td>4</td>
</tr>
<tr>
<td>JOU 3310</td>
<td>Understanding &amp; Cultivating Audiences</td>
<td>4</td>
</tr>
<tr>
<td>JOU 4020</td>
<td>Media Law</td>
<td>4</td>
</tr>
<tr>
<td>JOU 4210</td>
<td>Data Journalism</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Units for Certificate: 32 units
LIBERAL STUDIES

BA in Liberal Studies

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

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

Program Learning Outcomes

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

- Critical and creative thinking and writing;
- Information literacy and conducting academic research;
- Articulating global and multicultural perspectives on ideas, persons, events, and trends;
- Comparing disciplinary, interdisciplinary, trans-disciplinary, and holistic perspectives;
- Integrating and applying academic learning to complex problems in innovative, effective, and sustainable ways; and
- Collaborating and communicating effectively to solve academic and social problems.

Linked Degree Option

JFK University’s College of Business and Professional Studies and College of Graduate and Professional Studies offer the opportunity to link the BA in Liberal Studies with master’s programs in Business Administration, Consciousness and Transformative Studies, Counseling Psychology, Health Education, and Sport Psychology. Students interested in seeking a linked degree must have been admitted to the undergraduate BA program and have:

- Completed 159 undergraduate units;
- Completed all requirements for the bachelor’s of arts program, except for 21 units (five 4-unit courses and one 1-unit capstone) in the undergraduate major; and
- Achieved a minimum of 3.0 cumulative GPA.

Linking Program Process

To apply for the linked program, students must:

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

Admission Requirements

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

Degree Requirements

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

All courses are 4 quarter units unless otherwise indicated.

<table>
<thead>
<tr>
<th>LOWER-DIVISION GENERAL-EDUCATION (LDGE) REQUIREMENTS</th>
<th>45 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPOSITION</td>
<td>9 units</td>
</tr>
<tr>
<td>COMPOSITION/Critical Thinking and Writing.</td>
<td></td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>12 units</td>
</tr>
<tr>
<td>Must have completed at least one 3 unit course in two areas.</td>
<td></td>
</tr>
<tr>
<td>NATURAL SCIENCE</td>
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</tr>
<tr>
<td>MATHEMATICS</td>
<td>3 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>
<tr>
<td>CORE LIBERAL STUDIES CURRICULUM</td>
<td>28 units</td>
</tr>
<tr>
<td>LIB 3000 Education, Self, and Community</td>
<td>2 units</td>
</tr>
<tr>
<td>LIB 3146 Information Literacy</td>
<td>2 units</td>
</tr>
</tbody>
</table>
### Liberal Studies - continued

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIB 3100</td>
<td>Critical Thinking and Writing</td>
<td>4</td>
</tr>
<tr>
<td>LIB 3305</td>
<td>Statistics for the Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>LIB 3145</td>
<td>Research Writing</td>
<td>4</td>
</tr>
<tr>
<td>LIB 3350</td>
<td>Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>LIB 4800</td>
<td>Introduction to Service Learning</td>
<td>1</td>
</tr>
<tr>
<td>LIB 4805</td>
<td>Practicum in Service Learning/Field Study</td>
<td>3</td>
</tr>
<tr>
<td>LIB 4000</td>
<td>Collaborative Problem Solving</td>
<td>4</td>
</tr>
</tbody>
</table>

### BA Liberal Studies—Major Courses 44 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIB 3300</td>
<td>Social Systems and Policies around the World</td>
<td>4</td>
</tr>
<tr>
<td>LIB 3303</td>
<td>World Literature</td>
<td>4</td>
</tr>
<tr>
<td>LIB 3405</td>
<td>World Religions</td>
<td>4</td>
</tr>
<tr>
<td>PYC 4220</td>
<td>Cross-Cultural Psychology</td>
<td>4</td>
</tr>
<tr>
<td>LIB 3415</td>
<td>Ethics and Social Values Around the World</td>
<td>4</td>
</tr>
<tr>
<td>LIB 4100</td>
<td>Consciousness, Creativity, and Transformation</td>
<td>4</td>
</tr>
<tr>
<td>LIB 4115</td>
<td>Global Economy and Sustainability</td>
<td>4</td>
</tr>
<tr>
<td>LIB 4117</td>
<td>World Cultures and Art</td>
<td>4</td>
</tr>
<tr>
<td>LIB 4119</td>
<td>Global Politics</td>
<td>4</td>
</tr>
<tr>
<td>LIB 4121</td>
<td>History of Science and Technology</td>
<td>4</td>
</tr>
<tr>
<td>LIB 4999</td>
<td>Senior Capstone</td>
<td>4</td>
</tr>
</tbody>
</table>

| Lower-Division Breadth Requirements | 45 units |
| Degree Requirements | 72 units |
| Units to Reach 180 | varies |

**Total Units for Degree** 180 units
PUBLIC HEALTH

Bachelor of Arts in Public Health

NOTE: This program is not admitting new students after Fall 2014.

Mission Statement

The Bachelor of Public Health program is committed to the protection, improvement, and well-being of the nation’s population, and of others throughout the world. This mission is fostered by our dedication to educating the nation’s future public health scientists and practitioners, and through engaging in scholarship to develop solutions to public health problems, providing public health service, and through informing the development of health policy that addresses emerging public health concerns.

Program Description

The Bachelor of Arts in Public Health (BAPH) prepares students through didactic and practical experiences to apply core principles of public health education within a variety of community settings and to advance the public health profession. The program values professional and academic integrity and ethics, collegiality, engagement with the community, social justice in health, and responsiveness and innovation in its pursuit of fostering the achievement of the highest possible standards of health and well-being.

The Bachelor of Arts in Public Health program is designed to prepare scholar-practitioners with knowledge and skills in the core concepts of public health including health behavior, research, public health statistics, environmental health, epidemiology, and global health, as well as in the conduct of community and public health assessment. The curriculum adopts an interdisciplinary focus and includes the development of tailored skills through the successful completion of the major courses, and experiential learning through the community-based practicum. The degree will prepare students who are interested in pursuing health-related careers in population health in the areas of health promotion, program delivery, health communication, community health assessment, and behavior change for entry-level to mid-level positions in service and research in health departments, public health agencies, community-based organizations, outreach education programs, hospitals, private health organizations, and corporate wellness settings.

ADN-MSN Pathway

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

Linked Degree Option

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

- Completed 159 undergraduate units;
- Completed all requirements for the BA program; and
- Achieved a minimum of 3.0 cumulative GPA.

Linking Program Process

To apply for the linked program, students must:

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

Program Learning Outcomes

On completion of the Bachelor of Arts degree in Public Health, students will possess: multidisciplinary knowledge as applied to public health practice, skills and abilities to assess public health problems, and the ability to apply public health sciences in problem solving.

Multi-Disciplinary

1. Illustrate the contributions of a number of disciplines and professions in improving the health of the public, and articulate the importance and influence of social and cultural factors and their effects on the health of the public;

2. Demonstrate the ability to utilize information from various contexts in the field of public health, and explain how public health can utilize social and behavioral interventions to improve the health of populations and the environment;

Assessment

3. Elaborate how individual and social accountability including civic responsibility and ethical reasoning apply to the health of populations and the health of the environment;

Application

4. Use appropriate scientific inquiry skills and communication strategies to conduct ethical research on public health concerns;

5. Demonstrate proficient reasoning and critical thinking including the ability to analyze, synthesize and evaluate public health data to influence research, practice, and policy.
**Degree Requirements**

All courses are 4 quarter units unless otherwise indicated.

### LOWER-DIVISION GENERAL-EDUCATION (LDGE)

<table>
<thead>
<tr>
<th>BREADTH REQUIREMENTS</th>
<th>45 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may complete the lower-division coursework by taking recommended courses from local community colleges, earning credit through the College Level Examination Program (CLEP), or taking approved College of Business and Professional Studies' courses.</td>
<td></td>
</tr>
</tbody>
</table>

**COMPOSITION**

Composition/Critical Thinking and Writing. 9 units

**HUMANITIES**

Must have completed at least one 3 unit course in two areas. 12 units

**NATURAL SCIENCE**

Must include 2 natural science courses with a lab; one 3 unit course must be General Biology* with lab courses, must meet CSU/UC transfer requirements for science majors. 9 units

**MATHEMATICS**

Pre-algebra or equivalent. 3 units

**SOCIAL SCIENCE**

Must have completed at least one 3 unit course in two areas. 12 units

### CORE REQUIREMENTS FOR HEALTH SCIENCE MAJORS

<table>
<thead>
<tr>
<th>10 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIB 3001 Introduction to the College of Business and Professional Studies 0 units</td>
</tr>
<tr>
<td>LIB 3146 Information Literacy 2 units</td>
</tr>
<tr>
<td>LIB 3100 Critical Thinking and Writing 4 units</td>
</tr>
<tr>
<td>LIB 3305 Statistics for the Social Sciences 4 units</td>
</tr>
</tbody>
</table>

### PUBLIC HEALTH MAJOR COURSES (68 UPPER-DIVISION UNITS)

<table>
<thead>
<tr>
<th>FOUNDATIONS IN PUBLIC HEALTH</th>
<th>20 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS 4105 Introduction to Public Health Corequisites: COR 3100, COR 3146 4 units</td>
<td></td>
</tr>
<tr>
<td>PHS 3145 Research and Writing in Public Health Prerequisites: COR 3100, COR 3146, PHS 4105 4 units</td>
<td></td>
</tr>
<tr>
<td>PHS 4100 Principles of Epidemiology Corequisites: COR 3100, COR 3146, PHS 4105 4 units</td>
<td></td>
</tr>
<tr>
<td>PHS 4200 Introduction to Global Health Corequisites: COR 3100, COR 3146 4 units</td>
<td></td>
</tr>
<tr>
<td>PHS 3500 Environment, Sustainability, and Health Corequisites: COR 3100, COR 3146 4 units</td>
<td></td>
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</table>

### DETERMINANTS OF HEALTH

<table>
<thead>
<tr>
<th>16 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS 4110 Pathophysiology in Public Health Corequisites: COR 3100, COR 3146 4 units</td>
</tr>
<tr>
<td>PHS 4117 Health Disparities in Diverse and Dynamic Populations Prerequisites: PHS 4332, PHS 3500, PHS 4100, PHS 4200; COR 3303 4 units</td>
</tr>
<tr>
<td>PHS 4300 Nutrition in a Changing Society Corequisites: COR 3100, COR 3146 4 units</td>
</tr>
<tr>
<td>PHS 4332 Culture, Illness and Healing Corequisites: COR 3100, COR 3146 4 units</td>
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</table>

### HEALTH PROMOTION

<table>
<thead>
<tr>
<th>12 units</th>
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</thead>
<tbody>
<tr>
<td>PHS 4315 Vulnerable Populations: Health and Social Justice Corequisites: COR 3100, COR 3146 4 units</td>
</tr>
<tr>
<td>PHS 4225 Media Studies in Health Promotion Prerequisites: COR 3100, COR 3146, PHS 4117 4 units</td>
</tr>
<tr>
<td>PHS 4227 Health Behavior, Health Promotion, and Health Education Corequisites: COR 3100, COR 3146 4 units</td>
</tr>
</tbody>
</table>

### PUBLIC HEALTH PRACTICE

<table>
<thead>
<tr>
<th>15 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS 4230 U. S. Health Care System and Health Policy Corequisites: COR 3100, COR 3146 4 units</td>
</tr>
<tr>
<td>CIL 3201 Organizational Structure, Culture, Politics, and Change Corequisites: COR 3100, COR 3146 4 units</td>
</tr>
<tr>
<td>PHS 4998 Public Health Senior Seminar Prerequisites: PHS 3145, PHS 4200, PHS 4205 3 units</td>
</tr>
<tr>
<td>PHS 4205 Practicum in Public Health Prerequisite/Corequisite: PHS 4998 4 units</td>
</tr>
</tbody>
</table>

### CAPSTONE IN HEALTH SCIENCES

<table>
<thead>
<tr>
<th>5 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS 4999 Capstone in Public Health: Community Health Assessment Prerequisite: PHS 4998 5 units</td>
</tr>
</tbody>
</table>

### Lower-Division Breadth Requirements

<table>
<thead>
<tr>
<th>45 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements 78 units</td>
</tr>
<tr>
<td>Units to Reach 180 varies</td>
</tr>
</tbody>
</table>

**Total Units for Degree**

180 units
HEALTH EDUCATION PROGRAM

The Health Education (HE) program offered at JFK University Pleasant Hill campus reflects cutting-edge understanding of theory and practice in health education from a holistic perspective, embracing body, mind, spirit, and community. One of the most important values of this paradigm applied to health is a focus on wellbeing.

Graduates are professionally prepared to enter the field of health education. Health Educators work in hospitals and clinical settings, schools and universities, community health settings, and health care corporations including insurance companies and corporate wellness programs developing, delivering, and managing health education programs. Graduates have also created their own educational platforms, consulting businesses, and health coaching practices. For more information about the professional role of the health educator, visit the US Department of Labor, Bureau of Labor Statistics Occupational Outlook Handbook for Health Educators at: www.bls.gov/ooh/Communityand-Social-Service/Health-educators.htm.

Master of Arts in Health Education

Mission Statement

The mission of the Health Education program is to develop a cadre of health educators who promote and embody a holistic vision of health both professionally and personally, acting from the highest values including:

• Professional ethics;
• Respect for diversity and commitment to access to health education for all;
• Interest in integrative approaches incorporating conventional, complementary, and alternative (CAM) models;
• Desire to serve and to act as an agent of change; and
• Active and responsible participation in our communities, local to global.

Program Learning Outcomes

• Demonstrate a holistic and evidence-based approach to health education, addressing body, mind, spirit, and community.
• Explain the basic philosophies of health and healing and the basics of diagnosis and treatment (to the level appropriate for health educators) in a variety of modalities of health care, both conventional and alternative, demonstrating an evidence-based integrative approach.
• Demonstrate an understanding of and proficiency in performing competencies associated with the professional role of health educator.
• Demonstrate knowledge of multiple approaches and frameworks for delivering health education content and services.

Admission Requirements

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

• One set of official transcripts with conferred bachelor degree and any post-bachelor credits or degrees. A 3.0 GPA is generally required for admission; exceptions are considered on a case-by-case basis.
• A personal statement that is 5-to-10 double-spaced, typewritten pages reflecting on who you are and where you are at this moment of your life, including experiences that have shaped you. Areas to cover are:
  – How does the field of health education fit with who you are and your life or career aspirations?
  – What significant experiences or events in your life journey contribute to your readiness for graduate study in health education?
  – What brought you to apply to this program?
  – What do you foresee your future work to be? And, how will this degree support that?
• Two letters of recommendation. Letters should be from professional associates, teachers, supervisors or others who can assess capacity for graduate study in the degree area, as well as comment on professional and personal development.

Upon receipt of a completed application, an admissions interview will be scheduled. Applicants may be asked to submit additional documentation to assess their capacity for success in the HE program, including an additional writing sample.

An interview with the program chair or a member of the core faculty is required.

Degree Requirements

All courses are 4 quarter units unless otherwise indicated.

| CURRICULUM | | | |
|-------------|------------------|----------------|
| HHE 5001    | Introduction to Health Education | 0 units |
| HHE 5120    | Integrative Health Prerequisites: HHE 5001, HHE 5225 | 4 units |
| HHE 5140    | Culture, Community, and Health Prerequisite: HHE 5225 | 4 units |
| HHE 5145    | Health and the Environment | 4 units |
| HHE 5147    | Research in Health Education B Prerequisite: HHE 5200 | 4 units |
| HHE 5148    | Health Education Research Basics | 1 unit |
| HHE 5155    | Foundations of Holistic Nutrition | 4 units |
| HHE 5158    | Models of Change for Health Education Prerequisite: HHE 5225 | 4 units |
| HHE 5169    | Nutrition for Wellness throughout the Lifecycle Prerequisite: HHE 5155 | 4 units |
| HHE 5200    | Research in Health Education A Prerequisites: HHE 5120, HHE 5140 Corequisite: HHE 5505 | 4 units |
Health Education Program - continued

<table>
<thead>
<tr>
<th>DEGREE REQUIREMENTS</th>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHE 5225</td>
<td>Foundations of Health Education</td>
<td>4 units</td>
</tr>
<tr>
<td>HHE 5428</td>
<td>Fundamentals of Coaching</td>
<td>1 unit</td>
</tr>
<tr>
<td>HHE 5429</td>
<td>Coaching for Wellness</td>
<td>1 unit</td>
</tr>
<tr>
<td>HHE 5430</td>
<td>Coaching Practicum</td>
<td>1 unit</td>
</tr>
<tr>
<td>HHE 5500</td>
<td>Learning Models and Educational Methods</td>
<td>4 units</td>
</tr>
<tr>
<td>HHE 5505</td>
<td>Student Review: Midpoint</td>
<td>0 units</td>
</tr>
<tr>
<td>HHE 5512</td>
<td>Mind-Body Approaches to Stress Management</td>
<td>4 units</td>
</tr>
<tr>
<td>HHE 5574</td>
<td>Preparing for Supervised Internship</td>
<td>0 units</td>
</tr>
<tr>
<td>HHE 5575</td>
<td>Supervised Internship</td>
<td>1 unit</td>
</tr>
<tr>
<td>HHE 5607</td>
<td>Preparing for MA Integrative Project</td>
<td>1 unit</td>
</tr>
<tr>
<td>HHE 5608</td>
<td>Demonstrating Mastery</td>
<td>0 units</td>
</tr>
<tr>
<td>HHE 5609</td>
<td>MA Integrative Project A</td>
<td>2 units</td>
</tr>
<tr>
<td>HHE 5610</td>
<td>MA Integrative Project B</td>
<td>1 unit</td>
</tr>
<tr>
<td>HHE 5615</td>
<td>Practicum in Health and Healing (1 unit each; 6 units total)</td>
<td>1 unit</td>
</tr>
<tr>
<td>SVL 5000</td>
<td>Service Learning</td>
<td>0 units</td>
</tr>
</tbody>
</table>

**Total Units Required for Degree**: 59 units

<table>
<thead>
<tr>
<th>HOLISTIC NUTRITION SPECIALIZATION</th>
</tr>
</thead>
</table>

The asterisked courses below are required for the Master’s degree.

Combined with the option to substitute HHE 5167 for two of the required units of HHE 5615 above, students are able to fulfill the requirements of the Holistic Nutrition specialization with only four (4) units beyond the degree requirements.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHE 5155 Foundations of Holistic Nutrition*</td>
<td>4 units</td>
</tr>
<tr>
<td>HHE 5167 Nutritional Consultation and Coaching</td>
<td>2 units</td>
</tr>
<tr>
<td>Note: This course may be substituted for 2 out of the 6 required units of HHE 5615 (see above).</td>
<td></td>
</tr>
<tr>
<td>HHE 5169 Nutrition for Wellness Throughout the Lifecycle*</td>
<td>4 units</td>
</tr>
<tr>
<td>HHE 5171 Nutrition for Healing the Body and Mind</td>
<td>4 units</td>
</tr>
<tr>
<td>HHE 5145 Health and the Environment*</td>
<td>4 units</td>
</tr>
</tbody>
</table>

| HHE 5615 Practicum in Health and Healing* (1 unit each – 3 practica total): |
| - Business Practices                                                     |
| - Dietary Planning                                                       |
| - Holistic Approaches to Weight and Health                               |
| HHE 5428 Fundamentals of Coaching*                                       | 1 unit  |
| HHE 5429 Coaching for Wellness*                                          | 1 unit  |
| HHE 5430 Coaching Practicum*                                             | 1 unit  |

**Total Units for Specialization**: 24 units
BUSINESS ADMINISTRATION AND MANAGEMENT

Master in Business Administration

John F. Kennedy University’s Master in Business Administration (MBA) program enables professionals to receive an education that is both fulfilling and enabling. Our courses involve not just technical aspects but human and societal education that produces a well-rounded and grounded individual ready to solve problems within a business, a nonprofit or a governmental organization.

Our curriculum provides the opportunity to develop the perspectives, values, skills and critical thinking abilities needed in the world. The challenging issues of economics, globalization, competition, social issues and political change require individuals who are not only knowledgeable but flexible and capable of not just adapting to change but leading the forces of change. Whether the goal is to produce a profit or fulfill a social need as a nonprofit or government agency, our students are prepared to fill the role and achieve success.

The courses available to the students provide a background in workplace leadership, sustainability issues, financial concepts, strategic planning, analytics and other necessary knowledge. Interwoven into the courses are the concepts. The MBA program has been designed to develop leaders capable of managing enterprises composed of people of diverse cultures in dispersed locations, leaders capable of visionary leadership and creative solutions and leaders capable of empathy and understanding.

Understanding the work and personal demands of professionals, the MBA program deploys a flexible educational process that incorporate a unique modality where each course session may be taken on ground, online or hybrid based on the then needs of the student, that is the student may choose to be in class, to participate online or to utilize a video or audio of each class session. With many courses being offered twice each year and courses offered in all four quarters, the 48 quarter unit program accommodates full-time or part-time students.

Having a “theory-to-practice” educational approach, MBA courses are taught by scholar-practitioners who enable students to analyze foundational business, leadership, organization and ethical concepts, and accepted practices. The faculty, as active practitioners in their fields, constantly update the course content to include the latest trends and practices. This practice allows students to develop their own perspectives and practical applications drawn from their inquiry, discussions and insights based on the latest concepts and practices. In this manner students learn how to critically explore and address complex issues, requiring dialogue and collaboration with professionals, from differing perspectives.

Specializations

While students are required to master a general core of knowledge in the MBA program, they can focus on career interests through their choice of one of the following specializations: Leadership, Strategic Management, and Entrepreneurial Leadership. The students may also choose no specialization and thereby take 4 additional courses of their choice. A student can seek to study for two specializations if (s) he wishes to take more than 48 units.

Within the first three quarters students are supposed to declare their specialization if they choose one. Each specialization is 12 units and is comprised of the elective courses listed under the specializations below.

- The Leadership Specialization focuses on expanding one’s management skills by examining how to develop talent, create engaging work environments and apply emotionally intelligent human resource management perspectives and practices.
- The Strategic Management Specialization focuses on cutting-edge business principles, successfully operating business ventures, and how to implement change processes.
- The Entrepreneurial Leadership Specialization offers students an opportunity to create a business plan for their own business, nonprofit organization or social entrepreneurial venture and develop a strategy on how to implement it.

Dual Degree Programs

The College of Graduate and Professional Studies offers three dual MBA degrees:

- The Juris Doctor (JD/MBA) in conjunction with the College of Law,
- The Museum Studies program (MA/MBA); and
- The Sport Psychology program (MA/MBA).

To participate in any of the dual degrees, one must be fully admitted to the MBA program and the other selected professional degree.

Information about the requirements for the JD/MBA are included later in this program section; information on the MA Museum Studies/MBA dual degree is contained in the Museum Studies program section; and information on the MA Sport Psychology/MBA dual degree is contained in the Sport Psychology program section.

Program Learning Objectives

Students completing the Bachelor’s in Journalism and Digital Media will be able to do the following:

- Devise the means to exploit opportunities presented to various entities and develop solutions to business and organization problems using entrepreneurship and intra-preneurship principles.
- Apply cross-functional knowledge and critical thinking to analyze and solve problems, prioritize issues and develop effective responses.
- Identify strategic stakeholder issues, market structures and human behavior to frame decision-making within the social, political and cultural contexts of local and global communities.
- Demonstrate entrepreneurial strategy development and the ability to perform analysis of competitive markets to recommend innovative strategies.
- Communicate complex analyses, recommendations, strategies, and visions in ways that lead to clarity of purpose and effective decision-making.
Business Administration and Management - continued

- Employ and apply quantitative techniques and methods in the analysis of real-world business and other situations.
- Effectively apply elements of leadership to individuals and group dynamics.
- Identify and analyze the ethical obligations and responsibilities of business and other activities.

Admission Requirements for MBA

- Applicants must possess a bachelor’s degree. It is preferable that the applicant have a cumulative GPA of 3.0 or higher.
- Applicants’ bachelor’s degrees 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. The applicant is responsible for submitting one set of official transcripts with conferred bachelor degree and any post-bachelor credits or degrees. Applicants submitting transcripts from foreign institutions are responsible for translating the transcripts and for evaluation of the courses for equivalence to United States courses
- Applicants should have 2-3 years of work experience.
- It is desired that applicants submit a resume or CV of work experience detailing professional background.

Degree Requirements

In addition to 16 courses, full participation in the MBA orientation process and activities is required as well as fulfilling requirements under the JFKU Engaged Service Learning Program.

All courses are 3 quarter units unless otherwise indicated.

<table>
<thead>
<tr>
<th>CURRICULUM</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5008</td>
<td>Operations and Supply Chain Management</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5020</td>
<td>Financial Management</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5035</td>
<td>Visionary Leadership and Sustainability</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5040</td>
<td>Marketing Management</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5052</td>
<td>Managerial Economics</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5096</td>
<td>Accounting for Managers</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5310</td>
<td>Accounting for Nonprofit and Other Entities</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5099</td>
<td>Organizational Ethics and Corporate Social Responsibility</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5151</td>
<td>Systems Approach to Business Models and Management</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5152</td>
<td>Information Systems in the Digital Enterprise</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5385</td>
<td>Leading A Global Workforce</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5475</td>
<td>Organizational Communications and Team Development</td>
<td>3 units</td>
</tr>
</tbody>
</table>

BUS 5055 MBA Capstone: Managing Strategy, Planning and Innovation
Prerequisite: BUS 5020, BUS 5035, BUS 5040, BUS 5052, BUS 5099, BUS 5151, BUS 5385, BUS 5475
3 units

<table>
<thead>
<tr>
<th>SPECIALIZATIONS</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRATEGIC MANAGEMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 5025</td>
<td>Talent and Human Resource Management</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5315</td>
<td>Program Metrics and Measurements</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5450</td>
<td>Emerging Models of Business</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5455</td>
<td>Design Thinking and Organizational Transformation</td>
<td>3 units</td>
</tr>
<tr>
<td>ENTREPRENEURIAL LEADERSHIP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 5037</td>
<td>Innovation: Manifesting an Idea as a Successful Business</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5263</td>
<td>Venture Capital and Private Equity Investments</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5450</td>
<td>Emerging Models of Business</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5483</td>
<td>Entrepreneurship and New Venture Creation</td>
<td>3 units</td>
</tr>
<tr>
<td>LEADERSHIP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 5025</td>
<td>Talent and Human Resource Management</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5030</td>
<td>Power, Leader Integrity and Conflict Resolution</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5325</td>
<td>Dispersed Team Dynamics</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5460</td>
<td>Organizational Culture and Emotionally Intelligent Work Environments</td>
<td>3 units</td>
</tr>
<tr>
<td>Total Units Required for Degree</td>
<td></td>
<td>48 units</td>
</tr>
</tbody>
</table>

Juris Doctor/Master of Business Administration

In conjunction with the College of Law, the College of Graduate and Professional Studies offers a joint Juris Doctor and Master of Business Administration (JD/MBA) dual degree, for legal and business professionals who want an interdisciplinary education grounded in social justice, community service and socially responsible leadership. Students completing this four-year curriculum of full-time study will receive two degrees: a Juris Doctor and a Master of Business Administration. Students may also enroll part-time. Juris Doctor courses are offered on JFK University’s Pleasant Hill campus. The MBA is a hybrid program with some face-to-face courses offered in Pleasant Hill and some courses fully or partially online.

The curriculum is designed to build students’ core knowledge and skills in both disciplines, preparing them to take leadership roles in the legal field and in organizations. The JD/MBA is comprised of rigorous graduate coursework in both the legal and business administration fields. The program is offered to both full-time and part-time students. It requires four years of study (full-time program) or four-and-one-half years (part-time program). The College of Law offers an 80 (semester) unit full-time or part-time JD program. The MBA program consists of 30 (quarter) units and is typically
Business Administration and Management - continued

completed by full-time students in one full year. The MBA waives 12 (quarter) units of its specialization classes in addition to six (quarter) units of required courses, which would otherwise be required in the MBA program.

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

Admission Requirements

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

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

Degree Requirements

<table>
<thead>
<tr>
<th>FULL-TIME JD/MBA PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>For outline of the part-time JD/MBA curriculum, please consult the College of Law catalog.</td>
</tr>
</tbody>
</table>

### YEAR ONE: LAW STUDIES (29 SEMESTER UNITS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 112 A/B</td>
<td>Torts A/B</td>
<td>6 Sem.</td>
</tr>
<tr>
<td>LAW 115 A/B</td>
<td>Contracts</td>
<td>6 Sem.</td>
</tr>
<tr>
<td>LAW 116</td>
<td>Exam Skills Lab</td>
<td>2 Sem.</td>
</tr>
<tr>
<td>LAW 117</td>
<td>Legal Methods</td>
<td>2 Sem.</td>
</tr>
<tr>
<td>LAW 125</td>
<td>Legal Research and Writing</td>
<td>2 Sem.</td>
</tr>
<tr>
<td>LAW 312</td>
<td>Electronic Research</td>
<td>2 Sem.</td>
</tr>
<tr>
<td>LAW 120</td>
<td>Criminal Law</td>
<td>3 Sem.</td>
</tr>
<tr>
<td>LAW 318</td>
<td>Criminal Procedure</td>
<td>3 Sem.</td>
</tr>
<tr>
<td>N/A</td>
<td>Electives (13 Semester Units)</td>
<td>13 Sem.</td>
</tr>
</tbody>
</table>

### YEAR TWO: MBA (30 QUARTER UNITS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5020</td>
<td>Financial Management</td>
<td>3 Qtr.</td>
</tr>
<tr>
<td>BUS 5035</td>
<td>Visionary Leadership and Sustainability</td>
<td>3 Qtr.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5040</td>
<td>Marketing Management</td>
<td>3 Qtr.</td>
</tr>
<tr>
<td>BUS 5096</td>
<td>Accounting for Managers</td>
<td>3 Qtr.</td>
</tr>
<tr>
<td>BUS 5310</td>
<td>Accounting for Nonprofit and Other Entities OR</td>
<td>3 Qtr.</td>
</tr>
<tr>
<td>BUS 5385</td>
<td>Leading a Global Workforce</td>
<td>3 Qtr.</td>
</tr>
<tr>
<td>BUS 5052</td>
<td>Managerial Economics</td>
<td>3 Qtr.</td>
</tr>
</tbody>
</table>

**Students Must Choose 3 other MBA courses for a Total of 9 Units**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5055</td>
<td>MBA Capstone: Managing Strategy, Planning, and Innovation</td>
<td>3 Qtr.</td>
</tr>
</tbody>
</table>

### YEAR THREE: LAW STUDIES (30 SEMESTER UNITS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 212 A/B</td>
<td>Real Property</td>
<td>6 Sem.</td>
</tr>
<tr>
<td>LAW 214 A/B</td>
<td>Civil Procedure and Skills</td>
<td>6 Sem.</td>
</tr>
<tr>
<td>LAW 216 A/B</td>
<td>Evidence (5 Semester Units)</td>
<td>5 Sem.</td>
</tr>
<tr>
<td>N/A</td>
<td>Electives (13 Semester Units)</td>
<td>13 Sem.</td>
</tr>
</tbody>
</table>

### YEAR FOUR: LAW STUDIES (21 SEMESTER UNITS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 313</td>
<td>Community Property</td>
<td>2 Sem.</td>
</tr>
<tr>
<td>LAW 315</td>
<td>Wills and Trusts</td>
<td>3 Sem.</td>
</tr>
<tr>
<td>LAW 320 A/B</td>
<td>Constitutional Law</td>
<td>6 Sem.</td>
</tr>
<tr>
<td>LAW 418</td>
<td>Professional Responsibility</td>
<td>2 Sem.</td>
</tr>
<tr>
<td>LAW 420</td>
<td>Remedies</td>
<td>3 Sem.</td>
</tr>
<tr>
<td>LAW 425</td>
<td>Business Associations</td>
<td>3 Sem.</td>
</tr>
<tr>
<td>LAW 428</td>
<td>Advanced Legal Writing</td>
<td>2 Sem.</td>
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</tbody>
</table>

**Total Units for Degree:**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>JD</td>
<td>80 Semester Units</td>
</tr>
<tr>
<td>MBA</td>
<td>30 Quarter Units</td>
</tr>
<tr>
<td>JD MBA Dual Degree</td>
<td>9 MBA Elective Units</td>
</tr>
</tbody>
</table>

For descriptions of the Law courses, please consult the College of Law catalog.
MUSEUM STUDY PROGRAM

As one of the oldest Museum Studies programs in the nation (founded in 1974), the program at JFK University is well-known and highly respected nationally. The program is committed to preparing museum professionals to meet the demands of an increasingly complex profession. Today’s museum professionals must have the knowledge and skills to serve diverse audiences, create collaborative and meaningful partnerships with communities, design innovative exhibitions and programs, and develop a sustainable financial base of support.

The curriculum covers a wide range of issues and provides fundamental skills while challenging students to critically analyze and creatively reform museums for a diverse society. The training is applicable to all types of museums, historical sites, natural parks, and cultural and discovery centers. Dynamic and personalized internships deepen hands on learning and serve to develop student’s professional networks. A final Master’s Project provides students a culmination of academic and practical experience with aim towards solving real world museum issues through applicable scholarship.

All Museum Studies faculty members are practicing professionals. Their ranks include registrars/collections managers, educators, exhibit designers, and museum administrators. Students have close contact with other experts in the field through museum visits, guest speakers, and internships.

The Master of Arts is the preferred credential and recommended for students who intend to pursue a full-time career in the museum field. The MA and MBA dual degree is recommended for students interested in deepening their knowledge and skills in museum leadership and management. The department’s certificate option is designed for professionals who have extensive experience in the field and do not require a master’s degree. Prior advising with program faculty may assist applicants in their selection of the master’s or certificate program.

Individuals interested in taking only one or two courses may do so as non-degree students if space is available. Non-degree students must hold a bachelor’s degree and have an interview with the program chair before obtaining departmental approval to enroll in courses.

Program Learning Outcomes

- **Research**: Students apply the research skills needed in today’s complex museum environments
- **Community Engagement**: Students are able to apply the skills necessary for community engagement by fostering physical and intellectual access to museum resources
- **Business Management Literacy**: Students identify and apply business management and entrepreneurial skills necessary for museum vitality and sustainability
- **Communication Capacity**: Students will apply skills needed to interpret, document, and communicate museum content using physical and digital platforms
- **Agency**: Students demonstrate professional agency to work effectively and adaptively within museum environments

Master of Arts in Museum Studies

The program offers a Master of Arts (MA) in Museum Studies with specializations in collections management, education and interpretation, and a combined MA Museum Studies/Master of Business Administration program (see the program description for this joint degree). Collections management trains individuals to manage and care for a wide range of collections in varied institutional settings, understand collections stewardship responsibilities including cultural heritage issues, and participate in exhibitions, outreach, and other aspects of museum life. Education and Interpretation trains students to interpret collections, develop an understanding of diverse audiences and their needs, plan and develop exhibitions, and design education programs in museums and related settings.

All students complete the core curriculum, specialization courses, and internships offering independent, individualized study in a museum or museum-related institution. The master’s program concludes with a master’s project, which allows students to explore in depth a specific area of interest in a museum or related organization.

Admission Requirements

In addition to the University requirements listed previously in this catalog, applicants to the Museum Studies program must submit the following:

- Official transcripts showing bachelor’s degree with a GPA of 3.0 or above from an institution whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA);
- Personal statement: a double-spaced, three-page (typed) essay, that answers the following questions: Describe your museum experience (paid, volunteer, internships), including skills learned, duration and special projects. Using specific examples, explain how this experience, along with your educational background, has influenced your understanding of the role of the museum in today’s world. How has your experience shaped your goals in the museum field?
- Three letters of recommendation (with at least one museum reference and one academic reference); and
- A resume.

Applicants must also interview with a program faculty member. Museum Studies will contact applicants to arrange for an interview after the application file is complete. Telephone/videoconference interviews will be arranged with applicants who live outside the San Francisco Bay Area.

International applicants must have a minimum TOEFL score of 600 on the paper-based test, 250 on the computer-based test, or 100 on the Internet-based test with a minimum score of 4.5 in the writing section.

Upon admission, all students must demonstrate writing competency as determined by program evaluation of writing ability. Some students may be required to take courses in writing in addition to the 55-unit requirement for the degree.
Museum Study Program - continued

Prerequisite courses may be identified at the time of the student’s admission.

No more than six graduate units will be accepted in transfer. See the program advisor for specific limitations on transfer credit.

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

Degree Requirements

All courses are 4.5 quarter units unless otherwise indicated.

<table>
<thead>
<tr>
<th>CURRICULUM</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 5003 Issues in Museums I: History and Theory</td>
<td>4.5 units</td>
</tr>
<tr>
<td>MUS 5004 Issues in Museums II: Finance and Administration</td>
<td></td>
</tr>
<tr>
<td>MUS 5501 Collections Management I: Foundations</td>
<td>4.5 units</td>
</tr>
<tr>
<td>MUS 5610 The Visitor Experience I: Foundations and Understanding Audiences</td>
<td>4.5 units</td>
</tr>
<tr>
<td>MUS 5321 Museums and Communities</td>
<td>4.5 units</td>
</tr>
<tr>
<td>MUS 5405 Exhibition Development I</td>
<td>4.5 units</td>
</tr>
<tr>
<td>MUS 5420 Museums, Interactive Technologies and Electronic Access</td>
<td>4.5 units</td>
</tr>
<tr>
<td>MUS 5996 Master’s Project: Topic Development</td>
<td>1 unit</td>
</tr>
<tr>
<td>MUS 5997 Master’s Project: Research Methodology Prerequisite: MUS 5996 with a grade of B or better</td>
<td>4.5 units</td>
</tr>
<tr>
<td>MUS 5998 Master’s Project: Writing and Production Prerequisite: MUS 5997 with a grade of B or better</td>
<td>4.5 units</td>
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</table>

Select One of the Following Specializations

<table>
<thead>
<tr>
<th>COLLECTIONS MANAGEMENT SPECIALIZATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 5502 Collections Management II: Preventive Conservation</td>
<td>4.5 units</td>
</tr>
<tr>
<td>MUS 5975 Internship</td>
<td>6 units</td>
</tr>
<tr>
<td>MUS 5976 The Lab</td>
<td>3 units</td>
</tr>
<tr>
<td>EDUCATION AND INTERPRETATION SPECIALIZATION</td>
<td></td>
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<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
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<tr>
<td>MUS 5612 The Visitor Experience II: Interpretive Methods and Applications</td>
<td></td>
</tr>
<tr>
<td>MUS 5975 Internship</td>
<td>6 units</td>
</tr>
<tr>
<td>MUS 5976 The Lab</td>
<td>3 units</td>
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</table>

Total Units Required for Degree 55 units

Master’s Project

Under the supervision of a faculty advisor, each student develops a research project that reflects his or her expertise in a special subject area and demonstrates understanding and application of museum studies theory and practice, analytical and imaginative thinking, and mastery of research methods and writing skills. All students must demonstrate proficiency in writing and research prior to beginning the master’s project. These courses must be completed with a grade of B or better. The master’s project, including the oral presentation, must be completed in residence at JFK University.

Internship(s)

All museum studies students are required to complete one or more museum internship(s) in the area of specialization. Internships allow students to assume professional responsibilities and gain an understanding of a museum’s operations and relationship to the museum field under the guidance of professionals. Students in the program have interned in local, national and international museums and museum-related institutions. One unit of Internship meets the requirements of SVL 5000 Service Learning, a requirement of all JFK University students. To receive credit, students must receive approval from the Service Learning Coordinator upon submitting the required proposal, and perform at least 30 hours of service learning through the internship before graduation.

Certificate in Museum Studies

The Certificate in Museum Studies is designed for individuals who want to enhance their understanding of museum work but do not need a master’s degree. The one-year program is open to students who have a bachelor’s degree and substantial experience as a museum employee or volunteer. The certificate is offered with a specialization in either collections management or education and interpretation.

Certificate students are required to take the first-year core courses application to the specialization and complete an internship in a museum. Applicants without substantial museum experience may be admitted to the program but will be required to complete an additional internship. Internships allow students to assume professional responsibilities and gain an understanding of a museum’s operations and relationship to the museum field under the guidance of professionals. Students in the program have interned in local, national and international museums and museum-related institutions. All museum studies students are required to complete one or more museum internship(s) in the area of specialization. Internships allow students to assume professional responsibilities and gain an understanding of a museum’s operations and relationship to the museum field under the guidance of professionals. Students in the program have interned in local, national and international museums and museum-related institutions. One unit of Internship meets the requirements of SVL 5000 Service Learning, a requirement of all JFK University students. To receive credit, students must receive approval from the Service Learning Coordinator upon submitting the required proposal, and perform at least 30 hours of service learning through the internship before graduation.

All students must demonstrate writing competency as determined by the program’s evaluation of writing ability. Some students may be required to take additional courses in writing beyond the 30 units required for the certificate.

Admission Requirements

In addition to the University requirements listed previously in this catalog, applicants to the Museum Studies program must submit the following:

- Official transcripts showing bachelor’s degree with a GPA of 3.0 or above from an institution whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA);
Museum Study Program - continued

- Personal statement: a double-spaced, three-page (typed) essay, that answers the following questions: Describe your museum experience (paid, volunteer, internships), including skills learned, duration (full time/part time), and special projects. Using specific examples, explain how this experience, along with your educational background, has influenced your understanding of the role of the museum in today’s world. How has your experience shaped your goals in the museum field?
- Three letters of recommendation; and
- A resume.

Applicants must also interview with a program faculty member. Museum Studies will contact applicants to arrange for an interview after the application file is complete. Telephone/videoconference interviews will be arranged with applicants who live outside the San Francisco Bay Area.

International applicants must have a minimum TOEFL score of 600 on the paper-based test, 250 on the computer-based test, or 100 on the Internet-based test with a minimum score of 4.5 in the writing section.

Degree Requirements
All Museum Studies courses are 4.5 quarter units except as noted.

<table>
<thead>
<tr>
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<tbody>
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<td>MUS 5003 Issues in Museums I: History and Theory</td>
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</tr>
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<td>MUS 5321 Museums and Communities</td>
<td>4.5</td>
</tr>
<tr>
<td>MUS 5975 Internship</td>
<td>4.5</td>
</tr>
<tr>
<td>MUS 5976 The Lab</td>
<td>3</td>
</tr>
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</table>

Select 1 of the Following Specializations

<table>
<thead>
<tr>
<th>COLLECTIONS MANAGEMENT</th>
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<tr>
<td>MUS 5501 Collections Management I: Foundations</td>
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<tr>
<td>MUS 5502 Collections Management II: Preventive Conservation</td>
<td>4.5</td>
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<tr>
<th>EDUCATION AND INTERPRETATION</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 5610 The Visitor Experience I: Learning Theories and Understanding Audiences</td>
<td>4.5</td>
</tr>
<tr>
<td>MUS 5612 The Visitor Experience II: Interpretative Methods and Applications</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Units Required for Certificate: 30 units

Master of Arts in Museum Studies/
Master of Business

The College of Graduate and Professional Studies offers a dual MA/MBA degree program in Museum Studies. Students completing this three year curriculum of full time study will receive two master’s degrees: an MA in Museum Studies and an MBA. Students may also enroll part-time. Museum Studies courses are offered at John F. Kennedy University’s Berkeley campus; MBA courses are offered with some face-to-face courses delivered in Pleasant Hill and some courses fully or partially online.

The curriculum is designed to build students’ core skills in both disciplines and prepare them for leadership positions in museums as managers, administrators and directors. The program emphasizes the flexible inter-disciplinary thinking, creative problem solving and alternative visioning necessary to sustain today’s museums’ missions, services, and financial viability.

The curriculum for the program is organized as follows:

Year One
- First and Second Quarters: foundational Museum Studies courses in museum history, finance, visitor experience and collections management;
- Third and Fourth Quarters: students complete a museums and communities course and may begin MBA classes or take a museum specialization course in either Collections Management or Education & Interpretation;

Year Two
- Complete the MBA degree taking courses in economics, accounting, marketing, leadership, organizational ethics, organizational communication, strategic management, among others.
- Fourth Quarter: internship at a museum; and

Year Three
- Coursework in museums and interactive technologies, exhibition development and a Museum Studies Master’s Project and MBA Capstone that blends the theory and practice of management and museum studies.

Admission Requirements
In addition to the University requirements listed previously in this catalog, applicants must meet the requirements for both the MA and MBA programs. For students seeking dual MA MBA degree who are already enrolled in Museum Studies, the following is required:

- Be in good academic standing in the Museum Studies program.
- Submit a recommendation from a core faculty member of Museum Studies.
- Submit a program change form to become a dual degree student.
- Set up a formal MBA advising session with core MBA faculty member.
### Museum Study Program - continued

**Degree Requirements**

All Museum Studies courses are **4.5 quarter units** except as noted.

All MBA courses are **3 quarter units** except as noted.

<table>
<thead>
<tr>
<th>MUSEUM STUDIES</th>
<th></th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MUS 5003</td>
<td>Issues in Museums I: History and Theory</td>
<td>4.5 units</td>
</tr>
<tr>
<td>MUS 5004</td>
<td>Issues in Museums II: Finance and Administration</td>
<td>4.5 units</td>
</tr>
<tr>
<td>MUS 5610</td>
<td>The Visitor Experience I: Learning Theories and Understanding Audiences</td>
<td>4.5 units</td>
</tr>
<tr>
<td>MUS 5501</td>
<td>Collections Management I: Foundations</td>
<td>4.5 units</td>
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<tr>
<td>MUS 5321</td>
<td>Museums and Communities</td>
<td>4.5 units</td>
</tr>
<tr>
<td>MUS 5405</td>
<td>Exhibition Development I</td>
<td>4.5 units</td>
</tr>
<tr>
<td>MUS 5420</td>
<td>Museums, Interactive Technologies and Electronic Access</td>
<td>4.5 units</td>
</tr>
<tr>
<td>MUS 5975</td>
<td>Internship</td>
<td>3 units</td>
</tr>
<tr>
<td>MUS 5996</td>
<td>Master's Project: Topic Development</td>
<td>1 unit</td>
</tr>
<tr>
<td>MUS 5997</td>
<td>Master's Project: Research Methodology (Prerequisite: MUS 5996 with a grade of B or better)</td>
<td>4.5 units</td>
</tr>
<tr>
<td>MUS 5998</td>
<td>Master's Project: Writing and Production (Prerequisite: MUS 5997 with a grade of B or better)</td>
<td>4.5 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MANAGEMENT</th>
<th></th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5035</td>
<td>Visionary Leadership and Sustainability</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5040</td>
<td>Marketing Management</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5052</td>
<td>Managerial Economics</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5055 A</td>
<td>Museum Studies - MBA Capstone: Part A</td>
<td>1 unit</td>
</tr>
<tr>
<td>BUS 5055 B</td>
<td>Museum Studies - MBA Capstone: Part B</td>
<td>1 unit</td>
</tr>
<tr>
<td>BUS 5055 C</td>
<td>Museum Studies - MBA Capstone: Part C</td>
<td>1 unit</td>
</tr>
</tbody>
</table>
| BUS 5096 | Accounting for Managers  
OR  
Accounting for Nonprofit and Other Entities | 3 units |
| BUS 5099 | Organizational Ethics and Corporate Social Responsibility | 3 units |
| BUS 5475 | Organizational Communications and Team Development | 3 units |

Select 2 of the Following

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BUS 5151</td>
<td>Systems Approach to Business Models and Management</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5025</td>
<td>Talent and Human Resource Management</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5030</td>
<td>Power, Leader Integrity and Conflict Resolution</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5460</td>
<td>Organizational Culture &amp; Emotionally Intelligent Work Environment</td>
<td>3 units</td>
</tr>
<tr>
<td>BUS 5385</td>
<td>Leading a Global Workforce</td>
<td>3 units</td>
</tr>
</tbody>
</table>

**Total Units Required for MA and MBA Degrees** 71.5 units
COLLEGE OF BUSINESS AND PROFESSIONAL STUDIES 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: 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.

LIBERAL STUDIES [LIB] COURSES

LOWER-DIVISION

LIB 1000 Prior Learning Experience and Portfolio Development I 3

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

LIB 2100 Introduction to Academic Writing 4.5

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

BUSINESS ADMINISTRATION COURSES

LOWER-DIVISION

BUS 2010 Microeconomics 3

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

BUS 2015 Macroeconomics 3

This course provides students with an opportunity to examine the world of macroeconomic theory. Students will be able to use practical applications of economics in strategic planning, business management, and investing.

BUS 2500 Math for Managers 3

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

UNDERGRADUATE UPPER-DIVISION COURSES

BUSINESS ADMINISTRATION

UPPER-DIVISION

BUS 3000 Financial Accounting 4

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

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

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

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

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

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

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

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

**BUS 3160 Organizational Behavior** 4
This course explores the study and application of knowledge about how individuals and groups act in organizations. Students will be able to explain key organizational behavior concepts and describe observable aspects of organizational culture.

**BUS 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.

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

**BUS 3590 Advanced International Business** 4
This course provides students with an introduction to international/global business. Students will develop a basic fundamental understanding of the concept of international/global business, and the significance of cultures, national environments and multinational systems to the conduct of business between and among nations.

**BUS 4005 Marketing** 4
This course studies the application of marketing as an integrative process. Students will learn about analysis of markets, planning and product strategies, and developing a balance in marketing decisions that considers prices, channels of distribution, physical movement of goods, communications, advertising, sales force, and other factors.

**BUS 4020 Recruitment, Training, and Retention** 3
This course focuses on how to successfully recruit, hire, train, and retain a high performing workforce. The session explores successful techniques for hiring the right fit, the development and implementation of training programs for all levels of the organization, and methods for motivating and retaining the best talent. Students will feel more confident and competent in using best practices for hiring and developing employees to achieve higher levels of performance.

**BUS 4025 Compensation and Benefits** 3
This course will examine and analyze various forms of compensation and benefits in the private, public, and nonprofit sectors. Deciding how much to pay employees and designing cost-effective benefit programs are integral to an organization’s strategic direction. Topics will include setting salary ranges, pay for performance, health care benefits under the Affordable Health Care Act, profit sharing and bonuses, pension planning, and executive compensation. Designing these features properly are important to all businesses, regardless of sector or size.
BUS 4030 CA Employment Law 3
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.

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

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

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

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

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

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

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

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

BUS 4996 Business Capstone 1 3
This course is the first of two Capstone courses for undergraduate business students. The capstone provides an opportunity for students to integrate and apply learning from their academic studies in a comprehensive manner. In this course, students will develop a proposal for their capstone project which will include a problem/opportunity statement, literature research, and project methodology. \textit{Prerequisite: BUS 3041.}

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

GRADUATE BUSINESS COURSES

BUS 5008 Operations and Supply Chain Management 3
This course examines operations management, the function of producing goods and services in a quality and efficient manner. In light of this business functional area, it critically discusses supply chain management issues regarding procurement and logistics management, and the planning and management of an organization's coordination with suppliers. Skills in quantitative analytical methods are developed, including business statistics.

BUS 5020 Financial Management 3
This course discusses the financial function of the contemporary business enterprise and the challenge of managing finances ethically and responsibly. It critically examines theories of financial management including cost of capital, financial leverage, capital structure, dividend policy, long-term capital, working capital, and financial analysis and planning. \textit{Prerequisite: BUS 3020 or BUS 5096.}

BUS 5025 Talent and Human Resource Management 3
Focused on the strategic role of human resource management, this course critically examines how organizations achieve and sustain a competitive advantage through their human capital. Theoretical and practical issues of effectively attracting, utilizing, retaining, and developing talent are explored with emphasis on systems thinking, an evolving global workplace, and empowering leadership that fosters collaboration and innovation. Topics include human resource planning, training, recruitment, staffing, regulations, job design, performance appraisals, compensation, recognition, conflict, diversity and inclusion, work attitudes, motivation, and managing globally.
BUS 5030 Power, Leader Integrity and Conflict Resolution 3
Understanding organizational power and exemplifying professional integrity are fundamental to effective leadership. Critical to organizational success are leaders who inspire confidence, evoke loyalty, empower, motivate, and use resources effectively and efficiently. This course analyzes the characteristics and dynamics of organizational power and politics and explores the ethical use of power by leaders when managing employees, creating alliances, making complex decisions, delegating responsibilities, and making changes. Particular attention is given to managing and resolving conflict.

BUS 5035 Visionary Leadership and Sustainability 3
Great leaders possess a variety of competencies. Organizational effectiveness is grounded in professionals who have vision, continuously learn, courageously take risks, are decisive and ethical, understand and care about their coworkers, enable workforce creativity, and empower employees to take ownership of their jobs. Distinguishing leadership from management, this course analyzes the core qualities and skills that leaders possess, and explores the characteristics of various leadership styles, assessing their strengths and limitations.

BUS 5037 Innovation: Manifesting an Idea as a Successful Business 3
This course examines the knowledge, skills and business intelligence required for creating and growing new ventures. Topics include evaluating market opportunities with a global perspective, designing development and growth strategies, assessing barriers to market entry and exit, building the management team, and new venture financing. The focus of the course is a creation of a comprehensive new venture marketing plan and feasibility study.

BUS 5040 Marketing Management 3
In light of business’ strategic use of the Internet and their desire to compete in global markets, this course analytically examines marketing strategies, objectives, and policies. Discussion topics include managing sales and marketing organizations, market research and site location, advertising and promotion, analysis of buying processes of consumer and industrial markets, Internet marketing and customer relationship management.

BUS 5052 Managerial Economics 3
This course critically examines economic theory—both microeconomics and macroeconomics—in light of current business challenges, global issues, and environmental concerns. It analyzes the impact of domestic and international economic policies and major issues on business economics. Discussion topics include the effects of monetary policy, fiscal policy and taxation, forces of supply and demand, theories of cost and production, analysis of consumer behavior, and sustainable economic approaches and business practices. In addition, this course evaluates the response of markets to the forces of supply and demand by using different quantitative and qualitative measures.

BUS 5055 MBA Capstone: Managing Strategy, Planning and Innovation 3
The contemporary organization is a strategically managed, information-driven global enterprise that must respond to ever changing markets. Operating in a fast-paced, dispersed work environment, its effectiveness and efficiency is rooted in well-thought out business alliances and partnerships, organization-wide alignment, risk assessment, and innovative problem-solving and decision-making. Using strategic management principles and organizational alignment concepts to integrate the various MBA disciplines, this capstone course builds and enhances professional competencies in business and organizational analysis, collaborative and ethical decision making, innovative strategic planning, and implementation and evaluation of plans. Undergirding this process is an exploration of breakthrough thinking and managing creativity and innovation. The MBA capstone project is completed in this course. Prerequisites: BUS 5020, BUS 5035, BUS 5040, BUS 5052, BUS 5099, BUS 5151, BUS 5385, BUS 5475.

BUS 5096 Accounting for Managers 3
This course discusses core accounting concepts and principles in a manner applicable for managers. Areas of study include financial statement analysis, financial accounting concepts and principles, managerial cost systems, and the use of accounting information in managerial planning and decision making.

BUS 5099 Organizational Ethics & Corporate Social Responsibility 3
This course critically examines the inter-related concepts of “business ethics,” and “organizational ethics” and their significant role in developing a company’s mission, culture, strategic plan, operational policies, financial management practices, management style, human resource management philosophy, work environment, marketing approach, and customer service. Through analytical discussions of ethical systems and case study analyses, this course enables the development of a framework for understanding an organization’s social responsibilities, for improving an organization’s integrity, and for the development of a personal professional code of ethics.

BUS 5151 Systems Approach to Business Models and Management 3
Organizations are dynamic and complex systems that are continuously evolving. Applying systems theory to business strategy, organizational operations, and management practices, this course explores business models and theoretical concepts with an emphasis on the nature and challenges posed by dispersed organizations and a diverse workforce. Particular attention is given to participative organizational cultures and collaborative management styles.

BUS 5152 Information Systems in the Digital Enterprise 3
Understanding the organization as a dynamic networked enterprise with a sophisticated information technology infrastructure, this course provides a comprehensive overview of management information systems concepts useful to professionals as a user of information systems, and as a future decision maker concerned with the acquisition, application, and management of business information systems. Emphasis is placed on management and technical concepts fundamental to business applications of information systems.
BUS 5263 Venture Capital and Private Equity Investments 3
This course examines the concepts and institutions involved in entrepreneurial finance and private equity markets. It reviews and evaluates major sources of funding including venture capital firms, informal investors, banks, investment banks, suppliers, buyers, and various government sources. Topics explored include valuation, joint ventures, private placements, forms of buyouts, and IPOs.

BUS 5310 Accounting for Non Profits and Other Entities 3
This course is about the way that nonprofit entities, governments and special entities account for and report the results of their operations. Students will learn about fund accounting, modified accrual accounting, as well as reporting for not-for-profit entities and state and local governments.

BUS 5315 Program Metrics and Measurements 3
Program management involves overseeing a portfolio of interrelated projects that must be aligned with the enterprise's strategic goals, and whose operational processes must be consistent with the organization's culture. Budgets need to be established, timelines set, reporting procedures established, and progress evaluation processes put in place. Risk management, benchmarking, and outcomes assessment are critical to successful program planning and progress measurement. Focusing on designing and utilizing appropriate evaluation processes, this course analyzes such methods as the balanced scorecard, six sigma, and total quality management.

BUS 5320 Enterprise Relationship Management 3
Program management is becoming a core competency of organizations because large-scale product development, business enterprise systems' development, organizational expansion and change usually involve multiple, interrelated projects. Effective management entails consistently communicating with internal and external stakeholders associated with the various projects, managing the relationships with project managers, recruiting team members, and procuring the needed financial resources and materials. With the multicultural nature of the global workplace as the context, this course introduces the core concepts of program management, and critically examines the issues and practices regarding the management of contracts, the supply chain, customer relationships, outsourcing and offshoring.

BUS 5325 Dispersed Team Dynamics 3
Often work is conducted with colleagues who are dispersed nationally if not globally. Collaboration is supported by various types of online meeting tools and information systems. This course critically discusses the socio-technical nature of virtual teams, successful strategies for building and managing a dispersed team including developing communication channels, and how to establish trust, credibility, a sense of responsibility, and a feeling of community in a virtual work environment. Methods for dealing with cultural issues and working across time zones are also addressed.

BUS 5385 Leading a Global Workforce 3
Globalized business practices, dispersed organizations, and outsourcing have created a global work environment where managers and team members often work 24/7. In light of current workplace issues, this course critically discusses human resource management trends, analyzes workforce engagement principles, explores the pros and cons of a dispersed work environment, analyzes strategies for managing internal and external talent, and develops work-life balance principles. It also examines the challenges a global workforce poses for human resource practices, discusses the leadership and managerial skills needed to successfully function in a geographically dispersed and culturally diverse workplace.

BUS 5450 Emerging Models of Business 3
Globalization, partnerships, innovation, and sustainability are watchwords for the contemporary business enterprise. Organizational agility, business vitality, and competitive advantage must be achieved and maintained while not harming people or the environment. With entrepreneurship, social responsibility, and organizational integrity as guiding principles, this course critically explores approaches to business that enable strategic innovation through the use of sustainable business principles, the creation of a clear business model and plan, the development of collaborative work relationships with employees and other business organizations. The creation of a virtual knowledge sharing and problem solving network are established.

BUS 5455 Design Thinking and Organizational Transformation 3
In a highly competitive business environment, change is inevitable. Organizational leaders and staff deal with it daily, often without understanding its nature, how it operates, and how its power can be harnessed to unleash innovation to create the organization's future. This course critically examines the nature of change and how it can be strategically fostered and managed in complex organizations. It also explores the types of organizational cultures that support successful change-management processes and how change-agent leaders can effectively address resistance and resolve conflict.

BUS 5460 Organizational Cultures and Emotionally Intelligent Work Environments 3
Organizational culture is as strategic to success vision, mission and goals and the qualified talent to pursue them. Grounded in emotional intelligence principles, this course critically discusses how organizational beliefs, values, traditions, and role models shape organizational policies and politics, managerial practices, hiring practices, succession planning efforts, and employee reward systems, as well as how they impact organizational productivity, employee motivation, and job satisfaction. Based upon these discussions, this course explores how to analyze an organization’s present position by: assessing its cultural strengths and limitations and underlying assumptions, viewpoints and ethical principles in order to understand how leaders at all levels create an empowering and engaging work environment.
BUS 5475 Organizational Communications and Team Development

Communication gives form to organizations. In an information-driven business climate, organizations are complex systems of business partnerships, and a web of networked employees and teams linked via electronic information and communication systems. This course examines the ways companies self-organize in a socio-technical work environment, the nature of organizational social networking in a digital age, and the characteristics of effective interpersonal communication and relationship building in teams. Particular attention is given to the nature of workplace information flow and how to design strategic information and communication systems that enable knowledge sharing and collaboration.

BUS 5483 Entrepreneurship and New Venture Creation

This course combines academic and practical experience to create knowledge, skills, awareness and involvement in the process of creating a new venture and then making it grow. The course combines lectures, case studies, assessments of actual entrepreneurs, and hands-on exercises to discover the concepts of entrepreneurship and the skills, competencies, know-how, attitudes, resources and networks that are needed to pursue different opportunities. The course will address the driving force in entrepreneurship and new venture creation, teaching how to develop or refine a business plan, and address the financial aspects of new ventures.

BUS 5800 Business Internship

This course provides students the opportunity to explore specific job functions by interning at companies and observing people performing those jobs. Students may experience administrative, operations, marketing, sales, finance, technology, and other programs in various capacities.

BUS 5900 Topics in Business Administration

This course is a seminar that provides an opportunity for researching and learning current business and organizational trends and issues to be explored. It may be repeated for credit if the topic is different.

BUS 5995 Independent Study in Business Administration

To be arranged with consent of MBA Program Chair and approval of the dean. May be repeated for credit with a change of topic.

CBA 100 Credit by Assessment

Units earned through assessment of prior learning experience such as corporate training; professional workshops, seminars, and conferences; licensure or certification; independent scholarship; and appropriately supervised volunteer training.

CBA 106 Credit by Assessment

Units earned through assessment of prior learning experience such as corporate training; professional workshops, seminars, and conferences; licensure or certification; independent scholarship; and appropriately supervised volunteer training.

CBA 112 Credit by Assessment

Units earned through assessment of prior learning experience such as corporate training; professional workshops, seminars, and conferences; licensure or certification; independent scholarship; and appropriately supervised volunteer training.

CRIMINAL JUSTICE LEADERSHIP [CJL] COURSES

CJL 3101 Principles of Administration & Law Enforcement

The course addresses administrative functions that are used for solving practical problems, comprehending a network of local, regional, state, and federal agencies and programs; operating procedures and systems within agencies and organizations; and information management. Discussion will differentiate between the public domain and law enforcement Xoperations, including public relations.

CJL 3200 Change Management: Contemporary Civic and Public Leadership

This course examines the historical roots of change in society and its acceleration over time. Students will be able to identify the origins of change management models, and analyze different change efforts in terms of key change criteria. Students will determine similarities and differences among the various change management models, and analyze leadership requirements to balance change in the organization. Students will apply models of change to short-term and small-scale change as well as long-term, large-scale change. Students will assess resistance to change and develop useful strategies to overcome resistance to change in the organization. Students will develop a plan for managing change, e.g., roles and responsibilities, customizing to the culture, and cultivating buy-in.

CJL 3201 Organizational Structure, Culture, Politics, and Change

Students will demonstrate a vision of ethics, cultural sensitivity, social justices, and service to the community. The course presents a historical, theoretical, and practical application to current programs, i.e., community policing, problem focused enforcement, community courts and correction. The student will become familiar with law enforcement providers, public service providers and other government providers and services.

CJL 3205 Building Safer Communities

With a strong focus on problem solving and community partnerships, this course introduces practical strategies and essential skills to help students apply real world problem solving within their community. Key trends and practices such as the city-wide service orientation
philosophy known as "community governance," restorative justice principles and examples (Community Courts- mental health and drug courts), Crime Prevention Through Environmental Design, Crisis Intervention Training, and general crime prevention examples are among topics presented.

CJL 3300 Media Relations 3
This course provides an understanding of the roles, responsibilities, expectations, laws, freedoms, and policies of contemporary news media networks that precipitate interaction with the criminal justice network. Students will learn how to respond to media inquiries by learning best practices via organizational policies, guides, and training. Furthermore, students will learn how to develop and plan strategies for presenting media releases to media networks that inform the public about crisis, critical events, or public assistance requests while legally safeguarding the privacy of critical information derived from active investigations. Moreover, students will learn the roles and duties of a Public Information Officer (PIO), whom are employed by government and non-government organizations for controlling and managing information released to media networks.

CJL 3320 Ethics and Morals in Criminal Justice 3
This course provides basic ethical theories while emphasizing the application of theories to contemporary problems in law enforcement, the legal profession/courts, and corrections. Students will use and implement various ethical frameworks to various moral dilemmas within the criminal justice system.

CJL 3360 Community Level Response to Terrorism 3
This course provides an overview of the need to plan for the possibility of a terrorist attack or threat at the local level. A terrorist attack or event could occur, and the event could thwart an appropriate response by state and federal entities to assist the local community. Students will learn and identify the management tools that are required to prepare a local agency for expeditious response to an attack or event in the community. The course will introduce the National Incident Management System (NIMS), and facilitate student learning of practical information that ensures local government compliance with federal law in responding to terrorists’ attacks or threats.

CJL 4043 Technology in Law Enforcement 4
Through the lens of common criminal justice themes such as community policing, fragmentation, and other criminalological theories, this course introduces students to cutting-edge coverage of police technology- including crime mapping, crimes analysis, wireless and network communication, crime scene investigation technology, wiretaps, surveillance, the Internet, and common law enforcement databases as well as emerging issues and technologies.

CJL 4045 Forensics and Cyber Crime 4
This course covers both forensic and legal issues, addressing the First and Fourth Amendments, US Patriot Act, international collaborations, identity theft, computer fraud and much more. Students are also introduced to emerging issues ranging from SmartPhones, GPS navigation and cloud computing to cyber bullying and cyber terrorism.

CJL 4100 Introduction to Organizational Problems and Issues in Law Enforcement 4
This course provides an introduction and overview of law enforcement administration. The course will concentrate upon administration issues, i.e., organizational theory, personnel-selection, training, decision-making, change management, and other organizational issues.

CJL 4300 Advanced Study of Organizational Problems and Issues in Law Enforcement 4  
(CAPSTONE COURSE) This course presents an advanced comprehensive management perspective and overview of contemporary issues and problems associated with the criminal justice system. The course provides an in-depth examination of current and vital issues in criminal justice, i.e., current research trends, policy development, implementation, and review, liability issues, personnel matters, as well as political and ethical obligations involving social justice. Prerequisite: CJL 4100.

HEALTH EDUCATION [HHE] COURSES

HHE 5001 Introduction to Health Education Program 0
A required, no cost, no credit course for all students entering the program, it prepares students to get the most out of the program and lets them know what they need to do in order to complete it. Students will also have an opportunity to consider their values, goals, and objectives at the commencement of their graduate studies.

HHE 5120 Integrative Health 4
This course provides a foundation in Integrative Health, exploring the development of Western Medicine and alternative and complementary medicine. We examine historical perspectives that influence the current state of healthcare, explore the scientific basis of integrative approaches, and address the challenges of integrative health care. Students evaluate multiple approaches for addressing degenerative diseases, cancer, cardiovascular disease and diabetes examining the relationships among behavioral, environmental and genetic factors that enhance or compromise health. Prerequisites: HHE 5001, HHE 5225.

HHE 5140 Culture, Community, and Health 4
We discuss our individual, ethical, and professional responsibilities to engage with the challenges of cultural oppression, bias, privilege, and stigma. We examine key issues at the intersection of culture and health, including the social determinants of health and health equity. Students identify the role of the health educator in the formation and evaluation of health policy and embody the role of health activist and advocate. We explore key models of cultural competency in health
education, including cultural humility, structural competence, and participatory and community-based approaches. Also covered: the social ecological model of health promotion; community building and community organizing; and Health in All Policies (HiAP). Prerequisite: HHE 5225.

**HHE 5145 Health and the Environment**  
In this course, we examine the connection between health of the environment and health of the individual and community. An examination of the food system, changes in agricultural practices, and the impact of these changes on environmental and human health is conducted. Possibilities for creating sustainable outcomes to address the global environmental health crisis are explored.

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

**HHE 5148 Health Education Research Basics**  
This course introduces students pursuing a Master’s in Health Education to research concepts and practices that will support success in their graduate studies. The emphasis will be on developing critical thinking skills and gaining familiarity with academic publications. Key areas of discussion will include how to use the library’s databases to conduct effective literature searches, how to evaluate the quality of a journal and the quality of an article, an efficient strategy for reading articles, the different types of articles, and an introduction to interpreting research article results. Corequisite: HHE 5001.

**HHE 5155 Foundations of Holistic Nutrition**  
Food forms the fiber of our being. Beyond basic nutrition, this course lays the foundation for using food as medicine focusing on supporting healthy cellular, organ and system function. Reviewing anatomy and physiology through the lens of functional medicine, we also examine the role of macronutrients and micronutrients in health and illness. As a result of the course students will be able to communicate the scientific reason for their nutritional recommendations. Prerequisite: HHE 5001.

**HHE 5158 Models of Change for Health Education**  
This course will cover determinants that influence health and well-being and discuss the role of the health educator in working with individuals attempting to make health behavior changes. Students will explore concepts and approaches of change specific to health and health behaviors. Current models of health behavior change will be analyzed and viewed through the lens of a holistic approach to health and health education. Prerequisite: HHE 5225.

**HHE 5167 Nutritional Consultation and Coaching**  
The focus of this course is effective nutrition counseling including the skills needed for building rapport, listening and interviewing skills, including motivational interviewing, and working with clients through various states of change. Blending together counseling and coaching techniques, students will learn how to identify key areas of intervention to maximize clients’ success and how to engage with clients in a collaborative manner to co-create a dietary plan that works. Prerequisites: HHE 5155, HHE 5430. Corequisite: HHE 5169.

**HHE 5169 Nutrition for Wellness Throughout the Lifecycle**  
This course introduces the foods, ways of eating and nutritional therapies that help to bring about and maintain the most vibrant health throughout the lifecycle, highlighting pediatric health, geriatric health and holistic sports nutrition. Special dietary needs of children and elders are a focus of this course. Nutritional recommendations for physical and mental vibrancy in the elder years are identified through a holistic approach for preventing illness and maintaining wellness. The nutritional needs of the athlete will also be examined through the lens of holistic nutrition and specific nutritional recommendations for athletes are discussed. Prerequisite: HHE 5155.

**HHE 5171 Nutrition for Healing the Body and Mind**  
Nutritional approaches for working with clients with conditions such as diabetes, irritable bowel syndrome, allergies, depression, heart disease, autoimmunity, gastrointestinal issues, and cancer are addressed in this course.

**HHE 5200 Research in Health Education A**  
Whether working in private practice or as part of an organization, the health educator needs to be prepared to find, understand, and evaluate public health or medical articles written by experts in the field. They also need to know, through systematic evaluation, whether health programs are having an impact on the target population. This course helps develop these core health educator skills: research literature assessment, data interpretation, research design methods, population management, and program analysis. Students will gain essential familiarity with quantitative research methods. They will design a study to determine the effectiveness of a health program or model they might develop for their MA Integrative Project. Prerequisites: HHE 5120; HHE 5140. Corequisite: HHE 5505.

**HHE 5225 Foundations of Health Education**  
This course overviews the field of health education and prepares students for study and practice in their chosen field. We discuss the role of the health educator and various professional and ethical considerations inherent in that role. We look into various holistic therapies as tools for analyzing and understanding health and health...
education. We begin to identify issues and questions of importance to the field and to us personally and professionally, such as health education for the “whole person;” shifting from a disease-focused to a health-focused health paradigm; cultural competency, and spirituality and health. This course is also designed to provide students entering the MA in Health Education program with a review of the critical thinking and writing skills that will serve as a foundation for producing graduate-level work. Prerequisite: HHE 5001.

**HHE 5428 Fundamentals of Coaching**  
1  
This course is an introduction to coaching competencies and coaching for wellness. Prerequisite: HHE 5001.

**HHE 5429 Coaching for Wellness**  
1  
The focus of this course is coaching individuals for health and wellness. Prerequisite: HHE 5428.

**HHE 5430 Coaching Practicum A**  
1  
Students build coaching skills through practice. Prerequisite: HHE 5429.

**HHE 5432 Coaching Practicum B**  
1  
Advanced coaching students hone their skills in this elective course. Prerequisite: HHE 5430.

**HHE 5500 Concepts and Practices for the Emerging Educator**  
4  
This course is designed for future educators, including teachers, trainers, coaches, and others who facilitate learning. We will explore how students can forge their identity as educators from the wisdom of their own lived experience. Topics will include: whole person learning, creating space for learning, adult learning models, learning taxonomies, content organization, presentation skills, experiential activities, learning aids, and how to create a learning module. Opportunities for practice will enable students to discover and develop their own style of teaching.

**HHE 5505 Student Review: Midpoint**  
0  
Students are oriented to the last year of the program, which is focused on applications and professional preparation. Students are also provided with faculty feedback on their progress through the program. Corequisite: HHE 5140.

**HHE 5512 Mind-Body Approaches to Stress Management**  
4  
In this course, we examine the effects of stress on the nervous, endocrine, cardiovascular, digestive and immune systems. Holistic approaches to stress management and mind-body medicine self-care practices are explored. Prerequisites: HHE 5120, HHE 5155, HHE 5225.

**HHE 5565 Health Education Service Learning**  
2  
Students have the opportunity to engage in professional development for example, by developing and teaching a workshop, providing health coaching, and/or nutritional consultation, or other health education activities with faculty mentorship and supervision. Prerequisites: HHE 5500, HHE 5430, HHE 5147.

**HHE 5574 Preparing for Supervised Internship**  
0  
This required, no cost, no credit course focuses on the skills and requirements necessary for identifying and obtaining an appropriate internship and putting together a successful internship contract. Prerequisite: Permission of instructor.

**HHE 5575 Supervised Internship**  
1-3  
Students work with ways of bridging their work as students with what they hope to do as professionals by working for one quarter in a professional setting under the guidance of a mentor, keeping a journal, and describing their work in a paper. This internship meets the requirements of SVL 5000 – Service Learning. Prerequisite: Permission of Instructor.

**HHE 5607 Preparing for MA Integrative Project**  
This is the first course of a three-course series in which the student will develop and create a health education capstone project, which consists of a written paper and an oral presentation. The student considers an important question or challenge in the field of health education and develops a holistic or integrative solution in the shape of a new model, approach, program, curriculum, etc. (approach or program) through faculty guidance and peer support/feedback. In the first course, the student develops the approach or program and writes a detailed description of it and its possible method of implementation. In the second course the student conducts an extensive literature review, provides an explanation of the approach or program’s theoretical foundations, describes the research supporting the approach or program, and identifies similarities and differences between theirs and existing approaches or programs. In the third course, the student will give a public presentation of their approach or program and complete the final paper. Additional writing in the third course will include an abstract, introduction, limitations, and conclusions. Prerequisites: HHE 5146; HHE 5505, Permission of Chair.

**HHE 5608 Demonstrating Mastery**  
0  
A required, no cost, no credit course in which students are able to demonstrate mastery of health education knowledge and skills, as described in the Program Learning Outcomes. Prerequisite: HHE 5609.

**HHE 5609 MA Integrative Project A**  
2  
This is the second course of a three-course series in which the student will develop and create a health education capstone project, which consists of a written paper and an oral presentation. The student considers an important question or challenge in the field of health education and develops a holistic or integrative solution in the shape of a new model, approach, program, curriculum, etc. (approach or program) through faculty guidance and peer support/feedback. In the first course, the student develops the approach or program and writes a detailed description of it and its possible method of implementation. In the second course the student conducts an extensive literature review, provides an explanation of the approach or program’s theoretical foundations, describes the research supporting
Entrepreneurship Course II will focus on execution and inspiration with participants through recorded lectures, online interaction and relevant Ted Talks. The Entrepreneurship Course II will focus on execution and inspiration with participants through recorded lectures, online interaction and relevant Ted Talks. This hybrid class will combine classroom-based, online and special event sessions. The Entrepreneurship Course II will focus on execution of concepts and research covered during IEL 3010: Entrepreneurship I course. Additionally, students will work on the development of a business plan, which contains marketing, management, and financial plans. We'll study and practice the necessary elements of storytelling for your business or department whether it is a new venture or an existing organization. Financial analysis of the business or project will be included as well as putting together financial statements. Required Prerequisite: IEL 3010: Entrepreneurship I and IEL 3015: Key Habit of Successful Entrepreneurs. This course is led by seasoned Entrepreneurs and focuses on key, impactful habits of successful entrepreneurs with their own businesses and intra-preneurs who are engaged leaders working in a company environment. Students will study important habits and traits of entrepreneurs and will research innovative current companies such as Betabranch, FlightCar, and Stitchfix as well as seasoned companies like salesforce and Netflix. Guest speakers will share experiences and inspiration with participants through recorded lectures, online interaction and relevant Ted Talks.

IEL 3015 Key Habits of Successful Entrepreneurs

IEL 3017 Social Entrepreneurship

IEL 3020 Entrepreneurship II

Entrepreneurship (IEL) Courses

Entrepreneurship Course Descriptions

IEL 3010 Entrepreneurship I

This hybrid class will combine classroom-based, online and special event sessions. The Entrepreneurship Course I focuses on applying innovative thinking to business concepts and market possibilities and understanding the process for transforming an idea into a sustainable business. Entrepreneurial leadership and mindsets of professionalism will be examined while analyzing the key elements of launching a new business or reshaping an existing one. Accompanying discussions also help participants apply the innovative entrepreneurial concepts inside existing organizations. We’ll learn how motivated employees can achieve greater success through “intrapreneurship”. Recommended Prerequisite or simultaneous enrollment in: IEL3015-Key Habit of Successful Entrepreneurs

IEL 3015 Key Habits of Successful Entrepreneurs

IEL 3017 Social Entrepreneurship

IEL 3020 Entrepreneurship II

Journalism (JOU) Courses

JOU 3000 Comparative Journalism

This course focuses on how journalism has evolved in the U.S. from its beginnings in a new nation in the 18th century to today. The course will also look closely at how journalism approached stories then and now—from Watergate to WikiLeaks; from Vietnam to Occupy.

JOU 3050 Writing/Storytelling

Even as digital media changes the landscape of news gathering, communications, story creation, and content delivery, the single most important element of good communication is storytelling. This
course will focus on how to write well, the elements of a good story, and developing the tools and elements to ensure a strong, compelling story.

**JOU 3200 Digital Media Basics** 4

The new century has brought change and an intertwining of media once completely separate. Video, audio, and print content now often work in concert in an interactive digital world to tell the story in the most effective way possible. This course focuses on the tools journalists and digital communicators use to tell their stories and connect with audiences. It gives students a strong foundation in the digital media tools integral to news gathering, storytelling, audience engagement, and dissemination. Students will gain familiarity with popular social media and blog outlets, as well as the tools for working with pictures, video, graphics, links, and other digital elements.

**JOU 3250 Digital Media I** 4

Writing for print, radio, and TV involve different skills. Add social media such as Twitter, Facebook, Instagram, Snapchat, Pinterest, and others, and content creators must become proficient in even more writing styles. This course teaches students the various writing styles used by content creators and communicators in the digital media world. It also provides an overview of the most common content management and delivery systems used by content creators.

**JOU 3255 Digital Media II** 4

Journalists and other content creators working in a digital media environment must have a strong foundation in the tools that make new media work. This course will introduce students to HTML and some HTML5, as well as basic coding and app development. Students will be able to practice these skills and learn how they enhance storytelling and content delivery.

**JOU 3310 Understanding & Cultivating Audiences** 4

Without an audience, a journalist or content creator has nowhere to tell the story. In this course, students will learn how to define their audience, and then how to give that audience what it’s looking for. This includes which stories to tell, how to tell those stories, and which stories may not need to be told. Students will also learn how to build audiences in a digital environment, as well as how to capitalize on that audience.

**JOU 3320 Media Management** 4

Media management can involve everything from managing the elements of a story to managing a newsroom or office full of people. In this course, students will learn basic management and project management principles, how to effectively manage existing resources, and how to apply these lessons in a digital media environment.

**JOU 4010 Media Ethics** 4

Journalists and digital content creators confront ethical challenges at every turn. A clear understanding of journalistic ethical principles is critical for anyone entering and communications field. In the digital media environment, when journalists and content creators often work independently and without editorial oversight, it is more critical than ever to follow clear ethical guidelines. This course helps lay the groundwork for budding journalists and content creators to be able to thoughtfully consider ethical dilemmas and make choices that advance journalistic principles.

**JOU 4020 Media Law** 4

Journalists and content creators in the digital media environment must have a clear understanding of the laws that govern their world and the online environment. From the First Amendment to copyright to defamation, an understanding of basic communications and media law tenets ensures the journalist or content creator tells the story well while following the law.

**JOU 4030 Digital Newsroom** 4

In this course, students will run their own digital newsroom, each playing a role to ensure the product gets out to the audience. The focus will be on how to collaborate, create effective teams, and reach your audience. Students will gather news, create stories in multiple media platforms, and develop an audience. They will also be able to weigh in on the tools used to reach the audience.

**JOU 4200 Investigative Reporting** 4

Journalism is often considered the Fourth Estate, because of its role keeping our nation’s other three branches of government honest, seeking transparency, and bringing to light breaches of the public trust. However, this zealous mission to protect democracy must be balanced with an understanding of the legal issues connected to investigative reporting, as well as the benefits and pitfalls of new media on investigative reporting. In this course, students will learn how to conduct themselves on the scene, how to gather information, conduct research, approach government agencies, and write hard hitting journalistic pieces.

**JOU 4210 Data Journalism & Communications** 4

The use of data, statistics, and research can greatly enhance a story, if made accessible to the reader and used effectively to tell the story. This course focuses on how to interpret and use data, including a discussion of infographics and charts. The course will also touch on how data is collected and how it can be manipulated.

**JOU 4220 Citizen & Collaborative Journalism** 4

Smaller and specialty media outlets round out the journalism and content creation landscape in the US, ensuring that issues which may not make it into mainstream media coverage are given attention. In addition, the general public has also gotten involved in story coverage, contributing photos, video, and often commentary and information. Students will take a closer look at this part of the journalistic and communications landscape and learn how it contributes to the profession.

**JOU 4400 Internship** 4

A key element to moving forward with a career in journalism, communications, PR, or other content creation pathways is the internship. Students will be required to seek out, interview for, and secure an internship at a media outlet or other communications organization. The internship will give them real-world experience, allow them to network with working professionals, and better prepare them for post-graduation. During the internship, students will be...
required to interview someone from the professional environment. They will also be required to create a work for their portfolio using the resources at the internship. This course meets the Service Learning requirement for students admitted after Winter 2015.

**JOU 4500 Capstone: Journalism and Digital Media**

This course represents the culmination of the entire body of coursework students in the JFK Journalism and Digital Media program complete. Students will develop and perfect their online portfolios, including creating a website, editing and strengthening the strongest of their work, and analyzing an aspect of the industry to gain a deeper understanding.

**LIBERAL STUDIES [LIB] COURSES**

**SHARED COURSES**

**LIBERAL STUDIES [LIB] COURSES MAJOR COURSES**

**LIB 3000 Education, Self and Community**

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

**LIB 3001 Introduction to the College of Business and Professional Studies**

This course is an introduction and orientation to undergraduate programs in the College of Business and Professional Studies.

**LIB 3100 Critical Thinking and Writing**

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

**LIB 3146 Information Literacy**

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

**LIB 3300 Social Systems and Policies Around the World**

This course compares social systems and policies around the world and examines challenges to and strategies for furthering local, national, and global change that is sustainable.

**LIB 3303 World Literature**

This course is a historical survey of novels, poems, stories, and essays from around the world from classic texts to contemporary ones. Students examine these literary texts in historical, cultural, and authorial context.

**LIB 3305 Statistics for the Social Sciences**

This course provides a brief introduction to various forms of statistical methods used in psychology, mental health, education, and the social sciences. Emphasis is placed on the interpretation of data and the understanding of recently published materials and research studies. In this course, our approach will be to have students be “wise and informed consumers” of statistics and its applications to human experiences and the social sciences. We will emphasize having students be better consumers of information by showing the role of statistics in many aspects of psychology, technology, and science, as well as in everyday applications. The course will be using real examples and case studies to build an understanding of the core fundamentals and the key ideas/concepts within statistics that can be applied to a variety of subject areas drawing from the students’ life experiences, existing texts, and journal articles. We will be emphasizing the “use” of statistics in human experiences and will focus on the computation of statistics along with the methods of statistical data analysis. Additionally, the course will focus on helping students to become better critical thinkers, systematic planners, and decision makers.

**LIB 3350 Research Methods**

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

**LIB 3405 World Religions**

This course surveys the major religions of the world, including: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity,
and Islam. It focuses on worldviews, teachings, and the nature of mysticism.

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

This course introduces basic concepts of ethical assessment through direct application of ethical concepts to challenging issues facing society today. Different ethical systems from the East and the West are compared. Ethical systems and social values applicable to a global society are explored. This course may be applied toward the lower-division general-education humanities breadth requirement.

**LIB 4000 Collaborative Problem Solving**

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

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

This course examines the nature and structure of consciousness, creativity, and transformation at the individual and collective levels. Students consider the implications and applications for psychology, healthcare, and business.

**LIB 4115 Global Economy and Sustainability**

This course examines basic concepts in micro and macroeconomics and offers perspectives on today's global economy. Students in this course investigate economic and environmental sustainability, social equity, and government regulation.

**LIB 4117 World Cultures and Art**

Students examine art throughout history as seen from a variety of cultural perspectives. Topics include visual art, architecture, music and dance as well as philosophical and religious concepts from numerous traditions including Greco-Roman, classical Chinese, shamanism, Buddhism, Christianity, and Islam.

**LIB 4119 Global Politics**

This course examines political systems, processes, and policies around the world as well as key global political problems, including environmental and trade issues.

**LIB 4121 History of Science and Technology**

This course is a historical survey of key scientific discoveries, paradigms, and technological inventions, and their impact on society, culture, and the environment.

**LIB 4125 Organizational Communication**

This course examines the characteristics of effective interpersonal communication, the nature of workplace information flow, and how to design strategic information and communication systems that enable knowledge sharing. Students explore organizational social networking in a digital age.

**LIB 4305 Nutrition and Behavior**

This course is a study of the effects of diet from conception through adulthood on a variety of psychological and physiological states. Includes optimal health, allergies, hyperactivity, hypoglycemia, learning disabilities, eating disorders, delinquency, mental disorders, and senility.

**LIB 4800 Introduction to Service Learning**

This course provides an opportunity for experiential learning, exploring career paths, and contributing to the community. With the service project coordinator, students select an internship appropriate to their specialization or interests and spend an average of six hours per week over two academic quarters applying theories learned in the classroom to supervised training and practice. With instructor's approval, students may forgo the second quarter of internship and instead engage in other service projects such as researching and presenting a public policy proposal or writing a grant request for a nonprofit agency. This course in combination with LIB 4805 meet the Service Learning requirement for students admitted after Winter 2015.

**LIB 4805 Practicum in Service Learning/Field Study**

This course is a continuation and conclusion of Introduction in Service Learning. Students engage in service relevant to their program and career goals or field study where they integrate theory and practice. This course in combination with LIB 4800 meet the Service Learning requirement for students admitted after Winter 2015.

**LIB 4999 Senior Capstone**

Students select a social or professional problem which they research and then propose an innovative and sustainable solution. The project must integrate concepts and theories from three or more Liberal Arts disciplines and must involve input from individuals or organizations outside of the university.

**MUSEUM STUDIES [MUS] COURSES**

These courses are offered on the Berkeley campus.

**MUS 5003 Issues in Museums I: History and Theory**

What is a museum? What is its role in society? How has the institution evolved since its beginnings? In this course, students analyze, debate, and evaluate current theories of the museum as a social institution. In-
depth writing assignments and site visits encourage students to look closely at the museum, its ethical responsibilities, and its public profile.

**MUS 5004 Issues in Museums II: Finance and Administration** 4.5

This course introduces administrative issues and practices in the non-profit sector, especially as related to museum management and leadership. Topics covered include organizational structure, business models, board and staff leadership and responsibilities, budgeting and financial management, ethics, operations and facilities, and project management.

**MUS 5321 Museums and Communities** 4.5

The purpose of this course is to explore issues of diverse communities and their impact on museum programs, exhibitions, collections, audience, and internal culture. Together, the students, faculty, and guest speakers will engage in dialogue, analysis, reading, and research with the goal of creating more accessible, inclusive, and relevant museums.

**MUS 5405 Exhibition Development I** 4.5

Conceptualization, planning, evaluation, development, design, and interpretation of museum exhibitions. The course emphasizes how a collaborative approach to exhibition development can serve diverse audiences. Students work in groups to develop and mount an exhibition.

**MUS 5420 Museums, Interactive Technologies, and Electronic Access** 4.5

This course explores how new technologies impact and change museums through increasing access to museum collections and ideas. Students work with an area museum partner to create proposals for innovative digital access projects that will serve museum audience needs.

**MUS 5501 Collections Management I: Foundations** 4.5

A practical exploration of the major duties of a museum registrar including developing collections policies, accessioning and deaccessioning, inventory, insurance and risk management, cataloging systems and information management, collections storage and handling, and tracking, packing, and shipping exhibitions.

**MUS 5502 Collections Management II: Preventive Conservation** 4.5

Collections conservation with a focus on the physical nature of materials, the agents of deterioration that affect them, and the options for their preventive care and maintenance. Presents preservation guidelines to enable students to spot deleterious conditions and assess and prioritize conservation problems. Many sessions are held in museums using actual collections to illustrate the principles discussed.

**MUS 5610 The Visitor Experience I: Learning Theories and Understanding Audience** 4.5

The course examines learning theories from a historical perspective, teaching techniques appropriate for diverse audiences, and audience development. Additional consideration given to museum philosophy and educational methodology.

**MUS 5612 The Visitor Experience II: Interpretive Methods and Applications** 4.5

Survey and discussion of educational materials and programs from a variety of museums. Emphasis is on program development, implementation, and evaluation for diverse museum audiences.

**MUS 5975 Internship** 1–7.5

Work in a museum locally, nationally, or internationally under professional supervision. May be taken in any specialization: public programming, collections management, or administration. May also be taken as a practicum. Subject to availability and advisor’s approval.

**MUS 5976 The Lab** 3

The Museum Studies Lab may include a special project in a museum setting, an applied research project, or focus on contemporary issues in museology. Coursework will combine both theoretical and practical skills gained in the classroom setting and through internships. Instructors will include faculty as well as visiting scholars and museum thought leaders. This course is required for all MA students and may be substituted for 3 units of internship credit for Museum Studies Certificate students and MA-MBA dual degree students.

**MUS 5996 Master’s Project: Topic Development** 1

This is the first course of a three-part master’s project sequence. The purpose of this course is to support students in developing a master’s project topic that is relevant to the museum field and builds on prior literature and research in the field.

**MUS 5997 Master’s Project: Research Methodology** 4.5

This is the second of a three-part master’s project sequence. The purpose of this course is to assist students in developing a comprehensive master’s project methodology (design, purpose of study, literature review, and limitations) in support of their topic. Prerequisite: MUS 5996 with a grade of B or higher.

**MUS 5998 Master’s Project: Writing and Production** 4.5

This is the third course of a three-part master’s project sequence. It assists students in producing a bound written thesis and final product that reflects their expertise in museum studies that demonstrates understanding and application of museum studies literature, development of new ideas, analytical and imaginative thinking, mastery of research methods and writing skills, and mastery of oral presentation skills. Prerequisite: MUS 5997 with a grade of B or higher.
### PUBLIC HEALTH [PHS] COURSES

#### UPPER-DIVISION

**PHS 3010 Biology of Humans** 4

This course provides an introduction to molecular, cellular and systems biology. Emphasis is placed on relating knowledge to the interrelationship of these systems and to the nature of disease. Exploration is given to the interdependence of human biology and the environment and the factors that may have an impact on disease. This course includes a lab and provides a firm foundation for further study in the biomedical sciences. This course may be applied toward the lower-division general-education science breadth requirement. Corequisites: LIB 3100, LIB 3146.

**PHS 3100 Introduction to Living Systems** 4

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

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

This course explores the structure and function of the human body from a dynamic systems perspective. A traditional overview of all body systems and anatomical features will be presented. Additionally, the course will explore the intersection of anatomy and physiology systems with the wellness and psycho-emotional dimensions of embodiment. A variety of visual, auditory, and kinesthetic learning methods will be utilized to facilitate optimum retention and practical application of primary terms and concepts. Prerequisites: LIB 3100, LIB 3146.

**PHS 3145 Research and Writing in Public Health** 4

This course focuses on the development of research and writing skills appropriate for scholarly communication in the broad field of public health sciences. Broadly these skills include (but are not limited to) understanding how to research the public health literature and the ability to demonstrate scientific writing that conforms to the disciplinary expectations. Assignments include essays, article critique, a literature review, and scholarly communication. Prerequisites: LIB 3100, LIB 3146.

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

In a lecture, discussion, and experiential format, the following topics will be explored: foundations and practices of mind-body medicine, neuroscience and healing, guided imagery as a transformational tool, psychology and illness, the role of creativity in health and healing, emotions and health, breathing, movement, mindfulness, and somatic awareness. Corequisites: LIB 3100.

**PHS 3305 Biology and Consciousness** 4

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

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

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

**PHS 3500 Environment, Sustainability, and Health** 4

Through case-study analyses, this course critically examines key issues facing modern society. Factors such as energy conservation and usage, water resources, pollution, and new technologies will be discussed in light of political and social contexts. Students are encouraged to think critically through the lens of public health as they explore and examine environmental sciences, social-ecology, psychology, politics and economics relative to sustainable health among culturally diverse populations operating in a global economy. Prerequisites: LIB 3100, LIB 3146.

**PHS 4000 Public Health Management and Leadership** 4

This course provides an introduction to and history of the field of public health management. Students examine the evolution of key leadership and management theories; the changing role of public health management professionals and key characteristics of a successful public health leader. Modern approaches and key issues in finance, marketing, administration, human resources, community relationships, and leadership development are explored. Corequisites: LIB 3100, LIB 3146.

**PHS 4100 Principles of Epidemiology** 4

Designed to provide an exploration of the basic principles of epidemiology, students learn how to identify and describe problems, formulate research hypotheses, select appropriate research study designs, and apply the results to prevent and control disease and health-related events. Students come away with a solid foundation of basic causal theory for identifying determinants of adverse health-related events or states and will gain a better understanding of the biological principles underlying the natural cause of disease. Corequisites: PHS 4105, LIB 3100, LIB 3303.

**PHS 4105 Introduction to Public Health** 4

This course provides a population perspective on the determinants of health and disease and the tools available to protect and promote health. Options for intervention are explored including use of the health care system, the public health system, and society-wide systems such as laws and taxation. Through case studies, vignettes, and extensive examples, students learn to apply frameworks for...
thinking about the issues of public health and gain an understanding about public health. Corequisites: LIB 3100, LIB 3146.

**PHS 4110 Pathophysiology in Public Health** 4

In this course students study the pathogenesis of various disease conditions and develop the ability to identify critical points at which such pathogenesis could be prevented or interrupted. Students survey the origins, incidence, and symptoms of human diseases and the physiological disorders produced by disease. Emphasis is placed on understanding the fundamental processes that underlie human diseases. Students learn the characteristics of diseases associated with specific physiological systems and explore the alterations in homeostasis that occur in specific disease states. Students identify and critique public health intervention strategies for specific diseases based on the pathophysiology of the disease.

**PHS 4117 Health Disparities in Diverse & Dynamic Populations** 4

Health continues to be an asset associated with higher education, employment, access to preventive health services and the timely adequate provision of health care services. However, racial/ethnic and gender disparities in health persist even after controlling for the beneficial effects of, and advantage conferred by, education and economic well-being. This course explores socio-political, historical, economic, environmental, and cultural factors to elucidate the influence they may have on the development and perpetuation of health inequalities. Corequisites: LIB 3100, LIB 3146, LIB 3303; PHS 4332.

**PHS 4120 Psycho Spiritual Dimensions of Illness and Healing** 1-4

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

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

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

**PHS 4200 Introduction to Global Health** 4

This course considers the complex interplay between the individual, community, and societal-level factors relative to addressing health disparities and inequalities in health outcome in global and community populations. Students examine the multiple effects and interrelatedness of social elements in society and in the environment as mediators of health along a continuum. Students explore the process of developing a Social-Ecological Assessment, which will include conducting and organizing a literature review, conducting field observations, and working with community-partners, collecting and/or analyzing other forms of data to elucidate the unmet health care needs of a selected population. Corequisites: LIB 3100, LIB 3146.

**PHS 4205 Practicum in Public Health** 4

Students complete a practicum project proposal which provides practical opportunities to apply learning in the public health sector. The Practicum provides the framework for engaging in work in service to society, here you gain valuable experience in applying theoretical concepts to problem-solving in public health practice. Your practicum must include a minimum of sixty-six hours. Students are required to keep a journal about the experience and complete a final paper, which analyzes and reflects upon the practicum in the context of the stated goals and desired outcomes described in the Practicum Proposal. Prerequisite: PHS 4200. This course meets the Service Learning requirement for students admitted after Winter 2015.

**PHS 4215 Genetics: Living with our Genes** 4

The course examines the promises and challenges of genetic engineering to provide better crops, prevent incurable diseases, and perhaps even extend life. The course looks at basic genetics, cloning, and forensic science. The prospects of molecular biology are evaluated in the context of ethical judgments. Corequisites: LIB 3001, LIB 3100.

**PHS 4217 Addiction, Health and the Community** 4

Addiction, Health and Community is an interdisciplinary and integrative course for understanding and developing a broader repertoire of the social construction of chemical dependency, and progressive modalities for community health advocacy and healing. Aspects of drug pharmacology and comparative studies of other global communities are also included. These issues will be examined through readings, participatory discussions, film, case studies, small group work experiences, and a final collaborative project. Corequisites: LIB 3100, LIB 3146.

**PHS 4220 Bioethics: Ethical Issues in Modern Medicine** 4

As technology increases our ability to intervene in the course of natural events, the question arises as whether we ought to. Beyond the conventional wearing of eyeglasses or using a cane or hearing aid, we enter the problematic realm of xenogenic organ transplantation, animal experimentation, mechanical prosthesis, cosmetic surgery, gene manipulation, in vitro fertilization, surrogacy, life extension, and euthanasia. Selective breeding and the notion of eugenics has been around for centuries, but now we have the means to effect great change rapidly. This course considers the far-reaching impact of such tampering and also explores potential costs and benefits within the context of fairness and access with a mind to counseling individuals faced with such dilemmas. Prerequisites: LIB 3100, LIB 3146, PHS 4105.

**PHS 4223 Chemistry of Life** 4

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

**PHS 4225 Media Studies and Health Promotion**  
This course is designed to familiarize students with current theory and knowledge in the field of social marketing and to analyze the components and applications of marketing used for promoting health behavior change strategies. Topics include: Determining Research Needs and Resources, Selecting Target Markets, Understanding the Target Audience and Health Behavior Messages, Implementing and Evaluating Social Health Marketing Efforts, and Ethics in Social Health Marketing. Prerequisites: PHS 3145, PHS 4315, PHS 4227, PHS 4332.

**PHS 4227 Health Behavior, Health Promotion, and Health Education**  
This course examines the theoretical constructs of health behavior theory and explores the intersection between lifestyles and health behaviors as they relate to disease risk and health outcome. Health beliefs are explored in the process of determining ways of understanding what causes people to adopt a healthy lifestyle or change a risky health-related behavior. Corequisites: LIB 3100, LIB 3146.

**PHS 4230 U.S. Health Care System and Health Policy**  
Health care delivery systems must adjust to social forces in society such as rising expectations, population aging, increasing prevalence of disability and dynamic population changes over time due to immigration. This course provides an introduction to the U.S. health “system” and together we will examine the components and characteristics of the U.S. health care system and explore current issues confronting the system, as well as potential means for resolving these issues. Corequisites: LIB 3100, LIB 3146, PHS 4105.

**PHS 4233 Evolution of the Metaphysical Heart**  
This course is a journey, an exploration of both the physical and metaphysical realms of the heart. The journey includes inquiry into the relationship between intellect and the heart. While students will learn the anatomical and physiological aspects of the heart, they also will experience the heart through the process of exploring the spiritual, emotional and intellectual manifestations of the heart. Students will consider the metaphorical meanings of the heart in health and healing, relationships, ethics and in judgment. Corequisites: LIB 3100, LIB 3146, PHS 4105.

**PHS 4300 Nutrition in a Changing Society**  
A survey of energy production and use in living systems including the roles of proteins, carbohydrates, lipids, fiber, vitamins, and minerals; the effects of genetic inheritance, age, diet, and lifestyle; and the interaction of diet and the psyche. Corequisites: LIB 3100, LIB 3146, PHS 4105.

**PHS 4312 Women’s Health and Social Transformation**  
This course examines the forces that impact women’s lives and women’s health. Students engage a close inquiry of the intersectionalities of the forces the social, cultural, historical and political forces and systems that shape the lives and health outcomes of women in society. Prerequisites: LIB 3100, LIB 3146.

**PHS 4315 Vulnerable Populations: Health and Social Justice**  
The reasons for health disparities are varied. This course explores the characteristics of vulnerable populations such as ethnicity, urban and rural poor, undocumented immigrants, people with disabilities or multiple chronic conditions, to understand how social forces puts members of these groups at risk for adverse health outcomes. Corequisites: LIB 3100, LIB 3146, PHS 4105.

**PHS 4320 Integrative Health Practices and Healing**  
An examination of alternative models of health care including subtle energies, holism, chiropractic, acupuncture, homeopathy, orthomolecular nutrition, kinesthetic therapies, various herbal remedies, lifestyle changes, and a range of hands-on interactive approaches that enhance the body’s curative powers. Using case studies and recent research, non-Western, new, and ancient modalities will be evaluated as alternatives to current standard methods. Corequisites: LIB 3100, LIB 3146.

**PHS 4325 Cross-Cultural Dimensions of Human Aging**  
This course is designed to examine the aging processes seen during both normal and diseased aging and to explore the meaning of aging from a holistic perspective examining meaning within multicultural perspectives. Students apply an integral approach to understanding aging and to addressing the cultural perspectives and challenges associated with aging in the discovery of new possibilities. This approach fosters an understanding of the holistic, person-centered, and dynamic process of health and wellness during the aging process. The implications of aging are considered within the context of a society that is experiencing significant demographic and socioeconomic shifts. Prerequisites: LIB 3100, LIB 3146.

**PHS 4332 Culture, Illness and Healing**  
Culture informs everything we do. Our view of health and illness and how we treat illness is culturally constructed. This course explores the intersection between culture, health and illness. Case studies will be used to explore folk medicine from a number of cultures, traditions, and contemporary, western and non-western societies. We will also examine social, historical, and ethical aspects in the application of medical anthropology and end with exploring the future role of biomedicine in a pluralistic global society. Prerequisites/ Corequisites: LIB 3100, LIB 3146.

**PHS 4337 Stress and Health**  
The objective of this course is to understand the most typical physical and psychological causes of stress. The course explores the
underlying physiological mechanisms of stress adaptation and how toxic situations first involve maladaptive behaviors that then might manifest as either physical or psychological diseases. Corequisites: LIB 3100, LIB 3146.

**PHS 4350 Health Literacy in Diverse Populations** 4

This course takes a critical look at the growing field of health literacy. Students explore the multiple meanings of literacy and how limited literacy has been linked to poor health outcomes. This course explores the predominate debates in this arena from a cross-cultural perspective. Prerequisites: LIB 3100, LIB 3146.

**PHS 4352 HIV/AIDS and Other Emerging Diseases** 4

This course will present to the student an overview of HIV/AIDS and other Emerging Infectious Disease, not only in the United States, but also internationally. Selected topic in order of significance to public health will be examined, with an emphasis on the epidemiology of the infection and its public health impact, either potential or actual. Prerequisites: LIB 3100, LIB 3146.

**PHS 4900 Topics in Public Health** 1-4

Topics vary according to curriculum design and integrity as well as instructor and student interest. Course may be repeated for credit with a change of topic. Prerequisites: LIB 3100, LIB 3146.

**PHS 4995 Independent Studies in Public Health** 1-4

Studies and projects to be arranged with the instructor and the program chair. Course may be repeated for credit with a change of topic. Prerequisites: LIB 3100, LIB 3146, LIB 3300, PHS 3145, PHS 4105, PHS 4100.

**PHS 4998 Public Health Senior Seminar** 3

The Senior Seminar is a discussion-based course and will include significant research and oral presentation of literature by all participants. The primary outcomes for this course are the preparation of the learning Portfolio and development of the Capstone Proposal. Prerequisites: PHS 3145; PHS 4100; PHS 4105; PHS 4117. Consent of Program Chair.

**PHS 4999 Capstone in Public Health/Community Health Assessment** 5

The Senior Capstone provides students the opportunity to thoroughly examine a defined area of research of their choice relevant to public health. In the Capstone Project students demonstrate a synthesis of knowledge within their discipline building from the courses in the major and through discussions in the Senior Seminar. Students present their research in both oral and written formats. The Capstone Project must demonstrate a depth and synthesis of knowledge appropriate for candidates for the Bachelor of Arts in Public Health. Prerequisites: LIB 3300, PHS 3145, PHS 4100, PHS 4200, PHS 4998, Approval of Program Chair.

**PHS 4999A Capstone A** 2-4

This course is provided for students that need additional time to fulfill requirements of the Capstone in Public Health. In this course, students will receive additional academic support and opportunity to concentrate on rewriting, editing and generally polishing their senior thesis paper in preparation for final submission. The final grade will be submitted on completion of the required work. Prerequisites: PHS 4998, PHS 4999. Approval of Program.

**SERVICE LEARNING**

**SVL 4000/5000 JFKU Engaged Service Learning**

As part of JFK University's initiative, JFKU Engaged, to encourage student engagement in our communities, all new students who enrolled in winter 2015 and after must perform 30 hours of community service as a requirement for graduation. Through this online course, students will submit a service learning proposal, maintain a log of hours worked, write a reflection and final essay, and complete a final project summary. Students will receive/obtain feedback from their site/project supervisor.
College of Psychology
COLLEGE OF PSYCHOLOGY

The College of Psychology provides an academic environment that is rigorous, supportive, and transformative. Aspiring clinicians, educators, therapists, and consultants are offered an array of opportunities to develop the knowledge, skills, and understanding needed to reach their potential.

Our undergraduate and graduate-level degree and certificate programs provide a solid foundation in the theoretical bases of the field of study, opportunities for specialized study, and an abundance of supervised traineeships, internships, or other types of field studies. All of our programs are designed to help graduates solidify their commitment and confidence to be effective change agents in their communities and the world.

The programs offered are:

- Clinical Psychology
- Consciousness & Transformative Studies
- Counseling Psychology - MFT
- Counseling Psychology – Holistic
- Sport Psychology
- BA/BS Psychology

The faculty of the College of Psychology are practitioner-scholars who bring their real-world experiences into the classroom to enrich your educational experience. They are dedicated to the success of our students—they will encourage, challenge and mentor you through your studies at John F. Kennedy University.

Intrinsic to all of the programs in the College of Psychology is an appreciation for ethical decision-making, human dignity, character, integrity, and social advocacy. We strive to create an environment in the classroom that reflects these tenets and that encourages student self-exploration and integration of the whole-person perspective into their educational experience and, ultimately, their future professional lives.

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

John F. Kennedy University Engaged: Service Learning Program

Beginning in the January 2015, all new enrolling degree students will be required to complete 30 hours of service learning in a community project prior to graduation. Students will work with faculty and staff to design a project that demonstrates a commitment to the University’s core beliefs that education should be transformative and “change the world.” This may be fulfilled either by a Service Learning equivalent course or SVL 5000.
Bachelor of Arts in Psychology

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

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

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

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

Linked Degree Option

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

- Completed 159 undergraduate units;
- Completed all requirements; and
- Achieved a minimum of 3.0 cumulative GPA.

Linking Program Process

To apply for the linked program, students must:

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

Program Learning Outcomes

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

- Critical and creative thinking and writing;
- Conducting academic research and using information technologies;
- Quantitative thinking, especially statistical skills;
- Bringing interdisciplinary perspectives to issues and problems;
- Recognition, understanding, and respect for multicultural perspectives;
- Knowledge and familiarity with major concepts, theories, research findings, techniques, and historical trends in psychology;
- Interpersonal communication skills; and
- Integrating and implementing psychological knowledge, experience, and values in occupational pursuits.

Admission Requirements

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

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

Degree Requirements

All courses are 4 quarter units unless otherwise indicated.

<table>
<thead>
<tr>
<th>LOWER-DIVISION GENERAL-EDUCATION (LDGE) BREADTH REQUIREMENTS</th>
<th>45 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may complete the lower-division coursework by taking recommended courses from local community colleges, earning credit through the College Level Examination Program (CLEP), or taking approved College of Psychology courses.</td>
<td></td>
</tr>
<tr>
<td>COMPOSITION Composition/Critical Thinking and Writing.</td>
<td>9 units</td>
</tr>
<tr>
<td>HUMANITIES Must have completed at least one 3 unit course in two areas.</td>
<td>12 units</td>
</tr>
<tr>
<td>NATURAL SCIENCE</td>
<td>9 units</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>3 units</td>
</tr>
<tr>
<td>SOCIAL SCIENCE Must have completed at least one 3 unit course in two areas.</td>
<td>12 units</td>
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</table>
### Psychology - continued

<table>
<thead>
<tr>
<th>CORE REQUIREMENTS</th>
<th>24 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIB 3001</td>
<td></td>
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<tr>
<td>LIB 3000</td>
<td></td>
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<tr>
<td>LIB 3146</td>
<td></td>
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<tr>
<td>LIB 3100</td>
<td></td>
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<tr>
<td>LIB 3303</td>
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<td>LIB 3145</td>
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<td>LIB 3350</td>
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<tr>
<td>LIB 4800</td>
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<tr>
<td>LIB 4805</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MAJOR REQUIREMENTS</th>
<th>48 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PYC 3000 History of Psychology</td>
<td>4 units</td>
</tr>
<tr>
<td>PYC 3100 Developmental Psychology</td>
<td>4 units</td>
</tr>
<tr>
<td>PYC 4007 Psychology of Learning</td>
<td>4 units</td>
</tr>
<tr>
<td>PYC 4220 Cross-Cultural Psychology</td>
<td>4 units</td>
</tr>
<tr>
<td>PYC 3210 Social Psychology</td>
<td>4 units</td>
</tr>
<tr>
<td>PYC 3200 Theories of Personality</td>
<td>4 units</td>
</tr>
<tr>
<td>PYC 3220 Biological Psychology</td>
<td>4 units</td>
</tr>
<tr>
<td>PYC 4221 Abnormal Psychology</td>
<td>4 units</td>
</tr>
<tr>
<td>PYC 4222 Cognitive Psychology</td>
<td>4 units</td>
</tr>
<tr>
<td>PYC 4999 Senior Capstone</td>
<td>4 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES (CHOOSE 2 OF THE FOLLOWING COURSES)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PYC 4229 Somatic Psychology</td>
<td>4 units</td>
</tr>
<tr>
<td>PYC 4217 Psychology of Creativity</td>
<td>4 units</td>
</tr>
<tr>
<td>PYC 4203 Humanistic Psychology</td>
<td>4 units</td>
</tr>
<tr>
<td>PYC 4205 Transpersonal Psychology</td>
<td>4 units</td>
</tr>
<tr>
<td>PYC 3305 Counseling Psychology</td>
<td>4 units</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BS Psychology Program</th>
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</thead>
</table>

The curriculum for the Bachelor of Science degree in Psychology is technically oriented and stresses quantitative and experimental approaches to the study of behavior. The program is 100% online. The curriculum strongly emphasizes the natural sciences and mathematics and provides excellent preparation for graduate school in psychology, medical school, and other professional and academic graduate programs as well as various careers involving empirical research. The program has two tracks, one for general psychology students and the other for pre-medicine students.

### Admission Requirements

Both tracks require that students take a rigorous core curriculum that emphasizes critical thinking, statistics, and research methods and writing as well as state of the art courses in the subfields of psychology that align with the American Psychological Association's (APA) Guidelines for the Undergraduate Psychology Major (2013).

There are two major differences between the tracks:

1. The lower-division natural science requirements and
2. The upper-division elective offerings

While applicants to the General Psychology track must have at least 30 quarter units (20 semester units) of natural science (including specific courses in biology and chemistry), applicants to the Pre-Med track must have at least 61.5 quarter units (41 semester units) of natural science (including specific courses in biology, chemistry, physics) as well as a calculus course. The additional units are those required for medical school applicants. The Pre-Med track elective offerings are geared toward graduate study in medicine.

### Degree Requirements

All courses are 4 quarter units unless otherwise indicated.

<table>
<thead>
<tr>
<th>BS PSYCHOLOGY</th>
<th>181 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOWER-DIVISION UNITS (67.5 QUARTER UNITS)</td>
<td></td>
</tr>
<tr>
<td>COMPOSITION</td>
<td></td>
</tr>
<tr>
<td>Minimum of nine (9) quarter units (6 semester units) of composition, up to 4.5 of those nine units may be satisfied with a critical thinking course.</td>
<td></td>
</tr>
<tr>
<td>HUMANITIES</td>
<td></td>
</tr>
<tr>
<td>Minimum of 12 quarter units (8 semester units) chosen from courses in at least two of the following areas: the arts (theory, history, or literature pertaining to the arts); literature; philosophy; religion; humanities (interdisciplinary courses combining the previous four areas); and foreign languages.</td>
<td></td>
</tr>
<tr>
<td>NATURAL SCIENCE</td>
<td></td>
</tr>
<tr>
<td>Minimum of 30 quarter units (20 semester units) chosen from courses in the physical and life sciences: MUST INCLUDE: BIO 1540 Biology I with Lab (5 S.U.; 7.5 Q.U.)</td>
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<tr>
<td>MATHMATICS</td>
<td></td>
</tr>
<tr>
<td>Minimum of 4.5 quarter units (3 semester units), one college-level mathematics course; MUST INCLUDE: MTH 1350 College Statistics (3 S.U.; 4.5 Q.U.)</td>
<td></td>
</tr>
<tr>
<td>SOCIAL SCIENCE</td>
<td></td>
</tr>
<tr>
<td>Minimum of 12 units (8 semester units) chosen from courses in at least two of the following areas: cultural anthropology; cultural geography; business economics; history; political science; psychology; social science; and sociology. MUST INCLUDE: PSY 2210 General Psychology (3 S.U.; 4.5 Q.U.)</td>
<td></td>
</tr>
</tbody>
</table>
**Psychology - continued**

<table>
<thead>
<tr>
<th>CORE CURRICULUM (24 QUARTER UNITS)</th>
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<tbody>
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<td>LIB 3000 Education, Self, and Community</td>
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<td>PYC 4200 Psychological Tests and Measures</td>
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<td>PYC 4302 Psychology of Organizations</td>
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<tr>
<td>PYC 4307 Forensic Psychology</td>
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<tr>
<td>PYC 4211 Evolutionary Psychology</td>
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<tr>
<td><strong>Upper-Division Degree Requirements</strong></td>
</tr>
</tbody>
</table>

2. Pre-Med Track

<table>
<thead>
<tr>
<th>LOWER-DIVISION UNITS (105 QUARTER UNITS)</th>
</tr>
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<tbody>
<tr>
<td><strong>COMPOSITION</strong></td>
</tr>
<tr>
<td>Minimum of nine (9) units of composition, up to 4.5 of those nine units may be satisfied with a critical thinking course</td>
</tr>
</tbody>
</table>

**HUMANITIES**

Minimum of 12 quarter units (8 semester units) chosen from courses in at least two of the following areas: the arts (theory, history, or literature pertaining to the arts); literature; philosophy; religion; humanities (interdisciplinary courses combining the previous four areas); and foreign languages.

**NATURAL SCIENCE**

Minimum of 61.5 quarter units (41 semester units) chosen from courses in the physical and life sciences:

**MUST INCLUDE:**

- BIO 1540 Biology I with Lab (5 S.U.; 7.5 Q.U.)
- BIO 1620 Biology II with Lab (5 S.U.; 7.5 Q.U.)
- BIO 2000 Anatomy and Physiology (3 S.U.; 4.5 Q.U.)
- CHM 1200 General Chemistry I with Lab (5 S.U.; 7.5 Q.U.)
- CHM 1210 General Chemistry II with Lab (5 S.U.; 7.5 Q.U.)
- CHM 2210 Organic Chemistry I with Lab (4 S.U.; 6 Q.U.)
- CHM 2220 Organic Chemistry II with Lab (4 S.U.; 6 Q.U.)
- PHY 1000 Physics I with Lab (5 S.U.; 7.5 Q.U.)
- PHY 1100 Physics II with Lab (5 S.U.; 7.5 Q.U.)

**MATHMATICS**

Minimum of 10.5 quarter units (7 semester units), two college-level mathematics courses.

**MUST INCLUDE:**

- MTH 1350 College Statistics (3 S.U.; 4.5 Q.U.)
- MTH 2300 Calculus 1 (4 S.U.; 6 Q.U.)

**SOCIAL SCIENCE**

Minimum of 12 units (8 semester units) chosen from courses in at least two of the following areas: cultural anthropology; cultural geography; business economics; history; political science; psychology; social science; and sociology.

**MUST INCLUDE:**

- PSY 2210 General Psychology (3 S.U.; 4.5 Q.U.)

**BS PSYCHOLOGY—MAJOR (52 QUARTER UNITS)**

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<tr>
<td>PYC 4211 Evolutionary Psychology</td>
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<tr>
<td><strong>Upper-Division Degree Requirements</strong></td>
</tr>
</tbody>
</table>

CHOOSE 2 OF THE FOLLOWING REQUIRED ELECTIVE COURSES

**PYC 3000 History of Psychology**

**PYC 3100 Developmental Psychology**

**PYC 4007 Psychology of Learning**

**PYC 4220 Cross-Cultural Psychology**

**PYC 4219 Neuropsychology**

**PYC 4901 Psychological Tests and Measures**

**PYC 4311 Sports and Exercise Psychology**

**PYC 4902 Health Psychology**

**PYC 4903 Psychopharmacology**

**PYC 4999 Senior Capstone**

**Upper-Division Degree Requirements**

**BS PSYCHOLOGY—MAJOR (52 QUARTER UNITS)**

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<td>PYC 4901 Psychological Tests and Measures</td>
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<td>PYC 4307 Forensic Psychology</td>
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<tr>
<td>PYC 4211 Evolutionary Psychology</td>
</tr>
<tr>
<td><strong>Upper-Division Degree Requirements</strong></td>
</tr>
</tbody>
</table>

CHOOSE 2 OF THE FOLLOWING REQUIRED ELECTIVE COURSES

**PYC 4219 Neuropsychology**

**PYC 4901 Psychological Tests and Measures**

**PYC 4902 Health Psychology**

**PYC 4903 Psychopharmacology**

**PYC 4311 Sports and Exercise Psychology**

**Upper-Division Degree Requirements**

**76 units**
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 fieldwork 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 fieldwork, practica, and internship, students are also required to complete a clinical dissertation project. All students must meet the residency requirement, taking a minimum of 36 units in a year (over four quarters) for at least one of the years they are in the program. At present, about two-thirds of our graduates finish the program in five years or less.

Concentrations

The PsyD program offers two concentrations:

- Clinical Sport Psychology
- Neuropsychology

The Clinical Sport Psychology Concentration was designed to be the next step in the evolution of the Dual Degree Program (see MA Sport Psychology/PsyD program section in this catalog). There has been increasing focus in the field of Sport Psychology to integrate clinical and sport psychology. The concentration trains students in the specifics of how to integrate the clinical aspects of sport psychology through coursework and a clinical sport psychology externship. This concentration is available to students who have completed a Masters degree in Sport Psychology and to students who are working toward a Master’s degree in Sport Psychology (i.e., Dual Degree Program).

<table>
<thead>
<tr>
<th>PREREQUISITES</th>
<th>REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7035 Ethnographic Placement: Sport-Focused (2) 6 units</td>
<td>PSD 7309 Clinical Topics in Sport Psychology 3 units</td>
</tr>
<tr>
<td>PSP 5817 Performance Enhancement C 3 units</td>
<td>PSP 5800B Sport Psychology B 2 units</td>
</tr>
<tr>
<td>PSP 5280 Fieldwork (4) Corequisite: PSP 5817 8 units</td>
<td>PSD 7330 Externship 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.
Clinical Psychology - continued

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Functional Neuroanatomy</td>
<td>2 units</td>
</tr>
<tr>
<td>Comprehensive Neuropsychological Assessment Series (3)</td>
<td>6 units</td>
</tr>
<tr>
<td>Overview of Pediatric Neuropsychological Assessment</td>
<td>1 unit</td>
</tr>
<tr>
<td>Neuropsychological Rehabilitation and Treatment</td>
<td>1 unit</td>
</tr>
<tr>
<td>Multicultural Aspects of Assessment</td>
<td>1 unit</td>
</tr>
<tr>
<td>Neuropsychology of Aging</td>
<td>1 unit</td>
</tr>
<tr>
<td>Forensic Neuropsychology</td>
<td>1 unit</td>
</tr>
<tr>
<td>Neuropsychological Assessment Practicum (1)</td>
<td>2 units</td>
</tr>
</tbody>
</table>

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
American Psychological Association
750 First Street, NE
Washington D.C. 20002-4242
www.apa.org/ed/accreditation
(202) 336-5797

Fingerprints and Malpractice Insurance

Students must have fingerprints registered with the Department of Justice, and must have student malpractice insurance, obtainable from American Psychological Association of Graduate Students (APAGS), before beginning their practicum placements.

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 Fieldwork

The first year ethnographic fieldwork 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 fieldwork 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 fieldwork experience and its accompanying Integral Professional Seminar (IPS I) are designed to focus on diversity.

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 fieldwork 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.
JFK University PsyD trainees may apply for full-time or part-time internship programs that are accredited by APA, and in some cases internships that are part of the CAPIC and APPIC consortia. To be considered full time, trainees must work a minimum of 35 hours per week. A full-time internship is completed in four quarters at nine units per quarter for a total of 36 units.

**Comprehensive Written Examination**

This examination, typically given in the summer of year three, is similar to the Examination for Professional Practice in Psychology (EPPP), which is one of the requirements for California licensure. The exam consists of 200 multiple-choice questions and is taken after successful completion of required first-, second-, and third-year courses. Passing this exam is a requirement for advancement in both the academic and clinical portions of the program.

**Clinical Proficiency Examination**

In the spring of year four, students present a written clinical case report to two faculty members who examine the student on the case. Passing this exam is a requirement for advancement in both the academic and clinical portions of the program.

There is a $100 fee that covers both the comprehensive and clinical proficiency examinations.

**Comprehensive Exam/Licensure Preparation**

All areas of study assessed on the comprehensive exams and national licensing exam are augmented with materials from Taylor Study Method (TSM). TSM provides students with a shadow curriculum including key terms, flashcards, mind maps, and practice exam questions.

There is a $100 yearly fee for this preparation.

**Satisfactory Progress**

Meeting program expectations in all competency areas in coursework, all requirements of fieldwork/practica, and passing the written comprehensive examination and the clinical proficiency examination are required before students may proceed to the next year of the program or internship. Failure to meet requirements for advancement to the next year may result in a student being required to supplement or repeat certain areas of the program or in termination from the program.

**Master of Arts Degree in Clinical Psychology**

A student will be awarded a MA degree in Clinical Psychology when she or he has satisfactorily completed all required first-, second-, and third-year courses, is in good standing, and has passed the written comprehensive written examination. This degree is non-terminal and non-licensable. Students who come into the PsyD program with an MA in Psychology are not awarded a second master's degree.

**Clinical Dissertation Project**

The clinical dissertation project is an intensive study in an area of interest. Projects must reflect the program's emphasis on diverse or underserved populations as well as the PsyD clinical focus. The dissertation 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 1.5 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:
Clinical Psychology - continued

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 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:

- 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 February 15 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 registrar’s 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>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7007 Clinical Interviewing Skills I</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>PSD 7008 Clinical Interviewing Skills II</td>
<td>Prerequisite: PSD 7007</td>
<td>3 units</td>
</tr>
<tr>
<td>PSD 7015 Adult Psychopathology I</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>PSD 7016 Adult Psychopathology II</td>
<td>Prerequisite: PSD 7015</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>PSD 7035 Ethnographic Fieldwork</th>
<th>Corequisites: PSD 7046, PSD 7047</th>
<th>2 units (6 total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7046 Group Process</td>
<td>Corequisites: PSD 7035, PSD 7047</td>
<td>1 unit (3 total)</td>
</tr>
<tr>
<td>PSD 7047 Multicultural Awareness in Professional Psychology</td>
<td>Corequisites: PSD 7035, PSD 7046</td>
<td>2 units (6 total)</td>
</tr>
</tbody>
</table>
### ADDITIONAL REQUIRED COURSES IN YEAR 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7104</td>
<td>Social and Cultural Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7122</td>
<td>Psychodynamic Theory and its Application to Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7123</td>
<td>Cognitive Behavioral Theory and its Application to Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7141</td>
<td>Ethical and Legal Issues in Professional Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7114</td>
<td>Psychometrics: Foundations in Psychological Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

**YEAR 2**

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

The following is the full-time curriculum, in which students complete four years of academic work before going on to internship for one year.

### FULL-TIME CURRICULUM

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7003</td>
<td>History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7151</td>
<td>Research Methods and Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7250</td>
<td>Research Methods and Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7225</td>
<td>Lifespan Development I: Child and Adolescent</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7226</td>
<td>Lifespan Development II: Adulthood and Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7107</td>
<td>Biological Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7108</td>
<td>Cognitive and Affective Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7115</td>
<td>Assessment I/Intellectual/Cognitive Assessment and Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSD 7116</td>
<td>Assessment II/Personality Assessment I and Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSD 7117</td>
<td>Assessment III/Personality Assessment II and Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSD 7118</td>
<td>Assessment Practicum (elective course)</td>
<td>1</td>
</tr>
<tr>
<td>PSD 7124</td>
<td>Family Systems Theory and its Application to Diverse Populations</td>
<td>3</td>
</tr>
</tbody>
</table>

**YEAR 3**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7131</td>
<td>Psychology and Treatment of Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7135</td>
<td>Clinical Practicum</td>
<td>2</td>
</tr>
<tr>
<td>PSD 7146</td>
<td>Advanced Group Process</td>
<td>1</td>
</tr>
</tbody>
</table>

The following are repeatable courses across three quarters and together constitute the Integrated Professional Seminar (IPS) II. They must be taken three times to total the number of units indicated:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7147</td>
<td>Multicultural Proficiency in Professional Psychology</td>
<td>1</td>
</tr>
</tbody>
</table>

### ADDITIONAL COURSES REQUIRED IN YEAR 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7160</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7251</td>
<td>Qualitative Research: Critical Review</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7252</td>
<td>Clinical Dissertation Proposal I</td>
<td>2</td>
</tr>
<tr>
<td>PSD 7253</td>
<td>Clinical Dissertation Proposal II</td>
<td>2</td>
</tr>
<tr>
<td>PSD 7254</td>
<td>Clinical Dissertation Proposal III</td>
<td>1</td>
</tr>
</tbody>
</table>

**Comprehensive Written Examination**

Students in good standing who have passed the comprehensive written examination will be awarded an MA degree in Clinical Psychology after satisfactorily completing specified first-, second-, and third-year courses. This degree is non-terminal and non-licensable. It is not awarded to students who already have a master’s degree in psychology.

### YEAR 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7025</td>
<td>Child and Adolescent Issues: Psychopathology and Treatment</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7215</td>
<td>Foundations of Professional Consultation</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7230</td>
<td>Fundamentals of Clinical Supervision Prerequisite OR</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7302</td>
<td>Dissertation Completion</td>
<td>.5</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</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7245</td>
<td>Contemporary Issues in Professional Psychology</td>
<td>1</td>
</tr>
<tr>
<td>PSD 7302</td>
<td>Dissertation Completion</td>
<td>.5</td>
</tr>
</tbody>
</table>

**Electives (Accrued across all years, typically starting in Year 2)**

18 units minimum: May be taken any time after Spring Quarter of Year 1. Timing discretionary with advisement. Note: Students must enroll in this course every quarter until the dissertation is completed.

### CLINICAL PROFICIENCY EXAMINATION (0 UNITS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7330</td>
<td>Externship</td>
<td>1</td>
</tr>
</tbody>
</table>

**YEAR 5**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7400</td>
<td>Internship – 36 units</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units Required for Degree**

180 units
CONSCIOUSNESS & TRANSFORMATIVE STUDIES

Consciousness & Transformative Studies offers a comprehensive, multi-perspective approach to the exploration of consciousness and its real world application as consciousness-in-action. Beginning in Fall 2016, the full program is offered in both on ground and online modalities.

This holistic curriculum integrates six major fields of study—psychology, spirituality and religion, philosophy, the new sciences, cultural perspectives and conscious leadership. The curriculum rests on a growing body of scientific research that demonstrates the physiological and psychological benefits of cultivating mindfulness through meditative practices, such as quieting the mind, reducing stress, increasing attention and fostering creativity.

The curriculum fosters new paradigm thinking, expanded conceptual frameworks, holistic personal empowerment, and professional development towards right livelihood. It prepares students to be agents of consciousness growth and systems change within their chosen niche in the wider world. Since the study of consciousness spans all domains of life and all cultures, it attracts a diverse student body from an array of life backgrounds, with potentially wide application.

The holistic curriculum integrates the following major fields of study:

- **The New Sciences** – explore human consciousness within evolutionary, cosmic and planetary perspectives. Courses in quantum physics, living systems theory, ecological sustainability, and neuroscience provide a new scientific paradigm for the study of consciousness and transformation.
- **Psychological Perspectives on Consciousness** – explored through courses in transpersonal, integral and archetypal psychology, human development, the enneagram and psychosynthesis.
- **Philosophical Perspectives** on consciousness are addressed through an exploration of differing paradigms of consciousness, philosophy of mind, and neurophilosophy.
- **Spirituality and Religion** - address the perennial wisdom, mystical teachings and spiritual practices of the world’s religious traditions, contributing to a cross-cultural interdisciplinary approach to consciousness. Examination of East/West traditions and nature-based spirituality present different pathways and practices for spiritual awareness.
- **Cultural Perspectives** – address multi-cultural diversity, ancestral heritage, myth, ritual and archetype, contributing to an understanding of the role of consciousness in fostering global citizenship. Personal growth and creativity are cultivated through courses in myth, symbol, dreams, and indigenous knowledge.
- **Conscious Leadership** – courses in living systems theory, transformational leadership, emotional intelligence, effective communication, interpersonal intelligence, global citizenship and participatory action research foster conscious leadership development. Since consciousness principles inform leadership principles, the development of integrative stages of consciousness naturally leads towards leadership.

**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 full program is offered in two modalities:
- Classroom style at our campus in Pleasant Hill, CA
- Online

To assist students in translating this multidisciplinary degree into right livelihood, this unique curriculum incorporates a required professional development track of eight units. These courses assist students first to identify one’s life purpose, and secondly to develop professional skills and capacities in the areas commonly purposed by our graduates: teaching, workshop facilitation, coaching, writing and publishing, entrepreneurship and leadership. In addition, a 30-hour service learning project integrates meaningful community service with academic learning to enhance practical application of the degree while positively impacting the community.

A research project undertaken in the final year of coursework allows students to identify a topic of personal interest, even passion, within the broad interdisciplinary field of consciousness studies, and to investigate this personally-chosen topic in depth, thereby developing expertise in the topic area. There are two options for completing the research sequence, either a five unit integrative project or a seven unit thesis.

To round out their studies, students choose 5-7 units of electives in areas of personal interest plus two units of self-exploration from various programs throughout the University.

Students who wish to focus their MA more deeply in one area may elect to declare one of the following optional 16-unit specializations:
- Consciousness and Healing
- Culture and Consciousness
- Dream Studies
- Philosophy and Religion

**Note:** Not all specializations are available in the online modality at this time. Please inquire with Program Chair.

**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.
Consciousness & Transformative Studies - continued

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. Articulate and apply a developmental view of consciousness and human evolution to oneself, others and systems
2. Demonstrate awareness and accountability for one’s subjective states, stage development and impact on the intersubjective field, using psychological and spiritual principles and practices
3. Articulate and apply systems theory principles to individual, community & organizational development
4. Apply professional development and diversity leadership skills in service of consciousness growth and systems change
5. Apply Participatory Action 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 shaped the applicant’s consciousness. In addition it may comment on reasons for applying to the area of specialization, any prior study (academic or otherwise) pursued in this area of interest, 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 will be scheduled. The interview can be conducted in person, by phone or via online video conferencing.

Degree Requirements

<table>
<thead>
<tr>
<th>UNDERGRADUATE PREREQUISITE</th>
<th>CNS 5049</th>
<th>Introduction to Consciousness and Transformative Studies</th>
<th>0 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5010</td>
<td>Paridigms of Consciousness</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>CNS 5015</td>
<td>Body Consciousness/Body Wisdom</td>
<td>2 units</td>
<td></td>
</tr>
<tr>
<td>CNS 5020</td>
<td>Archetypal Mythology</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>CNS 5023</td>
<td>Shamanic Traditions</td>
<td>2 units</td>
<td></td>
</tr>
<tr>
<td>CNS 5025</td>
<td>Cosmology and Consciousness</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>CNS 5030</td>
<td>Consciousness of Sleep and Dreams</td>
<td>2 units</td>
<td></td>
</tr>
</tbody>
</table>

| CNS 5275 | Living Systems and Creative Potential | 2 units |
| CNS 5039 | Self-Exploration (topics vary) | 1 or 2 units |
| CNS 5125 | Transpersonal Psychology | 3 units |
| CNS 5120 | Diversity, Community & Leadership | 3 units |
| CNS 5012 | Emotional Intelligence | 3 units |
| CNS 5013 | Interpersonal Intelligence | 3 units |
| CNS 5017 | Human Development and the Evolution of Consciousness | 2 units |
| CNS 5613 | Consciousness Studies Integration | 1 unit |

**SPIRITUALITY REQUIREMENT (4 UNITS)**

| CNS 539 | Integral Life Practice | 2 units |

Two (2) additional units of graduate courses in spirituality.

**PROFESSIONAL DEVELOPMENT ² (8 UNITS)**

| CNS 5455 | Professional Identity (required course) | 2 units |

Select 3 From the Courses Below; Plus SVL 5000

| CNS 5670 | Advanced Writing and Publishing | 2 units |
| CNS 5410 | Teaching Practicum A | 2 units |
| CNS 5411 | Teaching Practicum B | 2 units |
| CNS 5453 | Personal & Professional Coaching | 2 units |
| CNS 5405 | Transformational Leadership | 3 units |
| CNS 5465 | Starting Your Own Business | 2 units |
| CNS 5454 | Awakening the Global Citizen: Conscious Leadership for a Sustainable Future | 2 units |
| SVL 5000 | Service Learning | 0 units |

| CNS 5126 | Qualitative Research A | 1 unit |
| CNS 5127 | Qualitative Research B | 2 units |

**RESEARCH SEQUENCE (5 UNITS)**

| CNS 5610 | MA Integrative Project A | 1 unit |
| CNS 5611 | MA Integrative Project B | 1 unit |
| CNS 5602 | Thesis (1) | 3 units |

Select Either Integrative Project or Thesis 2 or 4 units

| CNS 5610 | MA Integrative Project A | 1 unit |
| CNS 5611 | MA Integrative Project B | 1 unit |
| CNS 5602 | Thesis (1) | 3 units |

**ELECTIVES (UNITS TO REACH 58)**

Total Units Required for Degree | 58 units
--- | ---

1 Upon review of the personal statement submitted for admission to the program, the program chair will determine whether a writing sample will be required. If it is determined that an applicant’s writing skills need further development, prerequisite writing course, COR 3145 Research Writing, will be required. Students must complete this course during the first year of graduate study.

2 Consult with an advisor for appropriate course selections.

3 Students taking the Integrative Project option complete seven units of electives. Students writing a thesis complete five units of electives. Electives may be chosen from graduate courses offered throughout the University. Students admitted to certificate programs in the College of Psychology may also apply these courses toward their electives.
Specializations

Note: Specializations can be completed within the 58 units required for the degree. Specialization requirements are met through completion of four required courses and 6-7 elective units, all of which are part of the degree requirements. (Not all specializations are available in the online modality. Check with Program Chair about availability of online specializations.)

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 specialization in Consciousness and Healing explores the relationship between consciousness and our ability to heal ourselves, physically, mentally, emotionally and spiritually. 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 5015</td>
<td>Body Consciousness/Body Wisdom</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5012</td>
<td>Emotional Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CNS 5023</td>
<td>Shamanic Traditions</td>
<td>2</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 5039</td>
<td>Writing Your Story</td>
<td>1</td>
</tr>
<tr>
<td>CNS 5039</td>
<td>Psychology of Happiness</td>
<td>1</td>
</tr>
<tr>
<td>CNS 5039</td>
<td>Self-Exploration: Ancestral Consciousness &amp; Healing</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5135</td>
<td>Psychosynthesis: Psychology and Spirit</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5347</td>
<td>Spirituality, Symbols, and Dreams</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5832</td>
<td>Earth Body Spirit</td>
<td>2</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 role of culture throughout the world has been to provide personal and collective meaning to support and enrich human experience. The increasing fragmentation of post-modern Western society and our planetary ecological crisis bring a profound loss of personal and collective meaning. The Culture and Consciousness specialization explores the impact of culture and cultural awareness in expanding individual and collective consciousness. This 16-unit specialization allows students to explore the deeper patterns of our personal and collective experience to create new meaning for the future.

**REQUIRED COURSES (11 UNITS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5020</td>
<td>Archetypal Mythology</td>
<td>3</td>
</tr>
<tr>
<td>CNS 5120</td>
<td>Diversity, Community &amp; Leadership</td>
<td>3</td>
</tr>
<tr>
<td>CNS 5023</td>
<td>Shamanic Traditions</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5013</td>
<td>Interpersonal Intelligence</td>
<td>3</td>
</tr>
</tbody>
</table>

**ELECTIVES: CHOOSE AMONG THE FOLLOWING (5 UNITS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5039</td>
<td>Self-Explorations: Ancestral Consciousness &amp; Healing</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5039</td>
<td>Writing Your Story</td>
<td>1</td>
</tr>
<tr>
<td>CNS 5347</td>
<td>Spirituality, Symbols, and Dreams</td>
<td>2</td>
</tr>
<tr>
<td>CNS 5405</td>
<td>Transformational 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>Issues in Consciousness Studies</td>
<td>varies</td>
</tr>
</tbody>
</table>

**Total Units Required for Specialization**

16 units
Philosophy and Religion Specialization

Since Heraclitus, philosophers have questioned the nature of being and consciousness. In this increasingly fragmented and polarized, global society, the world's philosophic and spiritual perspectives play a crucial role in big-picture thinking and values exploration. The 16 units in this specialization allow students to focus on fundamental philosophical questions, perennial wisdom, as well as nature-based spirituality, to foster new awareness of self and the global community.

<table>
<thead>
<tr>
<th>REQUIRED COURSES (10 UNITS)</th>
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<tbody>
<tr>
<td>CNS 5010 Paradigms of Consciousness</td>
<td>3 units</td>
</tr>
<tr>
<td>CNS 5025 Cosmology and Consciousness</td>
<td>3 units</td>
</tr>
<tr>
<td>CNS 5017 Human Development and the Evolution of Consciousness</td>
<td>2 units</td>
</tr>
<tr>
<td>CNS 5349 Integral Life Practice</td>
<td>2 units</td>
</tr>
</tbody>
</table>

| ELECTIVES: CHOOSE AMONG THE FOLLOWING (6 UNITS)                                           |            |
| CNS 5035 Philosophy of Mind                                                               | 2 units    |
| CNS 5037 Neurophilosophy of Consciousness                                                | 2 units    |
| CNS 5027 Non-Ordinary States of Consciousness                                             | 2 units    |
| CNS 5286 World Spirituality                                                              | 2 units    |
| CNS 5620 Issues in Consciousness Studies                                                 | varies     |

Total Units Required for Specialization 16 units
COUNSELING PSYCHOLOGY

Master of Arts in Counseling Psychology

The Master of Arts (MA) in Counseling Psychology program supports the mission of John F. Kennedy University and the College of Psychology by providing a curriculum emphasizing student learning with faculty involvement that integrates academic vigor and clinical practice, while promoting the unique development of each student. The goal of the program is to develop excellent future practitioners by providing intimate classroom learning experiences facilitated by exceptional faculty. The program offers hands-on supervisory feedback in various clinical practicum settings and encourages personal exploration and growth in the student’s own psychotherapy experience. Graduates of the MA in Counseling Psychology program proceed to licensure and professional positions providing mental health services in a variety of settings. The necessity of post-degree learning is encouraged and emphasized.

The MA in Counseling Psychology’s core coursework fulfills the educational requirements in preparation to obtain a Marriage and Family Therapy (MFT) degree, approved by the Board of Behavioral Sciences (BBS). In addition we offer a concentration in Professional Clinical Counselor (PCC), which meets the BBS requirements for the California Professional Clinical Counselor (LPCC) licensure. Both areas of study prepare students for future clinical work in county and community based agencies, residential and addiction treatment programs, inpatient and outpatient hospital settings, health care facilities, veteran’s 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).

California Educational Licensing Requirements

The MA in Counseling Psychology program meets the educational requirements for the California MFT license. Licensing statutes and regulations are subject to future legislative or administrative revisions. Students are kept informed about the MFT licensing requirements and any changes that occur. A description of the requirements of the law (Business and Professional Code Sections 4980.37 and 4980.38) and how the program meets these requirements is available from the College of Psychology office. This information is also available online at bbs.ca.gov.

The PCC concentration in the MA in Counseling Psychology program meets the educational requirements for the California LPCC license. Licensing statutes and regulations are subject to future legislative or administrative revisions. Students are kept informed about LPCC licensing requirements and any changes that occur. A description of the requirements of the law (Business and Professions Code Section 4999.10) and how the program meets these requirements is available at the College of Psychology office. This information is also available online at bbs.ca.gov.

Master of Arts in Counseling Psychology Curriculum

The MA in Counseling Psychology curriculum provides in-depth knowledge of theoretical orientations and applications in the field of Marriage of Family Therapy. The program is designed to teach and train future clinicians through the combination of didactic and experiential classroom learning modalities along with supervised intensive practicum. Essential themes are interwoven throughout the sequential coursework including wellness, resiliency, and recovery; cultural diversity; systemic thinking; collaborative treatment; community mental health practice; and the impact of continued social stressors. The program’s core competencies are integrated throughout the program curriculum. These competencies include focus on: culturally sensitive services; theoretical knowledge and application; diagnosis and assessment; clinical skill development; law and ethics; treatment approaches and modalities; and evaluation of treatment.

The program is committed to promoting the development of the Self of the Therapist by increasing the student’s 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. Students are challenged to discover and realize their unique talents in research, scholarship, clinical service, consultation and social advocacy in order to become leaders in the profession.

At all three JFK University campuses, the student body is highly motivated and diverse. The MA in Counseling Psychology program offers a variety of course track options for students to choose from based on their scheduling needs. At the Pleasant Hill and San Jose campuses the program offers students a choice of full or part-time programs. These programs are comprised mostly of traditional late afternoon and evening classes with the inclusion of some weekend coursework, as required. Also offered is a morning course track that begins each year in the fall. Morning classes meet mostly on Monday, Wednesday and Friday mornings and include some weekend coursework when required. Students who choose the morning track must continue through the summer quarter in order to not fall out of succession and complete the required coursework to begin field practicum without incurring a delay. Also, morning track students may find it necessary to be flexible with their class schedule once field practicum begins in Phase II of the curriculum. The addition of field practicum may impact a student's morning schedule, thereby the student will need to be aware of an occasional need to take courses in the afternoon and/or evening.

An accelerated MA Counseling Psychology program is offered at the Berkeley campus. The program is a full-time cohort model. Classes meet on one designated weekend evening and all day Saturdays. There are additional workshops and elective coursework held occasionally on Friday evenings and Saturdays; and may at times be held at the Pleasant Hill and San Jose campuses.

Alumni of the JFKU Master of Arts in Counseling Psychology program enjoy a high pass rate on the state’s MFT examinations. Our graduates are considered some of the best, most comprehensively trained providers of counseling psychology and psycho-therapeutic counseling services in the greater Bay Area, and are highly sought after by agencies and other employers upon graduation and licensure.

Program Phases

Our innovative applied 90-unit program is composed of three phases: Phase I—coursework; Phase II—practicum, coursework, and master’s written comprehensive examination; and Phase III—coursework; and the master’s oral comprehensive examination. Successful completion of each phase is required in order to advance to the next phase.

Phase I: In this phase students are introduced to foundational theories of counseling and psychotherapy, from traditional to postmodern approaches. Along with didactic learning, students practice theoretical application through experiential activities in a three-quarter Clinical Skills Training course sequence, as well as in other introductory courses.

Phase II: The focus shifts to clinical training as students begin fieldwork practicum while simultaneously completing additional coursework. The addition of fieldwork to the student schedule may create the need for flexibility regarding when and where courses are taken in order to stay on track with the program flow chart. Most students have their first direct clinical experience at a JFK University Community Counseling Center and through their other community based partnerships including the School Based Program, serving elementary through junior college age students and their families, Family Resiliency Project, Meals on Wheels/Senior Outreach Services, First Place for Youth, St. Vincent de Paul, Veterans, and the Returning Citizens Engagement Project. Students who elect to do an external practicum instead may choose from a wide variety of community-based settings, including school settings, that provide mental health services within the greater Bay Area.

In the third quarter of Phase II, students complete the written portion of the MA comprehensive examination. This exam is modeled after the state’s MFT licensure examination.

Phase III: Students continue advanced coursework, continue in fieldwork if their required hours were not completed in Phase II, and complete the oral comprehensive exam. If personal psychotherapy has not been completed in the earlier phases, it is to be completed by the end of this phase. In their final quarter, students are to register for Personal Psychotherapy and Professional Development: Post Master’s Preparation, and to attend the Post Master’s Preparation meeting.

Students who choose to complete an optional, in-depth MA thesis do so during this phase.

Academic Advisement and Mentoring

All MA Counseling Psychology students are provided advisement throughout their program by assigned faculty mentors and Academic Counselors. Advisement provides support for various concerns. The most common concern is registration clearance prior to each quarter/session. These clearances are done by the program Academic Counselor for the full-time student, unless there is an extenuating circumstance interrupting the student’s sequence of courses according to the flowchart. In this case, the student will need to meet with his/her assigned Faculty Mentor. Part-time students will receive course clearance through their Faculty Mentor, unless the mentor has arranged for the Academic Counselor to grant such clearance.

Students having concerns about their academic work; personal issues; the program; professional guidance; taking a leave of absence; or other such concerns, should speak with their Faculty Mentor for support.

Course Flowcharts

All students receive a flowchart outlining their courses by quarter/session. The flowchart is based on the student’s program start date, and is written for full-time attendance. Students attending part-time, entering the program with graduate transfer credits, returning from a leave of absence, and/or other extenuating circumstances will be advised on and cleared for course registrations prior to each quarter/session, by their faculty mentor. In most cases, the majority of the courses will follow the flowchart.
Counseling Psychology - continued

Course Grading

Letter grading is given for the following MA in Counseling Psychology program courses: PSY/PSJ/PSB 5070; 5112; 5115; 5120; 5154; 5156; 5157; 5167; 5179; 5167; 5303/5304; 5310; 5403; 5404-7; 5435; 5436; 5613; 5635; 5646 and 5780. All other courses and workshops are normally graded on a Credit/No Credit basis.

Students are responsible for meeting course requirements, assignment deadlines, and grading criteria outlined in each course syllabus. The grade of B - is acceptable. However, any grade below B - is considered as not passing and results in an automatic referral to Review and Advisement (see below). The course for which the grade was received must be retaken. University policy requires that a master's student achieve and maintain a cumulative grade point average (GPA) of 3.0 or above. A cumulative GPA of 2.9 or below will place a student on university academic probation. The MA Counseling Psychology program upholds the University policy regarding academic misconduct such as plagiarism and cheating.

Review and Advisement

Following admission, an ongoing process of student evaluation begins. When such evaluation indicates that a student's performance falls below the standards expected of a member of the MA in Counseling Psychology program learning community, the student will be referred to the Review and Advisement (R & A) Committee. Such issues to be addressed in R & A may be related to academics or conduct expected of a member of the profession. In the R & A process, a plan is developed to address the identified concern and provide further mentoring and direction for the student. Please refer to the specific policies, procedures and guidelines in the Student Handbook as well as to the John F. Kennedy University 2015 Catalog.

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 the University’s Community Counseling Centers (Concord, Oakland and Sunnyvale), and their community based programs including the School Based Program, which serves elementary through junior college age students and their families, the Family Resiliency Project, Meals on Wheels/Senior Outreach Services, First Place for Youth, La Clinical, Veterans, and the Returning Citizens Engagement Project. In addition, the Counseling Psychology program has numerous approved external field placement sites throughout the greater San Francisco Bay Area. These include community mental health programs, private nonprofit outpatient clinics, residential treatment programs, and inpatient and outpatient hospital settings and veteran's centers. Other placements include substance abuse treatment centers and settings that use specialized techniques, such as sport psychology or expressive arts therapy.

Students are clinical trainees while in practicum, and depending on placement sites, may work with individuals (adults and children), couples, families, seniors and groups. Relationship difficulties, parent-child conflicts, and adjustment problems of adolescents and children are among the many family issues encountered. In the second, third and fourth quarters/sessions of practicum, students are enrolled in Clinical Case Seminar. This is a course in which support for clinical work is provided, and students gain skills in clinical case presentation and case consultation.

MA in Counseling Psychology students are required to acquire 225 face-to-face client hours, of which 75 can be client centered advocacy, in order to pursue MFT licensure. PCC students are required to have a minimum of 280 face-to-face client hours in order to pursue PCC licensure. The practicum experience occurs over four quarters (five sessions for Berkeley). Students who are not able to satisfy the required hours during their four quarters/ five sessions of practicum, will need to enroll in additional Field Practicum for one or more additional quarters/sessions of fieldwork. Units earned in such additions do not apply toward the 90 graduate units required for the degree. (Refer to PSY/PSJ/ PSB 5249-5254 External and PSY/PSJ/ PSB 5260-5265 Internal in course descriptions.)

All students are required to purchase malpractice insurance and be fingerprinted prior to beginning practicum. Those with concerns about fingerprinting are encouraged to speak with the Program Chair and also to contact the California Board of Behavioral Sciences to address concerns in regard to licensure. For more information on practicum, please refer to the student handbook.

Didactic Training

As part of our commitment to helping students meet practicum and workshop hours for licensure, students attend a didactic training series that covers specialized topics in the field of psychology. Speakers from public and private agencies, the healthcare industry, and schools address the latest theories and ideas in community mental health and disparities in mental health care in traditionally marginalized communities. This is in keeping with recent changes in BBS requirements which incorporate principles of wellness, recovery, resilience, cultural competence, and community mental health. The didactic training series is a required part of the practicum experience and is provided at the University's community counseling centers as well as at an external practicum site.

Comprehensive Master’s Examination

Students in the MA in Counseling Psychology program are required to demonstrate an understanding of theoretical material and their capacity to function effectively and ethically as professional clinicians. As part of the assessment of these competencies, students must complete a two-part comprehensive master’s examination similar in format to that of the California MFT licensure exam.

Offered twice a year, the master’s written examination is taken in the second year of the program. The exam covers all Phase I coursework, and coursework from the first two quarters of Phase II for Pleasant Hill and San Jose students. For Berkeley students, all coursework from the first year and the first three sessions of the second year is covered. Students must register for this examination (PSY/PSJ/PSB 9090), and pay the non-refundable fee. Registered students will attend a scheduled orientation meeting and optional practice session held approximately six weeks prior to the date of the examination. Students who are required to retake the written examination must re-register and again pay the appropriate non-refundable fee. Students have an opportunity to pass the written examination the next time it
Counseling Psychology - continued

is offered. A student who fails the written examination must meet with the master's written exam Instructor of Record to discuss the exam results.

During the second to last quarter/session of practicum, students register for and complete the oral component of the comprehensive master's examination, PSY/PSJ/PSB 9091. There is a non-refundable fee for this exam. The examination consists of two parts: a case presentation by the candidate from their own clinical work, and a clinical vignette requiring the candidate to respond to predetermined questions. Both parts of the oral examination provide students with the opportunity to demonstrate competence, breadth, and the depth of knowledge necessary to become an effective therapist. Students required to retake the master's oral examination must re-register and pay the course non-refundable fee. A student who fails the master's oral examination must meet with the Instructor of Record to discuss the exam results.

Master's Thesis

A master's thesis consists of a detailed, systematic, original exploration of a topic. The thesis revolves around one key research question that formulates your approach to the topic. Thesis work is recommended for students who intend to be published, to work in or with academia as part of their career, or to consider eventual doctoral work.

For the master's thesis option, the required sequence of courses is:

1. PSY/PSJ/PSB 5054 Research Methods: Quantitative and Qualitative;
2. PSY/PSJ/PSB 5990 Master's Thesis Proposal;
3. PSY/PSJ/PSB 5646 Advanced Study in Research; and
4. Three quarters (two units each) of PSY/PSJ/PSB 5991 Master's Thesis, namely PSY/PSJ/PSB 5991A, PSY/PSJ/PSB 5991B, and PSY/PSJ/PSB 5991C.

In terms of sequence, students must complete PSY/PSJ/PSB 5054 Research Methods before enrolling in PSY/PSJ/PSB 5990 Master's Thesis Proposal. Students will design and develop their thesis research in that class, including the submission of the master's thesis proposal to the Institutional Review Board (IRB) for review and approval. Prior to the submission of the thesis proposal to the Institutional Review Board (IRB) for review, Students must complete and pass the Collaborative Institutional Training Initiative (CITI) Human Participants Course with a copy of the CITI transcript to the IRB. Students must complete and submit their master's thesis proposal to the IRB prior to the maximum time limit of three quarters from their first enrollment in PSY/PSJ/PSB 5990. Students are required to repeat PSY/PSJ/PSB 5990 (maximum of three times) until their master's thesis proposals have been submitted to and approved by the IRB. Students must receive credit for PSY/PSJ/PSB 5990 Master's Thesis Proposal before enrolling in PSY/PSJ/PSB 5991A Master's Thesis A.

Before enrolling in PSY/PSJ/PSB 5991A and starting on the Master's Thesis itself, students need to take the PSY/PSJ/PSB 5646 Advanced Study in Research (this course may be taken concurrent with PSY/PSJ/PSB 5991A).

Once students finish the proposal and enroll in PSY/PSJ/PSB 5991A, they must progress to PSY/PSJ/PSB 5991B and PSY/PSJ/PSB 5991C without missing any quarters in between. This means being registered for a minimum of three consecutive quarters. Upon completion of PSY/PSJ/PSB 5991A and PSY/PSJ/PSB 5991B, students will receive an in-progress (IP) mark on their transcript. After submission of the final bound thesis, the IPs will convert to credits. However, units of the PSY/PSJ/PSB 5991 classes are not applied toward the total unit requirements for the MA degree for MFT and PCC students. All thesis coursework units are applied toward the total unit requirements for the MA degree for the Individualized Program of Study in Psychology.

Students who have not completed their thesis at the end of PSY/PSJ/PSB 5991C will be required to take PSY/PSJ/PSB 5992 Supplemental Thesis Assistance for one or more units each quarter until the thesis is completed. Students are to complete their Thesis within 5 quarters. If students need additional time, they will be referred to the Thesis/Project Committee and Program Chair. These supplemental units do not count toward the degrees unit requirements. Students must complete and receive credit for their master's theses prior to the maximum time limit of six quarters from their initial enrollment in PSY/PSJ/PSB 5991A. The thesis must be completed and approved before the degree can be awarded.

Students who wish to do a master's thesis must arrange an initial conference with the Research Director (Thesis Coordinator) of the MA in Counseling Psychology program or the MA in Psychology Individualized Program of Study at least one year before expected graduation. In consultation with the Research Director (Thesis Coordinator), the student prepares a formal application and receives thesis instructions specific to the program (i.e., specified in the Master's Thesis Student Handbook). Approval for permission to enroll in PSY/PSJ/PSB 5990 Master's Thesis Proposal class must be obtained from the Research Director prior to registration.

Students enrolled in the Berkeley Cohort who desire to write a Master’s thesis may elect to do so after completing the academic coursework in the cohort, thus extending their time in the MA in Counseling Psychology program.

Note that there will be no leave of absence granted throughout this research process unless there are urgent, extenuating circumstances and you obtain permission from the instructor.

Master's Project

The master's project is an optional research experience that allows students to pursue in depth a subject area of their choice. The required sequence of courses for project students is PSY/PSJ 5054 Research Methods: Qualitative and Quantitative, PSY/PSJ 5996 Master's Project Proposal, and three quarters (3 x 2 units = 6 units) of PSY/PSJ 5997 Master's Project.

PSY/PSJ 5054 Research Methods: Qualitative and Quantitative must be completed successfully before enrolling in PSY/PSJ 5996 Master's Project Proposal. The research process is then one of continuous enrollment from PSP 5996 Master’s Project Proposal through PSY 5997A–C Master's Project A–C. The student will be registered for a
Counseling Psychology - continued

In the last quarter/session of the program, students enroll in PSY/PSJ/PSB 9100 Professional Development: Post Master’s Preparation. This workshop prepares students to complete the paperwork requirement to register for their MFT intern status or PCC status with the BBS.

Personal Psychotherapy

Throughout their course of study, students are encouraged to take responsibility for their personal development and knowledge of self, and to become sensitive to their impact on others. Consistent with this focus on developing the Self of the Therapist, there is a non-credit requirement that students participate in at least 50 sessions of personal face-to-face psychotherapy while in the program. Therapy can be individual, couple, family, or group; with 15 maximum hours for group. Guidelines for the student psychotherapy experience are available in the College of Psychology Office and in the program’s current Student Handbook. Students who receive therapy from a licensed therapist, may count those hours toward BBS hours of experience requirements. Students who do their practicum at one of the University’s community counseling centers are required to be in personal therapy during their practicum experience.

Therapy is to begin prior to or while enrolled in PSY/PSJ/PSB 5230, Clinical Skills A, and to be attended throughout the field placement (practicum) experience. Students register for PSY/PSJ/PSB 9075 Personal Psychotherapy in their last quarter/session of the program. A Personal Psychotherapy Experience form must be filled out and given to the Instructor of Record during the quarter in which the student is registered for PSY/PSJ/PSB 9075 in order to receive credit for this requirement. This form is available on my.jfku.edu.

Cohort Program

John F. Kennedy University offers an accelerated, full-time MA in Counseling Psychology program in Berkeley. The cohort program duplicates the content of the successful Pleasant Hill and San Jose program, emphasizing experiential learning, psychological theories and substantial practicum. It fulfills the educational requirements for MFT licensure, and provides the option to concentrate in Professional Clinical Counseling. The primary difference with the Berkeley Cohort Program is the curriculum is taught in eleven sessions of 9-weeks per session (rather than ten quarters of eleven weeks per quarter). The cohort learning community is comprised of sixteen to twenty-four students. During the first year (5 sessions) one class is held on a designated week night (Thursday) and two classes are held on Saturdays (9:00 am to 12:05 pm and 1:00 pm to 4:05 pm). In years two (5 sessions) and three (1 session), students attend one weeknight course and, most of the weeks, attend one Saturday class in the morning. During this time they also accumulate practicum hours at an external practicum site which may or may not be a JFK University Community Counseling Center. There are four required workshops, three elective units and two comprehensive master’s examinations that take place within the 26-month program. These are scheduled on assorted class-free weekend-days and may be held at a different campus location.

The practicum component of the program emphasizes our community service orientation as well as hands-on training. Students have direct contact with their own counseling clients in order to...
ensure completion of the practicum client hours required by the BBS (Board of Behavioral Sciences). Students complete practicum at carefully identified community-based agencies in geographically convenient locations or at one of the University’s community counseling centers in Concord, Oakland or Sunnyvale. Each student receives both individual and group supervision from licensed clinicians, such as counseling psychologists, clinical social workers (LCSW), Marriage and Family Therapists (LMFT) and professional clinical counselors (LPCC). Agencies are chosen collaboratively to accommodate students’ and the program’s needs.

Approximately half of the cohort students choose to complete the Professional Clinical Counselor specialization (10.5 additional units), making them also eligible for the PCC license. This extends the program by two additional 9-week sessions. PCC courses are scheduled in addition to the cohort classes during the second year of the cohort program, and are offered at the Pleasant Hill and San Jose campuses. Students can choose to integrate this additional coursework during their cohort program or to complete it in an additional one or two sessions.

**Individualized Program of Study Leading to the Master of Arts in Psychology Degree**

Students interested in earning a MA in Psychology without pursuing a professional license have the option to create their own individually designed MA in Psychology. Students who choose this option must be aware that this program does not fulfill the educational requirements of the BBS for MFT or PCC licensure. This MA degree must follow the generic rules as outlined in the Graduation Requirements chapter of the JFK University General Catalog. A program designed according to these rules must be clearly different from any MA program already offered by the College of Psychology. Typically, an individual program emphasizes a special area of interest or cross-disciplinary emphases such as program administration, teaching in higher education, and/or consulting/training in organizations and community-based agencies. The program must include a thesis that focuses on the particular area of interest. It should be at least 75 units total and needs to be approved by two advisors, the coordinator of individualized programs, the Program Chair, the Dean, the Registrar, and the Vice President for Academic Affairs.

**Community Programs**

**JFK University Community Counseling Centers**

JFK University operates three community counseling centers in conjunction with its Pleasant Hill, San Jose, and Berkeley campuses. The mission of the John F. Kennedy University Community Counseling Centers is to provide high-quality, affordable, outpatient mental health and psycho-educational services to the community. As well, the Centers exist to provide in-house, highly-supervised training for JFK University students seeking professional licensure as Licensed Marriage and Family Therapists, Licensed Professional Clinical Counselors, or Licensed Psychologists.

The Community Counseling Centers offer individual, couple, family, senior, veterans and group counseling services where a wide range of concerns are addressed including family conflicts, parenting, anxiety, alcohol and drug issues, depression, grief, trauma, aging, and sexuality.

The University opened its first community counseling center in 1974. Today, the center is located in Concord and is one of the largest community-based, outpatient mental health facilities in the greater San Francisco Bay Area. Counseling Psychology Program students in practicum, as well as postmaster’s interns and doctoral level students from the University’s PsyD program serve approximately 5,000 client sessions per year at this facility, including assessment services performed by PsyD students, while under the supervision of licensed professionals.

The JFK University Community Counseling Center in Sunnyvale is located at the Cupertino Union School District’s Center for Children and Families and has been providing services for 21 years at this location. The JFK University Community Counseling Center in Concord is located adjacent to the BART station and has provided services to Central and East County residents for 34 years. The JFK University Community Counseling Center in Oakland is conveniently located in downtown Oakland and has been providing services for 25 years. At all centers, counseling services are provided by graduate Counseling Psychology trainees, who may also serve as counselors on-site in the school district’s elementary, junior high and high schools. Additionally, students may serve as counselors to the junior college population in Contra Costa County, or at other community-based sites where the Centers have established partnerships. A combined total of between 18,000 and 22,000 client sessions are delivered annually at our three JFK University Community Counseling Centers. Psychological Assessment services performed by JFK University’s PsyD students are also available at each of our Centers who provide these services while under the supervision of licensed professionals.

**School Based Program**

Graduate-level psychology students and post-master’s interns provide on-site counseling services at elementary, middle, and high school, and junior college campuses. JFK University counselors are supervised by experienced clinicians licensed in psychology, social work, and marriage and family therapy. Services to schools include individual and group counseling with children, adolescents and young adults, as well as meetings with the youths’ parents. JFK University students may also provide psycho-education, parent workshops, and teacher and administrative consultation.

Issues addressed in the School Based Counseling Program include behavior problems, abuse, academic difficulties, peer relationship conflicts, self-esteem, grief and loss, anxiety, depression, family changes, and other developmental and adjustment challenges. Counseling utilizes a variety of treatment approaches, such as expressive arts, play therapy, cognitive behavioral techniques, talk therapy, and group work. Services are tailored to the needs of the clients and interests of the schools being served.

**Family Resiliency Project (Pleasant Hill Campus)**

The Family Resiliency Project (FRP) is funded by the Dean & Margaret Lesher Foundation to support collaboration between the JFK University Community Center in Pleasant Hill and the Mount Diablo Unified School District. Students may choose to apply to the FRP as a field practicum, receiving weekly didactic training and group supervision to meet the BBS requirements for hours of experience. The focus of students in the FRP is to provide family
therapy, with school age children and their families, not solely on changing a child’s behaviors but rather on shifting the way family members relate with each other.

The MA in Counseling Psychology program is considering expanding FRP into an East Bay school district and South Bay school district for students at the San Jose and Berkeley campuses. 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.

The Dr. Michael G. Harris (MGH) Pleasant Hill Counseling Services Endowment Fund
Dr. Michael G. Harris ’85, a graduate of the JFK University College of Law and a member of the Pleasant Hill City Council, donated $150,000 to the University and its Community Counseling Center. In addition, these funds were matched by the University. The endowment allows JFK University’s Community Counseling Center in Concord to provide each school with free, confidential individual and/or group therapy for youth. Students in the Center’s SBP provide youth with therapeutic services to overcome the challenges they experience so that they can continue to learn and grow into healthy more confident versions of themselves.

East Contra Costa Mental Health Initiative
Through the generosity of the John Muir/Mt. Diablo Community Health Fund, the JFK University Community Counseling Center in Concord has expanded its programs and services into the East Contra Costa Region. Through a partnership with Meals on Wheels/Senior Outreach Services, Pittsburgh Unified School District at Hillview Middle School, Antioch and Dozier Libbey High Schools in the Antioch Unified School District and Los Medanos College, and La Clinica, JFK students in practicum are providing counseling services to individuals and families in the East Contra Costa Region.

Expressive Arts Camps
The MA in Counseling Psychology program offers Expressive Arts Camps for latency-aged children to explore the creative process through a variety of art modalities including visual arts, movement, and drama. These camps provide a unique setting in which children acquire new skills in the arts and enhance their self-confidence and self-expression. Our MA in Counseling Psychology students have the opportunity to apply their classroom learning through supervised field placement. An additional expressive arts course is required for students wishing to participate. The Expressive Arts Camps are an excellent example of how the MA in Counseling Psychology program offers services to families in our communities while also broadening the opportunities for our student-practitioners to earn additional clinical training hours towards their graduation and BBS requirements.

Program Learning Outcomes
Both the American Counseling Association (ACA) and the American Association of Marriage and Family Therapists (AAMFT) have established standards and criteria related to the training of professional clinical counselors and marriage and family therapists. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), the accrediting arm of the American Counseling Association (ACA), published the competency-based standards for the knowledge, skills, and practices for the training of professional clinical counselors (CACREP, 2009). The American Association of Marriage and Family Therapists (AAMFT) published core competencies for marriage and family therapist training programs in 2004 emphasizing the six domains of knowledge and requisite skills in each domain that comprise the practice of marriage and family therapy. The faculty of the John F. Kennedy University MA in Counseling Psychology Program (with emphases in Professional Clinical Counseling and/or in Marriage and Family Therapy) selected from these two publications the domains that best describe the program’s desired learning results. From the CACREP core competencies and the AAMFT six domains of knowledge and requisite skills in each domain, faculty developed the following Program Learning Outcomes (PLOs):

- **Knowing the self.** Students can articulate and evaluate the role of the self in marriage and family therapy and in professional clinical counseling along with developing strong professional identities as therapists and counselors and demonstrating leadership and advocacy applicable to furthering the professions;
- **Understanding the client.** Students can assess and diagnose client problems systemically and contextually;
- **Connecting with the client.** Students can establish, maintain, evaluate, and utilize the therapeutic relationship to serve the mental health needs of diverse clients;
- **Facilitating improved interpersonal relationships and mental health.** Students can utilize concepts, structures, theories, models, and technologies appropriate to the practice of marriage and family therapy and professional clinical counseling;
- **Providing psychotherapy and counseling within legal and ethical mandates.** Students can identify, explain, and apply state, federal, and local laws that govern the provision of psychotherapy and counseling and can employ ethical decision-making processes;
- ** Providing culturally sensitive services.** Students can recognize their own potential biases and deliver culturally sensitive assessment, advocacy, education, and treatment; and
- **Evaluating outcomes of clinical work.** Students will be aware of, evaluate, and respond to measurable outcomes of their work with clients using the research tools and methods in the field and employing evidence-based practices in psychotherapy and counseling interventions, assessments, and program evaluations.

Admission Requirements
In addition to the University requirements listed previously in this catalog, applicants to the MA in Counseling Psychology program must submit the following:
- Official transcripts from the bachelor conferring institution and any post-master bachelor credits (including other master’s degrees). A 3.0 or higher GPA is required for admission. However, a lower GPA will not be excluded from consideration for admission at the professional discretion of the faculty;
- A bachelor’s degree from a regionally accredited institution; (International applicants to the program must have the
Counseling Psychology - continued

- An equivalent of a U.S. bachelor’s degree;
- A personal statement, four to six double-spaced, type-written pages, plus a title page. The statement should reflect the applicant’s interest in the field and rationale for applying to this program; and
- Three signed letters of recommendation which attest to the applicant’s suitability for the program, preferably from former or current professors.

Degree Requirements

Note: Counseling Psychology courses are offered in Pleasant Hill (PSY), San Jose (PSJ), and Berkeley (PSB). For simplicity, all courses listed in this catalog will have the PSY prefix, although they also may be offered as PSJ or PSB.

Marriage and Family Therapy Specialization

The following required MA Counseling Psychology courses fulfill all requirements for the MFT Specialization and required core courses for the PCC Specialization. Additional PCC Specialization course requirements (10.5 units) are outlined following this section.

<table>
<thead>
<tr>
<th>PHASE I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful completion of Phase I is required to advance to field practicum.</td>
<td></td>
</tr>
<tr>
<td>PSY 5000</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>PSY 5054</td>
<td>Research Methods: Quantitative and Qualitative</td>
</tr>
<tr>
<td>PSY 5070</td>
<td>Theories and Practices of Community Mental Health</td>
</tr>
<tr>
<td>PSY 5112</td>
<td>The Family Life Cycle</td>
</tr>
<tr>
<td>PSY 5115</td>
<td>Theories of MFT Practices I</td>
</tr>
<tr>
<td>PSY 5156</td>
<td>Theories of MFT Practices II</td>
</tr>
<tr>
<td>PSY 5157</td>
<td>Theories of MFT Practices III</td>
</tr>
<tr>
<td>PSY 5230</td>
<td>Clinical Skills Training A: Self as Clinician</td>
</tr>
<tr>
<td>PSY 5231</td>
<td>Clinical Skills Training B: MFT Techniques I</td>
</tr>
<tr>
<td>PSY 5232</td>
<td>Clinical Skills Training C: MFT Techniques II</td>
</tr>
<tr>
<td>PSY 5303</td>
<td>Child, Adolescent and Family Therapy: Assessment &amp; Treatment A: Prerequisite: PSY 5231</td>
</tr>
<tr>
<td>PSY 5403</td>
<td>Diagnosis and Assessment of Psychopathology A</td>
</tr>
<tr>
<td>PSY 5635</td>
<td>Ethics and the Law</td>
</tr>
<tr>
<td>PSY 9000</td>
<td>Child Abuse Assessment, Reporting &amp; Treatment Workshop</td>
</tr>
<tr>
<td>PSY 9001</td>
<td>Diversity Awareness Workshop</td>
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<tr>
<td><strong>Total Phase I Coursework</strong></td>
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<tr>
<th>PHASE II</th>
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<tbody>
<tr>
<td>PSY 5154</td>
<td>Couple Therapy</td>
</tr>
<tr>
<td>PSY 5167</td>
<td>Brief Therapy</td>
</tr>
<tr>
<td>PSY 5179</td>
<td>Family Treatment of Addiction</td>
</tr>
<tr>
<td>PSY 5247</td>
<td>Clinical Case Seminar (2) Quarters 2, 3, 4 of Practicum Sessions 7, 8, 9 of Practicum</td>
</tr>
<tr>
<td>PSY 5304</td>
<td>Child, Adolescent and Family Therapy: Assessment and Treatment B: Prerequisite: PSY 5303 with same instructor</td>
</tr>
<tr>
<td>PSY 5309</td>
<td>Seminar in MFT</td>
</tr>
<tr>
<td>PSY 5310</td>
<td>Group Therapy</td>
</tr>
<tr>
<td>PSY 5404</td>
<td>Diagnosis and Assessment of Psychopathology B: Prerequisite: PSY 5403 with same instructor</td>
</tr>
<tr>
<td>PSY 5434</td>
<td>Family Violence: Prerequisite: PSY 5635</td>
</tr>
<tr>
<td>PSY 5613</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>PSY 5620</td>
<td>Multicultural Competence Prerequisite: PSY 9001</td>
</tr>
<tr>
<td>PSY 9007</td>
<td>Introduction to Community Based Program</td>
</tr>
<tr>
<td>PSY 9008</td>
<td>Aging &amp; Long Term Care Workshop</td>
</tr>
<tr>
<td>PSY 9010</td>
<td>Issues with HIV and AIDS</td>
</tr>
<tr>
<td>PSY 9090</td>
<td>Master's Written Examination Prerequisites: PSY 9000, PSY 5304, PSY 5404</td>
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<tr>
<td>Select From the Following Course Sequences (Note: All Berkeley cohort field placements are considered “External.”)</td>
<td></td>
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<tr>
<td>PSB 5248</td>
<td>Pre-Practicum (Berkeley Only)</td>
</tr>
<tr>
<td>PSY 5249</td>
<td>Field Practicum A External (3 units Pleasant Hill, San Jose; 2 units Berkeley) Prerequisites: PSY 5635, PSY 9000</td>
</tr>
<tr>
<td>PSY 5260</td>
<td>Field Practicum A Internal Prerequisites: PSY 5635, PSY 9000</td>
</tr>
<tr>
<td>PSY 5250</td>
<td>Field Practicum B External</td>
</tr>
<tr>
<td>PSY 5261</td>
<td>Field Practicum B Internal</td>
</tr>
<tr>
<td>PSY 5251</td>
<td>Field Practicum C External</td>
</tr>
<tr>
<td>PSY 5262</td>
<td>Field Practicum C Internal</td>
</tr>
<tr>
<td>PSY 5252</td>
<td>Field Practicum D External</td>
</tr>
<tr>
<td>PSY 5263</td>
<td>Field Practicum D Internal</td>
</tr>
<tr>
<td>Berkeley Only:</td>
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<tr>
<td>PSY 5267</td>
<td>Bridge Practicum</td>
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<td><strong>Total Phase II Coursework and Practicum</strong></td>
<td><strong>38 units</strong></td>
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<tr>
<th>PHASE III</th>
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<tbody>
<tr>
<td>PSY 5120</td>
<td>Specific Theories of Change</td>
</tr>
<tr>
<td>PSY 5309</td>
<td>Seminar in MFT (1)</td>
</tr>
<tr>
<td>PSY 5406</td>
<td>Psychopharmacology</td>
</tr>
<tr>
<td>PSY 5436</td>
<td>Crisis and Trauma</td>
</tr>
<tr>
<td>PSY 9075</td>
<td>Personal Psychotherapy</td>
</tr>
<tr>
<td>PSY 9091</td>
<td>Master’s Oral Exam: Prerequisites: Passed Written Master’s Exam, PSY 5250 or PSY 5263</td>
</tr>
<tr>
<td>PSY 9100</td>
<td>Professional Development: Post-Master’s Preparation</td>
</tr>
<tr>
<td><strong>Total Phase III Coursework</strong></td>
<td><strong>14 units</strong></td>
</tr>
<tr>
<td><strong>Total Units Required for Degree</strong></td>
<td><strong>90 units</strong></td>
</tr>
</tbody>
</table>
Counseling Psychology - continued

Professional Clinical Counseling Specialization

The following courses are required for the PCC Specialization. These 10.5 units along with the 90 core units of coursework, fulfill requirements for the Master of Arts in Counseling Psychology degree with a Specialization in Professional Clinical Counseling.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5780</td>
<td>Theories of Career Development</td>
<td>4.5</td>
</tr>
<tr>
<td>PSY 5405</td>
<td>Psychological Testing</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5407</td>
<td>Recent Advances in Pediatric &amp; Geriatric Psychopharmacology</td>
<td>1.5</td>
</tr>
<tr>
<td>PSY 5646</td>
<td>Advanced Studies in Research</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: PSY 5054</td>
<td></td>
</tr>
</tbody>
</table>

Total PCC Concentration Coursework: 10.5 units

Total Units Required for Degree with MFT Specialization and PCC Concentration: 100.5 units

Master of Arts in Counseling Psychology

Specializations in Depth Psychotherapy, Expressive Arts, Holistic Studies, Somatic Psychology, and Transpersonal Psychology

The Counseling Psychology – Holistic program offers a Master of Arts (MA) degree in Counseling Psychology – Holistic with five specializations: Somatic Psychology and Transpersonal Psychology offered at the Pleasant Hill campus (with some classes in Berkeley); Depth Psychotherapy and Expressive Arts Psychology offered at the Berkeley campus; and Holistic Studies (an integration of somatic and transpersonal) offered at the San Jose campus. Built on the traditions of modern psychology, the foundation of the specializations adds a holistic perspective that integrates body, mind, spirit, and culture into the curriculum.

The MA degree in Counseling Psychology offered in this program is designed for students who are interested in working psychotherapeutically with individuals, couples, families, and groups. Students receive a strong foundation in basic counseling theory and practice, while meeting the educational requirements for the CA MFT license. With some additional coursework, students can also meet the requirements of the California Licensed Professional Clinical Counselor (LPCC) license. Both licenses allow clinical work in private practice settings and county and community based agencies.

The curriculum encompasses core courses in holistic studies, basic counseling skills, diagnosis and assessment, marriage and family counseling courses, and courses in the student’s chosen specialization. The three-year program is divided into three areas of emphasis. Year one focuses on basic counseling psychology theory and the acquisition of personal therapy skills such as receptivity, presence, tracking, and therapeutic communication. Year two emphasizes the development of core clinical skills in the area of assessment and treatment, marriage and family interventions, and training in the specializations. In the third year students work in their supervised field placement and all courses are focused on work with clients, year three culminates with an integrated project; a research based project which includes an oral and written presentation informed by holistic practice.

Central to the program is the perspective that holistic learning occurs both cognitively and experientially. Only through knowing oneself can the therapist obtain the clarity, compassion, and wisdom necessary to help others. The curriculum therefore places significant emphasis upon the student’s self-exploration and personal growth combined with critical thinking and the acquisition of clinical skills. Graduates of the program know themselves well as skilled and capable professionals. They competently use the counseling skills of empathic listening, clear and direct communicating presence, and self-reflection. Graduates understand and know professional theories of individual and family development and therapy, as well as develop basic professional skills in clinical diagnosis and assessment. Students of the program also learn the importance of attunement to issues relating to diversity, ethnicity, and multiculturalism in providing professional services. They know the laws of the State of California as they pertain to the profession of counseling psychology and are practiced in making ethical choices and decisions.

Field Placement

Students in the MA in Counseling Psychology—Holistic degree program gain therapeutic experience and develop clinical skills through required nine units of field placement. Students complete their field placement at one of the JFKU Community Counseling Centers in Concord, Oakland or Sunnyvale, or at community-based site. This practicum meets the requirements of SVL 5000—Service Learning, a requirement of all JFK University students. To receive credit, students must receive approval from the Service Learning Coordinator upon submitting the required proposal, and perform at least 30 hours of service learning through the internship/practicum before graduation.

The 9 units (four consecutive quarters) of supervised field placement are integral to students’ clinical training. Students are trained to conduct screening interviews, crisis intervention, assessment, referral, and community outreach. Students have ample opportunity to share their clinical experience with other trainees and to receive feedback on their work from skilled practitioners. Working with the guidance of experienced, licensed therapists, trainees are assisted in developing therapeutic skills through a variety of means, including individual and group supervision, training sessions, individual and family case seminars, direct observation through one-way mirrors, and use of audio and video. Students may sometimes be required or have the option to take a fifth quarter of field placement.

Supplemental field placement is for students who wish to gain clinical experience in addition to their required nine units of field practicum and wish to count those hours of experience towards BBS licensure. In order to be eligible a student must complete at least 18 quarter units of graduate coursework in the counseling program. Those 18 units must include Therapeutic Communication A–B (HSJ 5105–06, DBP 5105–06, EXB 5105–06, SPC 5323–24, or TPC 5213–14), Group Process A–C (HSJ 5101–03, DBP 5101–03, EXB 5101–03, SPC 5004–06, or TPC 5004–06), and Ethics and the Law (HSJ 5235, DBP 5235, EXB 5235, HPC 5325).
Counseling Psychology - continued

After receiving permission from the field placement coordinator and the program chair or director, a student must register for the one-unit supplemental fieldwork course for each quarter of participation. This option is available to students as a supplement to practicum and the hours gathered while applicable for BBS requirements do not fulfill academic practicum requirements.

Individual Psychotherapy

The program considers it essential that a practicing therapist understand the therapy process on a first-hand and personal basis. All students in the Counseling Psychology program are required to complete at least 48 hours of weekly individual psychotherapy with a licensed therapist or a registered intern. In some cases students may be required to complete more than the 48-hour minimum requirement. Students receive no academic credit for this and must make financial arrangements directly with the therapist. Students must start their psychotherapy on or before the beginning of the second year in the program. Students who do their practicum at one of the University’s community counseling centers are required to be in therapy during their practicum experience.

Individual therapy gives students the opportunity to work on personal concerns and issues that may affect their work with clients.

The therapist acts as an exemplar: students studying to become therapists have an opportunity to extend their expertise by direct supervision from an experienced professional. These hours can be applied toward MFT licensing requirements if done with a fully licensed practitioner.

Spiritual/Somatic/Arts Practice

In keeping with the program’s recognition that daily spiritual/somatic/arts practice is fundamental to growth in consciousness, students in the program are encouraged to practice a discipline. Sitting meditation, somatic disciplines such as tai chi, yoga, aikido, or movement, arts based practices or the practice of other comparable disciplines are all acceptable possibilities. Students determine which discipline best serves their needs and are expected to articulate how the discipline has contributed to their individual growth during the year-end review.

California Marriage and Family Therapy Licensing Requirements

The MA degree in Counseling Psychology – Holistic with a specialization in Expressive Arts, Depth Psychology, Holistic Studies, Somatic Psychology and Transpersonal Psychology meets the educational requirements for the MFT license. Licensing statutes and regulations are subject to future legislative or administrative revisions.

A description of the requirements of the law (Business and Professional Code §§4980.37 and 4980.38), and the way in which the program meets these requirements are available from the College of Psychology.

LPCC Licensing Requirements

For students interested in being eligible for the LPCC license, you must take additional courses and accrue additional client hours during your practicum. In addition to the courses on your flowchart, which meet Marriage and Family Therapy (MFT) licensing requirements for the State of California, you will need to add the following courses to be eligible for the LPCC license:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5780</td>
<td>Theories of Career Development</td>
<td>4.5</td>
</tr>
<tr>
<td>PSY 5054</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5407</td>
<td>Recent Advances in Pediatric &amp; Geriatric Psychopharmacology</td>
<td>1.5</td>
</tr>
<tr>
<td>HPC 5252</td>
<td>Addiction and the Family</td>
<td>1</td>
</tr>
</tbody>
</table>

Transpersonal Students Will Add

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SPC 5621</td>
<td>Somatic Psychology Approaches to Trauma and PTSD B</td>
<td>2</td>
</tr>
<tr>
<td>SPC 5612</td>
<td>Supervised Practicum in Somatic Psychology: Somatic Trauma Approaches</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Total Additional Units Required for LPCC License | 9-11.5 units

Also be aware that you will need to complete a minimum of 280 face-to-face client hours during your practicum year in your program. MFT students need to complete 225 hours. If you are unable to complete the respective hours during 4 quarters, you will be required to complete a 5th quarter or more of field placement.

Performance Review and Evaluation

Following admission, there is an ongoing evaluation of each student’s academic performance and readiness to continue in the program. When an evaluation indicates that a student’s performance falls below the standards of the Department of Holistic Counseling Psychology, a student may be required to take additional coursework, complete additional supervised field experience, undertake personal growth work, take a leave of absence, withdraw from the program, or consider a non-clinical option. The final decision is made by the department chair in consultation with the dean.

After one year in the program and completion of the courses listed below, students are given a year-end progress review. This year-end review is a supportive team process involving the review of written faculty feedback and evaluation, grade standing, and an assessment of the individual’s overall readiness to proceed further in the program. Readiness for practicum will be reviewed again after completion of Marriage and Family Counseling B.

When academic issues or conduct expected of a member of the profession become a concern, a student may be referred to the department’s Review and Advisement (R&A) Committee. In the R&A process, a plan is developed to address the identified concern and provide further mentoring and direction for the student.

John F. Kennedy University Community Counseling Centers

The JFK University Community Counseling Centers, located in Concord, Oakland and Sunnyvale provide supervised training for advanced students in the Counseling Psychology program and offers high-quality and affordable psychotherapy to the community. The Centers have provided comprehensive and confidential counseling.
services to diverse ethnic and socioeconomic communities of the East Bay, South Bay and Contra Costa Region for over 34 years. A student in Counseling Psychology Programs can apply to do their practicum at any one of the Centers.

The Center offers a safe setting where adults, children, adolescents, and seniors have the opportunity to find inner strength and direction through personal counseling. Clients are actively supported as they grow personally and spiritually from the challenges and joy found in their everyday experiences and relationships. A wide variety of issues are addressed, including family conflicts and parenting, relationship problems, anxiety and depression, sexuality, grief, and spiritual crises. Psychological Assessment services performed by JFK University’s PsyD students are also available at each of our Centers who provide these services while under the supervision of licensed professionals.

The Community Counseling Centers provide a one-year traineeship for students preparing for MFT or LPCC licenses. Advanced students are offered a supportive atmosphere to work with clients in a therapeutic setting. The center also helps Counseling Psychology students ground their spiritual aspirations in practical service to others. Students receive extensive training in clinical skills, while working with individuals, children, couples, families, and groups under the supervision and guidance of experienced, licensed therapists.

Program Learning Outcomes

Students completing the MA in Counseling Psychology – Holistic will be able to:

- Display the capacity to build a therapeutic relationship with client;
- Competently apply clinical skills;
- Articulate theoretical comprehension and apply critical thinking;
- Exhibit holistic self-awareness and professionalism; and
- Articulate and apply the principles of the program specializations (Expressive Arts, Depth, Holistic, Somatic, or Transpersonal).

Specialization in Depth Psychotherapy

The Master of Arts (MA) degree in the Counseling Psychology Holistic program with a specialization in Depth Psychotherapy prepares students for careers as psychotherapists with a special emphasis on depth, Jungian, and psychodynamic approaches to psychotherapy. This program is offered at our Berkeley campus only.

This degree specialization offers a strong foundation in basic counseling theory and practice. The program combines theoretical and experiential learning modalities and emphasizes personal growth and development. Students engage in self-reflection throughout the program. Core coursework allows students the opportunity to develop awareness of their own process while developing counseling, interpersonal, and communication skills.

Students also explore the therapeutic relationship, psychodynamic theory and practice, attachment theory, transpersonal counseling, Jungian psychology, and existential-humanistic psychology. Transpersonal psychology addresses many of the same client issues and utilizes many of the same methods as more traditionally oriented therapies. However, transpersonal psychology also emphasizes the quality of presence and authenticity of the therapist, an openness to expanded states of consciousness, and a trust in the client’s innate health and inner guiding wisdom. Transpersonal therapists may also utilize meditation, breath awareness, or imagery methods. The coursework in Jungian and depth psychology deepens students’ knowledge of the role of dreams, imagination, archetypes, myth, and ritual in fostering psychological and spiritual well-being. The coursework builds skills in conceptualization of psychological complexes and psychotherapeutic treatment in the context of the clinical relationship, psychodynamics, and dream interpretation.

Admission Requirements

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

- One set of official transcripts of the conferred BA degree and any post-bachelor credits or degrees.
- A personal statement that is 5-to-10 double-spaced, typewritten pages describing any personal or professional growth work or events that have shaped the applicant’s life, reasons for applying to the area of specialization, any study (academic or otherwise) pursued in this area of interest and future professional and personal goals.

Letters of recommendation are strongly recommended, but not required. Letters should be from friends, professional associates, teachers, supervisors or others who can comment on emotional, spiritual, intellectual and practical development, as well as assess capacity for graduate study in the degree area.

Upon receipt of a completed application, an admissions interview will be scheduled.

Degree Requirements

All courses are 3 quarter units unless otherwise indicated.
Counseling Psychology - continued

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MARRIAGE AND FAMILY THERAPY

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Total Units Required for Specialization 91 units

Specialization in Expressive Arts

The Master of Arts (MA) in Counseling Psychology—Holistic, specializing in Expressive Arts prepares students for careers as psychotherapists with a special emphasis on multi-modal expressive arts approaches to psychotherapy. This program is offered at our Berkeley campus only.

This degree specialization offers a strong foundation in basic counseling theory and practice. The program combines theoretical and experiential learning modalities and emphasizes personal growth and development. Students engage in self-reflection throughout the program. Core coursework allows students the opportunity to develop awareness of their own process while developing counseling, interpersonal, and communication skills. Students also explore the integration of the expressive arts including, dance, visual art, music, drama and poetry in their work through content in holistic psychotherapies, expressive arts interventions and humanistic psychology.

The Expressive Arts specialization utilizes many of the same methods as traditionally-oriented therapies and also incorporates art-based interventions that help clients externalize internal experiences. This program takes a Jungian approach to the expressive arts, emphasizing the power of the image to bring insight and transformation. Grounded in deep humanistic theory, expressive arts psychology emphasizes the quality of presence, authenticity and the ability to provide containment in the therapeutic relationship. It values a client-centered approach which trusts in the client’s innate health and inner guiding wisdom. The use of the arts and power of art to externalize and contain deep interpersonal emotion are the cornerstones of the field and key to this specialization. The coursework in expressive arts psychology deepens students’ knowledge of the role of art, movement, dreams, sensate experiences, and ritual in fostering psychological well-being.

Students are encouraged to pursue a personal arts-based practice as a foundation for their work with others. This specialization encourages a commitment to work in the community and all students are required to participate in planning and executing a community-based art experience. In addition to licensure in the state of California, this program prepares students for optional registration as a Registered Expressive Arts Therapist. The program also provides an optional focused emphasis in Dance Therapy in partnership with the American Dance Therapy Association toward their credential program.

Program Learning Outcomes

- Display the capacity to build a therapeutic relationship with your client;
- Demonstrate a high level of clinical skills;
- Articulate theoretical comprehension and apply critical thinking;
- Exhibit holistic and artistic self-awareness; and
- Articulate and apply the principles of the Expressive Arts.
Admission Requirements

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

- One set of official transcripts of the conferred BA degree and any post-bachelor credits or degrees.
- A personal statement that is 5-to-10 double-spaced, typewritten pages describing any personal or professional growth work or events that have shaped the applicant's life, reasons for applying to the area of specialization, any study (academic or otherwise) pursued in this area of interest and future professional and personal goals.
- A portfolio of an arts-based practice that shows expertise in visual arts, music, drama, or creative writing.

Letters of recommendation are strongly recommended, but not required. Letters should be from friends, professional associates, teachers, supervisors or others who can comment on emotional, spiritual, intellectual and practical development, as well as assess capacity for graduate study in the degree area. Upon receipt of a completed application, an admissions interview will be scheduled.

Degree Requirements

All courses are 3 quarter units unless otherwise indicated.

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<td>EXB 5100 EXA Master Courses: Art and Symbolic Process</td>
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<td>HPB 5235 Psychological Testing</td>
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Somatic psychology courses investigate the ways emotions, attitudes, and beliefs are often embedded in one's physical structure, posture, expression, or voice. Movement seminars explore the reciprocal relationship between movement and the psyche. Students learn to utilize movement and body meditation techniques, work through emotional and energetic blocks, and cultivate body-mind-spirit integration. Students are encouraged to pursue both spiritual practices and somatic disciplines as a foundation for their work with others. In addition the program provides focused emphasis in Buddhist Psychology, Animal Facilitated Psychotherapy and Queer Consciousness competency.

Admission Requirements

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

- One set of official transcripts of the conferred bachelor degree and any post-bachelor credits or degrees; and
- A personal statement that is 5-to-10 double-spaced, typewritten pages describing any personal or professional growth work or events that have shaped the applicant’s life, reasons for applying to the area of specialization, any study (academic or otherwise) pursued in this area of interest and future professional and personal goals.
Letters of recommendation are strongly recommended, but not required. Letters should be from friends, professional associates, teachers, supervisors or others who can comment on emotional, spiritual, intellectual and practical development, as well as assess capacity for graduate study in the degree area.

**Individualized Program of Study Leading to the Master of Arts in Psychology (Holistic) Degree**

Students interested in earning a MA in Psychology without pursuing a professional license have the option to create their own individually designed MA in Psychology—Holistic. 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. This MA degree must follow the generic rules as outlined in the Graduation Requirements chapter of the JFK University General Catalog. A program designed according to these rules is an abridged version of the three-year program and typically can be completed in approximately two to two-and-a-half years.

Typically, an individual program emphasizes a special area of interest, e.g., somatic psychology, transpersonal psychology, expressive arts, or depth psychology. The program must include a thesis that focuses on the particular area of interest. It should be at least 72 units total and needs to be approved by their advisor, the Program Chair, the Dean, the Registrar, and the Vice President for Academic Affairs.

**Specialization in Holistic Studies**

The Master of Arts (MA) degree in the Counseling Psychology

Holistic program with a specialization in Holistic Studies prepares students for careers as psychotherapists with a special emphasis on transpersonal and spiritual approaches to psychotherapy. This program is offered at our San Jose campus only.

This degree specialization offers a strong foundation in basic counseling theory and practice. The program combines theoretical and experiential learning modalities and emphasizes personal growth and development. Students engage in self-reflection throughout the program. Core coursework allows students the opportunity to develop awareness of their own process while developing counseling, interpersonal, and communication skills. Students also explore the integration of body, mind, emotions, and spirit in their work through content in body-oriented psychotherapies, transpersonal counseling, Jungian psychology, expressive arts psychologies and humanistic psychology.

Transpersonal psychology addresses many of the same client issues and utilizes many of the same methods as more traditionally oriented therapies. However, transpersonal psychology also emphasizes the quality of presence and authenticity of the therapist, an openness to expanded states of consciousness, and a trust in the client’s innate health and inner guiding wisdom. Transpersonal therapists may also utilize meditation, breath awareness, or imagery methods. The coursework in transpersonal psychology deepens students’ knowledge of the role of meditation, dreams, archetypes, myth, and ritual in fostering psychological and spiritual well-being.

Upon receipt of a completed application, an admissions interview will be scheduled.

**Degree Requirements**

All courses are 3 quarter units unless otherwise indicated.

**HOLISTIC PSYCHOLOGY SPECIALIZATION**

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**GENERAL COUNSELING**

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**MARRIAGE AND FAMILY THERAPY**

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Counseling Psychology - continued

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Total Units Required for Degree: 91 units

Specialization in Somatic Psychology

The Somatic Psychology Specialization in the Master of Arts (MA) in Counseling Psychology is a professional training that offers a strong foundation in counseling theory and practice from an integrative, whole-person model. It is built upon the central principle of somatic psychology – that soma and psyche are inseparable and combines theoretical and experiential learning modalities. The curriculum emphasizes the understanding that personal and cultural attitudes and beliefs are embodied and expressed in one’s posture, gesture, voice, movement, and ways of relating. Emotional, cognitive, social, cultural, and spiritual experiences are therefore considered to be part of an embodied therapeutic process.

This master’s-level degree program, one of a very few in the world, integrates the study of psycho-physical-emotional processes in the practice of psychotherapy. It provides students with professional clinical skills of assessment, diagnosis, and treatment with a particular emphasis on somatic processes, such as sensate experience, sensory-motor development, movement expression, structural patterning, and regulation of physiological states. Through movement seminars students explore the reciprocal relationship between movement and the psyche. Students learn to utilize movement and somatic awareness techniques to work through emotional blocks, allow tension patterns to unwind, develop containment and the capacity for self-regulation, and cultivate body-mind-spirit integration. Classes focusing on trauma and stress negotiation provide students with the clinical understanding of hyper- and hypo-aroused physiological states, the importance of working within the “window of tolerance,” and practical resourcing skills. Courses on family, community, and societal dynamics develop critical thinking about the cultural body.

As an integrative program the JFK University Somatic Psychology program is informed by several disciplines, including attachment theory, psychodynamic and humanistic therapy models, prenatal psychology, neurodevelopment and psychobiological perspectives, traumatology, psychoevolutionary theory, and ethnology. Students are encouraged to pursue both spiritual practices and somatic disciplines as a foundation for their work with others.

Program Learning Outcomes

- Display the capacity to build a therapeutic relationship with clients;
- Demonstrate a high level of clinical skills;
- Articulate theoretical comprehension and apply critical thinking;
- Exhibit holistic self awareness and embody professionalism; and
- Articulate and apply the principles of the Somatic specialization.

Admission Requirements

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

- One set of official transcripts of the conferred BA degree and any post-bachelor credits or degrees; and
- A personal statement that is 5-to-10 double-spaced, typewritten pages describing any personal or professional growth work or events that have shaped the applicant’s life, reasons for applying to the area of specialization, any study (academic or otherwise) pursued in this area of interest and future professional and personal goals.

Letters of recommendation are strongly recommended, but not required. Letters should be from friends, professional associates, teachers, supervisors or others who can comment on emotional, spiritual, intellectual and practical development, as well as assess capacity for graduate study in the degree area.

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Degree Requirements

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<tbody>
<tr>
<td>SPC 5220 Principles of Somatic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SPC 5241 The Cultural Body: Society, Body, Image and the Self</td>
<td>2</td>
</tr>
<tr>
<td>SPC 5430 Movement Seminar A: The Self in Movement</td>
<td>2</td>
</tr>
<tr>
<td>SPC 5431 Movement Seminar B: Clinical Technique</td>
<td>3</td>
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<tr>
<td>SPC 5512 Somatic Psychology Perspectives on Stress and Psychobiology</td>
<td>2</td>
</tr>
<tr>
<td>SPC 5612 Supervised Practica in Somatic Psychology</td>
<td>3</td>
</tr>
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</table>

This course is a topics course (one-half or one unit per election), and subsequent registrations count for additional credit. Somatic Psychology students are required to take a total of three units of this course.

| SPC 5620 Holistic/Somatic Psychology Approaches to Trauma and PTSD A | 2     |
Counseling Psychology - continued

<table>
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<tr>
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<tr>
<td>SPC 5621</td>
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<td>SPC 5004</td>
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<td>SPC 5006</td>
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<td>Diagnosis, Assessment and Therapeutic Strategy A</td>
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<td>SPC 5205</td>
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<td>HPC 5235</td>
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<td><strong>MARRIAGE AND FAMILY THERAPY</strong></td>
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<td>HPC 5216</td>
<td>Sexuality</td>
<td>2</td>
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<td>Community Mental Health and Principles of Recovery</td>
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<td>HPC 5250</td>
<td>Basic Addiction Studies</td>
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<td>HPC 5422</td>
<td>Cross-Cultural Issues in Counseling</td>
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<td>SPC 5535</td>
<td>Individual Development and the Family Life Cycle A</td>
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<td>SPC 5536</td>
<td>Individual Development and the Family Life Cycle B</td>
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<td>HPC 5158</td>
<td>Child Therapy</td>
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<td>HPC 5550</td>
<td>Marriage and Family Counseling A</td>
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<tr>
<td>SPC 5552</td>
<td>Marriage and Family Counseling B</td>
<td>3</td>
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<td>HPC 5325</td>
<td>Ethics and the Law</td>
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</tr>
<tr>
<td>HPC 5703</td>
<td>Clinical Skills: Partner and Spousal Abuse, Elder Care</td>
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<td>SPC 5705</td>
<td>Counseling Case Seminar</td>
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<td>HPC 9005</td>
<td>Personal Psychotherapy</td>
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<td>HPC 9015</td>
<td>Child Abuse Assessment</td>
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<td><strong>FIELD PLACEMENT</strong></td>
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<td>HPC 5751</td>
<td>Field Placement A</td>
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<td>HPC 5752</td>
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<td>HPC 5753</td>
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<td>HPC 5754</td>
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<td>SVL 5000</td>
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<td><strong>INTEGRATIVE FINAL PROJECT</strong></td>
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<td>SPC 5350</td>
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<td><strong>Total Units Required for Degree</strong></td>
<td>92</td>
</tr>
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</table>

Specialization in Transpersonal Psychology

The transpersonal perspective includes the wisdom and methods of the psychoanalytic, Jungian, and humanistic orientations, and expands them to create a more integral/holistic perspective that includes the spiritual aspects of human experience. This perspective emphasizes the counselor’s presence, openness, and authenticity as central to the therapeutic process. 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.

Transpersonal psychology maintains a respect for the client’s self-healing capacities and views emotional dysfunction as an opportunity for growth. Transpersonal psychotherapists are interested in exploring the interaction and integration of personality, emotion, and spirit, empowering their clients to connect with their deep psyche and to fulfill their soul’s purpose. Using traditional psychotherapeutic tools, as well as dream work, presence, guided visualization, expressive arts, and meditation, transpersonal therapists facilitate processes that support their clients’ self discovery and access their inner wisdom. Students are asked to pursue embodied spiritual practices as a foundation for their work with others.

The program offers a strong foundation in basic counseling theory and practice. It combines theoretical and experiential learning modalities and emphasizes personal growth and development. Transpersonal psychology courses investigate the relationship between soul and spirit, soul and body, and body and spirit. In addition to the in-depth core curriculum of the Counseling Psychology – Holistic program, students explore contemporary schools of transpersonal, integral, and archetypal psychology. Students are encouraged to pursue both spiritual and psychological practices as foundation for their work with others.

Program Learning Outcomes

- Display the capacity to build a therapeutic relationship with clients;
- Demonstrate a high level of clinical skills;
- Articulate theoretical comprehension and apply critical thinking;
- Exhibit holistic self-awareness and embody professionalism; and
- Articulate and apply the principles of the transpersonal specialization.

Admission Requirements

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

- One set of official transcripts of the conferred bachelor degree and any post-bachelor credits or degrees; and
Counseling Psychology - continued

- A personal statement that is 5-to-10 double-spaced, typewritten pages describing any personal or professional growth work or events that have shaped the applicant’s life, reasons for applying to the area of specialization, any study (academic or otherwise) pursued in this area of interest and future professional and personal goals.
- Letters of recommendation are strongly recommended, but not required. Letters should be from friends, professional associates, teachers, supervisors or others who can comment on emotional, spiritual, intellectual and practical development, as well as assess capacity for graduate study in the degree area.

Upon receipt of a completed application, an admissions interview will be scheduled.

Degree Requirements

All courses are 3 quarter units unless otherwise indicated.

<table>
<thead>
<tr>
<th>CORE CURRICULUM</th>
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<tr>
<td>CNS 5010 Paradigms of Consciousness</td>
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<tr>
<td>HPC 5000 Introduction to the Holistic Studies Counseling Psychology Program</td>
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<tr>
<th>TRANSPERSONAL PSYCHOLOGY SPECIALIZATION</th>
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<tr>
<td>TPC 5140 Expressive Movement</td>
<td>3 units</td>
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<tr>
<td>TPC 5141 Spiritual Systems (topics vary)</td>
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<td>TPC 5161 Transpersonal Counseling A</td>
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<td>TPC 5006 Group Process C</td>
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<tr>
<td>HPC 5200 Diagnosis, Assessment and Therapeutic Strategy A</td>
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<td>TPC 5214 Therapeutic Communication B</td>
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<td>HPC 5735 Psychological Testing</td>
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<td>TPC 5153 Marriage and Family Counseling B</td>
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<td>HPC 5158 Child Therapy</td>
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<td>TPC 5192 Individual Development and the Family Life Cycle A</td>
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<td>HPC 5243 Community Mental Health and Principles of Recovery</td>
<td>3 units</td>
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<td>3 units</td>
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<td>HPC 5325 Ethics and the Law</td>
<td>3 units</td>
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<td>HPC 5422 Cross-Cultural Issues in Counseling</td>
<td>3 units</td>
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<td>TPC 5620 Approaches to Trauma and PTSD A</td>
<td>2 units</td>
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<tr>
<td>HPC 5703 Clinical Skills: Partner and Spousal Abuse, Elder Care</td>
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<td>TPC 5705 Counseling Case Seminar A</td>
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<td>HPC 5754 Field Placement D</td>
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<td>SVL 5000 Service Learning</td>
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</table>

Total Units Required for Degree 92 units
The Sport Psychology Program provides academically rigorous training to help students become effective sport psychology practitioners. Experiential training is guided by theoretical models, research, ethical principles and how diversity impacts the field of sport psychology. Students who successfully complete the innovative program are able to integrate the core elements of counseling skills and performance enhancement skills within their practice.

Program Learning Outcomes

- **Performance Enhancement Skills.** The students will be able to describe, explain, synthesize and apply performance enhancement techniques with individual performers and teams;
- **Theory.** The students will be able to describe, explain, synthesize and apply theoretical perspectives from Sport Psychology and related fields;
- **Assessment.** Students will be able to describe, explain, synthesize and apply various assessment tools in a continuous and evolving process to create effective action plans. Students will be able to screen clinical issues;
- **Counseling Psychology Skills.** The students will be able to identify, describe and explain how to use counseling psychology skills to develop a working relationship with the client. Students will be able to identify, describe, explain and apply how the self impacts the client-consultant relationship;
- **Multicultural Competence.** The students will be able to identify sources of bias within themselves, integrate concepts and adapt their skills to work with a diverse range of populations;
- **Ethics and Professionalism.** The students will be able to identify, explain, synthesize and critically analyze ethical principles in a professional and culturally appropriate manner. Students will be able to utilize decision making principles and explain choices made relating to ethical situations;
- **Evidence-Based Practice.** The students will be able summarize and critique research in the field of Sport Psychology. Students will assess and apply both established and current research findings to their applied work.

**Master of Arts in Sport Psychology**

The Master of Arts (MA) Sport Psychology Program curriculum is designed to expose students to an integrated model of sport psychology education that includes counseling skills and performance enhancement techniques as core elements. The program consists of 77 units, which students can complete within a two-year process of full-time study. Emphasis is placed on training students to be able to apply mental training techniques in diverse settings through the many internship opportunities. The sport psychology coursework covers research, theory, and the application of 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 fully on-site (for core courses) at the University’s Pleasant Hill campus, fully online, and in a hybrid format, through which students can take a combination of on-site and online courses. A successful MA student will be eligible to apply for provisional certification with the Association for Applied Sport Psychology (AASP). After receiving provisional certification from AASP, post-Master’s supervised hours are required to achieve full AASP certification.

**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 Masters of Arts Sport Psychology Program are required to successfully complete 4 internships. Students are encouraged to work with diverse populations and are also required to complete at least one LEAP (Life Enhancement through Athletic Participation) internship out of their 4 applied experiences (see more information about LEAP below). This LEAP experience fulfills the University’s Service Learning Requirement. The fieldwork experience is at the heart of the program, and students should approach this aspect of the program with a willingness to structure his or her experience in a manner that will optimize the educational value. Internships can be based in the San Francisco Bay Area, or elsewhere around the world for online-only students. Students work with the Fieldwork Director to develop and secure internships with approval.

The internships will help students:

- Learn how to teach performance enhancement techniques in an applied setting;
- Increase awareness of the interpersonal relationships between themselves and their clients;
- Learn to be aware of their personal style and approach through the application of counseling skills;
- Learn to integrate theories, assessment, research, and techniques of sport psychology into diverse settings;
- 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 learning 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 have a choice of one of the following options:

- **Research Project:** An original thesis that leads to a research paper of publishable quality; or
- **Applied Project:** An applied project that culminates in a professionally relevant publishable paper, plus four additional elective units, totaling 10 units of electives in the MA program.
Solt Evans Life Enhancement through Athletic Participation (LEAP) Project

The mission of the Solt Evans Life Enhancement through Athletic Participation Project (LEAP) is to help youth from underserved populations succeed in sport, school and life through mental skill building. 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 Project 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 Projects

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. The camps provide an opportunity for youth to learn mental strategies that they can use both in the sporting arena and in their life. Team building, communication and group problem solving skills, positive self-talk, and goal setting are the focal point of the camp. These skills are taught to the youth through participation in their sport and then transferred to the classroom and their life.

Note: Challenge Camp and Sport Camp are held in the summer quarter only and are available to students proximal to the Pleasant Hill campus or willing to travel to the campus.

Admission Requirements

In addition to the University requirements listed previously in this catalog, applicants to the Sport Psychology program must submit the following:

- Official transcripts from bachelor conferring institution and any post-bachelor credits (including other master’s degrees). 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;
- Three letters of recommendation (of which at least two should be from an academic source) which attest to the applicant’s suitability for the program are required;
- A curriculum vitae (CV) or resume of work experience detailing professional experiences.

Degree Requirements

Undergraduate Prerequisite: “Introduction to Psychology” This course, or its approved equivalent, is a prerequisite to the MA program.

All courses are 3 quarter units unless otherwise indicated.

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<tr>
<th>CORE CURRICULUM</th>
<th>PSP 5002 Writing Workshop 0 units</th>
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<tr>
<td></td>
<td>PSP 5054 A Research Methods: Quantitative and Qualitative A 2 units</td>
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<tr>
<td></td>
<td>PSP 5054 B Research Methods: Quantitative and Qualitative B 2 units</td>
</tr>
<tr>
<td></td>
<td>PSP 5279 Fieldwork Orientation 0 units</td>
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<td></td>
<td>PSP 5800 A Sport Psychology A 3 units</td>
</tr>
<tr>
<td></td>
<td>PSP 5800 B Sport Psychology B Prerequisite: PSP 5800A, 5280 2 units</td>
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<tr>
<td></td>
<td>PSP 5803 A Ethics and Professional Issues in Sport Psychology A 2 units</td>
</tr>
<tr>
<td></td>
<td>PSP 5803 B Ethics and Professional Issues in Sport Psychology B Prerequisite: PSP 5803A, 5280 2 units</td>
</tr>
<tr>
<td></td>
<td>PSP 5804 Assessment Strategies 3 units</td>
</tr>
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<td></td>
<td>PSP 5805 Psychopathology Assessment 4 units</td>
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<tr>
<td></td>
<td>PSP 5811 Counseling Skills A 3 units</td>
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<tr>
<td></td>
<td>PSP 5812 Counseling Skills B Prerequisite: PSP 5811 3 units</td>
</tr>
<tr>
<td></td>
<td>PSP 5814 A Comprehensive Exploration of Diversity in Sport A 2 units</td>
</tr>
<tr>
<td></td>
<td>PSP 5814 B Comprehensive Exploration of Diversity in Sport B 2 units</td>
</tr>
<tr>
<td></td>
<td>PSP 5815 Performance Enhancement A 3 units</td>
</tr>
<tr>
<td></td>
<td>PSP 5816 Performance Enhancement B Prerequisite: PSP 5815, 5280 3 units</td>
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<td></td>
<td>PSP 5817 Performance Enhancement C Prerequisite: PSP 5816 3 units</td>
</tr>
<tr>
<td></td>
<td>PSP 5822 Team Building 3 units</td>
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<tr>
<td></td>
<td>PSP 5826 Cognitive and Affective Bases of Behavior 4 units</td>
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<tr>
<td></td>
<td>PSP 5819 Social and Historical Issues in Sport 4 units</td>
</tr>
<tr>
<td></td>
<td>PSP 9085 Fieldwork Exam There is a $75 fee. 0 units</td>
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</table>

Sport Psychology - continued
Completion of the MA/PsyD dual degree program allows graduates to apply a wide range of performance enhancement and clinical skills to both athletic and non-sporting populations. Full-time students start in the Sport Psychology Program for the first year and then move into the PsyD Program for the following five years. Once in the PsyD program, the dual degree student fulfills all the same curricular and training requirements asked of all PsyD students. The MA component of the dual degree program consists of 42 units in the Sport Psychology Program and 35 units in the PsyD program (typically completed during the first two years of the PsyD program, i.e., years two and three of full-time study). Upon successful completion of these 77 units and the Master’s Comprehensive Written and Oral examinations, a master’s degree will be conferred. The student then needs to take another 145 units in the PsyD Program to complete all requirements for the PsyD.

For information on the practicum, internship examinations, and advancement to candidacy, refer to the PsyD section of this catalog. Students may also be interested in applying for the Concentration in Clinical Sport Psychology, which can be found under the PsyD portion of the catalog.

**Fieldwork**

MA/PsyD dual degree students complete two Sport Psychology Internships in addition to the PsyD internship requirements. One of these internships must be a LEAP-approved internship (see the LEAP section of the catalog for more information). Please note that if students are working towards AASP (Association for Applied Sport Psychology) certification, a minimum of 100 total sport psychology contact hours is required.

**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. Acceptance into one program does not guarantee acceptance into the other. In the event that a student in good standing in the Sport Psychology program is not accepted into the PsyD program, the student may continue the master’s degree program. A student must be accepted into the PsyD program before enrollment in a PsyD course is permitted.

**Degree Requirements**

A MA/PsyD dual degree student must petition for their MA degree to be awarded when he or she has satisfactorily completed all first-, second-, third- and fourth-year courses of the dual degree program (i.e., year one is completed in the Sport Psychology program, years...
two, three and four are completed in the PsyD program), is a student in good standing, and has passed the MA fieldwork exam, comprehensive written and oral examinations in the Sport Psychology program.

**Petition for MA Sport Psychology Degree Fee: $160.00**

### Comprehensive Exam/Licensure Preparation

All areas of study assessed on the comprehensive exams and national licensing exam are augmented with materials from Taylor Study Method (TSM). TSM provides students with a shadow curriculum including key terms, flashcards, mind maps, and practice exam questions.

There is a $100 yearly fee for this preparation.

### Curriculum – Undergraduate Prerequisites

These courses or their approved equivalents are prerequisites to the Linked MA Sport Psychology/Doctor of Psychology program. All prerequisite courses must be completed prior to attending first-year Doctor of Psychology courses, with official transcripts documenting successful completion on file in the Registrar’s Office. Prerequisite courses completed after the awarding of the bachelor’s degree must have a grade of B- or better. Prerequisite courses may be taken at any regionally accredited, approved college or university.

- Introduction to Psychology
- Theories of Personality
- Diversity-related course
- Statistics

All courses are **3 quarter units** unless otherwise indicated.

<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</td>
</tr>
<tr>
<td>PSP 5279</td>
<td>Fieldwork Orientation</td>
<td>0</td>
</tr>
<tr>
<td>PSP 5280</td>
<td>Fieldwork Prerequisites: PSP 5800A, 5811, 5816, 5826, 5803A, 5804, 5822, 9085, 9090</td>
<td>6</td>
</tr>
<tr>
<td>PSP 5800 A</td>
<td>Sport Psychology A</td>
<td>3</td>
</tr>
<tr>
<td>PSP 5800 B</td>
<td>Sport Psychology B Prerequisite: PSP 5800A, PSP 5280</td>
<td>2</td>
</tr>
<tr>
<td>PSP 5803 A</td>
<td>Ethics and Professional Issues in Sport Psychology A</td>
<td>2</td>
</tr>
<tr>
<td>PSP 5804</td>
<td>Assessment Strategies</td>
<td>2</td>
</tr>
<tr>
<td>PSP 5811</td>
<td>Counseling Skills A</td>
<td>3</td>
</tr>
<tr>
<td>PSP 5814 A</td>
<td>Comprehensive Exploration of Diversity in Sport A</td>
<td>2</td>
</tr>
<tr>
<td>PSP 5815</td>
<td>Performance Enhancement A</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSP 5816</td>
<td>Performance Enhancement B Prerequisite: PSP 5815</td>
<td></td>
</tr>
<tr>
<td>PSP 5817</td>
<td>Performance Enhancement C Prerequisite: PSP 5816</td>
<td></td>
</tr>
<tr>
<td>PSP 5819</td>
<td>Social and Historical Issues in Sport</td>
<td>4</td>
</tr>
<tr>
<td>PSP 5822</td>
<td>Team Building</td>
<td>3</td>
</tr>
<tr>
<td>PSP 5833</td>
<td>Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>PSP 5834</td>
<td>Motor Learning</td>
<td>1</td>
</tr>
<tr>
<td>PSP 9085</td>
<td>Fieldwork Exam (There is a $75 fee.)</td>
<td>0</td>
</tr>
<tr>
<td>PSP 9090</td>
<td>Comprehensive Written Examination There is a $75 fee.</td>
<td>0</td>
</tr>
<tr>
<td>PSP 9091</td>
<td>Master’s Comprehensive Oral Examination: Sport Psychology There is a $75 fee.</td>
<td>0</td>
</tr>
<tr>
<td>PSP XXXX</td>
<td>Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

### WORKSHOPS/MEETINGS

Attendance is required at all Town Hall Meetings during first year in the program, so a student should attend a minimum of 2 in the MA portion of the program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSP 9020</td>
<td>Town Hall Meetings</td>
<td>0</td>
</tr>
</tbody>
</table>

Attendance is required at a minimum of 6 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 There is a $100 fee.</td>
<td>0</td>
</tr>
</tbody>
</table>

### SECOND YEAR

These are repeatable courses and must be taken multiple 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 7007</td>
<td>Clinical Interviewing Skills I*</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7008</td>
<td>Clinical Interviewing Skills II* Prerequisite: PSD 7007</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7015</td>
<td>Adult Psychopathology I*</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7016</td>
<td>Adult Psychopathology II Prerequisite: PSD 7015</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7035</td>
<td>Ethnographic Fieldwork* Corequisites PSD 7046, 7047</td>
<td>2</td>
</tr>
<tr>
<td>PSD 7046</td>
<td>Group Process*</td>
<td>1</td>
</tr>
<tr>
<td>PSD 7047</td>
<td>Multicultural Awareness in Professional Psychology* This course may be waived with permission (units replaced with electives):</td>
<td>2</td>
</tr>
<tr>
<td>PSD 7052</td>
<td>Writing like a Psychologist</td>
<td>1.5</td>
</tr>
<tr>
<td>PSD 7104</td>
<td>Social and Cultural Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7122</td>
<td>Psychodynamic Theory and Applications to Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7123</td>
<td>Cognitive Behavioral Theory and Applications to Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7141</td>
<td>Ethical and Legal Issues in Professional Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7114</td>
<td>Psychometrics: The Basics of Assessment</td>
<td>2</td>
</tr>
</tbody>
</table>

Electives (Accrued across all years, typically starting in Year 2) 18 units minimum: May be taken any time after Spring Quarter of Year 1. Timing discretionary with advisement.
### THIRD 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</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7107</td>
<td>Biological Bases of Behavior*</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7108</td>
<td>Cognitive and Affective Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7115</td>
<td>Assessment I / Intellectual and Cognitive Assessment and Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSD 7116</td>
<td>Assessment II / Personality Assessment I and Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSD 7117</td>
<td>Assessment III / Personality Assessment II and Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSD 7118</td>
<td>Assessment Practicum (elective)</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7124</td>
<td>Family Systems Theory and Applications to Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7151</td>
<td>Research Methods and Statistics I*</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7225</td>
<td>Lifespan Development I: Child and Adolescent</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7226</td>
<td>Lifespan Development II: Adulthood and Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7250</td>
<td>Research Methods and Statistics II</td>
<td>3</td>
</tr>
</tbody>
</table>

Fifth Year is repeated courses and must be taken multiple 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 Clinical Practicum*</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7245</td>
<td>Contemporary Issues in Professional Psychology*</td>
<td>1</td>
</tr>
</tbody>
</table>

### FOURTH YEAR

These are repeatable courses and must be taken multiple times to total the number of units indicated:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7135</td>
<td>Clinical Practicum*</td>
<td>2</td>
</tr>
<tr>
<td>PSD 7146</td>
<td>Advanced Group Process*</td>
<td>1</td>
</tr>
<tr>
<td>PSD 7147</td>
<td>Multicultural Proficiency in Professional Psychology*</td>
<td>1</td>
</tr>
</tbody>
</table>

Other courses to be taken in the fourth year:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7131</td>
<td>Psychology and Treatment of Substance Abuse*</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7160</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7251</td>
<td>Qualitative Research: Critical Review</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7252</td>
<td>Clinical Dissertation Proposal I*</td>
<td>2</td>
</tr>
<tr>
<td>PSD 7253 B</td>
<td>Clinical Dissertation Proposal II</td>
<td>2</td>
</tr>
<tr>
<td>PSD 7254 C</td>
<td>Clinical Dissertation Proposal III</td>
<td>1</td>
</tr>
</tbody>
</table>

### FIFTH YEAR

These are repeatable courses and must be taken multiple 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 7025</td>
<td>Child and Adolescent Issues: Psychopathology and Treatment</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7215</td>
<td>Consultation and Education in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSD 7230</td>
<td>Management and Supervision: Self, Other, and Organization</td>
<td>3</td>
</tr>
</tbody>
</table>

Other courses to be taken in the fifth year:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7032</td>
<td>Dissertation Completion</td>
<td>.5</td>
</tr>
<tr>
<td>PSD 7400</td>
<td>Internships (Summer Quarter)</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Electives: Minimum of 18 units

### SIXTH YEAR

This is a repeatable course and must be taken multiple times to total the number of units indicated until dissertation has been successfully defended. Only 1.5 units will be counted towards academic requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD 7302</td>
<td>Dissertation Completion</td>
<td>.5</td>
</tr>
<tr>
<td>PSD 7400</td>
<td>Internship</td>
<td>27-31.5</td>
</tr>
</tbody>
</table>

Total Units Required: 222 units

* Total combined units from year 5 and 6 to equal 36 units.
Master of Arts in Sport Psychology/ Master's of Business Administration

The College of Psychology offers a dual degree program 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 Grade Point Average (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 degree and any post-bachelor credits or degrees.
- Applicants with a grade point average 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.

The Requirements for the MA in Sport Psychology

- Official transcripts from bachelor 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;
  - Three letters of recommendation (of which at least two should be from an academic source) which attest to the applicant’s suitability for the program are required.
  - A curriculum vitae (CV) or resume of work experience detailing professional experiences.

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.

All courses are 3 quarter units unless otherwise indicated.

<table>
<thead>
<tr>
<th>CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST YEAR</strong></td>
</tr>
<tr>
<td>PSP 5002 Writing Workshop</td>
</tr>
<tr>
<td>PSP 5279 Fieldwork Orientation</td>
</tr>
<tr>
<td>PSP 5054 A Research Methods: Quantitative &amp; Qualitative A</td>
</tr>
<tr>
<td>PSP 5054 B Research Methods: Quantitative &amp; Qualitative B</td>
</tr>
<tr>
<td>PSP 5280 Supervised Field Experience I</td>
</tr>
<tr>
<td>PSP 5800 A Sport Psychology A</td>
</tr>
<tr>
<td>PSP 5815 Performance Enhancement A</td>
</tr>
<tr>
<td>PSP 5803 A Ethics and Professional Issues in Sport Psychology A</td>
</tr>
<tr>
<td>PSP 5819 Social and Historical Issues in Sport</td>
</tr>
<tr>
<td>PSP 5811 Counseling Skills A</td>
</tr>
<tr>
<td>PSP 5814 A Comprehensive Exploration of Diversity in Sport A</td>
</tr>
<tr>
<td>PSP 5816 Performance Enhancement B</td>
</tr>
<tr>
<td>PSP 5805 Psychopathology Assessment</td>
</tr>
<tr>
<td>PSP 5822 Team Building</td>
</tr>
<tr>
<td>PSP 5826 Cognitive and Affective Bases of Behavior</td>
</tr>
<tr>
<td>PSP 5804 Assessment Strategies</td>
</tr>
<tr>
<td>PSP 9085 Fieldwork Exam</td>
</tr>
<tr>
<td>There is a $75 fee.</td>
</tr>
<tr>
<td>PSP 9090 Comprehensive Written Examination</td>
</tr>
<tr>
<td>There is a $75 fee.</td>
</tr>
<tr>
<td>BUS 5151 Systems Approach to Business Models and Management*</td>
</tr>
<tr>
<td>*Please note that this course must be taken prior to other MBA courses.</td>
</tr>
<tr>
<td>BUS 5096 Accounting for Managers</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>BUS 5310 Accounting for Nonprofit and Other Entities</td>
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</table>
SECOND YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSP 5817</td>
<td>Performance Enhancement C</td>
<td>3</td>
</tr>
<tr>
<td>PSP 5812</td>
<td>Counseling Skills B</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5XXX</td>
<td>MBA Elective</td>
<td>3</td>
</tr>
<tr>
<td>PSP 5814 B</td>
<td>Comprehensive Exploration of Diversity in Sport B</td>
<td>2</td>
</tr>
<tr>
<td>PSP 5803 B</td>
<td>Ethics and Professional Issues in Sport Psychology B</td>
<td>2</td>
</tr>
<tr>
<td>BUS 5152</td>
<td>Information Systems in a Digital Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5475</td>
<td>Organizational Communications and Team Development</td>
<td>3</td>
</tr>
<tr>
<td>PSP 5800 B</td>
<td>Sport Psychology B</td>
<td>2</td>
</tr>
<tr>
<td>PSP 5280</td>
<td>Supervised Field Experience (2)</td>
<td>8</td>
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</table>

THIRD YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5XXX</td>
<td>MBA Elective</td>
<td>6</td>
</tr>
<tr>
<td>BUS 5035</td>
<td>Visionary Leadership and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5040</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5052</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5099</td>
<td>Organizational Ethics and Corporate Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>PSP 5280</td>
<td>Supervised Field Experience</td>
<td>4</td>
</tr>
<tr>
<td>BUS 5055</td>
<td>MBA Capstone: Managing Strategy, Planning and Innovation</td>
<td>3 units</td>
</tr>
<tr>
<td>PSP 9091</td>
<td>Master’s Comprehensive Oral Examination: Sport Psychology There is a $75 fee.</td>
<td>0 units</td>
</tr>
<tr>
<td>PSP 9100</td>
<td>Exit Meeting</td>
<td>0</td>
</tr>
</tbody>
</table>

Workshops

Attendance is required at all meetings so a student should attend a minimum of 6 in the MA/MBA Program:

<table>
<thead>
<tr>
<th>Workshop Code</th>
<th>Workshop Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSP 9020</td>
<td>Town Hall Meetings</td>
<td>0</td>
</tr>
</tbody>
</table>

Attendance is required at a minimum of 6 events:

<table>
<thead>
<tr>
<th>Workshop Code</th>
<th>Workshop Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSP 9000</td>
<td>Professional Development Seminar There is a $100 fee.</td>
<td>0</td>
</tr>
<tr>
<td>PSP XXXX</td>
<td>Electives</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Units Required 103 units

Certificate Requirements

All courses are 3 quarter units unless otherwise indicated.

<table>
<thead>
<tr>
<th>CURRICULUM</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSP 5800 A</td>
<td>Sport Psychology A</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSP 5815</td>
<td>Performance Enhancement A</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSP 5816</td>
<td>Performance Enhancement B Prerequisite: PSP 5815</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSP 5817</td>
<td>Performance Enhancement C* Prerequisite: PSP 5816</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSP 5833</td>
<td>Kinesiology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PSP 5819</td>
<td>Social and Historical Issues in Sport</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Total Units Required 20 units

*If students are starting in the Fall quarter, they will take Sport Psychology B for 2 units and Performance Enhancement C for 1 unit to complete program in 1 year and to fulfill AASP requirements. Students starting in the Spring will take Performance Enhancement C for 3 units.

Graduate Certificate in Sport Psychology

The Graduate Certificate in Sport Psychology is designed to provide eligible psychologists, marriage and family therapists (MFT), and other psychology professionals the necessary coursework required to apply for certification by the Association for Applied Sport Psychology (AASP). The Certificate can also be an introduction to Sport Psychology for coaches and athletic trainers. This 20 unit certificate can be completed online or on-site 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 AASP certification requirements (400 for doctoral and 700 for master’s applications respectively), fieldwork and supervision can be added on to the certificate program (prerequisite courses or their equivalent must be completed prior to starting any fieldwork experiences).

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 attest to the applicant’s suitability for the program is required.
- A curriculum vitae (CV) or resume of work experience detailing professional experiences.

The Graduate Certificate in Sport Psychology is designed to provide eligible psychologists, marriage and family therapists (MFT), and other psychology professionals the necessary coursework required to apply for certification by the Association for Applied Sport Psychology (AASP). The Certificate can also be an introduction to Sport Psychology for coaches and athletic trainers. This 20 unit certificate can be completed online or on-site 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 AASP certification requirements (400 for doctoral and 700 for master’s applications respectively), fieldwork and supervision can be added on to the certificate program (prerequisite courses or their equivalent must be completed prior to starting any fieldwork experiences).
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: 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, align with, and creatively channel the wisdom and energy of emotional experience. Drawing upon the distinction between primary and categorical emotions as discussed by Daniel Siegel, students learn what emotions are and how they arise. We explore a phenomenological approach both to connecting with and describing emotion in order to enter more directly into the visceral, powerful, and multi-layered experience of our emotional lives. This is balanced by the practice of mindfulness that allows students to observe and track their experience with openness and curiosity. Using mindfulness, they can reflect upon and work with their habitual schemas or patterns of emotional reaction.

CNS 5013 Interpersonal Intelligence 3

This course brings emotional intelligence into 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 our own. Students explore how emotional triggers emerge through relationship and provide an opportunity for the expansion of self-awareness and integration. Topics include the principles of non-violent communication, conflict resolution, and the process of coming into conscious relationship. Prerequisite: CNS 5012.

CNS 5015 Body Consciousness/Body Wisdom 2

This experiential course gives students the opportunity to explore their authentic body experiences from a variety of somatic modalities, and in so doing to contact their own lived body wisdom. Students develop greater body consciousness through exercises addressing: parts of the body, body systems, and their body in relationship to self, other and the natural world. A variety of movement practices promote creativity and self-expression, supporting the development of emotional intelligence and interpersonal communication. Students integrate a repertoire of body-centered skills to apply to personal challenges, spiritual growth and life enrichment.

CNS 5017 Human Development and the Evolution of Consciousness 2

This course imparts a 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’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.

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 Neurophilosophy of Consciousness** 2
The results from recent brain research sent shockwaves far beyond the boundaries of neurophysiology and neuropsychology. The implications reach into the very nature of the human experience, both personally and culturally. Much research has validated what many have long suspected to be true: consciousness does indeed affect the brain and thus the entire individual. Our thoughts and feelings directly affect the chemistry of the brain, which in turn largely determines the health of our entire being—both as single organisms and as a species. In this course, students examine the timely and exciting intersection between neuroscience, philosophy of mind, and ethics. **Prerequisite:** CNS 5010.

**CNS 5039 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 5039 Self-Exploration: Psychology of Happiness** 1
For most of its modern history, psychological research has primarily been focused on studying maladaptive emotions and behaviors while paying little attention to happiness and optimal human functioning. For the past two decades, the relatively new field of positive psychology has been attempting to correct this imbalance by researching the fulfilled individual, the thriving community, and other features of a flourishing life.

This course will provide an introduction to the psychology of human happiness. Students will explore the latest research in the field of positive psychology and learn several practices that can be used to enhance a person's quality of living. Through lectures, discussions, videos, and hands on exercises, students will gain knowledge of how to help themselves and others live happy, satisfying, and meaningful lives.

**CNS 5039 Self-Exploration: 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 5039 Self-Exploration: Masculine and Feminine Archetypes** 1
This course explores core masculine and feminine archetypes as an avenue for understanding the deep patterns of human experience. Since archetypes are numinous, different human authors see and identify archetypal patterns differently. Classic masculine archetypal patterns (in the work of Moore) include King, Warrior, Magician and Lover. Classic feminine archetypal patterns include Queen, Mother, Wise Woman and Lover.

**CNS 5039 Self Exploration: 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 5039 Self Exploration: Women’s Power and Promise**

This interactive course explores a rare convergence of two forces that reveal American women today as the driving force behind a new cultural awareness and transformed national consciousness. The two forces are (1) women’s current and historic levels of economic power and social influence, and (2) women’s unique connection for spirituality. These factors potentially place women—and those valuing feminine ways of being in the world, including men—at the forefront of social, cultural, political, economic and environmental change. In service of consciousness growth and systems change, this class considers new definitions of power and the cultivation of divine insights as a catalyst to direct women’s rising influence in the 21st century. Also discussed is the call for women to awaken globally, shadow implications and personal responsibility.

**CNS 5049 Introduction to Consciousness & Transformative Studies**

This required course introduces new students to the Consciousness and Transformative Studies program. It provides an orientation to program and university policies and procedures. It should be taken in the first or second quarter of coursework.

**CNS 5060 Philosophy of Consciousness**

This course explores the major Western philosophical approaches to understanding the relationship between body and mind as well as the nature of truth and reality, postmodern cosmology, and process philosophy.

**CNS 5120 Diversity, Community, and Leadership**

This course explores the question: Who am I, who are we, and who do we want to be as leaders of a new paradigm of interrelationship, interconnection, compassion and global citizenship? Students explore diversity, community development, leadership skills and professional development possibilities for expressing their highest and deepest values as agents of transformative change in their personal lives, families and communities.

**CNS 5125 Transpersonal Psychology**

This course explores several major transpersonal theories and philosophies, including those of Carl Jung, Michael Washburn, Alberto Villoldo, Stan and Christina Grof, A.H. Almaas, Judith Blackstone, and Ken Wilber. Topics include: transpersonal models of human consciousness and development, the relationship of Self to self, non-ordinary states of consciousness, the perennial philosophy, and transpersonal issues such as spiritual emergency and spiritual bypassing. Through readings, contemplative exercises, written assignments, and in-class discussions, students apply key concepts and techniques from each of these approaches to deepen insight into their own and others’ psychological and spiritual development and experience.

**CNS 5126 Qualitative Research A**

This course provides students with an introduction to research paradigms, and an overview of qualitative research methodologies. Discussion and exercises in class are geared toward defining and developing a research topic, question and project direction, as the foundation for designing and conducting a participatory research project within the interdisciplinary field of consciousness studies.

**CNS 5127 Qualitative Research B**

Continuing the approach of CNS 5126, this course provides students with an in-depth exposure to participatory action research methods. Students apply one of these methods to their own participatory research project by creating a research design using Action Research, Collaborative Inquiry or Appreciative Inquiry. They also complete a literature review focused on their topic within consciousness studies and learn about ethical issues in research. Prerequisite: CNS 5126.

**CNS 5135 Psychosynthesis: Psychology and Spirit**

This course explores the principles and practices of psychosynthesis, a transpersonal psychology developed by Roberto Assagioli, leading to increased self-awareness. Topics include the integration of sub-personalities, development of different aspects of the will, the use of guided imagery, and other techniques for integrating body, mind, and spirit.

**CNS 5212 Psychology of Dreams**

This course examines Western psychological traditions of dream interpretation. The pioneering work of Sigmund Freud and Carl Jung, both of whom were directly inspired by their own dream experiences, is explored, along with later research on the role of dreaming in human development, creativity, and healing. Students will be encouraged to think critically about these psychological theories, to test them in connection with their own dreams, and to seek new creative integrations with the dream theories of other cultures and traditions, including indigenous approaches to dreams.

**CNS 5216 Lucid Dreaming**

Lucid dreaming is the act of bringing waking consciousness into the dreaming state. In this course, cognitive and experimental scientific research in the field of lucid dreaming will be explored. This course interweaves aspects of consciousness studies, religious studies, and transpersonal psychological theory into our understanding of the subject. We investigate how lucid dreams are related to out-of-body experiences, the subtle body, and other states of consciousness, while considering how lucidity affects processes of psychological transformation and spiritual development that move us towards personal, interpersonal and planetary balance. Throughout the course, students learn experiential methods to become conscious while sleeping and what is possible once lucidity is achieved.

**CNS 5230 Metaphors and Symbols of Transformation**

This course explores the importance, meaning and purpose of metaphors and symbols in both mapping and catalyzing psychological...
and spiritual growth. Students examine archetypal and alchemical symbols of consciousness transformation experienced by mystics and spiritual practitioners across time, cultures, and religious traditions. Students also apply these principles to their personal development and 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.

**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 selection of readings, meditations, personal and group inquiries, fieldwork exercises, and rituals.

**CNS 5335 The Diamond Approach®**  
2

The Diamond Approach® to inner realization, developed and taught by A.H. Almaas, is an original and precise spiritual path whose central method is Inquiry. The teaching is based on a clear understanding of the nature of the human being. Though not connected to any religious or mystical traditions, the Diamond Approach® is resonant with the deepest levels of various traditional spiritual teachings, including Buddhism and Sufism, and the wisdom of many branches of modern psychological process that bring clarity to the egoic structures frequently encountered on the spiritual path. The Diamond Approach® has both a scientific orientation, emphasizing precision and objectivity, and a spiritual orientation, focused on what lies beyond the ego self. The course introduces some of the main concepts of the Diamond Approach® including: an understanding of Soul or Individual Consciousness, the Essential Qualities of our Nature, the Theory of Holes (the process of disconnection from our deepest nature), and the Personal Essence (a human being’s full potential). The emphasis will be on personal exploration and experiential exercises using the method of Inquiry. Students are invited to befriend his/her own inner guidance as a way to engage in the deepening of individual realization and to discover what gets in the way of living life from this place of truth.

**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.

**CNS 5410 Teaching Practicum A**  
2

Students learn to develop classroom teaching skills for university-level adult learners, including presentation and facilitation skills, experiential activities and leading discussions. The course includes
developing lesson plans, assessments of personal teaching style and discussion of philosophical principles of holistic education.

**CNS 5411 Teaching Practicum B**  
With the skills acquired in CNS 5410, students plan, develop, market and present workshops on topics of their choice. The result is a workshop curriculum in an area of expertise that can be offered professionally in other settings. Prerequisite: CNS 5410.

**CNS 5453 Personal and Professional Coaching**  
This practical, hands-on class introduces coaching approaches and skills for managers, consultants, and those in private practice. Students learn the importance of understanding their subjective states and how both their emotional states and stage development impact their client work. Students practice basic coaching skills and articulate and apply systems theory to coaching with clients and client organizations. The course emphasizes practical applications of coaching skills in real-life professional situations. Offered for credit/no credit only.

**CNS 5454 Awakening the Global Citizen: Conscious Leadership for a Sustainable Future**  
The twenty-first century has brought technological innovation and material comfort to many people in the developed world. However, our material success has also brought with it increasing devastation of the natural world, growing social injustice and intensifying climate change. This course explores assumptions and root causes of the planetary crises and examines what is possible now in this time of the Great Turning. In this class we: Explore current environmental and social justice issues from the perspectives of global experts; examine root causes using the lenses of both indigenous cultures and living systems theory to understand the interrelated nature of global problems; emphasize ways to move into action on issues of personal and community importance by connecting with external stakeholders, creating common ground and developing powerful messages; complete an individual or group project that will help our communities and/or society at large move into more conscious and sustainable choices. The course encourages students to assume global citizenship and assists those still seeking to define their final creative leadership project.

**CNS 5455 Professional Identity**  
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**  
Starting one's own business affords the opportunity to infuse one's work with consciousness principles and systems change. For those considering opening a practice as a consultant, coach, therapist or body worker, or developing any type of new start-up company, this course examines the basics needed to turn a great idea into a business reality. This course honors the holistic framework within the context of starting a business and considers the mind, body and spirit as contributing equally to our work in the world. Among the topics covered are: analyzing life values and priorities; determining business goals and strategies; launching and managing the business; building financial success; and marketing products and services.

**CNS 5507 Creativity & Transformation**  
In this course students explore the links between the creative process and psycho-spiritual transformation. In lecture, discussion and experiential format, we investigate the nature of creativity, the creative personality, psycho-spiritual benefits of creative expression, guided imagery and symbolic expression, the underlying causes of creative blocks, methods for working with obstacles, and creative subpersonalities. Students engage in creative expression as a spiritual practice and explore the subjective states that arise from this experiential work.

**CNS 5600 Planning a Thesis**  
In this course, students explore their thesis topics and clarify the major questions to be addressed. Prerequisite: CNS 5127 and grades of A in prior research classes.

**CNS 5602 Thesis**  
Students write their master’s thesis under the supervision of selected faculty members. Prerequisite: CNS 5600 and grades of A in prior research classes.

**CNS 5610 MA Integrative Project A**  
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**  
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**  
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, both personally and conceptually. The course includes an interactive review of key concepts and major principles from the core curriculum, which are then evaluated through a cumulative learning assessment. Additionally, students apply these concepts and principles in a personal essay exploring their own transformation of consciousness throughout the program. Prerequisite: CNS 5610.
CNS 5615 Publishing and Media

This professional development course focuses on preparing, packaging, and disseminating information to both general and specific audiences, with a specific eye on projects and ideas that support consciousness growth and systems change. Topics include: writing book proposals and query letters; assessing markets and dealing effectively with contracts, agents, editors, and publishers; presentation skills; self-promotion through the media, personal and public relations, and interviews. 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. This class is dedicated to providing a participatory experience for students towards the creation of a book proposal, bio, media kit, etc. The practical knowledge and skills furthers students’ professional development and credibility as experts in their own topic areas, and supports their creativity in projects aimed at consciousness growth and systems change.

CNS 5620 Issues in Consciousness Studies

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

This course is intended for students who wish to publish their research professionally. Students must bring to the course a research paper from a previous class with an A or A+ grade. The focus of the class will be to refine and edit the research paper into a high-quality article that will be submitted for publication to a professional journal.

CNS 5800 Issues in Philosophy

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

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 5830 Ecopsychology as Cultural Work

This course situates the contemporary environmental movement within a wider historical perspective. It provides an overview of the environmental and environmental justice movements, and examines various perspectives on the construction of the human-nature relationship, including social ecology, ecopsychology and deep ecology. It equips the ecologically-minded cultural leader to engage in ecocultural education beyond the usual discourse of conservation by incorporating a holistic, systems perspective. Students may also engage in creating and promoting earth-conscious community practices. Online course only.

CNS 5832 Earth Body Spirit

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

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

Cultural Work  2

This course situates the contemporary environmental movement within a wider historical perspective. It provides an overview of the environmental and environmental justice movements, and examines various perspectives on the construction of the human-nature relationship, including social ecology, ecopsychology and deep ecology. It equips the ecologically-minded cultural leader to engage in ecocultural education beyond the usual discourse of conservation by incorporating a holistic, systems perspective. Students may also engage in creating and promoting earth-conscious community practices. Online course only.

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DPB 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.

DPB 5100 Seminar in Depth Psychotherapy  1

This course gives students in-depth exposure to various modalities of somatic and transpersonal counseling and provides practice in the application of clinical and educational skills to the psychotherapy of individuals, groups and families. Seminars will be offered on a variety of modalities, including but not limited to Hakomi, Feldenkrais, and meditation. Students will take two courses during their first year of study. This course must be taken for a total of four units.

DPB 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, myths, 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.
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.

EXB 5220 Jungian Psychology  
**2**
Presents basic Jungian concepts, models of the psyche and processes and how they relate to Expressive Arts as a theoretical orientation. Includes the nature of archetypes, myth, ritual, and dream and how to work with clients using these resources as well as how these elements are present in our own lives and culture.

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 – EXPRESSIVE ARTS THERAPY SPECIALIZATION [EXB/EXJ] 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. For simplicity, all courses listed below are EXB for the Berkeley campus where the program is currently offered.

EXB 5000 Introduction to Expressive Arts Therapy Program  
**0**
This course will introduce students to the Expressive Arts Therapy program, detail program requirements and student responsibilities. All students entering the Expressive Arts Therapy program are required to take this no-cost, no-credit course during their first quarter.

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 5213 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 [HPB] COURSES – BERKELEY

HPB 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.

HPB 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.

HPB 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.

HPB 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: DBP 5105.

HPB 5115 Fundamentals of Transpersonal Counseling  
**2**
Covers basic postulates of transpersonal psychology. Surveys Jungian psychology, transpersonal approaches to psychotherapy, psycho-
synthesis, imagery/movement psychology, and myth, art, and ritual in counseling.

**HPB 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 socio-economic 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.

**HPB 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:** HPB 5120.

**HPB 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.

**HPB 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. **Prerequisite:** DPB 5235.

**HPB 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. **Prerequisite:** DPB 5201.

**HPB 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.

**HPB 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:** HPB 5121.

**HPB 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.

**HPB 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.

**HPB 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.

**HPB 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.

**HPB 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.

**HPB 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.

**HPB 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.

**HPB 5325 Ethics and the Law**  
Familiarizes students with the existing legal and ethical issues facing therapists including MFT licensing requirements and California laws for psychotherapists. Issues are explored through the examination of personal values and biases. Must be taken prior to field placement.

**HPB 5330 Clinical Skills: Partner and Spousal Abuse, Elder Care**  
This course looks at the whole family system and the impact of violence and abuse upon it. Trauma issues and their impact on each family member will be discussed, as well as the physiological effect of trauma on the brain. Topics include identification and treatment of abusers; victims and the children and teens living with them; attachment and physiological issues that keep couples together; identification, treatment, and reporting issues of elder and child abuse; cultural, religious, and GLBT issues and abuse; and countertransference issues. In addition, mental health issues in aging and long-term care will be addressed. Therapeutic strategies will be presented to enhance collaboration between families and care providers and maximize quality of life for the elder client.

**HPB 5350 Final Integrative Project A**  
This course examines the philosophical, personal, and professional issues raised in the course of graduate study in counseling psychology. Students develop an outline for an integrative paper that includes their understanding of holistic studies, transpersonal and somatic psychology, and their own personal growth work. This is the first in a two-course sequence.

**HPB 5352 Final Integrative Project Extension**  
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.

**HPB 5351 Final Integrative Project B**  
This is the second in a two-course sequence. Students complete their integrative paper and give an oral presentation on their topic. Students take this course when ready to complete their paper. Prerequisite: DPB 5350.

**HPB 5520 Psychopharmacology**  
This course offers an introduction and general overview of the field of psychopharmacology as it relates to the practice of psychotherapy. Current medications, research in psychopharmacology, and psychoneurology will be covered. In addition alternative medicine, natural remedies, and cultural issues from a holistic perspective will be covered as will the relationship between the psychotherapist and physician in medication management.

**HPB 5530 Psychological Testing**  
This survey course is designed to help students understand the basic concepts and applications of psychological testing and the psychometric properties of psychological tests. This course will emphasize the appropriate applications and limitations of many of the current psychological tests—especially with regard to their use with people of non-dominant cultures. Issues of validity and ethics will be reviewed in this regard.

**HPB 5620 Approaches to Trauma and PTSD A**  
This course provides an overview of the history of the concept of trauma and trauma treatment and a basic understanding of the psychobiology and neurobiology of trauma and PTSD. Conceptual distinctions will be made between developmental wounding, developmental trauma, and shock trauma. Current diagnoses overtly linked to trauma (PTSD, Acute Stress Disorder, Complex PTSD and Developmental Trauma Disorder) will be discussed. The topics covered include phase-oriented treatment, dissociation models, countertransference, and building somatic and relational resources. The discussion and training will include application of somatic trauma approaches to help stabilize situations involving personal trauma, disasters, and violence.

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

**HPB 9015 Child Abuse Assessment and Reporting**  
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 COUNSELING PSYCHOLOGY [HPC] COURSES – PLEASANT HILL**

**HPC 5000 Introduction to the Holistic Studies Counseling Psychology Program**  
Orientation for students to how the program flows and what they need to know in order to complete their program.

**HPC 5158 Child Therapy**  
Explores psychological/developmental issues of childhood from traditional and transpersonal perspectives. The developmental impact of such issues as family dysfunction and child abuse are discussed. Various practical therapeutic methods for working with children are reviewed.
HPC 5200 Diagnosis, Assessment, and Therapeutic Strategy A 3
A review of traditional and transpersonal diagnostic systems including DSM-IV and alternative typologies (such as the Enneagram, a phenomenological approach, or a body-oriented approach), assessment methods including interviewing and projective and objective testing, and therapeutic strategies appropriate to different diagnostic categories.

HPC 5216 Sexuality 2
The sexual response cycle, male and female sexuality, gender diversity, sexual development, and sexual dysfunction are discussed from physiological, psychological, multicultural, and somatic psychology perspectives. The course explores therapeutic approaches as they apply to individuals, couples, and families from a variety of sexual orientations.

HPC 5235 Psychological Testing 3
A survey course designed to help students understand the basic concepts and applications of psychological testing and the psychometric properties of psychological tests. This course will emphasize the appropriate applications and limitations of many of the current psychological tests—especially with regard to their use with people of non-dominant cultures. Issues of validity and ethics will be reviewed in this regard.

HPC 5243 Community Mental Health and Principles of Recovery 3
Preparation for challenges and opportunities, taking a holistic approach to working in community mental health settings. Topics include: the history of institutionalization and the community mental health movement; navigating the complex public health and social services systems; working with clients diagnosed with serious mental disorders; useful therapeutic models and effective practices; principles of recovery; strength-based assessment and resilience; fundamentals of case management; coordination of care and family and community involvement.

HPC 5245 Psychopharmacology 1-3
An introduction and general overview of psychopharmacology as it relates to the practice of psychotherapy. Current medications, research in psychopharmacology and psychoneurology will be covered. In addition alternative medicine, natural remedies and cultural issues from a holistic perspective will be covered as will the relationship between the psychotherapist and physician in medication management.

HPC 5250 Basic Addiction Studies 3
Basic information about alcoholism and chemical dependency—definitions, impact upon the users and their environments, medical and neurological aspects, current theories of the etiology of substance abuse, cross-cultural issues, and somatic psychology perspectives on addiction major treatment approaches including 12-step and harm-reduction approaches and a survey of the community resources available.

HPC 5325 Ethics and the Law 3
Familiarizes students with the existing legal and ethical issues facing therapists including MFT licensing requirements and California laws for psychotherapists. Issues are explored through the examination of personal values and biases. Must be taken prior to field placement.

HPC 5422 Cross-Cultural Issues in Counseling 3
An overview of cross-cultural issues related to counseling. Special emphasis is placed on fostering an understanding of cross-cultural dynamics in counseling through an examination of the historical, political, and sociocultural issues that impact ethnic minority clients.

HPC 5550 Marriage and Family Counseling A 3
This is an introduction to the principles and methods of marriage and family counseling including family systems theories, methods for assessment of family/couples interaction patterns, and intervention strategies appropriate to different types of dysfunctions. Spousal or partner abuse assessment, detection, and intervention will be addressed. The relationship between family systems and principles of holism are discussed. Multicultural family and relational diversity is a focus. Prerequisites: SPC 5535, SPC 5536 or TPC 5006, TPC 5161, TPC 5193.

HPC 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.

HPC 5751–54 Field Placement A–D 3/3/3/3
In this four-quarter sequence, the focus is clinical fieldwork under supervision. Students train at community mental health sites, schools, hospitals, hospice centers, therapeutic nurseries, at one of the JFK University Community Counseling Centers, or other sites. Students gain firsthand knowledge and experience working with individuals, couples, and families. Supervision is provided by qualified, licensed therapists. Prerequisite: Permission of program director is required.

HPC 9005 Personal Psychotherapy 0
Students must register for this course when they have completed their personal psychotherapy requirement.
HPC 9015 Child Abuse Assessment Tracking 0
This is a tracking course. Students must register for this course in the quarter in which they expect to complete their 7 hour BBS approved continuing education class in Child Abuse Assessment and Reporting. A certificate of completion must be turned into the department to get credit for this class.

HOLISTIC STUDIES COUNSELING PSYCHOLOGY [HSJ] COURSES

HSJ 5000 Introduction to Holistic Studies Program 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, psycho-synthesis, 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 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. Prerequisite: HSJ 5235.
HSJ 5201-02 Diagnosis, Assessment and Therapeutic Strategy A–B  3/3
An examination of traditional and somatic diagnostic systems including the DSM-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 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. Prerequisites: PHJ 4412, PHJ 3405.

HSJ 5305 Supervised Field Practicum  1-3
This course may be required if a student needs additional clinical work. Students may also choose to do an extra quarter of placement.

HSJ 5307 Expressive Arts Camp Prep  3
Theory and practice of developing an expressive arts laboratory for children. Child development and the psychology of creativity are covered as well as the logistics of planning and implementing a camp experience. Emphasizes skills development in group facilitation and conflict resolution. Required prior to field placement at JFK University’s expressive arts camp.

HSJ 5313 Advanced Clinical Skills: Being a Psychotherapist  2
This course, designed for third-year students in field practicum, explores the professional use of clinical interventions from somatic, transpersonal, and holistic perspectives. Case material from the trainee’s current MFT placement will serve as the starting point for discussion, role-play, dyad work, and lecture. This course is taken concurrently with the student’s third quarter of field practicum.

HSJ 5315 Counseling Case Seminar  3
Clinical case supervision for students in supervised field practicum. Case presentations from the student’s current placement serve as a starting point for lecture, discussion, role-play, and self-exploration.
To be taken concurrent with the student’s second quarter of supervised field practicum.

**HSJ 5325 Case Seminar: Families 2**
Students in supervised field practicum develop formal case presentations of families and receive feedback from the course instructor and peers. This course enables students to compare different ways of working with families and family problems. 
Prerequisites: HSJ 5315, HSJ 5303.

**HSJ 5330 Clinical Skills: Partner and Spousal Abuse, Elder Care 2**
This course looks at the whole family system and the impact of violence and abuse upon it. Trauma issues and their impact on each family member will be discussed, as well as the physiological effect of trauma on the brain. Topics include identification and treatment of abusers; victims and the children and teens living with them; attachment and 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 1.5**
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 5352 Final Integrative Project Extension .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 FIP B. 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.

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

**HSJ 9015 Child Abuse Assessment 0**
This course covers topics including recognizing child abuse, sexual abuse, neglect, and physical and emotional abuse; legal definitions of child abuse; legal reporting requirements; crisis intervention for victims, families, and abusers; cross-cultural concerns; countertransference issues; and community resources.

**HSJ 9020 Special Topics 0**
This course is reserved for students who have returned to the program after an absence or who have transferred into this program from another program. This zero unit course offers no academic credit, but allows students to enter into the appropriate course at the department’s discretion. Students enrolling in this course will attend
the same sessions and be responsible for the same assignments as students enrolling in the appropriate course. Permission of the program is required to take this course. Offered as needed; credit/no credit only.

DOCTOR OF PSYCHOLOGY [PSD] COURSES

PSD 7003 History and Systems of Psychology  3
This course discusses the evolution of modern psychology with regard to theories, systems and practices. It is grounded in a broad historical understanding that builds a framework for understanding the contemporary field of psychology, examining the philosophical, epistemological, cultural, and sociopolitical contexts and consequences of the major systems in the development of contemporary psychology.

PSD 7007 Clinical Interviewing Skills I  3
This course is the first of a two course sequence. It is designed to teach students fundamental clinical interviewing skills. Students will learn the basic attending skills required to establish and maintain a therapeutic relationship, including empathy, listening, reflecting, focusing and formulating questions. Students will also practice skills related to informed consent, confidentiality, and cultural sensitivity. The importance of taking into consideration contextual variables such as culture and ethnicity, language, socioeconomic status, migration, political conditions during the interview process is emphasized.

PSD 7008 Clinical Interviewing Skills II  3
This course is the second in a two course sequence. It builds upon the foundational clinical interviewing skills acquired in PSD 7007. Students will utilize these skills in establishing and maintaining a therapeutic relationship. Students will acquire additional skills such as confrontation and summarizing. In addition, specific situations such as suicide assessment, interviewing couples and younger clients will be addressed. The course will also explore clinical skills such as case formulation and report writing, peer supervision, the mental status examination, assessment of the client’s presenting problems, issues with difficult clients, and making appropriate referrals. Prerequisite: PSD 7007.

PSD 7015 Adult Psychopathology  3
This is the first of a two course sequence. It examines the way in which individual psychopathology is classified, described, diagnosed, and assessed. The Diagnostic and Statistical Manual of Mental Disorders, 4th edition (text revision) (DSM-IV-TR) of the American Psychiatric Association is utilized as a core organizing text for the purposes of diagnostic classification. This course completes its review of the acute psychiatric disorders and then focuses on personality disorders. Students learn to apply formal diagnostic classification to specific case examples as well as the fundamentals of treatment planning and the use of DSM-IV-TR’s Outline for Multicultural Formulation as a process for providing contextual information in psychodiagnosis. Prerequisite: PSD 7015.

PSD 7016 Adult Psychopathology II  3
This is the second of a two course sequence. It continues to examine the way in which individual psychopathology is classified, diagnosed, and assessed. The Diagnostic and Statistical Manual of Mental Disorders, 4th edition (text revision) (DSM-IV-TR) of the American Psychiatric Association is utilized as a core organizing text for the purposes of diagnostic classification. This course completes its review of the acute psychiatric disorders and then focuses on personality disorders. Students learn to apply formal diagnostic classification to specific case examples as well as the fundamentals of treatment planning and the use of DSM-IV-TR’s Outline for Multicultural Formulation as a process for providing contextual information in psychodiagnosis. Prerequisite: PSD 7015.

PSD 7025 Child and Adolescent Issues: Psychopathology and Treatment  3
This course exposes students to a range of psychological disorders of childhood and adolescence and their corresponding evidenced-based treatment modalities. Differential diagnosis of symptomatic behaviors in the context of clinical, developmental, cultural, and psychosocial factors will be emphasized. This course teaches students to critically assess the effectiveness of treatment modalities in the clinical setting with diverse populations of children and adolescents. Prerequisite: PSD 7016.

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

PSD 7117 Assessment III/Personality Assessment II and Lab 4

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

**PSD 7118 Assessment Practicum (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 7122 Psychodynamic Theory and Its Application to Diverse Populations 3**

This course reviews drive theory and ego psychology, object-relations theory, self-psychology, and intersubjective approaches to therapy. The paradigm shift in psychoanalytic thought from a drive theory to a relational theory model and the implications of this shift for clinical practice are examined. A critical review of psychodynamic theory and practice from a cultural perspective is included.

**PSD 7123 Cognitive Behavioral Theory and Its Application to Diverse Populations 3**

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

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

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

**PSD 7131 Psychology and Treatment of Substance Abuse 3**

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

**PSD 7135 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. Corequisites: PSD 7146, 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 7146 Advanced Group Process 1**

This course is taught over three quarters, in conjunction with PSD 7135 and PSD 7147. Group process and group models in different theoretical orientations are discussed, including the role of a leader and leadership styles. Students experience group dynamics through role-playing and other strategies conducive to building a cohesive group experience throughout the seminar year. The dynamics of conflict and techniques for conflict resolution are emphasized with attention to the impact of diversity on conflict management. Prerequisites: PSD 7008, PSD 7016, PSD 7035, PSD 7141. Corequisites: PSD 7135, PSD 7147.

**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. Corequisites: PSD 7135, PSD 7147.

**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. Prerequisite: PSD 7016, PSD 7107.

PSD 7170A Functional Neuroanatomy 2
This is the first of three courses of the Neuropsychology sequence. A working knowledge of the intact brain is necessary in order to understand neuropathology, neuropsychological assessment, and rehabilitation. Expanding upon the basic knowledge from the Biopsychology course, Functional Neuroanatomy will provide a more detailed understanding of the major brain structures and their contributions to daily functioning. Starting with the brain stem and cranial nerves, through the major subcortical nuclei and networks, the course will set up a detailed understanding of cortical functioning. Case studies and vignettes will reinforce the material. Prerequisites: PSD 7107; PSD7160; PSD7115, 7116, & 7117.

PSD 7170B Neuropsychological Principles 3
This is the second of three courses of the Neuropsychology sequence. In this course the kinds of abilities assessed by neuropsychology will be addressed. Expanding on the case studies from the first course, and drawing from the Cognitive and Affective Bases of Behavior and the Assessment course sequence, this course will consider the way neuropsychology conceptualizes and organizes cognitive, visual-spatial, memory-related, and affective functions. Examples from both the battery approach and the process approach to assessment will be used to demonstrate the ways in which neuropsychologists determine the integrity of brain functioning. Students will learn to administer a number of assessment tools commonly used by neuropsychologists. Prerequisite: PSD 7170A.

PSD 7170C Neuropathology 3
This is the third of three courses of the Neuropsychology sequence. In this course the ways in which brain function can be compromised will be reviewed. This includes developmental disorders, vascular and cancer-related injury, dementing processes, and trauma. Students will learn how to recognize the signs and symptoms of the possible contribution of "organic" problems in their clients or patients. Case studies and vignettes will reinforce the information from this and the previous two courses. Additionally, subsequent courses in rehabilitation, forensic assessment, child and geriatric neuropsychology, and diversity neuropsychology will be introduced. Prerequisite: PSD 7170B.

PSD 7171 Neuropsychological Rehabilitation 1
This course focuses on the ways in which neuropsychologists contribute to the rehabilitation process for people who have sustained brain injury in some form. In order to optimize recovery after a brain insult, neurological structural information must be integrated with functional neuropsychological information and rehabilitation principles. Neuropsychology works collaboratively with other interprofessional team members to facilitate functional recovery of persons with brain injuries. This course focuses on the theory and practice of this rehabilitative process. Prerequisite: PSD 7170C.

PSD 7172 Forensic Neuropsychology 1
This course brings together information from the other neuropsychology courses as they are considered and integrated into legal decision making. Neuropsychology contributes to the assessment of capacity in its various contexts, and determination of the level of functioning after a brain insult. This information is used in disability evaluations for SSI and SSDI, in personal injury lawsuits, and in assigning conservatorship in the case of either an older patient or an injured patient when cognitive decline is suspected. The attitude and approach of the neuropsychologist in a forensic setting; depositions, testimonies and general work with attorneys, will be emphasized. Prerequisites: PSD 7170C; PSD 7141.

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 geriatric neuropsychologists. 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 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 Psychology 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 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 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 7225 Lifespan Development I: Child and Adolescent 3

This course introduces students to empirically-based developmental psychology theories with an emphasis on conceptual issues and scientific methods in the study of developmental psychology. It teaches students to comprehend, assess, and evaluate scientific research on child development, and provides an essential understanding of child development for clinical activities. Students are taught to examine the interrelationship between physical, cognitive, and socio-emotional development in infancy, early childhood, middle childhood, and adolescence.

PSD 7226 Lifespan Development II: Adulthood and Aging 3

Lifespan issues from adulthood through aging and death are discussed in this course. Theory, developmental research methodology, clinical applications, and current research findings on adult development and aging are emphasized. Biological, cognitive, emotional, and social factors of lifespan development are considered in the context of culture, ethnic identity, gender, SES, and sexual orientation.

PSD 7230 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 7245 Contemporary Issues in Professional Psychology 1

This is a yearlong course, taught in conjunction with PSD 7235. This component of the third-year IPS examines the increasingly complex interplay of legal, ethical, social, and other concerns encountered in the practice of professional psychology. Issues of diversity are highlighted. Questions, concerns, and case examples from year three practica experiences are explored in depth. Prerequisites: PSD 7146, PSD 7147. Corequisite: PSD 7235.

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. Prerequisite: PSD 7251.
**PSD 7253 Clinical Dissertation Proposal II  1**

This is the second of a three course sequence designed to assist and supervise students in developing their dissertation proposals. Students will continue to expand and refine their Literature Reviews, while drafting the Methods chapter of their dissertation proposals. Students also finalize their dissertation committees this quarter. Prerequisite: PSD 7252.

**PSD 7254 Clinical Dissertation Proposal III  1**

This is the third of a three course sequence designed to assist and supervise students in developing their dissertation proposals. Students will complete drafts of their dissertation proposal and Human Participants Review materials, and conduct a mock defense of their dissertation proposals. Prerequisite: PSD 7253.

**PSD 7302 Dissertation Completion  0–0.5**

Following successful oral defense of the dissertation proposal, each student enrolls in PSD 7302 until completion of the dissertation. Students work independently under the direction of their dissertation committees with assistance from research faculty until successful final defense of the dissertation project. Course may be repeated for credit three times. After three repetitions, students must continue to enroll in PSD 7302 to completion of dissertation project. A maximum of 1.5 units will apply toward the degree program. (Students who began prior to fall 2006 may take PSD 7302 four times for credit.) Prerequisite: PSD 7254.

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

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

**PSD 7330 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 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, year-long internships completed over two years’ time.

**PSD 7602 Summer Field Placement  0**

Summer field placement.

**PSD 7604 Summer Internship Placement  0**

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

**PSD 7995 Independent Study  1–4**

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

**SPORT PSYCHOLOGY [PSP] COURSES**

**PSP 5002 Writing Workshop  0**

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, and plagiarism.

**PSP 5044A/B Research Methods: Quantitative and Qualitative  2/2**

This course sequence is designed to present an overview of research designs and methods, including qualitative and quantitative approaches to research. Additionally, ethics in research, issues of diversity and multicultural competence relevant to the research process, and an introduction to the process of publishing within journals and other outlets will be covered.

**PSP 5279 Fieldwork Orientation  0**

This course is designed to provide a supportive environment in helping students feel equipped for their first internship experience in their Sport Psychology training. As consultants in training, it is important to become aware of general principles and practices of counseling skills, rapport building abilities, ethics, professionalism, and appropriate applications of mental skills techniques. It is also important to become aware of potential challenges that can arise during a student's internship experience. This course is designed to help students feel confident in their abilities as consultants as well as to help support students in the application of classroom experiences to real world experiences.

**PSP 5280 Fieldwork  1–4**

Covers field placement and individual and group supervision. The field-placement aspect requires students to intern at a site working with athletes and applying skills learned in the 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 discussion and for exploring issues which pertain to their fieldwork experience. This course may be retaken for additional credit. Prerequisites: PSP 5800A, PSP 5803A, PSP 5804, PSP 5811, PSP 5816, PSP 5826.
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<td>The course encompasses the purpose,</td>
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<td>implementation and utility of assessment</td>
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<td>strategies within the sport setting. Topics</td>
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<td>include the use of structured and</td>
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<td>semi-structured interviews, performing</td>
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<td>behavioral observations, theoretical foundations</td>
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<td>of assessment measures, test</td>
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<td>construction and the administration, scoring</td>
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<td>and interpretation of objective psychological</td>
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<td>measures applicable to the sport/performance</td>
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<td>setting. This course will emphasize</td>
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<td>synthesizing information gleaned from</td>
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<td>multiple methods to assist in accurate initial</td>
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<td>assessment, intervention planning, and</td>
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<td>evaluating changes in performance. A</td>
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<td>description of psychometrics and its use with</td>
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<td>diverse populations will be reviewed.</td>
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<td>PSP 5805</td>
<td>Psychopathology Assessment</td>
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<td>The purpose of this course is to familiarize</td>
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<td>students with the major classifications of</td>
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<td>psychopathology and their impact upon</td>
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<td>individual performance. Psychopathology</td>
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<td>Assessment will introduce students to the</td>
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<td>Diagnostic and Statistical Manual of Mental</td>
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<td>Disorders, 5th Edition (DSM-V). Emphasis will</td>
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<td>be placed on assessing for mental health</td>
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<td>conditions that require referrals to</td>
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<td>appropriate treating professionals.</td>
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<td>Psychopathology Assessment focuses on</td>
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<td>recognizing the classification of mood and</td>
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<td>anxiety disorders, impulse control disorders,</td>
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<td>eating disorders, sleep disorders, organic</td>
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<td>brain disorders, thought disorders, personality</td>
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<td>disorders, and substance abuse disorders.</td>
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<td>PSP 5811</td>
<td>Counseling Skills A</td>
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<td>Counseling Skills A is an introductory course</td>
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<td>in the basic skills needed to assess, counsel,</td>
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<td>and provide an intervention plan as a mental</td>
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<td>skills coach. This course will explore the</td>
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<td>fundamental aspects of facilitating client</td>
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<td>development in a multicultural society. Students</td>
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<td>will gain an understanding of basic listening,</td>
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<td>the key concepts and core skills of</td>
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<td>communication. Students will practice those</td>
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<td>skills and discuss how to handle ethical</td>
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<td>dilemmas in the counseling relationship.</td>
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<td>PSP 5812</td>
<td>Counseling Skills B</td>
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<td>Counseling Skills B is an intermediate/advanced</td>
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<td>level course that furthers the students'</td>
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<td>ability to facilitate client development in</td>
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<td>a multicultural society. Students will refine</td>
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<td>their basic listening sequence skills, and</td>
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<td>explore the elements of reflection, focusing,</td>
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<td>and influencing skills. Emphasis will be</td>
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<td>placed on identifying which theories should be</td>
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<td>used for different patterns of behavior,</td>
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<td>situations and cultural groups. Students are</td>
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<td>expected to self-reflect and examine their</td>
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<td>own transference and countertransference</td>
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<td>reactions within the consultation role. Students</td>
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<td>will also discuss the key elements to</td>
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<td>supervision and identify how to effectively</td>
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<td>utilize the supervisory experience. Students</td>
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<td></td>
<td>are expected to integrate skills with their</td>
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<td>personal style and theory. Prerequisite: PSP</td>
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<td>PSP 5814</td>
<td>Comprehensive Exploration of Diversity in Sport</td>
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<td>A/B</td>
<td>These courses are designed to offer students</td>
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<td>an overview of historical and current topics</td>
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<td>relevant to the understanding of diversity in</td>
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<td>sport. Students will be exposed to the</td>
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<td>historical context of how diversity issues</td>
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<td>have impacted the development of sport. Students</td>
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<td>will understand the complex nature of gender,</td>
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<td>orientation, age, and disability as it relates</td>
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<td>to current sport practices. Students will also</td>
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<td>be exposed to practical strategies for</td>
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<td>facilitating acceptance of diversity within</td>
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<td>individual and team sports.</td>
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<td>The courses are designed to increase students'</td>
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<td>awareness and sensitivity to their cultural</td>
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<td>assumptions, beliefs, values, biases, and how</td>
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<td>these impact their perception and understanding</td>
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<td>of diverse and multicultural populations of</td>
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<td>athletes. Through concurrent participation in</td>
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<td>a supervised, applied internship, presentation</td>
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<td>and discussion of didactic material, and</td>
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<td>participation in group process, students will</td>
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<td>be encouraged to critically and thoughtfully</td>
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<td>examine their own world views as a means of</td>
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<td>adopting and integrating a multicultural</td>
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<td>perspective. The courses will provide</td>
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<td>experiential and didactic exposure to</td>
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<td>multicultural awareness and group process</td>
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<td>through readings, exercises, and applied</td>
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<td>experiences.</td>
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<td>PSP 5815</td>
<td>Performance Enhancement A</td>
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<td>This course will provide a foundation of</td>
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<td>knowledge in the field of sport psychology</td>
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<td>field relevant to specific performance</td>
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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** 1/3

This course will provide a foundation of knowledge in the field of sport psychology field 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. **Prerequisite:** PSP 5816, PSP 5280 (I).

**PSP 5819 Social and Historical Issues in Sport** 4

The course examines selected topics within the sociology and history of sport. Particular emphasis will be given to issues related to the potential of sport to benefit society and its potential to reinforce existing social problems. Students will be encouraged to reflect on their own experiences within sport and to explore in detail one area of special interest within the history and sociology of sport. The course offers an analysis of sport as a social institution and the interrelations between sport and societal subsystems, as well as a consideration of the attitudes, values, and behaviors associated with sport. Analysis of contemporary problems associated with sport will be made, with ties made to their historic origins; such problems include race relations, the traditional and emergent role of women, aggression and violence, and political and economic concerns.

**PSP 5820 Psychology of Coaching** 2

Different philosophies of coaching with a range of athlete populations. Applied psychology provides the foundation to study communication, interpersonal dynamics, decision making and authority, group cohesion, and athlete motivation.

**PSP 5821 Gender Issues in Sport** 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 the multiple ways these identities influence and interact with other issues (such as violence, eating disorders, media coverage, competition, coaching, etc.).

**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 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 biophysical and psychosocial models of development. Students will gain an understanding of how motor learning, and motor development impacts youth sport. Students will also gain knowledge in the developmental sequences associated with cognitive development, emotional development, and moral development. Students will then be required to integrate theoretical knowledge with practical strategies and interventions appropriate for youth and adolescent athletes.

**PSP 5832 Psychology of Injury** 1

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

**PSP 5833 Kinesiology** 4

This course introduces students to each of the major biophysical sub-disciplines of kinesiology—anatomy, biomechanics, exercise physiology, motor control, and sport and exercise psychology. Includes an integrated study of human movement and applies this knowledge to human performance and physical activity across the lifespan. Concepts in the various subfields of kinesiology are examined and career opportunities in the field of kinesiology are explored. Students will also gain a better understanding of the course concepts through projects and class discussions.

**PSP 5834 Motor Learning and Performance** 1

This course will teach students how to apply the principles of motor learning and performance in a variety of real-world situations. Students will learn to identify solutions that address many of the issues and obstacles encountered when teaching and learning motor skills.

**PSP 5835 Exercise Psychology** 2

This course examines the psychological antecedents and consequences of physical activity relationships. Includes the mental health benefits of exercise as well as motivational factors involved in exercising and the many variables that influence exercise behavior, e.g., stress, emotional states, anxiety, and depression.

**PSP 5838 Health Psychology** 4

In 2001, APA acknowledged the importance of psychology in the promotion of not only psychological health, but also physical health.
Remote consulting can be delivered in a variety of forms. The location of the consultation can vary from face-to-face sessions to video, telephone, or email. The communication medium 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, asynchronous, legal and ethical issues and confidentiality.

**PSP 5890 Research Proposal**

This class starts the sequence of classes that leads to the research publishable paper. It assists students in developing a proposal for their research design. The work needs to meet the submission criteria for the Master’s Research Proposal which can then be submitted to the Human Participants Committee of the College of Professional Studies. Students will learn what the necessary components of a research proposal are and how to develop their own ideas for use in a study. *Prerequisite: PSP 5054.*

**PSP 5891 Research**

Required of students taking the research option. The research process typically takes three quarters and covers the publishing process securing Institutional Review Board approval, finding participants, data collection, data analysis, and write-up. The final product will be a paper of publishable quality and a presentation. *Prerequisites: PSP 5890.*

**PSP 5995 Independent Study in Psychology**

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**

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**

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.

**PSP 9020 Town Hall Meetings**

Town Hall Meetings are held twice a year. Students will attend all town hall meetings where current issues in the sport psychology department will be addressed. The meetings will be a chance for all students and faculty in the Sport Psychology program to get together to address changes in the field of sport psychology, certification, policy changes, and research project updates. It will also be a forum for students to ask questions and give feedback on the program and to discuss pertinent issues, concerns, and topics.
### PSP 9025 Speaker Series 0

The JFK University speaker series of the Sport Psychology program is an exciting opportunity to listen and learn from top sport psychology practitioners from all over the world. This course is for MA/PsyD students in the PsyD program or Certificate students only. MA students take PSP9000 to learn from the speaker at this same event.

### PSP 9025B Speaker Series B 0

The JFK University speaker series of the Sport Psychology program is an exciting opportunity to listen and learn from top sport psychology practitioners from all over the world. This course is for MA/PsyD students in the PsyD program or Certificate students only. MA students take PSP 9000 to learn from the speaker at this same event.

### PSP 9030 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 (legal entity types, funding the business, business operations, etc). Students will have the opportunity to develop business forecasts, including financial forecasts (income and expenses) and operational forecasts (client capacity, income sources, etc). The students will leave the class with an understanding of what it takes to start and successfully operate a business.

### PSP 9031 Developing a Consulting Practice B 2

This course presents the basic marketing skills for the field of sport psychology. Students will learn ideas to market their services as a consultant and strategies for building a client base. Students will have the opportunity to develop and implement a marketing plan for their business, including client branding, advertising, tax issues, and ethics regarding marketing in the field of sport psychology.

### PSP 9085 Fieldwork Exam 0

This is exam is intended to prepare students for future fieldwork, the exam demands comprehension of the basic expectations of participating in Fieldwork as a student-intern. In preparation, students will attend the Fieldwork Orientation and understand of the Fieldwork Handbook (located in the STAR portal) as a reference source for all matters related to being an Student-Intern. The exam covers the content found within the Fieldwork Handbook and explained further in the Fieldwork Orientations held at the start of the Spring quarter.

Completing the exam is required prior to starting an internship in the Sport Psychology program. Further guidelines are available in the STAR portal.

### PSP 9090 Comprehensive Written Examination 0

Comprehensive written examination covering material of Phase I, to be taken at the end of Phase I. Further guidelines are available in the STAR portal.

### PSP 9091 Comprehensive Oral Examination 0

Comprehensive oral examination covering material in all phases of the program to be taken in the student's last quarter. Further guidelines are available in the STAR portal.

### PSP 9100 Exit Meeting 0

This exit meeting is with the Chair of the Sport Psychology Program and is an opportunity to reflect on the time in the program, give feedback and learn more about what to expect once the student graduates, including implications for AASP certification. It should be the last aspect for the program that the student completes. Appointments should be set with the Chair directly.

### PSP 9150 Post Master's Training 1-4

Once graduates leave the program, there may be extra trainings they require for professional development and for AASP certification. These courses offered under post-Master’s Training are offered to fulfill these requirements.

### MA IN COUNSELING PSYCHOLOGY [PSY], [PSJ], AND [PSB] COURSES

**Note:** MA in Counseling Psychology courses are offered in Pleasant Hill (PSY), San Jose (PSJ) and Berkeley (PSB). For simplicity, all courses listed in this catalog will have the PSY prefix, although they also may be offered as PSJ, or PSB.

### PSY 5000 New Student Orientation 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 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. Students participate in experiential learning activities to bridge theory and application. This course is the second in the three-quarter sequence with PSY 5115 and PSY 5157.

**PSY 5157 Theories of MFT 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, language, problem solving and solution building. Students will learn philosophical and theoretical premises of approaches, and practice clinical application through experiential activities. Prerequisite: PSY 5304; Corequisite: PSY 5260 or PSY 5249.

**PSY 5179 Family Treatment of Addiction** 3

This course provides core information about alcohol and drug addiction, including the physical, psychological, and systemic impact they have on individuals, couples, and their families. Compulsive behaviors, such as disordered eating, gambling, and internet addictions, 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-F**

2-4/2-4/2-4/2-4

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. Prerequisite: PSY 5230.

**PSY 5259 Ethnographic Practicum**
1

This course is designed to provide students with the opportunity: to experience community mental health agency organization and structure, to observe treatment of clients, to engage in client centered advocacy, and to increase multicultural competence. This course does not substitute for PSY 5249–52 or PSY 5260–63.

**PSY 5260–65 Supervised Internal Field Practicum A-F**
2-4/2-4/2-4/2-4

Field experience at a JFK University Community Center that meets BBS requirements for clinical training experiences for MFT and PCC trainees. Includes one hour of individual supervision and at least two hours of group supervision per week, as well as didactic training and practice application of MFT and PCC assessment and intervention techniques with individuals, couples, and families. Field experience includes the use of audio/video recordings or live supervision of the student's interactions with clients. Student's counseling performance will be formally evaluated on an ongoing basis. Completion of Phase I and written consent of community counseling center director required. Prerequisites: PSY 9000, PSY 5635.

**PSY 5266 Supplemental Supervised Field Experience**

0–4

Placement in internal, external, or school-based settings that meet BBS requirements and offer clinical training experiences. This course does not substitute for PSY 5249–52 or PSY 5260–63. Prerequisite: Completion of Phase I.

**PSY 5267 Pre-Practicum**

0

This course is designed to make sure that face-to-face practicum 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. Hence, this course cannot substitute for PSY 5249–54 or PSY 5260–65.

**PSY 5268 Additional Field Practicum - Internal**

1.5

This course is the fifth quarter Field Practicum in an internal setting in the PCC Specialization. The course meets the BBS requirement for clinical training experience and offers individual and group supervision. Students may repeat course for additional hours accrued toward degree completion. MFT specialization students may take this course after completion of PSY/PSI/PSB 5260-65 Field Practicum A-F – Internal to accumulate additional BBS hours to be applied toward degree. Prerequisite: PSY 5263.

**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/PSI/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
These 1-3 unit courses cover specific topics pertaining to the field of Marriage and Family Therapy. Each class has a specific focus, such as working with issues in divorce and remarriage, grief and loss, resilience and wellness, medical family therapy, addiction, eating disorders, LGBT clients, expressive arts therapy, advanced child therapy, or advanced couple therapy. MFT Students must complete a total of 3 units of PSY 5309. May be repeated for credit with a change of topic. Recommended for during field practicum.

PSY 5310 Group Therapy 3
This course introduces students to both theoretical and experiential understanding of group process. The class is introduced to psycho-educational, 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 outcome. Intelectual 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 an 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;
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.

NON-CREDIT WORKSHOPS AND FIELD PLACEMENTS

PSY 9000 Child Abuse Assessment, Reporting, and Treatment 0
This workshop covers the following topics: recognizing and assessing physical, sexual, and emotional abuse and neglect; legal definitions of child abuse; legal reporting requirements and process; crisis intervention for the victim, families, and abusers; cross-cultural
concerns; counter-transference issues; and community resources. It meets the requirement of AB141 for seven hours of training for MFT licensure and must be taken prior to the beginning of field placement.

**PSY 9001 Diversity Awareness** 0

In this workshop, students engage in activities and discussions designed to increase awareness of diversity issues on the personal, social, professional, and systems levels. It is intended to be taken in the first phase of study and must be completed prior to enrollment in PSY 5249 or PSY 5260 Field Practicum.

**PSY 9007 Introduction to Community Based Program** 0

Students take this workshop when beginning a school based practicum. Students are oriented to the organization and dynamics of working in a school based setting. The politics of working with children and adolescents in the schools is addressed including the legal and ethical issues inherent in the schools. Introduction into the specialized record keeping and procedures of the school based program will be implemented. Information is given regarding assessment and treatment planning in the school system. Students learn how to conduct consultation with the school personnel and parents.

**PSY 9008 Aging and Long-Term Care Workshop** 0

This course offers an overview of mental health issues for older adults. Differential diagnosis of dementia from depression along with the impact of retirement, altered family roles, decline in social and economic status, and increased disability. The psychological, social, and financial aspects of long-term care are discussed. Psychodynamic treatment strategies focus on maximizing quality of life and functional capacity for the elderly client, and facilitating collaboration with family, medical personnel, and caregivers. This course satisfies the BBS requirement to complete a minimum of ten hours of coursework in aging and long-term care for California licensure as a Marriage and Family Therapist.

**PSY 9010 Issues with HIV and AIDS** 0

This course covers the current medical, psychosocial, and mental health needs of clients living with HIV/AIDS, as well as family members, intimate partners, and caretakers. Specific concerns addressed include working with chemically addicted clients, cultural diversity issues including racial and sexual minority clients, legal issues, self-of-therapist issues, and effective models for service delivery and care. Family dynamics that impede or support treatment compliance are included. This course satisfies the BBS requirement for Marriage and Family therapists to complete a course at least seven hours in length that covers the characteristics and methods of assessment and treatment of people living with HIV and AIDS.

**PSY 9075 Personal Psychotherapy** 0

Students are encouraged to take responsibility for their personal development and knowledge of self and to become sensitive to the impact that they have on those around them. Consequently, there is a non-credit requirement for a minimum of 50 hours of personal psychotherapy (individual, couple and a maximum of 15 hours of group psychotherapy). Students register for this course in their last quarter of the program. Further guidelines are available at the College of Psychology and Holistic Studies Office.

**PSY 9090 Master's Written Examination** 0

Comprehensive written examination covering material of Phase I to be taken during the first or second quarter of field working Phase II. Further guidelines are available in the Graduate Psychology office. The written examination must be passed before advancing to Phase III of the program. Prerequisites: PSY 9000, 5304, and PSY 5404.

**PSY 9091 Master's Oral Examination** 0

Comprehensive oral examination covering material in all phases of the program to be taken in Phase III during the fifth or sixth quarter of practicum. Further guidelines available in the College of Psychology and Holistic Studies office.

**PSY 9100 Professional Development: Post-Master's Preparation** 0

This meeting formalizes the preparation of paperwork that must be processed as students complete field practicum and change from trainee status to intern status upon graduation. This meeting allows students to reflect upon and bring closure to their graduate experience as they prepare for their future as a practitioner.

**UNDERGRADUATE PSYCHOLOGY [PYC] COURSES**

**Note**: Psychology courses are offered in Pleasant Hill (PYC) and San Jose (PYJ). For simplicity’s sake, all courses listed in this catalog will have the PYC prefix, although they also may be offered as PYJ.

**PYC 3000 History of Psychology** 4

This course investigates the origins and history of psychology, focusing on key questions, systems, processes, and methods, and how they have influenced contemporary trends. Prerequisite: PYC 3005.

**PYC 3005 Exploring Psychology** 4

Students will learn about motivation and learning, neuroanatomy, sensation, perception and motor abilities, sleep emotionality, development, personality and clinical theories, psychopathology, and clinical psychology. Special attention will be paid to the generality of many of these "Western" notions of human behavior to people of different cultures. This course is required for students who have not completed Introduction to Psychology.

**PYC 3100 Developmental Psychology** 4

This course is an exploration of infant, child, and adolescent behavior and growth within the context of developmental psychology and the human life cycle. Course may be applied toward the lower-division general-education social science breadth requirement.

**PYC 3200 Theories of Personality** 4

Students study the major personality theories and therapeutic applications in clinical psychology, including body-oriented and transpersonal psychotherapies. Theorists include Freud, Jung, Ellis, Perls, and Rogers. Course may be applied toward the lower-division general-education social science breadth requirement.
**PYC 3210 Social Psychology**  
This course examines how social factors influence the feelings, beliefs, and behaviors of others. Topics explored include: conformity, mass communication, propaganda, persuasion, social cognition, self-justification, aggression, prejudice, liking, loving, and interpersonal sensitivity. Course may be applied toward the lower-division general-education social science breadth requirement.

**PYC 3220 Biological Psychology**  
This course explores the acquisition and processing of sensory information, the neural control of movement, the biological bases of complex behaviors (such as sleep, learning, memory, sex, language, and addiction), as well as the basic functioning of the nervous system. It focuses on the brain's interrelations with the mind and behavior and how brain malfunctions produce mental disorders.

**PYC 3305 Counseling Psychology**  
Course content explores the basic concepts of the helping professions including exercises to integrate practical skills with a conceptual framework. This course is for students who have little or no experience in the field. Course may be applied toward the lower-division general-education social science breadth requirement.

**PYC 3307 Careers in Psychology**  
Focus on career planning and development issues for psychology majors. Using a combination of lecture, readings, and exercises, students will be exposed to information designed to assist in the clarification, selection, and pursuit of a career in psychology or a related field. Topics will include an overview of the undergraduate major in psychology, career options in psychology and related fields, preparation for employment with a bachelor’s degree, preparing for and succeeding in graduate school, and applying for a job or to a graduate school.

**PYC 3330 Psychology of Relationships**  
This course explores the psychology of relationships, both the dynamics of healthy relationships and patterns of relationships under stress it examines significant aspects of relationships including codependence and addictive relationships, loving relationships, and relationships in transition. Course may be repeated for credit with a change of topic.

**PYC 4000 Community Psychology**  
This course examines how the field of psychology can be applied to the community. Students explore how psychology relates to and can offer help on such issues as the nature of community, community involvement, community organizations, conflict resolution, mediation, and diversity.

**PYC 4007 Psychology of Learning**  
This survey course addresses historical and current theoretical assumptions and approaches to learning and cognition. Special attention is given to the relationship between learning and cognitive process. Topics addressed include operant conditioning, social learning theory, learning styles, perception, memory, problem solving, thinking, and intelligence.

**PYC 4015 Advanced Research Methods**  
This course covers descriptive, correlational, quasi-experimental, and experimental approaches: design, methodology, and analysis. Students will experience designing, conducting, analyzing, and presenting (verbal and written) research findings. Topics will include hypothesis testing, validity, reliability, scales of measurement, questionnaire development, power, statistical significance, and effect size.

**PYC 4020 Emotional Intelligence and Awareness**  
Although emotions have long been considered to be secondary, if not detrimental, to our mental efficiency in finding success in life, mounting evidence demonstrates that thinking is literally impossible without feeling, that it plays an organizing role in thought itself, and that true success is totally dependent upon a highly developed emotional life. EQ is as important as, if not more so than, IQ. This course will examine the evidence and search for practical ways of developing an intelligent heart and a compassionate mind.

**PYC 4200 Jungian Psychology**  
This course examines Carl Jung’s life and works, including the basic structures of Jungian theory, the nature and structure of the psyche, and the four functions of consciousness.

**PYC 4202 Psychology of Religion**  
This course explores psychological perspectives on the nature of religious belief, experience, ritual, values, and spiritual development. We will consider not only the psychological dimensions of religion but also the religious dimensions of the psyche and psychotherapy. Early formulations by James, Freud, Jung, and others are studied as well as subsequent theories by Fromm, Frankl, Fowler, Maslow, Wilber, and others. These perspectives include psychodynamic, phenomenological, existential, humanistic, transpersonal, and experimental approaches. Contemplative exercises will help students to explore their own relationship to religious experiences, ideas, and practices.

**PYC 4203 Humanistic Psychology**  
This course explores the major concepts, theories, techniques, applications, and trends in the field of humanistic psychology, often called the Third Force in psychology. Influenced by humanism, existentialism, and phenomenology, humanistic psychology is fundamentally interested in human capacities and potentials. Humanistic psychology helped to birth the human potential movement, transpersonal psychology, and positive psychology. The course examines the nature of self, love, creativity, spontaneity, play, warmth, ego-transcendence, autonomy, responsibility, authenticity, meaning, transendent experience, courage, and other topics of vital human interest.

**PYC 4205 Transpersonal Psychology**  
Course material explores the higher and deeper dimensions of human experience. Topics include: the nature, validity, development, and value of these extraordinary experiences from the diverse disciplinary perspectives of psychology, philosophy, sociology, anthropology, and religion. The philosophical and empirical foundations of transpersonal psychology and the transpersonal
principles used in counseling are discussed. Theorists include Roberto Assagioli, Ken Wilber, Stanislav Grof, Francis Vaughn, A.H. Almaas, and John Welwood.

**PYC 4207 Integral Psychology**

This course introduces the five elements of Ken Wilber’s integral theory, including quadrants, levels, lines, states, and types, and examines their relevance to psychology and as a framework for today’s world. Also explores the theories of Jung, Assagioli, Almaas and Grof. Topics include models of consciousness and human development, the relationship of Self/self, and the potential of Integral Psychology to promote personal psycho-spiritual development and social-global change.

**PYC 4209 Spiritual Counseling**

This course introduces the basic approaches, knowledge, and skills involved in interferential spiritual counseling. Interfaith spiritual counseling is a companioning process that helps individuals to sense, savor, and integrate the presence and movement of spirit in their lives and to cultivate their spiritual lives. We will study interferential and cross-cultural perspectives on spiritual experience, examine different approaches to spiritual discernment, discuss the spiritual counseling process, learn contemplative listening skills, explore the nature of prayer, and practice offering spiritual support and guidance.

**PYC 4211 Evolutionary Psychology**

The course is designed to introduce and critically assess the exciting and often controversial movement of Evolutionary Psychology. The emerging new field of psychology is emphatically interdisciplinary, involving all of the following: evolutionary theory, paleo-anthropology, cognitive psychology, philosophy, ethics, sociology, religion, and political theory. The course will be a focused engagement that will give the student a working familiarity with both the breadth of inquiry and the goals of Evolutionary Psychology.

**PYC 4217 Psychology of Creativity**

The course explores psychological and spiritual approaches to creativity and intuition. Students examine various theories and research findings as well as experience powerful transformative practices. Practices include: methods for inviting intuitions; techniques for overcoming creative blocks and elaborating insights; meditations that clear, focus and energize the mind; and practices that support intuition and sustain creative activity. Creative thinking, writing, drawing, and living are explored.

**PYC 4218 Healing Stories**

This course explores how stories and myths powerfully influence our perceptions, desires, values, and behaviors. Indeed, they shape our personal and social identities. By becoming aware of the nature of stories and storytelling, we learn to deconstruct false and disempowering stories and to create truer and more empowering ones. In this course we will examine powerful stories that not only portray the themes of healing and transformation but also have the power to heal and transform us. As bibliotherapy reveals, when we study the stories of others’ lives, we learn new ways of seeing, valuing, and acting in the world. We will also share stories from our own lives and experiment with telling our life stories in new and more empowering ways.

**PYC 4219 Neuropsychology**

This course is an introduction to neuropsychology. Neuropsychological assessment is a powerful tool used by both clinical and experimental psychologists to aid in the diagnosis, treatment, and rehabilitation of individuals with various brain disorders. Neuropsychology focuses on identifying the behavioral deficits that arise from brain pathology. This pathology includes diseases such as Alzheimer’s and Parkinson’s as well as other brain related conditions such as stroke, tumors, and head injury. Through this course students will learn about the history of neuropsychology, details of brain anatomy, various neuropsychological assessments, and the examination of behavioral deficits and neuropsychological profiles associated with a variety of brain disorders and brain conditions.

**PYC 4220 Cross-Cultural Psychology**

This course explores the major concepts, theories, and research in the field of cognitive psychology, and examines how people perceive, learn, remember, and think about information. Topics include: perception, attention, consciousness, memory, knowledge (representation, organization and manipulation), problem solving, reasoning, decision making, language, and intelligence.

**PYC 4221 Abnormal Psychology**

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

**PYC 4222 Cognitive Psychology**

This course explores the major concepts, theories, and research in the field of cognitive psychology. We will examine how people perceive, learn, remember, and think about information. Topics include: perception, attention, consciousness, memory, knowledge (representation, organization and manipulation), problem solving, reasoning, decision making, language, and intelligence.

**PYC 4223 Writing as a Psychospiritual Tool**

Scientific research has recently documented how putting pen to paper can improve physical health and decrease psychological pain. Writing is also a powerful tool to develop our creativity, access our intuition, and connect with the soul. In a lecture, discussion and experiential format, students will experiment with various writing exercises for emotional healing and spiritual growth. This is not a writing skills class and the sharing of our writing is optional.

**PYC 4225 Psychology of Women**

This course is a study of how major 20th-century theories including feminist, psychoanalytic, Jungian, and transpersonal have addressed women's psychological issues.

**PYC 4226 Psychology of Men**

Students explore fundamental male issues including father-son and male-female relationships, work, play, and questions of power. Developments in male attitudes toward love, death, the family, and aging are also examined.
PYC 4229 Somatic Psychology 4
The historical foundations of historical psychology are examined as well as how various somatic psychology practices are applied to the development and evolution of the self. The course reviews somatic understandings of topics such as anxiety, excitement, stress, and personal development. Understanding emotional expression, family systems, family interaction patterns, and self development as somatic issues are examined. Discusses body practices such as work with breath, movement, gesture, and guided self-experience. This work can be applied clinically, socially, and personally.

PYC 4235 Psychosynthesis: Principles and Practice 1
The course curriculum covers the basic concepts and techniques of psychosynthesis including presence and the art of guiding, subpersonality work, imagery, and identification and dis-identification.

PYC 4237 Kabbalah and Psychology 1
Kabbalah (Jewish mysticism) offers profound psycho-spiritual insights into individual and social consciousness, action and development. In this seminar, we examine key Jewish mystical ideas and practices and discuss their relevance to contemporary psychology and spirituality. We explore the Kabbalists’ experience of an androgynous divinity, theft mapping of God’s creative androgynous powers onto human beings, and their evolutionary view of the unfolding self and cosmos. We also experience some of their transformative and healing practices: prayers, blessings, rituals, songs, chants, meditation. Comparisons are made with other spiritual traditions. No knowledge of Judaism is needed.

PYC 4241 Healing and Transformation through Poetry 4
This course explores how reading, studying, and writing poetry can catalyze profound healing, growth, and transformation. We examine powerful poems by William Wordsworth, Emily Dickinson, Langston Hughes, T.S. Eliot, Maya Angelou, and other master poets. Students also have the opportunity to write their own poems.

PYC 4302 Psychology of Organizations 4
This course presents an overview of the field of organizational psychology. Topics include organizational culture, leadership and management, group dynamics, conflict and negotiation, empowerment and coaching, and work stress.

PYC 4307 Forensic Psychology 4
Role of psychology in the legal system: legal procedure and adversary system, jury selection, jury decision-making, eyewitness testimony, mental health law, criminal responsibility and legal insanity, expert psychological testimony, role of forensic psychologists.

PYC 4311 Sports and Exercise Psychology 1
Psychological aspects of sports, including the value of sports, psychological factors involved in competitive as well as non-competitive athletic activities and the role of sports psychologists.

PYC 4901 Psychological Test and Measures 4
This course analyzes test and questionnaire construction, evaluation and interpretation of testing instruments, as well as the application of these instruments to intelligence and ability tests, personality and adjustment questionnaires, and ratings and behavioral observation techniques.

PYC 4902 Health Psychology 4
This course will examine multiple, interactive factors that contribute to human health from a biopsychosocial perspective. Students will develop an understanding of how best to promote and maintain health, prevent and treat illness, and adapt and thrive in the context of chronic illness. Other areas that will be explored are the roles of stress, coping, immune response, social relationships, personality, and structural inequalities in the progression and prevention of disease.

PYC 4903 Psychopharmacology 4
This course examines the neurological, physiological, and psychological effects of psychoactive drugs such as sedatives, stimulants, opiates, antidepressants, alcohol, and hallucinogens. The use of psychoactive drugs in treating mental disorders such as schizophrenia and manic-depressive illness is also explored.

PYC 4999 Senior Capstone 4
This culminating course offers students the opportunity to integrate and apply their knowledge and understanding of major psychological concepts, theories, techniques, research findings, and practices. A significant topic will be explored from the multiple perspectives of the major subfields of psychology.

SOMATIC PSYCHOLOGY [SPC] COURSES

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 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. Prerequisite: SPC 5323.

**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 two-course sequence.

**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. Prerequisite: SPC 5350 and SPC 5352.

**SPC 5352 Professional Integrative Project Extension** .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 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. Prerequisite: SPC 5430.

**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. Prerequisites: PYC 3100, PYC 3200, SPC 5535, SPC 5536.

SPC 5552 Marriage and Family Counseling B  3
This course focuses on the application of principles and methods of experiential and somatic techniques, marriage and family counseling, and marriage and family systems theory to specific family problems—terminal illness, psychosomatic disorders, addictive behavior, relational conflict, divorce, blended families, and multicultural families. Prerequisite: HPC 5550 or permission of the advisor.

SPC 5572 Body-Oriented Psychotherapies  2
This course examines the conceptual themes and clinical approaches common to all somatic psychotherapies and exposes students to the theory and practice of a number of contemporary modalities such as Hakomi, Somatic Experiencing, Formative Psychology, Bioenergetics, Core Energetics, Bododynamics, Integrative Body Psychotherapy, Biosynthesis, Process Work, and Psycho-Physical Therapy.

SPC 5612 Supervised Practica in Somatic Psychology  .5-1
Through a variety of different practica, students explore somatic practices that can be used with individuals, couples and families. These practica provide students with the opportunity to practice and experience the application of somatic psychology clinical skills.

SPC 5620 Approaches to Trauma and PTSD A  2-3
An overview of the history of the concept of trauma and trauma treatment and a basic understanding of the psychobiology and neurobiology of trauma and PTSD. Conceptual distinctions will be made between developmental wounding, developmental trauma, and shock trauma. Current diagnoses overtly linked to trauma (PTSD, Acute Stress Disorder, Complex PTSD and Developmental Trauma Disorder) will be discussed. The topics covered include phase-oriented treatment, dissociation models, countertransference, and building somatic and relational resources. The discussion and training will include application of somatic trauma approaches to help stabilize situations involving personal trauma, disasters, and violence.

SPC 5621 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 inter-generational 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 .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. Prerequisite: 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.

SERVICE LEARNING

SVL 4000/5000 JFKU Engaged Service Learning
As part of JFK University’s initiative, JFKU Engaged, to encourage student engagement in our communities, all new students who enrolled in winter 2015 and after must perform 30 hours of community service as a requirement for graduation. Through this online course, students will submit a service learning proposal, maintain a log of hours worked, write a reflection and final essay, and complete a final project summary. Students will receive/obtain feedback from their site/project supervisor.

TRANSPERSONAL PSYCHOLOGY [TPC] COURSES

TPC 5000 Introduction to the Transpersonal Psychology Program 0
This course will orient students to how the program flows and what they need to know in order to complete their program.

TPC 5004–06 Group Process A–C 2/2/2
In a group context, students use traditional and transpersonal counseling techniques to examine and work with their own and others’ feelings, motivations and patterns of behavior. Topics include group theory and dynamics, stage development, leadership and implications for group therapy. During the third quarter students gain first-hand experience in facilitating the group (with the instructor as consultant).

TPC 5140 Expressive Movement 3
This course will be a holistic, experiential journey through the moving body, exploring the mind, body, spirit connection and some educational/therapeutic uses of expressive movement. The coursework will include readings, drawing, writing, movement, and visualization.

TPC 5141 Spiritual Systems 2
Students select from a variety of spiritual systems, exploring the underlying theory of the system and engaging in in-depth practice. Sample topics may include African-based spirituality, music and spirituality, art as a spiritual practice, and nature-based spirituality, among others.

TPC 5153 Marriage and Family Counseling B 3
Applies principles and methods of marriage and family counseling, and marriage and family systems theory to specific problems (e.g., spousal abuse, terminal illness, psychosomatic family members, and addictive families). Transpersonal issues in working with optimal family systems are also explored. Prerequisite: HPC 5550.
### Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>TPC 5158 Child Therapy</td>
<td>Psychological/developmental issues of childhood are explored from traditional and transpersonal perspectives. The developmental impact of such issues as family dysfunction and child abuse are discussed. Various practical therapeutic methods for working with children are reviewed.</td>
<td>3</td>
</tr>
<tr>
<td>TPC 5161–62 Transpersonal Counseling A–B</td>
<td>Covers core postulates of transpersonal oriented counseling. Surveys Jungian psychology, transpersonal approaches to psychotherapy, psychosynthesis, imagery and movement psychology, and myth, art, and ritual in counseling. Prerequisite: PYC/PYJ 3200.</td>
<td>2/2</td>
</tr>
<tr>
<td>TPC 5171–72 Systems of Depth Psychotherapy A–B</td>
<td>Specific traditions of depth psychotherapy are explored, from psychoanalysis, to Jungian and archetypal psychology. This sequence of classes will give special attention to dreams and approaches to dream work in psychotherapy. May be repeated for credit with a change of topic. Prerequisite: PYC/PYJ 3200.</td>
<td>3/3</td>
</tr>
<tr>
<td>TPC 5192 Individual Development and the Family Life Cycle A</td>
<td>Covers how the development of the self is conceptualized and perceived, both personally and therapeutically, from a variety of traditional and transpersonal perspectives including Jungian, object relations, self-psychology, and self-in-relation theory. Deepens understanding of how developmental arrest has an impact on adult development and becomes expressed in relationships.</td>
<td>3</td>
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<tr>
<td>TPC 5193 Individual Development and the Family Life Cycle B</td>
<td>Focuses on traditional and transpersonal views of the family life cycle and ways it is influenced by and independent of the developmental experiences of individual members in their families of origin. By drawing on research, literature and personal experience, students explore specific dynamics of the family life cycle. Prerequisite: TPC 5192.</td>
<td>3</td>
</tr>
<tr>
<td>TPC 5204 Diagnosis, Assessment, and Therapeutic Strategy B</td>
<td>A review of traditional and transpersonal diagnostic systems including DSM-IV and alternative typologies (such as the Enneagram, a phenomenological approach, or a body-oriented approach), assessment methods including interviewing and projective and objective testing, and therapeutic strategies appropriate to different diagnostic categories.</td>
<td>3</td>
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<tr>
<td>TPC 5213 Therapeutic Communication A</td>
<td>Development and application of communication skills to individual, couple, and family therapy. Students learn centering, attention and listening skills, and means of discriminating between content and process.</td>
<td>3</td>
</tr>
<tr>
<td>TPC 5214 Therapeutic Communication B</td>
<td>Training in recognizing transference and countertransference issues and in making effective therapeutic interventions. Assessment of communication patterns in dysfunctional, functional, and optimal individual, couple, and family systems are explored. Prerequisite: TPC 5213.</td>
<td>3</td>
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<tr>
<td>TPC 5231 Sexuality</td>
<td>The sexual response cycle, male and female sexuality, and sexual development and dysfunction are discussed from physiological, psychological, sociocultural, and transpersonal perspectives. Therapeutic approaches are explored as they apply to individuals, families, and couples.</td>
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<tr>
<td>TPC 5235 Psychological Testing</td>
<td>This survey course is designed to help students understand the basic concepts and applications of psychological testing and the psychometric properties of psychological tests. This course will emphasize the appropriate applications and limitations of many of the current psychological tests—especially with regard to their use with people of non-dominant cultures. Issues of validity and ethics will be reviewed in this regard.</td>
<td>3</td>
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<tr>
<td>TPC 5250 Basic Addiction Studies</td>
<td>Basic information about alcoholism and chemical dependency including definitions, effects on substance users and their environments, medical aspects, etiology of substance abuse, major treatment approaches, and available community resources. The course is taught from a systems perspective and covers spiritual and nutritional issues in chemical dependency.</td>
<td>3</td>
</tr>
<tr>
<td>TPC 5350 Final Integrative Project A</td>
<td>This first course in a two-course sequence helps students clarify their professional focus and articulate their theoretical perspective. Students develop an outline for an integrative paper about their work that explores their transpersonal directions.</td>
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<tr>
<td>TPC 5351 Final Integrative Project B</td>
<td>Students take this course when ready to complete their paper and give an oral presentation on it. This is the second in a two-course sequence. Prerequisites: TPC 5104 and permission of the instructor.</td>
<td>1.5</td>
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<tr>
<td>TPC 5352 Final Integrative Project Extension</td>
<td>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 FIP B. Prerequisite: TPC 5350.</td>
<td>.5</td>
</tr>
<tr>
<td>TPC 5620 Approaches to Trauma and PTSD A</td>
<td>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,</td>
<td>2</td>
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and building somatic and relational resources. The discussion and training will include application of somatic trauma approaches to help stabilize situations involving personal trauma, disasters, and violence.

**TPC 5705 Counseling Case Seminar A-B: 1-3**

Students present internship cases from the field to be used as sources of discussion and analysis. Open only to students in the counseling degree program. **Prerequisite: HPC 5751 or TPC 5756.**

**TPC 5749 Supplemental Fieldwork Experience Monitoring 1**

Individual evaluative consultations which review students' progress in supplemental external fieldwork placement. Student and faculty meet a minimum of once per quarter to review placement, evaluations, and fulfill BBS requirements for hours of experience toward licensure. **Prerequisites: TPC 5214, TPC 5325.**

**TPC 5755 Field Placement 3**

A fifth quarter of field placement may be arranged by special permission.

**TPC 5792 Practice of Group Psychotherapy 2**

Students receive comprehensive training and supervision in the practice of group psychotherapy. As an MFT trainee, the student co-facilitates a weekly therapy group and participates in group supervision for two hours each week. Students learn how to plan and publicize a group as well as how to establish and maintain a therapeutic group culture.

**TPC 5793 Child and Adolescent Therapy in the School 2**

Students receive comprehensive training and supervision in the practice and treatment of children and adolescents in the school setting. As an MFT trainee, the student will work with children and adolescents and participate in group supervision for two hours each week.

**TPC 5900 Topics in Transpersonal Psychology 1-3**

Topics vary and may be repeated for credit with a change in topic.

**TPC 5995 Independent Study in Transpersonal Counseling Psychology 1-6**

To be arranged with consent of instructor and approval of the Program chair and dean. May be repeated for credit with a change of topic.

**TPC 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.

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**TPC 9020 Special Topics 0**

This course is reserved for students who have returned to the program after an absence or who have transferred into this program from another one in the College of Professional Studies. This zero unit course offers no academic credit, but allows students to enter into the appropriate course at the Program's discretion. Students enrolling in this course will attend the same sessions and be responsible for the same assignments as students enrolling in the appropriate course. Permission of the Program is required to take this course. Offered as needed; credit/no credit only.
College of Law

John F. Kennedy University College of Law offers both a three-year, full-time program and a four-year, part-time program leading to the Juris Doctor (JD). The law program is flexibly designed both for individuals who want to study law while maintaining family, work, or other outside responsibilities and those able to devote themselves to full-time study. In cooperation with the College of Business and Professional Studies, the College of Law also offers a dual degree JD/MBA program that can be completed in four years in the full-time program or four-and-a-half years in the part-time program. Additionally, the College of Law offers an American Bar approved undergraduate degree in Legal Studies and an ABA-approved Paralegal Certificate Program (see Legal Studies section, below).
**JURIS DOCTOR PROGRAM**

The College of Law is committed to providing the highest quality legal education in an environment that encourages mutual support rather than competition. Students receive a thorough grounding in both the theoretical and practical skills necessary to become effective attorneys. The curriculum emphasizes analytical and advocacy skills, combined with multiple clinical opportunities. This multi-modal approach includes a focus on law in its wider political, social, and economic contexts. The College believes that law can be a tool for social change and encourages its students to examine and share their experiences to reach a more comprehensive understanding of social justice.

JFK University College of Law not only prepares individuals to successfully practice law, but also to become leaders in their communities. To achieve this, the College of Law offers:

- **World-Class Faculty.** Our faculty consists of full-time professors and working professionals with outstanding records as lawyers and judges, nationally and internationally, who bring the most up-to-date professional perspectives to the classroom.
- **Exceptional Support.** A wide range of academic support services are offered, including workshops and teaching sessions to assist students in developing skills essential to success on the California Bar Examination and in legal practice, as well as in law school itself.
- **Practical Experience/Clinical Programs.** Students have the opportunity to gain real world legal experience either in the Legal Clinic for Elders or the Housing Advocacy Clinic located on the Pleasant Hill campus, or through placements in law offices, government agencies, and the courts. The College of Law also offers a specialized curriculum in Children, Families, and the Law. These experiences teach practical legal skills, expose students to a valuable professional network, and provide a chance to engage in valuable public interest work. Students work under the supervision of core faculty or practitioners in these specialties.

**Program Learning Outcomes**

- **Legal Research.** Students will be able to demonstrate effective use of the tools of legal research, both in traditional and online formats, be able to create an effective research plan, and work through the issue to a sound understanding of the applicable legal doctrine.
- **Communication.** Students will have the ability to communicate in written form both to members of the profession and to the lay community in a manner that is clear, logical, well-organized, and persuasive, and will be able to verbally communicate legal positions and viewpoints in an articulate manner.
- **Fundamental Lawyering Skills.** Students will have developed competency in the skills associated with practicing law such as client interviewing, problem solving, counseling, drafting legal documents, negotiation, advocacy in a variety of settings, and non-adversarial dispute resolution practices.
- **Legal Analysis.** Students will be able to assess complex legal problems by identifying legal issues and critical facts, applying astute legal reasoning skills, and assessing the potential options, solutions, and strategies.
- **Knowledge of Legal Doctrine.** Students will be able to demonstrate competency in the fundamental legal doctrine covered on the California Bar Examination, such as contracts, torts, criminal law, real property, constitutional law, civil procedure, business associations, community property, professional responsibility, criminal procedure, evidence, and remedies, as well as in other areas deemed important in the general practice of law.
- **Professional Ethics.** Students will be able to demonstrate competency in understanding the standards of professional responsibility required of members of the legal profession, be able to recognize ethical dilemmas and resolve them appropriately, and recognize the moral dilemmas often faced in the practice of law.
- **Professional Values.** Students will be able to demonstrate an awareness of the value of community service and the role of law in promoting social justice and will recognize the value of diversity within the legal profession and society.
- **Critical Thinking.** Students will have the ability to identify and understand the legal and social policy implications of various legal conflicts and will have an understanding of how the law can serve to either promote or diminish justice, individual dignity, equal opportunity, or the sanctity of nature.

**Accreditation**

JFK University is accredited by the Western Association of Schools and Colleges (WASC). The College of Law is accredited by The Committee of Bar Examiners of The State Bar of California. Accreditation by The Committee of Bar Examiners permits graduates from JFK University College of Law to take the California Bar Examination upon graduation and, when the graduate passes and complies with all other admission requirements, to practice law anywhere in California, in both State and federal courts.

Study at, or graduation from, this law school may not qualify a student to take the bar examination or be admitted to practice law in jurisdictions other than California. A student who intends to seek admission to practice law outside of California should contact the admitting authority in that jurisdiction for information regarding its education and admission requirements.

**Admission Requirements**

The application deadline for admission is July 15. The deadline for transferring or visiting students is June 1.

Applicants are encouraged to apply before the deadlines to take advantage of a rolling admissions policy. As part of the commitment to make law school a feasible reality, admissions decisions for qualified students are made on an ongoing basis to give students as much time as possible before starting the program. All applications must be on file by the deadline in order to ensure a timely admissions decision. This includes the completed application form with fee, personal statement, transcripts, and any other supporting documentation. Law School Admission Test (LSAT) scores are requested by the College of Law from the Law School Admission Council. Transcripts and other documents may also be accepted.
Juris Doctor Program - continued

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, attend some of the classes, and talk with students, faculty, and staff about careers in law.

Student Body
Students in the College of Law typically range in age from their early 20’s into their 70’s, bringing a rich diversity of backgrounds and life experiences. Some have advanced degrees and work experience in law-related fields; others begin their studies with no professional knowledge of the law.

Class Size and Times
Classes are small—usually no more than 30 people per class—and are offered during the day and evening. Day classes are scheduled Monday through Thursday, usually from 9 a.m. to noon and 2 p.m. to 5 p.m. Evening classes are scheduled Monday through Thursday from 7 p.m. to 10 p.m. Seminar style classes and other special offerings are also scheduled on some Saturday’s, 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; through the specialized Children, Families, and the Law curriculum; or through placement with government agencies, public interest firms and clinics, or private law firms. During this experience, students engage in a wide array of legal activities—legal research, drafting legal documents, client and witness interviewing, and trial preparation. Participation may be voluntary or for academic credit.

Law Library
The Law Library houses a collection of over 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 Academic Support Program (ASP) available throughout a student’s law school career, focusing on skills and topics of particular interest to law students. In addition, the University has an academic support center to help on issues ranging from time management to writing.

The ASP provides an interactive learning environment for law students. The goal of the program is to improve students’ understanding of the most challenging subject matter. For first-year students, the program focuses on contracts, torts, and criminal law. For second-year students, the focus is on real property, civil procedure, and evidence. For third-year students, constitutional law is the focus. The program also provides assistance to advanced students in the form of preliminary bar examination preparation including exam writing and multiple-choice testing skills.

The ASP has Three Opportunities for Learning

- **Saturday Workshops.** The Saturday workshops are periodically offered for contracts, torts, civil procedure, evidence, and real property. These sessions are led by an experienced master teacher and are designed to provide students with issue-spotting and writing assistance in discrete areas of the law. Saturday workshops may include a practice exam in which students may submit for written feedback on their examination performance.

- **Teaching Assistant Review Sessions.** The Teaching Assistant (TA) review sessions are led by student teaching assistants and focus on material selected by the master teachers.

- **Practice Examinations.** Practice exam sets are from past JFK University law courses and past California bar exams in most subject areas. Past JFK University law exams (with answers) are available online or in the law library. Past California Bar Examination sets are available with Bar-published answers from the law library.
LEGAL STUDIES PROGRAM

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

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

Note: The policies and procedures in this section of the catalog apply to both the paralegal certificate and the Bachelor of Arts in Legal Studies programs.

Goals and Objectives
The Legal Studies programs will provide students with the knowledge, skills, tools, and values necessary to be effective members of a legal team.

We will provide students with:
- Analytical and critical thinking ability;
- Strong written communication skills;
- Proficiency in legal research and legal writing;
- The knowledge of the ethical guidelines and limitations governing the profession in the public and private sectors; and
- The ability to navigate the use of various legal technologies.

By graduation, all students should be able to:
- Demonstrate proficiency in oral and written communication;
- Describe and assess the ethical obligations and limitations of legal professionals in specific factual situations;
- Demonstrate proficiency for legal research, both online and in the library;
- Describe the role of diversity in American jurisprudence;
- Apply analytical and critical thinking

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

Our curriculum complies with California Business and Professions Code Sections 6450-6456 requiring paralegals to be educated at an accredited institution offering a minimum of 36 quarter units of legal specialty coursework.

Bachelor of Arts in Legal Studies

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

Linked Degree Option
JFK University’s College of and College of Business and Professional Studies offer a linked BA in Legal Studies and Master in Business Administration (MBA) degree program in the fields of Legal Studies and Business Management. Linked degree programs allow qualified students to apply graduate-level units toward both the bachelor’s and master’s degrees. Students interested in seeking a linked degree must have been admitted to the undergraduate BA in Legal Studies program and have:
- Completed 159 undergraduate units;
- Completed all requirements for the BA program, and
- Achieved a minimum of 3.0 cumulative GPA.

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

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
At the discretion of the Legal Studies program, students may receive credit for other legal specialty courses (LSC) taken at another college or university provided that the course for which credit is being sought is also offered in the JFK University Legal Studies program. To
be eligible to receive credit for a previously-taken LSC all of the following must occur:

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

Up to two (2) specialty courses may be credited towards the Paralegal Certificate and eight (8) credited towards BA in Legal Studies.

### Degree Requirements

All courses are **4 quarter units** unless otherwise indicated.

<table>
<thead>
<tr>
<th>LOWER-DIVISION GENERAL-EDUCATION (LDGE) BREADTH REQUIREMENTS</th>
<th>45 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may complete the lower-division coursework by taking recommended courses from local community colleges, earning credit through the College Level Examination Program (CLEP), or taking approved College of Business and Professional Studies’ courses.</td>
<td></td>
</tr>
</tbody>
</table>
| COMPOSITION  
Composition/Critical Thinking and Writing. | 9 units |
| HUMANITIES  
Must have completed at least one 3 unit course in two areas. | 12 units |
| NATURAL SCIENCE | 9 units |
| MATHEMATICS | 3 units |
| SOCIAL SCIENCE  
Must have completed at least one 3 unit course in two areas. | 12 units |

**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.

<table>
<thead>
<tr>
<th>THE BACHELOR OF ARTS IN LEGAL STUDIES INCLUDES ALL PARALEGAL CERTIFICATE COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 3001 Introduction to Law</td>
</tr>
</tbody>
</table>
| PLS 3002 Legal Research  
Prerequisite: PLS 3001 | 4 units |
| PLS 3003 Legal Writing  
Prerequisite: PLS 300 | 4 units |
| PLS 3004 Legal Ethics | 2 units |
| PLS 3005 Tort Law | 4 units |
| PLS 3008 Litigation I  
Prerequisite: PLS 3001 | 4 units |
| PLS 3009 Litigation II  
Prerequisite: PLS 3008 | 4 units |
| PLS 3010 Legal Technology Applications | 4 units |
| PLS 3011 Paralegal Capstone (Completed in the last term of the certificate program) | 1 unit |

8 Units in Substantive Focus Area Courses

### Required (Non-Certificate) Courses for Legal Studies

<table>
<thead>
<tr>
<th>REQUIRED (NON-CERTIFICATE) COURSES FOR LEGAL STUDIES</th>
<th>37 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIB 3100 Critical Thinking and Writing</td>
<td>4 units</td>
</tr>
<tr>
<td>LIB 3146 Information Literacy</td>
<td>2 units</td>
</tr>
<tr>
<td>BUS 3400 Advanced Business Communication</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3101 Accounting for Legal Professionals</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3006 Contract Law</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3033 Public Benefits Law</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3111 Law and Social Justice</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3113 Critical Thinking in Law and Business</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3103 Advanced Legal Writing</td>
<td>4 units</td>
</tr>
<tr>
<td>PLS 3012 BA Capstone</td>
<td>3 units</td>
</tr>
<tr>
<td>SVL 4000 Service Learning</td>
<td>0 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.

| LOWER-DIVISION BREADTH REQUIREMENTS | 45 units |
| Degree Requirements | 76 units |
| Units to Reach 180 | varies |
| **Total Units for Degree** | **180 units** |

### Paralegal Certificate

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

The Paralegal certificate curriculum includes 11 legal specialty courses that are applied to the BA in Legal Studies. Students may complete the certificate program in one year.

### 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.
### Certificate Requirements

All courses are **4 quarter units** unless otherwise indicated.

<table>
<thead>
<tr>
<th>CORE COURSES</th>
<th>31 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 3001</td>
<td>Introduction to Law</td>
</tr>
<tr>
<td>PLS 3002</td>
<td>Legal Research</td>
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<tr>
<td></td>
<td><strong>Prerequisite: PLS 3001</strong></td>
</tr>
<tr>
<td>PLS 3003</td>
<td>Legal Writing</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite: PLS 3001</strong></td>
</tr>
<tr>
<td>PLS 3004</td>
<td>Legal Ethics</td>
</tr>
<tr>
<td>PLS 3005</td>
<td>Tort Law</td>
</tr>
<tr>
<td>PLS 3008</td>
<td>Litigation I</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite: PLS 3001</strong></td>
</tr>
<tr>
<td>PLS 3009</td>
<td>Litigation II</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite: PLS 3008</strong></td>
</tr>
<tr>
<td>PLS 3010</td>
<td>Legal Technology Applications</td>
</tr>
<tr>
<td>PLS 3011</td>
<td>Paralegal Capstone</td>
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<tr>
<td></td>
<td><strong>(Completed in the last term of the certificate program)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBSTANTIVE FOCUS AREAS (8 UNITS) – STUDENTS WILL TAKE 2 OF THE FOLLOWING COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 3006</td>
</tr>
<tr>
<td>PLS 3015</td>
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<tr>
<td>PLS 3021</td>
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<tr>
<td>PLS 3023</td>
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<tr>
<td>PLS 3025</td>
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<td>PLS 3027</td>
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<td>PLS 3035</td>
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<tr>
<td>PLS 3037</td>
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<tr>
<td>PLS 3038</td>
</tr>
<tr>
<td>PLS 3040</td>
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<td></td>
</tr>
</tbody>
</table>

**Total Units for Certificate**: **39 units**
LEGAL STUDIES [PLS] COURSES

**PLS 3001 Introduction to Law**  
This course provides students with an overview of the American legal system and introduces students to various legal fields and topics. Legal vocabulary and legal writing will be emphasized. This course will also provide an overview of the role of paralegals in a work environment while concentrating on the various regulations and ethical guidelines governing the work of paralegals.

**PLS 3002 Legal Research**  
This course provides an introduction to legal research. It is designed to provide the student with a comprehensive knowledge of research materials and tools including giving the student a working knowledge of the use of primary and secondary sources with emphasis on research strategies. Students will learn how to locate sources of law, the use of proper citation method, how to Shepardize case law, and research codes and statutes. This course will also focus heavily on the use of computer-assisted legal research. *Prerequisite: PLS 3001.*

**PLS 3003 Legal Writing**  
This course 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**  
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**  
This course will introduce the student to the broad area of civil tort law including negligence, intentional torts, strict liability, product liability, and nuisance. Privileges and defenses to various torts will also be introduced. Students will acquire the knowledge to define and evaluate tort law to specific factual situations.

**PLS 3006 Contract Law**  
This course is designed to introduce the student to the area of contract law. Contract information will be emphasized along with evaluation of contract disputes, discharge of performance and resulting damages, and the various remedies available for breach of contract.

**PLS 3008 Litigation I**  
This course is designed to introduce the student to civil litigation in federal and state courts. The rules of civil procedure will be the focus, with emphasis in the drafting of complaints, answers, and motion practice. Students will be responsible for the drafting of numerous legal documents by way of practical exercises. Additionally, this course will provide students with various interviewing and investigating skills relevant to paralegal work in a law office setting.

**PLS 3009 Litigation II**  
This course covers evidence, discovery, trial preparation, trial practice, appeals, and non-judgment matters. Students will continue building expertise in drafting legal documents and will develop skills in organizing documents and preparing for trial including the use of technology. *Prerequisite: PLS 3008.*

**PLS 3010 Legal Technology Applications**  
This course provides training on software used for communication, creating legal documents and presentations in a legal environment, e.g., Word, Excel, PowerPoint, Acrobat, and Outlook. Students will be exposed to legal-specific software in terms of a billing, document management, case management, and trial presentation software used in our legal community. Students will also learn about the latest legal apps.

**PLS 3011 Paralegal Capstone**  
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**  
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**  
This course will introduce the student to the concepts and principles of estate planning with emphasis on the drafting of wills and trusts.

**PLS 3019 Bankruptcy Law and Creditor’s Rights**  
Students will be introduced to bankruptcy law and procedure. Emphasis will be placed on forms utilized in bankruptcy court under chapters 7, 13, and 11. In addition, the rights of creditors will be explored including garnishments and other judicial attachments.

**PLS 3021 Real Estate Law**  
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.
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**

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

**PLS 3027 Family Law**

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

**PLS 3029 Evidence**

This is a survey course designed to examine the basic principles of evidence in the civil trial arena. This course will focus on both the federal and California rules of evidence as well as the application of those rules in the civil trial process.

**PLS 3031 Intellectual Property**

This is a survey course of the principal types of intellectual property—trade secrets, patents, copyrights, and trademarks—as set forth in federal and state statutes and further defined by case law.

**PLS 3033 Public Benefits Law**

This course examines the law and regulations surrounding our public benefits in both our state and federal government systems. Emphasis is placed on health care law, social security, the ADA, welfare, and regulations governing the rights of the elderly.

**PLS 3035 Immigration Law**

This course is a practice-oriented overview of immigration law and procedures. The course will cover the development of US immigration law, policy and procedures, and focus on legal terminology and forms utilized in immigration practice.

**PLS 3037 Environmental Law**

This is a survey course that will give students a broad, practical understanding of some important Federal and State environmental statutes and case law. The course is designed to introduce students to the fascinating variety of important environmental challenges addressed by environmental laws, the difficult policy issues surrounding environmental problems and the legal complexities of environmental regulatory and administrative schemes. The course will explore the practical considerations in regulating air and water usage and its impact on human life and animal life and the roles of the government, business owners and private citizens in accomplishing the goals of the Legislature.

**PLS 3038 Employment Law**

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**

This course will provide the student an opportunity to gain practical paralegal work experience in an office environment. The student must work a certain number of hours in the office environment under the supervision of an attorney or experienced paralegal. (Note: Students are strongly encouraged to take an internship as one of their legal specialty electives). There is also a classroom component to this course, offering advice in resume writing, interview skills, and issues of employability. *Prerequisite: PLS 3002.*

**PLS 3101 Accounting for the Legal Professional**

This course introduces the basic concepts and principles of accounting. This is an introductory course and, as a result, assumes no prior knowledge or experience with accounting. Objectives of this course include: (1) understanding how accounting concepts and financial statements affect legal issues, (2) a working knowledge of accounting; (3) the ability to understand the language of accounting; (4) enhanced ability to communicate with those in the accounting profession; and (5) the ability to critically review and analyze financial statement information.

**PLS 3103 Advanced Legal Writing**

This course is the advanced writing course, required for the BA students. This course will reinforce the art of analyzing legal problems, and writing clear and concise legal correspondence, e-mail, memoranda and briefs. Students will conduct research and write a research paper, as well as draft other legal documents. *Prerequisites: PLS 3002 Legal research and PLS 3003 Legal Writing.*

**PLS 3111 Law and Social Justice**

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

**PLS 3113 Critical Thinking in Law & Business**

This course addresses the interaction of law and business and the societal issues that must be a part of successful and responsible business activities.
SVL 4000 JFKU Engaged Service Learning

As part of JFK University’s initiative, JFKU Engaged, to encourage student engagement in our communities, all new students who enrolled in winter 2015 and after must perform 30 hours of community service as a requirement for graduation. Through this online course, students will submit a service learning proposal, maintain a log of hours worked, write a reflection and final essay, and complete a final project summary. Students will receive/obtain feedback from their site/project supervisor.
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**Lisa Hutton,** Faculty Senate President/Director, Legal Studies Program
California State University, Chico, BA; John F. Kennedy University, JD

**Gail Kinsley-Dame,** Executive Director, Community Counseling Centers
John F. Kennedy University, BA; MA

**Gerardo Rodriguez-Menendez,** Dean, College of Psychology
Florida State University, MA; Carlos Albizu University Miami Campus, PhD; Nova Southeastern University, M.S. Cl. Pharm.

**Doug Haldeman,** Professor, Chair, Clinical Psychology
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**Gail Kinsley-Dame,** Professor, Executive Director, Community Centers
John F. Kennedy University, BA; MA

**Karen Jaenke,** Professor, Chair, Consciousness & Transformative Studies Program
Wake Forest University, BA; Princeton Theological Seminary, MDiv; California Institute of Integral Studies, PhD

**Doreen Maller,** Assistant Professor, Chair, Counseling Psychology Holistic
North Carolina School of the Arts, BFA; California Institute of Integral Studies, MA, PhD

**Rebecca Pegoda-Halllock,** Director of Clinical Services
Sunnyvale Community Counseling Center
University of California, Santa Cruz, BA; University of San Francisco, MA

**Robbin Rasbury,** Assistant Professor, Chair, Counseling Psychology MFT & PCC Program
California State University, Los Angeles, BA; California School of Professional Psychology, PsyD

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

**Steven Del Chiaro,** Assistant Professor, Chair
San Jose Campus
San Diego State University, BA; Loras College, MA; University of San Francisco, PsyD

**College of Law**

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University of California, Davis, BA; University of San Francisco, JD

**Chris Gus Kanios,** Professor
San Francisco State University, BA; New College of California, JD

**Ora Prochovnick,** Associate Professor
New College of California, JD

**Audrey A. Smith,** Associate Professor
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Pam Zimba, Assistant Professor. University of California Santa Barbara, BA; Ventura College of Law, JD; Golden Gate University, LL.M.

Sherrill M. Hall, Administrative Director.

College of Business and Professional Studies

Michael Graney-Mulholland, Dean, College of Business and Professional Studies. University of Phoenix, BS, MBA; Golden Gate University, San Francisco, DBA

Gina Baleria, Assistant Professor; Chair of Journalism and Digital Media Program. University of California, Los Angeles, BA; Stanford University, MA

Gail Lynam Dutcher, Associate Professor, Chair of BSBA/MBA and Liberal Studies Programs. Boston College, BA; John F. Kennedy University, MA; Fielding Graduate University, EDD.

Denis Fama, Assistant Professor, San Francisco State College, BA; University of San Francisco, MA

Fall Ferguson, Assistant Professor; Chair, Health Education Program; Yale University, BA; Yale Law School, JD; John F. Kennedy University, MA

Morris Hamm, Associate Professor, University of Texas, Austin, BA; South Texas College of Law, JD.

Felicia Harris-Foster, Associate Professor; University of Phoenix, BS; Golden Gate University MBA; MS HRM

Robin Heinemann, Associate Professor, California State University, Hayward, BS; MBA

Adrienne McGraw, Assistant Professor, Chair, Museum Studies. California State University, Fresno, BA., John F. Kennedy University, MA., California State University, East Bay, MS Ed

Charlene Tuckerson, Administrative Director; Adjunct Professor. California State University, Hayward, BA; John F. Kennedy University, MBA.

Libraries

ROBERT M. FISHER LIBRARY

Jason Dezember, Director of Library Services. University of California, Davis, BA; San Jose State University, MLIS

Joan Bewley, Reference and Collection Development Librarian. Humboldt State University, BA; MA; University of California, Berkeley, MLIS

Michelle Modic, Technical Services Librarian. University of Michigan, BA; University of Washington, JD; University of North Carolina, MLS.

BERKELEY LEARNING RESOURCE CENTER

Lisa Hubbell, Berkeley Campus Librarian. San Jose State University, MLIS; Scripps College, BA; John F. Kennedy University, MA

SAN JOSE LEARNING RESOURCE CENTER

Lise Dyckman, San Jose Campus Librarian. University of Pennsylvania, BA, MA; Drexel University, MLIS.

LAW LIBRARY

Tina Miller, Law Librarian. University of San Diego, BA; San Jose State University, MLIS

Jamie Diermier, Librarian. California State University, East Bay, BS; San Jose State University, MLIS.
Faculty

Aaronson, Julie, Adjunct Professor. University of California, Los Angeles, BA

Aaronson, Julie, Adjunct Professor. University of California, Los Angeles, BA

Abeyaratne, Nilu Kisani, Adjunct Faculty. University of London, UK, BA University of Colombo, Sri Lanka, MA

Abeygunawardana, Rushan, A.B., Adjunct Faculty. University of Colombo, Sri Lanka, BA, MA National University of Singapore, MS

Aebischer, Mary, Lecturer. Baylor University, BA; University of Tennessee, BS; California Institute of Integral Studies, PhD (candidate)

Acedo, Maite, Lecturer. Universidad Católica Andres Bello, Venezuela, BA; California Institute of Integral Studies, MA

Adams, Tegan, Lecturer. University of Washington, BS; John F. Kennedy University, MA, PsyD.

Agudelo-Silva, Fernando, Adjunct Professor. Universidad de Caldas, BS; Harvard University, MA; University of California, Berkeley PhD.

Alderman, Bruce, Lecturer. University of Texas, BA; John F. Kennedy University, MA

Alexander, Robbyn, Adjunct Professor. University of Kansas, BS; San Francisco State University, MFA

Allen, Pat, Visiting Professor. Tufts University, BFA; Goddard College, MA; Union University, PhD.

Arachchi, Don Kumudu Mallawa, Adjunct Professor. University of Kelaniya, Sri Lanka, BS; Carleton University Ottawa ON, Canada, MS; Texas Tech University, Texas, PhD.

Arias, Russell, St. Mary’s College, BA. The California School of Professional Psychology, MA, PhD.

Arteaga, Danielle, Adjunct Professor. San Francisco State University, BA; John F. Kennedy University, JD

Auerbach, Loyd, Adjunct Professor. Northwestern University, BA; John F. Kennedy University, MS

Austin, Leia, Lecturer. California Institute of Integral Studies, BA, MA

Bandera, Amy, Lecturer. University of California, Berkeley, BA; California Institute of Integral Studies, PsyD.

Barber, James, Lecturer. St. Mary’s College of California, BA; California Poly State, MS

Bar-Dvir, Shirley, Lecturer. Haifa University, Israel, BA; John F. Kennedy University, MA

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Nandadeva, Bilinda Devage. Adjunct Professor. University of Ceylon, Sri Lanka, BA; University of Moratwua, Sri Lanka, MS.c.; University of Delaware, PhD.

Neimeth, Pamela, Lecturer. Evergreen State University, BA; Adelphi University, MS

Nelson, Karen, Adjunct Professor. California State University, San Bernardino, BA, MA

Nettles, Margaret, Arizona State University, BA; University of Colorado, BA; California School of Professional Psychology, PhD

Nickels, Elizabeth L., Lecturer. Cornell University, New York, BS; Antioch University, MA; The Wright Institute, PsyD.

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

Nye, Fabrice, Lecturer. Institut National Polytechnique, Grenoble, France, MS; Institute of Transpersonal Psychology, MA, PhD

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

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

Osmer-Newhouse, Carol, Lecturer. University of Denver, BA; McGill University, MSW; California Institute of Integral Studies, PhD.

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

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

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

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

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

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

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

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

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

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

Peiris, Boniface De La Salle. Adjunct Professor. People’s Friendship University, Moscow, MSc.; University of Peradeniya, Sri Lanka, M. Phil.; University of Hawaii at Hilo, Hawaii, PhD.

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

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

Perera, Nishelli, Adjunct Faculty. University of North Texas, BS, MS

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

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

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

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

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

Pfenninger, Glenn S., Lecturer. Texas Christian University, BA; University of North Texas, MS; Southern Methodist University, MBA

Piotrowski, Nancy, Lecturer. Rice University, Houston, BA; University of Houston, MA, PhD

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

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

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

Polevoy, Justine, Assistant Professor. California College of Arts and Crafts, BFA; California Institute of Integral Studies, MA

Polin, Stephen, Adjunct Professor. City College of the City University of New York, BA; San Jose State University, MA

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

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

Press, Douglas, Adjunct Professor. Tufts University, BA; Boston University School of Law, JD
Prewitt, Tanya, Lecturer. Carthage College, Kenosha, Wisconsin, BA; University of Tennessee, MA, PhD

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

Purcell, Mark C., Assistant Professor. Fordham University, BS; Harvard University, M Ed; California Institute of Integral Studies, MA, PsyD.

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

Rajapakse, Nuraj, I., Adjunct Professor. University of Moratuwa, Sri Lanka, BS; Southern Methodist University, Dallas, PhD.

Rajendra, Joseph Calistus Nihal, Adjunct Professor. University of Jaffna, Sri Lanka, BSc.; University of Sussex, UK. D.Phil.

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

Ran, Ildiko, Lecturer. Cambridge College, BA; San Francisco State University, MA

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

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

Rasbury, Robbin, Assistant Professor; Chair, Counseling Psychology - MFT & PCC Program. California State University, Los Angeles, BA; California School of Professional Psychology, PsyD.

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

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

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

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

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

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

Richmond, Holly, Lecturer. University of Rochester, NY, BA; Chicago School of Professional Psychology, CA, PhD.

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

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

Roberts, Scott, Lecturer. Saint John’s University, BA; John F. Kennedy University, MA

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

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

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

Rojas-Zambrano, Clara Patricia., Lecturer. Universidad de Los Andes, Bogotá, Colombia, BPsy; California Institute of Integral Studies, MA.

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

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

Ross, Sara Nora, Lecturer. Union Institute and University, BA, PhD.

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

Rowland, Regina, Lecturer. Meredith College, BA; North Carolina State University School of Design, MA; California Institute of Integral Studies, PhD.

Rubin, Sheila, Adjunct Professor; Supervisor, Center for Holistic Counseling. Maryhurst College, BA; California Institute of Integral Studies, MA

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

Salman, Meira, Adjunct Professor; Supervisor, Center for Holistic Counseling. University of Maryland, BA; John F. Kennedy University, MA

Samuels, Michael, Adjunct Professor. New York University of Medicine, MD.
Sanchez, Shellie, Adjunct Professor. University of California, Santa Cruz, BS; California State University, Hayward, MS

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

Santos, Meire, Lecturer. University of Brasilia, BA, MA; John F. Kennedy University, MA; Argosy University, PsyD

Sarraf, Brigitte, Adjunct Professor. Fresno State University, BA; University of Redlands, MA

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

Scantlebury, Rhodri, Lecturer. Utica College of Syracuse University, BA; University of York, England, MSc; John F. Kennedy University, MA, PsyD

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

Seaberry, Benny, Adjunct Professor. University of Oregon, BS; California State University, Los Angeles, MA

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

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

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

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

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

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

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

Shipherd, Amber, Lecturer. University of California, Davis, BS; Florida State University, MS; Texas Tech University, PhD.

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

Silverman, Bruce, Lecturer. Washington University, BA; John F. Kennedy University, MA; Wisdom University, PhD (Hon.)

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

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

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

Sirisena, DM. Adjunct Professor. University of Kelaniya, Sri Lanka, BS. University of Calgary, Canada, MSc. University of Calgary, Canada, PhD.

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

Sjoholm, Karen, Adjunct Professor. California College of Arts and Crafts, BFA; John F. Kennedy University, MA

Sloan, Tena, Lecturer. DePaul University, BA; Fuller Theological Seminary, MS

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

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

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

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

Solt, Gail, Adjunct Professor. California State University, Hayward, BA; 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.

Soule, Renee, Lecturer. Sonoma State University, MA

Speno, Ann Marie, Adjunct Professor. Boston University, BA; University of North Carolina, MA; John F. Kennedy University, MA

Spero, Susan, Professor. Ohio State University, BA, MA, PhD.
Spoko, Jo, Lecturer. University of Massachusetts, BA; California Institute of Integral Studies, MA

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

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

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

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

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

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

Stewart, Melanie, Adjunct Professor. Biochemistry and Physiology, University of Reading, B.Sc.; Oxford University, PhD

Stern, Melanie, Assistant Professor. California State University, BA; San Jose State, MSW

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

Straub, Hans Walter, Adjunct Professor. McMaster University, Canada, BA; Dalhousie University, Canada, MA

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

Subasinghe, Chinth Wasanthi, Adjunct Faculty. University of Colombo, Sri Lanka, BS; Michigan State University, Michigan, PhD.

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

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

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

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

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

Tenney, Lauren, Lecturer. New York University, BA; John F. Kennedy University, MA

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

Thomen, Korena. Adjunct Professor. University of California, Berkeley, BA; John F. Kennedy University, MA

Toews, Margaret, Adjunct Professor. San Jose State University, BA; University of San Francisco, MA

Tomlinson, Victoria, Associate Professor. Liverpool John Moores University, BSc, MSc, PhD

Tomtania, Jim, Adjunct Professor. East Carolina University, BA, MA

Torres, Eduardo, Adjunct Professor. Saint Mary’s College, BA; San Francisco State University, MA

Townsend, Karen, Adjunct Professor. John F. Kennedy University, BA; MA

Tracy, Thomas, Adjunct Professor. University of California, BA; John F. Kennedy University, MA, PsyD.

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.

Tutashinda, Kweli, Adjunct Professor. University of Arkansas, BA

Vanderburgh, Susan, Adjunct Professor; Supervisor, Center for Holistic Counseling. California State University, Hayward, BA, MS; Graduate Theological Union, MDiv

Van Oot, Peter, Professor. University of Delaware, BA; University of British Columbia, MA; Pennsylvania State University, PhD.
Vaughn, Billy, Lecturer. University of California, San Diego, BA, MA, PhD.

Vinson, Debra, Adjunct Professor. Greenville College, BA; John F. Kennedy University, MA

Vogel, Eric, Associate Professor. University of California, Santa Cruz, BA; John F. Kennedy University, PsyD.

Vohryzek, Eleanor, Adjunct Professor. University of California, Irvine, BA; John F. Kennedy University, MA

Walbridge, Michael, Adjunct Professor. University of California, Berkeley, BA; California State University, San Bernardino, MA

Waldman, Helayne, Adjunct Professor. University of Albany, BA, MS; University of San Francisco, EdD.

Walker, Colette, Adjunct Professor. University of Southern California, BA; University of Delaware, MA

Wallace, Stephen, Adjunct Professor. Kent State University, BS, MA; University of Wisconsin, PhD.

Warren, Nicholas, Adjunct Professor. University of California, Berkeley, BA; Columbia University, MA, PhD.

Webster, Mary, Adjunct Professor. Hollins College, AB; University of North Carolina, MA; San Francisco Art Institute, BFA; Mills College, MFA

Wells, Andrea, Adjunct Professor. University of California, Santa Cruz, BA; John F. Kennedy University, MA

Wells, Sharon, Adjunct Professor; Supervisor, Center for Holistic Counseling. University of Oregon, BA; John F. Kennedy University, MA

West, Susanne, Adjunct Professor. California State University, Long Beach, BA; John F. Kennedy University, MA

Westwind, Mark, Lecturer. California State University, Berkeley, BA; California State University, Hayward, MA

Wetherford, Ruth, Lecturer. Louisiana State University, BA; University of Houston, MA, PhD.

Williams, Sylvia, Adjunct Professor. San Francisco State University, BA

Wilson, Uncheedah, Adjunct Professor. San Jose State University, BA, MA, California Institute of Integral Studies, PhD.

Wittine, Bryan, Adjunct Professor. Sonoma State University, BA; California Institute of Integral Studies, MA, PhD.

Wolfson, Tamara, Adjunct Professor. Southern Connecticut State University, BS

Wood, Lisa, Lecturer. California Polytechnic State University, BA; John F. Kennedy University, MA

Wong, Herbert Z., Professor; Counseling Psychology Program. San Francisco State University, BA; University of Michigan, MA, PhD.

Wright, Kristen, Lecturer. University of California Santa Cruz, BA; Antioch University of Santa Barbara, MA

Yokoyama, Kayoko, Associate Professor. American University, BA; Columbia University, MA, MEd; Arizona State University, PhD.

Young, Katharine, Adjunct Professor. University of California, Berkeley, BA; University of Pennsylvania, MA, PhD.

Young, Kevin, Adjunct Professor. Loyola College, Montreal, BA; Princeton University, MA

Young, Peter F., Adjunct Professor. University of California at Los Angeles, BA; University of Hawaii at Manoa, MA; Walden University, PhD

Young, Probal, Adjunct Professor. University of California, Santa Barbara, BA; Golden Gate University School of Law, JD

Zorbas, Andrea, Lecturer. University of California, Davis, BA; Argosy University, MA, PhD
Course Numbering System

Courses of instruction are numbered according to the following system:

- **1000 – 2999** Lower-Division Courses
- **3000 – 4999** Upper-Division Courses
- **5000 – 5999** Graduate Courses
- **6000 – 6999** Post-Master’s Courses
- **7000 – 7999** Doctoral Courses
- **9000 – 9999** Non-Credit, Field Placement, and Workshops

Course Prefixes

Prefixes ending in J designate courses offered at the San Jose campus.

- **BUS** – Business Administration and Management
- **CBA** – Credit by Assessment
- **CJL** – Criminal Justice Leadership
- **CNS** – Consciousness and Transformative Studies
- **DPB** – Counseling Psychology (Holistic): Depth Psychotherapy Specialization (Berkeley)
- **EXA** – Counseling Psychology (Holistic): Expressive Arts Specialization (San Jose)
- **EXB** – Counseling Psychology (Holistic): Expressive Arts Specialization (Berkeley)
- **HHE** – Health Education
- **HPB** – Counseling Psychology (Holistic): Core (Berkeley)
- **HPC** – Counseling Psychology (Holistic): Core (Pleasant Hill)
- **HSJ** – Counseling Psychology (Holistic): Holistic Studies Specialization (San Jose)
- **IEL** – Institute of Entrepreneurial Leadership
- **JOU** – Journalism and Digital Media
- **LIB** – Liberal Studies
- **MUS** – Museum Studies (Berkeley)
- **PHS** – Public Health
- **PLS** – Paralegal/Legal Studies
- **PSB** – Counseling Psychology (Berkeley)
- **PSD** – Doctor of Psychology
- **PSJ** – Counseling Psychology (San Jose)
- **PSP** – Sport Psychology
- **PSY** – Counseling Psychology
- **PYC** – BA Completion in Psychology
- **PYJ** – BA Completion in Psychology (San Jose)
- **SPC** – Counseling Psychology (Holistic): Somatic Psychology Specialization
- **SVL** – Service Learning
- **TPC** – Counseling Psychology (Holistic): Transpersonal Psychology Specialization
Map and Directions

Map of Pleasant Hill Campus

Address:
100 Ellinwood Way
Pleasant Hill, CA 94523-4817

Phone:
(800) 696-JFKU (5358)
(925) 969-3300

Directions:

From San Francisco:
Take I-80 east toward the San Francisco–Oakland Bay Bridge and cross into Oakland. Exit onto I-580 east.
Follow I-580 east and take exit for CA-24 east toward Walnut Creek.
Follow CA-24 east and take exit for I-680 north toward Concord and Sacramento.
Follow I-680 north and take exit number 49A for Contra Costa Blvd. and Pleasant Hill.
Follow Contra Costa Blvd. north to Ellinwood Drive and turn right onto Ellinwood Drive.
Follow Ellinwood Drive straight through to its end and turn right onto Ellinwood Way.
Follow Ellinwood Way to campus on the left.

From the north:
Take I-780 east or I-680 south to the George Miller Jr. Memorial Bridge (Benicia-Martinez Bridge).
Follow I-680 south and cross the bridge into Martinez.
Continue on I-680 to exit 51 for Willow Pass Road and turn right.
Follow Willow Pass Road to Contra Costa Blvd. and turn left.
Follow Contra Costa Blvd. south to Ellinwood Drive and turn left onto Ellinwood Drive.
Follow Ellinwood Drive straight through to its end and turn right onto Ellinwood Way.
Follow Ellinwood Way to campus on the left.

From Campbell, San Jose, and the south:
Take I-280 south to I-680 north.
Follow I-680 north and take exit number 42A for Contra Costa Blvd. and Pleasant Hill.
Follow Contra Costa Blvd. north to Ellinwood Drive and turn right onto Ellinwood Drive.
Follow Ellinwood Drive straight through to its end and turn right onto Ellinwood Way.
Follow Ellinwood Way to campus on the left.
Map of San Jose Campus

Address:
3031 Tisch Way, 100 Plaza East
San Jose, CA 95128-2530

Phone:
(408) 236-1100

Directions:

From San Francisco – Via US 101 South
Take exit 398B to merge onto CA-85 S toward Santa Cruz/Cupertino
Take exit 19A to merge onto I-280 S toward San Jose
Take exit 6 for Winchester Blvd
Turn left onto Moorpark Ave
Take the 1st left onto S Winchester Blvd
Turn right onto Tisch Way.

From Santa Cruz – Via CA-17 North
Take exit 26B to merge onto Stevens Creek Blvd
Turn left onto S Monroe St
Turn right onto Tisch Way

Via I-280 North
Take exit 5C for I-880 N toward Oakland
Follow signs for Stevens Creek Blvd and merge onto Stevens Creek Blvd
Turn left onto S Monroe St
Turn right onto Tisch Way
Map of Berkeley Campus

Address:  
2956 San Pablo Avenue, Second Floor  
Berkeley, CA 94702-2471

Phone:  
(510) 649-0499

Directions:

From Pleasant Hill and the east:  
Take I-680 south to CA-24 west.  
Follow CA-24 west to I-580 west.  
Follow I-580 west to Ashby Avenue.  
Follow Ashby Avenue to San Pablo Avenue and turn left.  
The campus is on San Pablo Avenue near Burnett Street.

From the San Rafael and the north:  
Take I-580 east toward the Richmond–San Rafael Bridge and cross into Richmond.  
Continue on I-580 east to the Ashby Avenue exit.  
Follow Ashby Avenue to San Pablo Avenue and turn left.  
The campus is on San Pablo Avenue near Burnett Street.

From Vallejo and the north:  
Take I-80 south and cross the delta into the East Bay.  
Continue on I-80 south to the Ashby Avenue exit.  
Follow Ashby Avenue to San Pablo Avenue and turn left.  
The campus is on San Pablo Avenue near Burnett Street.

From San Francisco:  
Take I-80 east toward the San Francisco–Oakland Bay Bridge and cross into Oakland.  
Continue on I-80 east and exit onto Ashby Avenue.  
Follow Ashby Avenue to San Pablo Avenue and turn left.  
The campus is on San Pablo Avenue near Burnett Street.
Map and Directions

Map of Concord Community Counseling Center

Address:
2702 Clayton Road
Concord, CA 94519

Phone:
(925) 798-9240

Directions:

From I-680 Heading South
Take exit 51 for Willow Pass Road.
Turn left from exit ramp onto Willow Pass Road.
Turn right onto Gateway Boulevard.
Turn left onto Clayton Road.
Bear right to stay on Clayton Road.
The Center is on the right at the corner of Clayton Road and Oakland Avenue.

From I-680 Heading North
Take exit 51 for Willow Pass Road.
Turn right from exit ramp onto Willow Pass Road.
Turn right onto Gateway Boulevard.
Turn left onto Clayton Road.
Bear right to stay on Clayton Road.
The Center is on the right at the corner of Clayton Road and Oakland Avenue.

From Hwy 242 Heading South
Take ramp for Concord Avenue.
At bottom of ramp, turn left onto Concord Avenue.
Bear right as Concord Avenue becomes Galindo Street.
Turn left onto Clayton Road.
Bear right to stay on Clayton Road.
The Center is on the right at the corner of Clayton Road and Oakland Avenue.

From Hwy 242 Heading North
At Exit 1, take ramp for Clayton Road.
At end of exit ramp, go straight onto Clayton Road.
Bear right to stay on Clayton Road.
The Center is on the right at the corner of Clayton Road and Oakland Avenue.
Map and Directions

Map of Oakland Community Counseling Center

Address:
2501 Harrison Street
Oakland, CA 94612-3811

Phone:
(510) 444-3344

Directions:

From San Francisco:
Take I-80 east toward the San Francisco–Oakland Bay Bridge and cross into Oakland. Exit onto I-580 east. Follow I-580 east and take exit for Harrison Street and turn right. Follow Harrison Street to the Oakland Community Counseling Center.

From Pleasant Hill:
Take I-680 south to CA-24 west. Follow CA-24 west to I-580 east. Follow I-580 east to Harrison Street and turn right. Follow Harrison Street to the Oakland Community Counseling Center.

From Campbell, San Jose, and the south:
Take I-880 north to the Oak Street exit and turn right onto Oak Street. Oak Street becomes Lakeside Drive. Lakeside Drive becomes Harrison Street. Follow Harrison Street to the Oakland Community Counseling Center.
Map of Sunnyvale Community Counseling Center

Address:
Cupertino Union School District
572 Dunholme Way
Sunnyvale, CA 94087-3300

Phone:
(408) 524-4900

Directions:

From San Francisco:
Take US-101 south to exit number 398B for CA-85 south.
Follow CA-85 south to I-280 south.
Follow I-280 south to the DeAnza Blvd. exit and turn left. North DeAnza Blvd. becomes Sunnyvale Saratoga Road.
Follow Sunnyvale Saratoga Road to Harwick Way and turn right.
Follow Harwick Way to Bittern Drive and turn left.
Follow Bittern Drive to Dunholme Way and turn right.
The counseling center is on Dunholme Way near Chickadee Court.

From Pleasant Hill and the north:
Take I-680 or I-880 south to I-280 north.
Follow I-280 north to the DeAnza Blvd. exit and turn right. North DeAnza Blvd. becomes Sunnyvale Saratoga Road.
Follow Sunnyvale Saratoga Road to Harwick Way and turn right.
Follow Harwick Way to Bittern Drive and turn left.
Follow Bittern Drive to Dunholme Way and turn right.
The counseling center is on Dunholme Way near Chickadee Court.
### Academic Calendar 2016-2017

#### FALL LAW SEMESTER 2016  
**August 15, 2016 – December 17, 2016**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Registration Begins</td>
<td>July 16, 2016</td>
</tr>
<tr>
<td>Registration Begins</td>
<td>July 23, 2016</td>
</tr>
<tr>
<td>Telephone/In Person Registration Begins</td>
<td>August 1, 2016</td>
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<tr>
<td>Law Orientation</td>
<td>August 8 – August 11, 2016</td>
</tr>
<tr>
<td>Instruction Begins*</td>
<td>August 15, 2016</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>September 5, 2016</td>
</tr>
<tr>
<td>Petition for Degree at End of Spring Semester</td>
<td>November 15, 2016</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>November 24 – 27, 2016</td>
</tr>
<tr>
<td>End of Instruction</td>
<td>November 29, 2016</td>
</tr>
<tr>
<td>Law Reading Period</td>
<td>November 30 – December 2, 2016</td>
</tr>
<tr>
<td>Law Exam Period</td>
<td>December 5 – 15, 2016</td>
</tr>
<tr>
<td>Instruction Ends</td>
<td>December 17, 2016</td>
</tr>
<tr>
<td>Degree Date</td>
<td>December 19, 2016</td>
</tr>
<tr>
<td>Winter Holiday</td>
<td>December 24 – January 2, 2017</td>
</tr>
<tr>
<td>University Reopens</td>
<td>January 3, 2017</td>
</tr>
<tr>
<td>Grades are Due</td>
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</tr>
<tr>
<td>Grades are Available</td>
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</tr>
</tbody>
</table>

#### FALL QUARTER 2016  
**October 3, 2016 – December 17, 2016**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Priority Registration Begins</td>
<td>August 27, 2016</td>
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<tr>
<td>Registration Begins</td>
<td>September 3, 2016</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>September 5, 2016</td>
</tr>
<tr>
<td>Telephone/In Person Registration Begins</td>
<td>September 12, 2016</td>
</tr>
<tr>
<td>Instruction Begins*</td>
<td>October 3, 2016</td>
</tr>
<tr>
<td>Petition for Degree at End of Winter Quarter</td>
<td>October 15, 2016</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>November 24 – 27, 2016</td>
</tr>
<tr>
<td>Instruction Ends</td>
<td>December 17, 2016</td>
</tr>
<tr>
<td>Degree Date</td>
<td>December 19, 2016</td>
</tr>
<tr>
<td>Winter Holiday</td>
<td>December 24 – January 2, 2017</td>
</tr>
<tr>
<td>Grades are Due</td>
<td>January 1, 2017</td>
</tr>
<tr>
<td>Grades are Available</td>
<td>January 2, 2017</td>
</tr>
<tr>
<td>University Reopens</td>
<td>January 3, 2017</td>
</tr>
</tbody>
</table>

#### COHORT SESSION 1 – 2016  
**October 13, 2016 – December 17, 2016**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Begins</td>
<td>September 19, 2016</td>
</tr>
<tr>
<td>Payment Arrangements Completed</td>
<td>October 7, 2016</td>
</tr>
<tr>
<td>Instruction Begins*</td>
<td>October 13, 2016</td>
</tr>
<tr>
<td>Petition for Degree at End of Session 3</td>
<td>October 15, 2016</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>November 24 – 27, 2016</td>
</tr>
<tr>
<td>Instruction Ends</td>
<td>December 17, 2016</td>
</tr>
<tr>
<td>Winter Holiday</td>
<td>December 24 – January 2, 2017</td>
</tr>
<tr>
<td>Grades are Due</td>
<td>January 1, 2017</td>
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<td>January 2, 2017</td>
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<tr>
<td>University Reopens</td>
<td>January 3, 2017</td>
</tr>
</tbody>
</table>
### WINTER QUARTER 2017
**January 9, 2017 – March 25, 2017**

- Priority Registration Begins: November 12, 2016
- Registration Begins: November 19, 2016
- Thanksgiving Holiday: November 24 – 27, 2016
- Telephone/In Person Registration Begins: December 5, 2016
- Winter Holiday: December 24 – January 2, 2017
- University Reopens: January 3, 2017
- Instruction Begins*: January 9, 2017
- Petition for Degree at End of Winter: January 15, 2017
- Martin Luther King, Jr. Holiday: January 16, 2017
- Instruction Ends: March 4, 2017
- Degree Date: March 6, 2017
- Grades are Available: March 13, 2017
- Grades are Due: April 2, 2017
- Winter Holiday: December 24 – January 2, 2017
- Petition for Degree at End of Session 4: January 15, 2017
- Instruction Begins*: January 9, 2017
- Payment Arrangements Completed: January 3, 2017
- University Reopens: January 3, 2017
- Winter Holiday: December 24 – January 2, 2017
- Grades are Available: March 13, 2017
- Instruction Ends: March 25, 2017
- Martin Luther King, Jr. Holiday: January 16, 2017
- Petition for Degree at End of Spring or Summer: January 15, 2017
- Instruction Begins*: January 9, 2017
- Degree Date: March 27, 2017
- Grades are Due: April 2, 2017
- Thanksgiving Holiday: November 24 – 27, 2016
- Registration Begins: November 19, 2016
- Grades Available: June 10, 2017
- Commencement: June 1, 2017
- Grades Due: June 9, 2017
- Grades Available: June 10, 2017

### COHORT SESSION 2 – 2017
**January 5, 2017 – March 4, 2017**

- Registration Begins: December 5, 2016
- Winter Holiday: December 24 – January 2, 2017
- University Reopens: January 3, 2017
- Payment Arrangements Completed: January 3, 2017
- Instruction Begins*: January 5, 2017
- Petition for Degree at End of Session 4: January 15, 2017
- Martin Luther King, Jr. Holiday: January 16, 2017
- Instruction Ends: March 4, 2017
- Degree Date: March 6, 2017
- Grades are Due: March 12, 2017
- Grades are Available: March 13, 2017

### SPRING LAW SEMESTER 2017
**January 9, 2017 – May 20, 2017**

- Priority Registration Begins: November 12, 2016
- Registration Begins: November 19, 2016
- Telephone/In Person Registration Begins: December 5, 2016
- Winter Holiday: December 24 – January 2, 2017
- Instruction Begins*: January 9, 2017
- Martin Luther King, Jr. Holiday: January 16, 2017
- Petition for Degree at End of Summer: March 15, 2017
- Spring Break: March 27 - 31, 2017
- Instruction Ends: May 1, 2017
- Law Reading Period: May 2 – 5, 2017
- Law Exam Period: May 8 – 19, 2017
- Semester Ends: May 20, 2017
- Degree Date: May 22, 2017
- Commencement: June 1, 2017
- Grades Due: June 9, 2017
- Grades Available: June 10, 2017
<table>
<thead>
<tr>
<th>COHORT SESSION 3 – 2017</th>
<th>March 16, 2017 – May 13, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Begins</td>
<td>February 13, 2017</td>
</tr>
<tr>
<td>Payment Arrangements Completed</td>
<td>March 10, 2017</td>
</tr>
<tr>
<td>Instruction Begins*</td>
<td>March 16, 2017</td>
</tr>
<tr>
<td>Petition for Degree for End of Session 5</td>
<td>April 15, 2017</td>
</tr>
<tr>
<td>Instruction Ends</td>
<td>May 13, 2017</td>
</tr>
<tr>
<td>Degree Date</td>
<td>May 15, 2017</td>
</tr>
<tr>
<td>Grades are Due</td>
<td>May 21, 2017</td>
</tr>
<tr>
<td>Grades are Available</td>
<td>May 22, 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Begins</td>
<td>May 1, 2017</td>
</tr>
<tr>
<td>Payment Arrangements Completed</td>
<td>May 19, 2017</td>
</tr>
<tr>
<td>Instruction Begins*</td>
<td>May 25, 2017</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>May 29, 2017</td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>July 4, 2017</td>
</tr>
<tr>
<td>Petition for Degree at End of Session 1</td>
<td>July 15, 2017</td>
</tr>
<tr>
<td>Instruction Ends</td>
<td>July 22, 2017</td>
</tr>
<tr>
<td>Degree Date</td>
<td>July 24, 2017</td>
</tr>
<tr>
<td>Grades are Due</td>
<td>July 30, 2017</td>
</tr>
<tr>
<td>Grades are Available</td>
<td>July 31, 2017</td>
</tr>
</tbody>
</table>
SUMMER LAW SEMESTER 2017  May 30, 2017 – August 4, 2017

Priority Registration Begins ................................................................. April 22, 2017
Registration Begins ............................................................................. April 29, 2017
Telephone/In Person Registration Begins ........................................ May 8, 2017
Memorial Day Holiday ........................................................................ May 29, 2017
Instruction Begins* ................................................................................ May 30, 2017
Petition for Degree for End of Fall ..................................................... June 15, 2017
Independence Day Holiday ................................................................. July 4, 2017
Instruction Ends .................................................................................. August 4, 2017
Summer Law Term Ends ................................................................... August 5, 2017
Degree Date ........................................................................................ August 7, 2017
Grades are Due .................................................................................. August 11, 2017
Grades are Available .......................................................................... August 12, 2017


Priority Registration Begins ................................................................. May 27, 2017
Registration Begins ............................................................................. June 3, 2017
Telephone/In Person Registration Begins ........................................ June 12, 2017
Instruction Begins* ................................................................................ July 3, 2017
Independence Day Holiday ................................................................. July 4, 2017
Petition for Degree at End of Fall ..................................................... July 15, 2017
Instruction Ends .................................................................................. September 16, 2017
Degree Date ........................................................................................ September 18, 2017
Grades are Due .................................................................................. September 24, 2017
Grades are Available .......................................................................... September 25, 2017


Independence Day Holiday ................................................................. July 4, 2017
Registration Begins ............................................................................. July 10, 2017
Payment Arrangements Completed ................................................... July 28, 2017
Instruction Begins* ................................................................................ August 3, 2017
Labor Day Holiday ............................................................................ September 4, 2017
Petition for Degree at End of Session 2 ............................................. September 15, 2017
Instruction Ends .................................................................................. September 30, 2017
Degree Date ........................................................................................ October 2, 2017
Grades are Due .................................................................................. October 8, 2017
Grades are Available .......................................................................... October 9, 2017

* Please refer to the University Catalog for information on add/drop deadlines and refund policy.
A

Academic
Calendar.................................................................200
Counseling.............................................................26
Dishonesty...............................................................34
Honors. See Dean's List for College of Law; Dean's List of Honor
Students; Recognition of Academic Honors.
Performance. See Unsatisfactory Academic Performance.
Policies and Procedures...........................................11
Probation.................................................................18
Programs and Degrees. See Degrees, Majors, and Certificates
Progress (Financial Aid). See Satisfactory Academic Progress
Standards Committee Review ....................................18
See also Satisfactory Academic Progress; School Academic
Standards Committees.
Support Services ..................................................25
Support Services (College of Law) .............................167
Term .................................................................1
Accreditation
And Recognition ..................................................vi
Doctor of Psychology ..............................................9
College of Law ........................................................165
Adding Courses. See Changes in Registration.
Address(es)
Campus. See Maps.
Changes. See Changes of Name or Address.
Administration
JFK University .........................................................177
National University System .....................................176
Admissions ..........................................................5
Application Information .........................................5
Auditors .................................................................7
Deferment .............................................................6
Degree and Certificate Students .............................5
Denial .................................................................6
Enrollment Deposit ...............................................5
Graduate ..............................................................9
International Students ..........................................6
Non-Degree .........................................................7
Program Transfer ................................................6, 17
Provisional Admission ..........................................5
Readmission .......................................................6
Second Baccalaureate Degree ................................9
Transfer Credit
Graduate .............................................................9
Undergraduate ..................................................7, 17
Undergraduate Applicants ..................................7
See also individual programs.
ADN-MSN Pathway ..............................................59
Advanced Placement (AP) .....................................8
Advising, Peer. See Academic Counseling.
Alcohol. See Drug and Alcohol Policy.
Alumni Association ..............................................27
American
Council on Education (ACE) ..............................8
Psychological Association (APA) ..........................27
AP Credit. See Advanced Placement.
Appeal Process (Financial Aid) .............................44
See also Probation, Dismissal, and Reinstatement.

Appendices ................................................................175
Application Information .........................................5
Fees .....................................................................41
Financial Aid .......................................................42
See also individual programs.
Approvals and Refunds for Registration and Schedule
Changes ............................................................11
See also Refund Policy.
Art Gallery, Berkeley Campus ...................................vii, 196
Attendance ..........................................................11
See also Non-Registered Students.
Auditors ...............................................................7
Admission Policy ...................................................5
Awarding of the Degree or Certificate .....................21
Awards at the Commencement Ceremony ..................21

B
Bachelor's Degree
Completion Program. See College of Business and Professional
Studies.
Graduation Requirements ......................................19
Listing. See Degrees, Majors, and Certificates.
Second Degree ....................................................9
See also individual programs.
Berkeley
Campus ............................................................196
MFT Cohort Program ...........................................108
Board of Trustees ................................................176
Breadth Requirements. See General-Education Breadth.
See also individual programs.
Business Administration
Bachelor of Science ..............................................50
Linked BS/MBA Program ......................................50
Specializations ....................................................51
Courses [BUS] 
Undergraduate ................................................70
Graduate ..........................................................70
Master of
Dual JD/MBA Degree ..........................................169
Dual MBA/MA Museum Studies .........................66
Dual MBA/MA Sport Psychology .........................126
Business Administration and Management ..............63

C
Calendar, Academic ..............................................200
See also Academic Term.
California MFT Licensing Requirements ..................104
Camps
Expressive Arts ...................................................110
LEAP (Sport Psychology) ......................................121
Campus Crime ....................................................27
Campuses and Centers ..........................................vii
Maps and Directions ............................................194
Career Center ......................................................25
Catalog Changes ..................................................ii
CBA Courses .......................................................13
See also Credit by Assessment.
Centers .............................................................vii
Career Center (Pleasant Hill) .................................194
## D

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANTES Subject Standardized Tests (DSST)</td>
<td>9</td>
</tr>
<tr>
<td>Data Collection and Use</td>
<td>40</td>
</tr>
<tr>
<td>Dean's List</td>
<td></td>
</tr>
<tr>
<td>for College of Law</td>
<td>18</td>
</tr>
<tr>
<td>of Honor Students</td>
<td>17</td>
</tr>
<tr>
<td>See also Recognition of Academic Honors.</td>
<td></td>
</tr>
<tr>
<td>Deferment (Admission)</td>
<td>6</td>
</tr>
<tr>
<td>Deferred Payment of Tuition</td>
<td>42</td>
</tr>
<tr>
<td>Degree(s)</td>
<td></td>
</tr>
<tr>
<td>and Certificate Students</td>
<td>5</td>
</tr>
<tr>
<td>Listing. See Degrees, Majors, and Certificates</td>
<td>2</td>
</tr>
<tr>
<td>Requirements. See Graduation Requirements.</td>
<td></td>
</tr>
<tr>
<td>Denial (Admission)</td>
<td>6, 37</td>
</tr>
<tr>
<td>Deposit (Enrollment)</td>
<td>5</td>
</tr>
<tr>
<td>Diplomas or Certificates</td>
<td>21</td>
</tr>
<tr>
<td>Disabled Students. See Students with Disabilities.</td>
<td></td>
</tr>
<tr>
<td>Discrimination and Harassment</td>
<td>24, 28</td>
</tr>
<tr>
<td>Dismissal</td>
<td>18</td>
</tr>
<tr>
<td>Hearing Process</td>
<td>18</td>
</tr>
<tr>
<td>Distinctions. See Recognition of Academic Honors.</td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>3</td>
</tr>
<tr>
<td>Doctor of Psychology. See under Psychology.</td>
<td></td>
</tr>
<tr>
<td>Dormitories. See Housing.</td>
<td></td>
</tr>
<tr>
<td>Dream Studies Specialization</td>
<td>102</td>
</tr>
<tr>
<td>Dropping Courses</td>
<td>11</td>
</tr>
<tr>
<td>Drug and Alcohol Policy</td>
<td>33</td>
</tr>
<tr>
<td>DSST. See DANTES Subject Standardized Tests.</td>
<td></td>
</tr>
</tbody>
</table>

## E

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Deposit</td>
<td>5</td>
</tr>
<tr>
<td>Entrepreneurial Leadership</td>
<td>49</td>
</tr>
<tr>
<td>Examinations</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement (AP)</td>
<td>8</td>
</tr>
<tr>
<td>College Level Examination Program (CLEP)</td>
<td>7, 22</td>
</tr>
<tr>
<td>DANTES Subject Standardized Tests (DSST)</td>
<td>9</td>
</tr>
<tr>
<td>Test of English as a Foreign Language (TOEFL)</td>
<td>6</td>
</tr>
<tr>
<td>See International Students.</td>
<td></td>
</tr>
<tr>
<td>Exception to University Policy</td>
<td>39</td>
</tr>
<tr>
<td>Expressive Arts</td>
<td></td>
</tr>
<tr>
<td>Camps</td>
<td>110</td>
</tr>
<tr>
<td>Specialization</td>
<td>115</td>
</tr>
<tr>
<td>Expulsion. See Probation, Dismissal, and Reinstatement.</td>
<td></td>
</tr>
<tr>
<td>Extended Education. See Continuing Education.</td>
<td></td>
</tr>
<tr>
<td>Extension and Correspondence Courses</td>
<td>8</td>
</tr>
</tbody>
</table>

## F

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>179</td>
</tr>
<tr>
<td>Family Education Rights and Privacy Act (FERPA)</td>
<td>39</td>
</tr>
<tr>
<td>Fees. See Tuition and Fees.</td>
<td></td>
</tr>
<tr>
<td>Field Placement</td>
<td>112</td>
</tr>
<tr>
<td>Fingerprints and Malpractice Insurance</td>
<td>95</td>
</tr>
<tr>
<td>Financial</td>
<td></td>
</tr>
<tr>
<td>Aid</td>
<td>42</td>
</tr>
<tr>
<td>Appeal Process</td>
<td>44</td>
</tr>
<tr>
<td>Application Forms and Deadlines</td>
<td>43</td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>42</td>
</tr>
<tr>
<td>Loans</td>
<td>43</td>
</tr>
<tr>
<td>Reinstatement</td>
<td>45</td>
</tr>
<tr>
<td>Repeating Courses</td>
<td>17</td>
</tr>
<tr>
<td>Return of Title IV Funds</td>
<td>45</td>
</tr>
<tr>
<td>Satisfactory Academic Progress</td>
<td>43</td>
</tr>
<tr>
<td>Warning</td>
<td>44</td>
</tr>
<tr>
<td>Withdrawal/Leave of Absence</td>
<td>45</td>
</tr>
<tr>
<td>See also Leave of Absence</td>
<td></td>
</tr>
<tr>
<td>Policies</td>
<td>41</td>
</tr>
<tr>
<td>Deferred Payment of Tuition</td>
<td>42</td>
</tr>
<tr>
<td>Refund Policy</td>
<td>42</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>41</td>
</tr>
<tr>
<td>Support, University</td>
<td></td>
</tr>
<tr>
<td>Floor Plans. See Maps and Floor Plans.</td>
<td></td>
</tr>
<tr>
<td>Fire Prevention</td>
<td>28</td>
</tr>
<tr>
<td>Foreword</td>
<td>vi</td>
</tr>
<tr>
<td>Full-Time Unit Load</td>
<td>4</td>
</tr>
</tbody>
</table>

## G

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General-Education Breadth</td>
<td>8, 20</td>
</tr>
<tr>
<td>General Graduation Requirements by Program Level</td>
<td></td>
</tr>
<tr>
<td>Gender Changes. See Changes of Name or Address.</td>
<td></td>
</tr>
<tr>
<td>G.I. Bill</td>
<td>27</td>
</tr>
<tr>
<td>Good Scholastic Standing</td>
<td>17</td>
</tr>
<tr>
<td>See also Unsatisfactory Academic Performance.</td>
<td></td>
</tr>
<tr>
<td>Government Courses. See Corporate or Government Agency</td>
<td></td>
</tr>
<tr>
<td>Courses</td>
<td></td>
</tr>
<tr>
<td>Grade-Point Average Required for Graduation. See Graduation</td>
<td></td>
</tr>
<tr>
<td>Requirements.</td>
<td></td>
</tr>
<tr>
<td>Grading System</td>
<td>13</td>
</tr>
<tr>
<td>Credit/No Credit Grading</td>
<td>15</td>
</tr>
<tr>
<td>Grade Changes</td>
<td>15</td>
</tr>
<tr>
<td>Grade-Point Average</td>
<td>14</td>
</tr>
<tr>
<td>Grade Reports</td>
<td>15</td>
</tr>
<tr>
<td>Incomplete</td>
<td>15</td>
</tr>
<tr>
<td>Letter Grading in CR/NC-Graded Courses</td>
<td>15</td>
</tr>
<tr>
<td>Prerequisite Courses for Doctoral Program</td>
<td>17</td>
</tr>
<tr>
<td>Prerequisite Courses for Master’s Programs</td>
<td>17</td>
</tr>
<tr>
<td>Repeating Courses</td>
<td>17</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
</tr>
<tr>
<td>Applicants</td>
<td>9</td>
</tr>
<tr>
<td>Transfer Credit</td>
<td>9</td>
</tr>
<tr>
<td>Work by Undergraduates</td>
<td>12</td>
</tr>
<tr>
<td>Graduation</td>
<td></td>
</tr>
<tr>
<td>Bachelor’s Degrees</td>
<td>20</td>
</tr>
<tr>
<td>General-Education Breadth</td>
<td></td>
</tr>
<tr>
<td>Commencement Ceremony</td>
<td>21</td>
</tr>
<tr>
<td>Individualized Programs</td>
<td>20</td>
</tr>
<tr>
<td>Petition</td>
<td></td>
</tr>
<tr>
<td>Degree or Certificate</td>
<td>21</td>
</tr>
<tr>
<td>Fee</td>
<td>41</td>
</tr>
<tr>
<td>Recognition of Academic Honors</td>
<td>21</td>
</tr>
<tr>
<td>Requirements</td>
<td>22</td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>42</td>
</tr>
<tr>
<td>Green Practices</td>
<td></td>
</tr>
</tbody>
</table>
Harassment. See Discrimination and Harassment.

Health
  Insurance ................................................................. 7


HHE Courses ................................................................. 76

Holistic
  Counseling Psychology Courses [HPC] ...................... 136
  Health Education Program .......................................... 61
  Courses [HHE] .......................................................... 76
  Nutrition Specialization ............................................... 62
  Courses [HSJ] ............................................................ 138

Honors. See Dean's List for College of Law; Dean's List of Honor Students.

Housing ................................................................. 7

HPC Courses ................................................................. 136

HSJ Courses ................................................................. 138

Identification Cards. See Student Photo Identification Cards.

Incomplete (Grade Policy) ............................................. 15

Independent Study ..................................................... 12

Individual
  Program of Study Leading to MA in Psychology ........... 20
  Psychotherapy .......................................................... 108

Individualized Programs ............................................. 109

Institute of Entrepreneurial Leadership ......................... 49

Certificate in Entrepreneurship .................................... 49

Insurance. See Health Insurance.

Integrated Professional Seminar .................................. 95

Interim Suspension ....................................................... 36

International Students ................................................. 6

International English Language Testing System (IELTS) .... 6

Test of English as a Foreign Language (TOEFL) .............. 6

JD/MBA ................................................................. 64

JFKU Engaged ............................................................. 20

Journalism and Digital Media ....................................... 55

BA Completion ........................................................... 55

Courses ................................................................. 79

Juris Doctor. See College of Law.

Lapse in Attendance. See Leave of Absence; Readmission;
Withdrawal/Leave of Absence (Financial Aid) .............. 19

Late Registration Fee ................................................... 41

Latin Honors. See Recognition of Academic Honors.

See also Dean's List for College of Law; Dean's List of Honor Students.

Law, College of ............................................................ 165

  Academic Support Services ........................................ 168
  Accreditation .......................................................... 167
  Admission Requirements .......................................... 167

Class
  Ranks for College of Law ........................................ 18
  Size and Times ......................................................... 168

Clinical Program .......................................................... 168

Dean's List for College of Law ...................................... 18

Library ................................................................. 168

Student Body ............................................................ 168

Leave of Absence ...................................................... 19

See also Readmission; Withdrawal/Leave of Absence
(Financial Aid).

Legal Studies ............................................................ 169

Bachelor of Arts ........................................................ 169

Courses [PLS] ............................................................. 172

Linked Degree Option ................................................. 169

Paralegal Certificate ................................................... 170

Transfer of Legal Specialty Courses ............................. 169

Letter Grading in CR/NC-Graded Courses ...................... 15

Liberal Studies ........................................................... 57

BA Program ............................................................... 57

Courses (LIB) ............................................................. 70

Libraries ................................................................. 178

Fees ................................................................. 41

Staff ................................................................. 178

Licensed Professional Clinical Counselor
  Scope of Practice ..................................................... 104

Licensure
  Doctoral Program ..................................................... 123

Marriage and Family Therapy ...................................... 113

Loans (Financial Aid) .................................................. 43

Lower-Division General-Education Breadth. See General Education Breadth.

Major(s)

Honors in. See Recognition of Academic Honors. listed. See Degrees, Majors, and Certificates.

Maps ................................................................. 194

Master’s
  Graduation Requirements ........................................ 19

  Thesis ................................................................. 13

Maximum Unit Load .................................................... 12

MFT Licensing Requirements ....................................... 104

Military Service ......................................................... 9

Mission Statement ....................................................... 3

Museum Studies ........................................................ 66

Certificate in ........................................................... 67

Courses [MUS] .......................................................... 82

Master of Arts
  Collections Management Specialization ..................... 66

Education and Interpretation Specialization ................... 66

MUS Courses ........................................................... 82

Name Changes. See Changes of Name or Address.

National University System Administration .................. 176

Non-Degree
  Students ................................................................. 7

Non-Discrimination .....................................................
Non-Registered Students ........................................................... 12
Numbering of Courses .......................................................... 193
Nurse’s Training. See Registered Nurse’s Training. .......................... 96

Oakland Community Counseling Center .................................. 198

Paralegal Certificate ............................................................... 170
Performance Review
  Counseling Psychology Holistic .............................................. 113
Petition For
  Degree or Certificate ............................................................ 21
  Fees ..................................................................................... 41
Photo ID Cards. See Student Photo Identification Cards.
  PHS Courses .......................................................... 84
  Plagiarism, Avoiding .......................................................... 34
  Pleasant Hill Campus .......................................................... 194
  PLS Courses ..................................................................... 172
  Policies and Procedures, Academic .................................. 11
  Post 9/11 G.I. Bill ............................................................... 27
Prefixes, Course ..................................................................... 193
Prerequisite Courses
  for Doctoral Program ......................................................... 17
  for Master’s Programs ........................................................ 17
President’s Letter ..................................................................... v
Probation, Dismissal, and Reinstatement ................................ 18
Professional Development Workshops ..................................... 108
Program(s)
  Learning Outcomes. See individual programs.
  Listing, See Degrees, Majors, and Certificates.
  Transfer .............................................................................. 6, 17
Provisional Admission ............................................................. 5
PSD Courses ........................................................................... 141
PSP Courses ........................................................................... 146
PSY/PSJ/PSB Courses ............................................................. 150
Psychology
  Bachelor of Arts ................................................................. 91
  Courses [PYC] .................................................................... 155
  Linking Option ................................................................... 91
  Doctor of ................................................................. 94
  Accreditation ..................................................................... 95
  Admission Requirements .................................................. 94
  Advisement ....................................................................... 95
  Clinical Dissertation Project ............................................... 96
  Clinical Proficiency Examination ...................................... 96
  Comprehensive Written Examination ................................ 96
  Courses [PSD] .................................................................... 141
  Degree Requirements ....................................................... 94, 95
  Dissertations Completion .................................................. 95
  Fingerprint and Malpractice Insurance ............................... 96
  Individual Psychotherapy ................................................... 95
  Integrated Professional Seminar ........................................ 96
  Licensure .......................................................................... 96
  MA in Clinical Psychology ................................................ 96
  Practicum (I/II/III) ............................................................. 96
  Pre-Doctoral Internship ....................................................... 95
  Prerequisite Courses for ..................................................... 94

Satisfactory Progress ............................................................... 96
See also Counseling Psychology; Sport Psychology.
Psychotherapy
  Individual ........................................................................... 96
  Personal ........................................................................... 108
Public Health
  ADN-MSN Pathway ............................................................ 59
  Bachelor of Arts ................................................................. 59
  Courses (PHS) .................................................................... 84
  Linked Degree Option ........................................................ 59

Ranks. See Class Ranks for the College of Law.
Readmission (After Lapse in Attendance) ................................. 6
Recognition of Academic Honors .............................................. 21
See also Accreditation and Recognition.
Refund(s)
  of Tuition ......................................................................... 41
  Policy ................................................................................ 42
Registered Nurse’s Training ..................................................... 9
Registration ........................................................................... 11
  Changes in Registration ...................................................... 11
  Concurrent Enrollment at Other Institutions .................... 13
  Credit by Assessment ........................................................ 13
  Deferred Payment of Tuition ............................................. 41
  Dropping Courses .............................................................. 11
  Graduate Work by Undergraduates .................................. 12
  Independent Study ............................................................. 12
  Master’s Thesis ................................................................. 13
  Maximum Unit Load .......................................................... 12
  Non-Registered Students ................................................... 12
  Refund Policy (Tuition) ....................................................... 11, 42
  Schedule of Classes .......................................................... 200
  Tuition and Fees ............................................................... 41
  Withdrawing From Courses. See Changes in Registration.
Reinstatement
  Financial Aid ................................................................. 45
  University. See Probation, Dismissal, and Reinstatement.
Religious Pluralism .................................................................. 4
Repeating Courses .................................................................... 17
Requirements for Degrees and Certificates. See Graduation
  Requirements. See also Education.
Residency Requirements. See Graduation Requirements.
Resolution of Conflict. See Conflict Resolution.
Return of Title IV Funds .......................................................... 45
Review of Student Records (for Graduation) ............................. 21

Satisfactory Academic Progress
  Financial Aid ................................................................. 43
  PsyD Program ................................................................. 94
  See also Good Scholastic Standing; Probation, Dismissal,
  and Reinstatement.
Schedule of Classes ............................................................... 193
Scholarships. See Grants and Scholarships.
Scholastic
  Performance .................................................................... 17
  Class Ranks for the College of Law ................................... 18
  Dean’s List
  for College of Law ........................................................... 18
Housing ................................................................................................... 7
Sunnyvale Community Counseling Center ........................................... 199
Substance Abuse Policy. See Drug and Alcohol Policy. 
Standardized Tests. See DANTES Subject Standardized Tests. 
Codes. See Course Prefixes. 

Services ................................................................................................. 25
Health Insurance ................................................................................... 7
Discipline .............................................................................................. 36
Code of Conduct ................................................................................. 35

Student(s)
Activities Fee ....................................................................................... 41
Code of Conduct .................................................................................. 35
Discipline .............................................................................................. 36
Government ........................................................................................ 25
Health Insurance ................................................................................ 7
Housing ............................................................................................... 7
Office of Accessibility Services ......................................................... 25
Photo Identification Cards ................................................................ 28
Services ................................................................................................. 25

Sport Psychology ................................................................. 121
Clinical Program (Dual MA/PsyD) ......................................................... 123
Courses [SPC] .................................................................................... 158
Dual MA/MBA .................................................................................... 126
Internship Overview ............................................................................ 121
LEAP Project ....................................................................................... 122
Master of Arts Program ...................................................................... 121
Project Options .................................................................................... 121

Standards, Academic. See Probation, Dismissal, and Reinstatement. Strategic Management
Student(s)

Subject
Sports

Standardized Tests. See DANTES Subject Standardized Tests. 
Substance Abuse Policy. See Drug and Alcohol Policy. 
Sunnyvale Community Counseling Center ........................................... 199
Support. See Academic Support Center.

Registration. Strategic Management

Science and Consciousness .............................................................. 131
Second Baccalaureate Degree .............................................................. 9

Service(s)
Members Opportunity Colleges. See Military Service.

Service Learning ............................................................. 26, 48
Smoking ......................................................................................... 28
Solomon Amendment ........................................................................ 40
Somatic Psychology Specialization .................................................. 118
Courses [SPC] .................................................................................... 158

Sports Psychology ................................................................. 121
Clinical Program (Dual MA/PsyD) ......................................................... 123
Courses [SPC] .................................................................................... 158
Dual MA/MBA .................................................................................... 126
Internship Overview ............................................................................ 121
LEAP Project ....................................................................................... 122
Master of Arts Program ...................................................................... 121
Project Options .................................................................................... 121

Requirements for Degrees and Certificates. See Graduation

Full-Time .............................................................................................. 4
Load

Maximum ............................................................................................. 12

University’s Right to Modify Catalog. See Catalog Changes.

Good scholastic standing; Unsatisfactory Academic Performance ........................................... 18
See also Financial aid: satisfactory academic progress; 
Good scholastic standing:

Upper-Division General-Education Breadth. 
See General-Education Breadth.

Veterans’ Benefits ............................................................................. 26

Welcome Letter from the President ...................................................... v
Western Association of Schools and Colleges. 
See Accreditation and Recognition.

Withdrawal From Courses
Refund ............................................................................................... 10
Unauthorized. See Grading System. See also Changes in 
Registration.

Withdrawal/Leave of Absence (Financial Aid) ..................................... 19 
See also Leave of Absence.

Workshops, Professional Development .......................................... 108

Yellow Ribbon Program .................................................................... 27

Undergraduate

Accreditation and Recognition
See also Academic Calendar.

Test of English as a Foreign Language. See International Students.

Textbooks and Course Materials ....................................................... 28
Thesis, Master’s .................................................................................. 13
TPC Courses ....................................................................................... 161
Transcripts ........................................................................................... 23
Fees ...................................................................................................... 41

Transfer
Credit
Graduate ................................................................................................. 9

of Legal Specialty Courses .................................................................. 169
Registered Nurse’s Training ................................................................. 9
Undergraduate ...................................................................................... 7
Advanced Placement (AP) ................................................................... 8
College Level Examination Program (CLEP) ....................................... 8

Corporate or Government Agency Courses .................................... 9
DANTES Subject Standardized Tests (DSST) ..................................... 9
Extension and Correspondence Courses ......................................... 8
Military Service ................................................................................. 9
Registered Nurse’s Training ................................................................. 9

See also Individual Schools and Programs.

Transferability of JFK University Courses ....................................... 23

Transpersonal
Psychology Specialization ................................................................ 120
Courses [TPC] .................................................................................... 161

Tuition and Fees................................................................................ 41
Deferred Payment ............................................................................. 42
Refunds ................................................................................................. 42

Undergraduate

Applications ....................................................................................... 7
Graduate Work by ............................................................................. 12
Transfer Credit .................................................................................... 7

Unit
Credit ...................................................................................................... 4
Load

Full-Time ............................................................................................. 4

Maximum ............................................................................................. 12

University (National University) .......................................................... 176
Requirements for Degrees and Certificates. See Graduation
Requirements.

University’s Right to Modify Catalog. See Catalog Changes.

Unsatisfactory Academic Performance ........................................... 18
See also Financial aid: satisfactory academic progress; 
Good scholastic standing:

Upper-Division General-Education Breadth. 
See General-Education Breadth.

W

Welcome Letter from the President ...................................................... v
Western Association of Schools and Colleges. 
See Accreditation and Recognition.

Withdrawal From Courses
Refund ............................................................................................... 10
Unauthorized. See Grading System. See also Changes in 
Registration.

Withdrawal/Leave of Absence (Financial Aid) ..................................... 19 
See also Leave of Absence.

Workshops, Professional Development .......................................... 108

Y

Yellow Ribbon Program .................................................................... 27