



2017-18 Academic Catalog

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ABOUT MERIDIAN UNIVERSITY

VISION & MISSION: AN EDUCATION THAT TRANSFORMS

The evolution of human beings expresses the earth's deepest potentials. The word *Meridian* evokes and symbolizes the earth as inhabited and imagined by humans. The culture that humans have imagined into being is in urgent need of transformation. The professions of Psychology, Business, and Education can serve to make a critical contribution to possibilities for transforming contemporary culture. Meridian University's curriculum takes an integrative approach to both personal and cultural transformation within organizations, communities, and societies.

Meridian University seeks to educate leaders with the capacities, skills, and knowledge essential for transforming the professions of Psychology, Business, and Education. The leadership capacities of courage, compassion, clarity, conscience, and embodied self-awareness together constitute the wisdom and integrity required for transforming the professions and the wider culture. Transformative learning at Meridian catalyzes the emergence of these capacities, which, along with developing creative inquiry skills and acquiring professional knowledge, actualizes Meridian's commitment to sustaining an education that transforms.

TRANSFORMATIVE LEARNING

Transformative Learning is learning that goes beyond acquiring information and skills, towards developing individual and system capabilities. This is a shift from *having* information and skills to *being* capable. Such learning entails a shift in perceptual lenses, enabling individuals and systems to inhabit new and more complex emergent landscapes.

TRANSFORMATIVE LEARNING COMMUNITY

A transformative learning community catalyzes experiences which are transformative and integrative. Transformative learning supports the inherently active and social nature of knowledge. Learning how to learn is at the heart of this approach.

When transformative learning is practiced in a supportive community, we are able to inhabit vulnerability and mystery. Through the recognition of each other's unique potentials and limitations, a collective process of creative inquiry unfolds. This approach builds relationships with reciprocity and mutuality; it is especially suited to the transformative dimensions of adult learning.

TRANSFORMATIVE LEARNING IN HIGHER EDUCATION

Within higher education, both students and faculty are under intense pressure to acquire and transmit ever-increasing information. These circumstances result in a focus on competencies associated with informational learning. However, the performance deficiencies of higher education graduates as professionals suggests that something vital is missing. The future calls for integrated competencies that enable professionals to acquire and manage vast domains of information effectively enough to participate in wise and creative initiatives. Transformative Learning prepares graduates for this challenge.

At Meridian, care and attention have been given to the *how* of teaching and learning, as well as on what information should be transmitted. It is clear that in order for transformative learning to flourish, a well-sealed and supportive container is required. Toward this intent, Meridian has chosen particular formats and practices in constructing its learning environment.

LEARNING FORMATS

Meridian offers its programs in two formats: the Monthly learning format and the Blended learning format. These two learning formats support the transformative learning intent of the curriculum while providing adult learners with significant commitments to family and/or employment, the opportunity to complete their coursework within a reasonable time frame.

Learning together within a cohort model in both formats offers students:

- The opportunity to sustain one's focus on learning and developing relationships within the learning community.
- The opportunity to give and receive the support and nurturance necessary for the effective development and deepening of a transformative learning community.

MONTHLY FORMAT

In the Monthly learning format classes are held in-person with some coursework including an online component. Students who choose the Monthly learning format meet in residence for one weekend per month during the Fall and Spring quarters (Fridays through Sundays, for six weekends per year). Additionally, students meet for one-week sessions during each of the Winter and Summer quarters.

BLENDED FORMAT

The Blended learning format combines online learning with two week-long residential sessions each academic year. This combination of learning online and learning in residence offers students the opportunity to complete Meridian's degree programs by traveling to the San Francisco Bay Area twice

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each academic year, one week in the Winter and one week in the Summer. The Fall and Spring quarters are conducted entirely online.

ONLINE COURSEWORK

Online coursework is primarily conducted asynchronously, providing students the opportunity to participate in collaborative learning with faculty and fellow students during times that are convenient for personal schedules. Faculty do encourage their online classes to meet synchronously in real-time via video conference (Zoom, Skype, etc.) , so as to have real-time contact with all cohort members in between the two yearly week-long in-person class meetings, but while this is encouraged, it is not required. At times students are asked to meet in virtual small groups at mutually convenient times. Meridian faculty and staff collaborate to provide an online learning experience for students that invites new and unexpected meanings to emerge.

Faculty respond to students' work (weekly lessons, projects, or doctoral project submittals) within two to 30 working days, depending on the nature of the assignment. An average of 16 quarter credits of online learning are completed through online coursework annually.

RESIDENTIAL SESSIONS

Students deepen their learning experience in the degree programs through week-long residential sessions that meet twice each year. Students meet in residence in the San Francisco Bay Area for one week at a time, twice each year, usually in the Winter and the Summer. During these two week-long residencies where students in both learning formats come together, students have the option to participate in a residential plan where all meals and lodging are provided. The residential plan provides the opportunity for retreat from the pressures of day-to-day professional and family responsibilities. Approximately 14 quarter credits of classroom learning for the Blended format are completed in residence each academic year.

All classrooms and meeting spaces are equipped with either built in or mobile AV equipment which includes a computer, projector, DVD players, projection screens, whiteboards, and markers. Table and chairs are also provided for all instructional spaces.

PROGRAM FORMATS

The Psychology and MBA programs are offered in the Monthly and Blended learning formats; the Education program is offered in the Blended learning format, only.

ACADEMIC PROGRAMS OVERVIEW

Meridian University offers graduate degree programs that educate students to engage the professions of Psychology, Business, and Education in creative and transformative ways. These degree programs provide a cumulative, emergent, and integrated curriculum, empowering the student's transformation both personally and professionally.

DEGREE PROGRAMS

BUSINESS

- MBA in Creative Enterprise

EDUCATION

- MEd in Educational Leadership
- EdD in Organizational Leadership

PSYCHOLOGY

- MA in Psychology
- MA in Counseling Psychology
- PsyD in Clinical Psychology
- PhD in Psychology

ACADEMIC YEAR

Depending on the program and program year, approximately 300-370 classroom hours (approximately 30-37 quarter credits) are completed each academic year. Courses are designed to be taken in sequence, within the cohort-based, transformative learning community model. The academic year begins September 1st and ends August 31st.

INSTITUTIONAL LEARNING OUTCOMES

Each degree program at Meridian University entails learning objectives that implement the following Institutional Learning Outcomes:

1. LEADERSHIP CAPACITIES

Students will cultivate leadership capacities aligned with the specific profession that is the focus of the degree program.

2. CREATIVE INQUIRY SKILLS

Students will develop creative inquiry skills aligned with the specific profession that is the focus of the degree program.

3. PROFESSIONAL KNOWLEDGE

Students will acquire professional knowledge specific to the focus of the degree program.

MBA IN CREATIVE ENTERPRISE

MBA IN CREATIVE ENTERPRISE DEGREE OVERVIEW

The MBA in Creative Enterprise is located at the intersection of three primary emphases:

- Transformative Innovation
- Generative Entrepreneurship and Cultural Leadership
- Applied Wisdom and Sustainability: Regenerating the Commons

These emphases are integrated into a coherent curriculum in support of the student's development of personal, organizational, and leadership competencies. The MBA in Creative Enterprise offers a curriculum designed to develop the leadership capacities and business knowledge needed to create and serve in multiple types of organizations: business, social enterprise, nonprofit, and public, all committed to a triple-bottom line.

EDUCATIONAL OBJECTIVES FOR THE MBA IN CREATIVE ENTERPRISE

1. *Cultivating Leadership Capacities:* To cultivate the leadership capacities that further transformative and ethical engagement within business and cultural contexts.
2. *Practicing Creative Action Inquiry:* To develop creative inquiry skills that enable collaboration responsive to high complexity and ambiguity.
3. *Core Business Functions:* To identify and implement business methods and practices of human resources, operations, economics, finance, accounting, marketing, management, and strategy, towards building and sustaining a creative enterprise.
4. *Generative Entrepreneurship and Transformative Innovation:* To develop the practices and perspectives that link entrepreneurial competencies with impacting the commons in ways that are generative and emancipatory, and to ignite individual and collective creativity to generate emancipatory, disruptive, and transformative innovations.
5. *Transforming Business as a Profession and Regenerating the Commons:* To develop competencies required to conceive, build, and lead creative and emancipatory enterprises; to apply the competencies associated with generative entrepreneurship to producing generative globalization in service of thriving local communities, restoration of the earth's resources, and regenerating the commons.

MBA IN CREATIVE ENTERPRISE PROGRAM LEARNING OUTCOMES

1. **Reflexivity:** Skillful and embodied self-awareness
2. **Empathy:** Depthful understanding of the other’s needs and circumstances on multiple levels, states, and life circumstances.
3. **Collaborativity:** The capacity to associate with others in ways that foster individuality, autonomy, complexity, dependability, and reciprocity.
4. **Collaboration Skills:** Skills that enable creative responses to challenges entailing high complexity, uncertainty, and ambiguity in organizational and business contexts.
5. **Culture:** Knowledge of stories and values that constitute how culture shapes individual and collective experience within business, from the micro (individual business) to the macro (global business cultures), and the role of cultural innovation in cultural leadership and transformative innovation.
6. **Social Justice and Diversity:** Identify the consequences and antecedents of injustice and oppression in cultural, business, and human resource contexts, informed by transdisciplinary perspectives.
7. **Core Business Functions:** Identifying and implementing business methods and practices of human resources, operations, economics, finance, accounting, marketing, management, and strategy towards building and sustaining a creative enterprise.
8. **Producing Transformative Innovation:** Competencies for individual creativity and for igniting the dynamics of collective creativity to generate emancipatory, disruptive, and transformative innovations designed to impact both the whole person and whole-system.
9. **Generative Entrepreneurship:** Practices and perspectives that link entrepreneurial competencies with impacting the commons, in ways that are generative and emancipatory.
10. **Regenerating the Commons:** Applying the competencies associated with generative entrepreneurship to producing generative globalization, in service of thriving local communities, global justice, and restoration of the earth’s resources.
11. **Transforming Business as a Profession:** Competencies to conceive, build, and lead creative and emancipatory enterprises that serve to regenerate the commons, enhancing sustainability and social justice.

GRADUATION REQUIREMENTS FOR THE MBA IN CREATIVE ENTERPRISE

- Students are required to complete 60 credits (600 hours).
- Students are expected to engage in a ‘Creative Action Practicum’ with a business or organization, over a period of two quarters.
- Students are expected to complete a Creative Action Project (capstone).
- Students have a maximum of four years from the initial date of enrollment to complete this degree.

MBA IN CREATIVE ENTERPRISE CURRICULUM OVERVIEW

FIRST YEAR

FALL

Foundations of Creative Enterprise

Community Economics

Leadership & Creative Inquiry I

WINTER

Innovation, Culture & Sustainability I

Ecologically Restorative Business

Leadership & Creative Inquiry II

SPRING

Innovation, Culture & Sustainability II

Emergent Thinking in the Creative Economy

Leadership & Creative Inquiry III

SUMMER

Innovation, Culture & Sustainability III

Research & Innovation in Business

Leadership & Creative Inquiry IV

SECOND YEAR

FALL

Managerial Accounting

Creative Marketing

Collaborative & Cultural Leadership I

WINTER

Managerial Finance

Operations Management

Collaborative & Cultural Leadership II

SPRING

Human Resources Development
Strategic Leadership
Collaborative & Cultural Leadership III

SUMMER

Business & Social Entrepreneurship
Organizational Development & Transformation
Collaborative & Cultural Leadership IV

This overview is illustrative only; curricular choices are geared to the Monthly or Blended learning format. This curriculum is revised periodically and subject to change.

MBA COURSE DESCRIPTIONS

MBA 502

FOUNDATIONS OF CREATIVE ENTERPRISE

Social and technological drivers as well as accompanying cultural change, bring complex innovation challenges for sustainable enterprise. In order for a business, nonprofit, public, or social enterprise to be a creative enterprise, specific management and leadership capabilities are needed for sustainable integration into a globalized, creative economy. This course is an overview of the integrated competencies required for successful participation in 21st century creative enterprises. (2 credits)

MBA 506, 606

CONVERSATIONAL LEADERSHIP I, II

This course sequence focuses on building conversational leadership capacities and creative inquiry skills developed through a transformative approach to leading through a collectively intelligent and creative approach to communication. Building from the corpus of work at the MIT Dialogue Project and the Society for Organizational Learning, this course explores individual and collective processes for thinking, learning, communicating, and leading together through a consciousness-based approach to conversation known in the Integral community as the we-space. The course explores the we-space as a new transformative process and context for generative inquiry and conversation. A range of concepts, practices, processes, and principles are explored in depth throughout the course. (4 credits each)

MBA 507

LEADERSHIP AND CREATIVE INQUIRY I, II, III, IV

First and foremost, leaders must be learners. Expectations for ongoing learning in the management of enterprises continue to accelerate as organizations learn to periodically reinvent themselves within an increasingly competitive, entrepreneurial culture. This course sequence focuses on leadership capacities and creative inquiry skills developed through Transformative Learning practices. (2 credits each)

MBA 515

COMMUNITY ECONOMICS

This course examines the causes of the current recession along with community-based economic strategies for survival and recovery. Most economics courses begin with the theory of markets—how money is used, but not what it is. The course, however, begins with the theory of money, as developed by Thomas H. Greco, Jr. and Bernard Lietaer (including a review of both the medium of exchange and store of value functions of money) along with an examination of the impact of the information management revolution on the systems properties of money. This course focuses both on regional crisis responses and on strategies for long-range investment in sustainable economic development. Applications will be explored for both the regional market economy and the regional commons. (2 credits)

MBA 524, 525, 526

INNOVATION, CULTURE, AND SUSTAINABILITY I, II, III

Sustainable enterprises respond to wider social, technological, and cultural change with organizational capabilities for cultural innovation, institutional integrity, and wise entrepreneurial initiative. This course sequence provides a practical understanding of the structures, processes, and practices utilized by organizations that sustain a triple-bottom line within the transforming consciousness of generative globalization. (2 credits each)

MBA 530

RESEARCH AND INNOVATION IN BUSINESS

Maintaining a healthy edge in the marketplace requires an understanding of, and ability to measure, sustainable business practices throughout the entire value chain. It includes analyzing internal progress as well as external markets to determine opportunities for creating new products and services and the ability to communicate ideas to a diverse stakeholder group. This course covers the preliminary steps needed to successfully launch a sustainable venture as either a new enterprise or within an established business. It includes the principles and practices of action and participation in sustainability research, true cost accounting, evaluation, and reporting. Existing research tools and sustainability metrics and reports will be reviewed. (2 credits)

MBA 607, 707

COLLABORATIVE AND CULTURAL LEADERSHIP I, II

Managing and leading effectively entails leading with others. Wherever people are working together they do so within a pattern of habits that make up the enabling and limiting conditions of societal and organizational culture. This course sequence emphasizes the integrated competencies required for entrepreneurial collaboration and cultural innovation within sustainable enterprise. (4 credits each)

MBA 611

CREATIVE MARKETING

The marketing management process is critical to positioning an organization as a key contributor to a sustainable market in an emerging creative economy. It requires the ability to thoroughly analyze market strategies in order to make decisions that positively impact the organization and society as a

whole. This course approaches marketing strategy and frameworks, trends, concepts, and marketing techniques in relation to today's individual, organizational, and societal needs. Some of the topics to be covered include research, target market and segmentation, societal and cause-related marketing, green marketing, and branding. (2 credits)

MBA 612

OPERATIONS MANAGEMENT

A clear understanding of operations management is essential to building and maintaining a sustainable business. There are a wide range of opportunities to improve a company's operations, from worksite safety and employee training to product development. It is particularly critical as the emerging creative economy seeks to harness increased cultural diversity and creative talent among our workforce, locally and globally. This course covers topics such as process analysis, supply chain management, quality, and facilities management. Additional topics reviewed include concepts of probability, statistics and optimization applied in operations management tools, process mapping and production technologies, as well as materials use and reuse introduced through industrial ecology. (2 credits)

MBA 613

STRATEGIC LEADERSHIP

Any enterprise or initiative that aspires to long-term sustainability requires strategic leadership that can connect the *why* with the *how*. Weaving together strategic vision, core values, strategic planning, and operations in the service of a significant initiative requires individual and collective complex capability, distinct from those leadership skills that are only technical and context specific. This course is an overview of selected principles, practices, and methods of strategic leadership applicable to the practice domains of education, business, civil society, and government. (2 credits)

MBA 615

STRATEGIC MANAGEMENT

The evolution taking place in market strategy is creating a business consciousness that is socially and environmentally sensitive as part of an organization's fundamental makeup. Trends are continually emerging, providing opportunities to develop new strategies and revise organizational processes and structures that are more sustainable. This course will give an overview of different market strategy techniques, providing a framework for the internal processes and structures needed to support sustainable organizations in times of economic volatility and change. In this context, sustainability becomes, by definition, good business strategy. (2 credits)

MBA 616

MANAGERIAL FINANCE

The key to managing organizations more sustainably is to communicate the principles and concepts of business finance to a larger audience. In turn, this provides the foundation for a persuasive business case supporting socially responsible investing. This course covers financial analysis and management in relation to areas such as financial ratios, assets and liabilities, financial planning and forecasting,

assessing, and managing risk. Additional topics such as time-value of money, financial markets and instruments, and socially responsible investment (SRI) will be explored. (2 credits)

MBA 617

MANAGERIAL ACCOUNTING

Effective managers in any industry need to be equipped with the knowledge and understanding of accounting in order to make business decisions that sustain a company through prosperous as well as lean times. Understanding accounting within the U.S. business environment will set the foundation for incorporating social and environmental practices into the accounting system. This course approaches accounting from both the financial and managerial perspective. Examples of topics covered include the accounting process, financial statements, budgeting, and cost-volume-profit analysis. Environmental, social, and ethical accounting issues are introduced. (2 credits)

MBA 620

BUSINESS AND SOCIAL ENTREPRENEURSHIP

The Transformative Learning process creates an environment supporting the development of collaborative leadership capacities that successful entrepreneurs/intrapreneurs require in an emerging creative economy. These capacities help sustain creative thinking and sound decision-making in order to manage risk during all stages of a new business venture. This course correlates the qualities found in today's successful entrepreneurs/intrapreneurs and how they drive innovation in sustainable business. Building upon the introduction to research tools and sustainability metrics in previous courses, a more comprehensive picture will be presented that shows how innovation in sustainable ventures impact the development of social capital and large scale influence on social change. (2 credits)

MBA 621

ORGANIZATIONAL DEVELOPMENT AND TRANSFORMATION

Sustainable organizations in an emerging creative economy are dynamic in their response to managing change. Leading organizational change involves collaborative leadership, creativity, motivation, effective team dynamics, process stabilization, and improvement. This course covers the characteristics of a leadership team and their relation to successful organizational transformation in a creative economy. Topics include: stages of commitment, organizational behavior for effective ecological and human sustainability, and support systems needed to sustain long term change. (2 credits)

MBA 622, 722

PURPOSE AND PROFESSION I, II

Human beings thrive on meaning and purpose. Bringing meaning and purpose together into a coherent professional life is a challenge. In part, this is so because the professions paradoxically and often tragically undermine their purposeful intentions to meet human needs in support of the flourishing of individuals, communities, and societies. Understanding the underlying economic structures and practices that shape the unintended consequences of professions is critical to transforming the professions. This course weaves together developing leadership competencies for

professionals necessary for transforming the professions in ways that realign the professions to their deeper and sacred purpose. (4 credits)

MBA 626

TRANSFORMATIVE BUSINESS INNOVATION

The recent Great Recession and other underlying economic trends have reduced the amount of capital available for non-profit funding of social enterprise. In this context, market-based models assume a larger role in leading social transformation. One of the most influential business thinkers in the world, C.K. Prahalad, suggests that innovative business models can effectively address the world's poverty. He asserts that transformative missions like this can be undertaken not by adopting an industry's "best practices" but by identifying "next practices" that have the potential to shift a market or society's equilibrium. Building on the earlier course, 'Foundations of Creative Enterprise,' the process of identifying "next practices" is examined in greater depth. How do organizations consistently innovate in ways that transform our society? Specific examples will be examined and the limitations of market-based models will also be addressed. (2 credits)

MBA 627

HUMAN RESOURCES DEVELOPMENT

Human Resources is uniquely positioned to support the underpinnings of organizational transformation when considered an essential player on the executive leadership team. Without critical input and support from Human Resources, organizations are prone to marginalizing key implementation strategies and minimizing success due to obstacles such as change resistance and employee/managerial sabotage. This course looks at areas of sustainable organizations in which Human Resources can play a significant role. These areas include leadership development, training and development, change management, conflict facilitation, ethics and governance, diversity, and teamwork. (2 credits)

MBA 630

LEADING A CREATIVE ENTERPRISE

Many interrelated factors underlie the ongoing success of a new or ongoing enterprise. This perspective looks at building success by weaving together essential strands of organizational and strategic leadership including: identifying a need for your product or service, creating a compelling mission statement, defining core competencies and key success factors, analyzing competition, team building, forming strategic alliances, establishing brand recognition, pricing and cost strategies, social media and promotion, acquiring customers and forging relationships, understanding financial projections, and building a comprehensive business plan. This course also provides a larger perspective by incorporating a brief survey of the history of entrepreneurship in the United States. The course utilizes key competencies and skills acquired in previous coursework to frame an integrated view of organizational leadership. (2 credits)

MBA 710

GLOBAL BUSINESS MEETS CREATIVE ENTERPRISE

Typically the most transformative innovations originate at the edge of a society, with actions taken by bold pioneers and visionaries, so that much of the talk of social innovation in business tends to focus on entrepreneurship. Yet much of today's global economic activity is dominated by non-entrepreneurial, vastly global enterprise, that often fails to meet many criteria of social responsibility or sustainability. The information technology sector, global media, large oil and energy companies, the automotive industry, and large-scale agribusiness are a few examples of very powerful industries that continue to dominate global society. What level of creative enterprise is possible within these industries? How is change happening from within? What are the regulatory frameworks that inhibit possibilities for transformative change? This course focuses on the intersection of global enterprise and social responsibility, identifies hurdles and current trends, and examines opportunities where the two meet to form an axis of possibility for change. (2 credits)

MBA 716

ECOLOGICALLY RESTORATIVE BUSINESS

Ecologically restorative enterprise will be a central theme in the transformative ventures of the future. Van Jones, former member of the Obama administration and founder of *Green for All*, points out that there are already 80,000 people working in the wind power generation business in the United States, and 46,000 more working on solar power. This total already surpasses the total of 80,000 coal miners in the country working in the "old economy." This course examines trends and the outlook for ecologically restorative enterprise including: solar and wind power generation, biomimicry, organic agriculture, permaculture, local foods, ecological building construction, green investment, venture capital, waste management, relevant regulation, and government subsidy programs. (2 credits)

MBA 718

EMERGENT THINKING IN THE CREATIVE ECONOMY

Leading thinkers are collectively and individually re-imagining a future in which we conduct business in ways that restore the environment, build community and healthy relationships, create right livelihood, and promote social justice. In this course, students will read current relevant articles and selections from books like *Natural Capitalism* by Paul Hawken, Amory Lovins, and Hunter Lovins, *Biomimicry* by Janine Benyus, and *The Fortune at the Bottom of the Pyramid* by C.K. Prahalad, hear from guest business leaders and visionaries about their own lives, innovative ideas and accomplishments. In the process, students will nurture a framework for viewing the future of creative enterprise and create a context for building their own career path. (2 credits)

MBA 726

INNOVATION AND INFORMATION

Just as the measures imposed by the larger economy govern human behavior, businesses evolve internal measures of performance that impact the behavior of the people who work within them. As such, internal business performance can be measured in many ways. Business leaders use a wide set of measures to gauge an enterprise's success that in turn create a company's culture. This course looks at information systems, policies, and management in a sustainable enterprise, how those systems are

designed and implemented, what information is captured, how the use of these systems impact human behavior, and how internal reporting should be carried out in order for decision makers to assess the success or shortcomings of an enterprise. The notions of “key success factors” and developing and tracking “core competencies” for an organization are examined in this context. (2 credits)

MBA 735, 736

ENTREPRENEURSHIP AND SOCIAL INNOVATION I, II

Entrepreneurship has been expanding from the self-empowering concept of “be your own boss” to “do well by doing good,” to beyond. When combined with social innovation, entrepreneurship has the potential to seed and build the commons, producing systemic cultural shifts, facilitating individual learning, and influencing the evolution of social institutions. This course explores the overlap between leadership and entrepreneurship for social innovation. Examples of national and global enterprises engaged in creative social innovation as evolutionary experiments for solving problems and creating future possibilities are also discussed. (2 credits)

MBA 740

LEADERSHIP, GOVERNANCE, AND CULTURAL COMPETENCY I

Societies worldwide are needing great assistance in the transformation of their citizens, organizations, governance, and institutions. However, many leaders have been educated for a different time, a different world — and the world today reflects this competency gap. Few have been trained for the task of dealing with the complexity and chaos of today’s world, while at the same time the usual formulas and stopgap solutions of an earlier era will not help us. In this course we explore the student’s emerging ability to bring a different order of comprehensive intelligence to bear upon present day social and cultural issues. (3 credits)

MEd IN EDUCATIONAL LEADERSHIP

EDUCATIONAL OBJECTIVES FOR THE MEd IN EDUCATIONAL LEADERSHIP

1. To cultivate leadership capacities that further professional engagement in education.
2. To develop creative inquiry practices and skills.
3. To develop competencies required to facilitate transformative learning with an understanding of human development across multiple domains of practice and levels of human systems.
4. To acquire competencies entailed in guiding human development in the context of cultural evolution and transformation.
5. To acquire the competencies entailed in developing curricula that promote diversity and generative processes within learning communities.

MEd IN EDUCATIONAL LEADERSHIP PROGRAM LEARNING OUTCOMES

1. **Reflexivity:** The capacity to engage with and be aware of the structures of consciousness that shape and constitute our experience.
2. **Empathy:** The capacity to imagine into the other’s experience.
3. **Collaborativity:** The capacity to associate with others in ways that foster individuality, autonomy, complexity, dependability, and reciprocity.
4. **Communication & Facilitation Skills:** Skills that enable creative responses to challenges entailing high complexity, uncertainty, and ambiguity in organizational, leadership, and educational contexts.
5. **Culture:** Knowledge of stories, values, and taboos that constitute how culture shapes individual and collective experience within educational and other organizations.
6. **Social Justice and Diversity:** Identify the consequences and antecedents of injustice and oppression in cultural, organizational, and educational contexts, informed by transdisciplinary perspectives.
7. **Organizational Leadership:** Apply cutting edge theory about leadership and organizational structure and change in varying contexts; understand and utilize best practices for promoting increased educational effectiveness, sustainability, and humanity in a variety of organizations, institutions, and communities.
8. **Educational Assessment:** Apply understanding of educational assessment theory and practice that includes critical analysis of current trends in policy and practice, via consideration of the political and social contexts in which the assessment is utilized. Practice effective selection and analysis of data for institutional and individual development and learning.
9. **Research:** Utilize educational research in professional practice and decision-making with a critical-reflective understanding of its values and limits. Become an active member of the scientific research community as a consumer and producer of research.
10. **Educational Theory and Practice:** Identify key trends in educational philosophy and theory, both historically and ideologically, and link these insights to contemporary approaches to teaching and learning. Differentiate models of educational reform and various instances of progressive education, including models of curriculum development and how these relate to different political contexts and unique times and places.

11. **Teaching Praxis and Learning Theory:** Understand and apply principles, theories, and models from learning theory and human development to teaching, coaching, and organizational consulting praxis.

GRADUATION REQUIREMENTS FOR THE MED IN EDUCATIONAL LEADERSHIP

- Students are expected to complete 60 credits (600 hours).
- Students are expected to complete a Creative Action Project (capstone).
- Students have a maximum of four years from the initial date of enrollment to complete this degree.

Med IN EDUCATIONAL LEADERSHIP CURRICULUM OVERVIEW

FIRST YEAR

FALL

Transformative Learning Praxis I
Human Development I
Leadership & Creative Inquiry I

WINTER

Transformative Learning Praxis III
Human Development II
Leadership & Creative Inquiry II

SPRING

Transformative Learning Praxis III
Research Methods Leadership & Creative Inquiry III

SUMMER

Diversity & Cultural Praxis I
Transforming Educational Organizations I
Leadership & Creative Inquiry IV

SECOND YEAR

FALL

Curriculum Development I
Diversity & Cultural Praxis II
Collaborative & Cultural Leadership I

WINTER

Curriculum Development II
Diversity & Cultural Praxis III
Collaborative & Cultural Leadership II

SPRING

Human Development III

Collaborative & Cultural Leadership III

SUMMER

Assessment of Educational Effectiveness I

Transforming Educational Organizations II

Collaborative & Cultural Leadership IV

This overview is illustrative only; curricular choices are geared to the specific concentration the student may be taking. This curriculum is revised periodically and subject to change.

EdD IN ORGANIZATIONAL LEADERSHIP

EDUCATIONAL OBJECTIVES FOR THE EdD IN ORGANIZATIONAL LEADERSHIP

1. To cultivate leadership capacities that promote creative and cultural transformation within organizations.
2. To develop creative inquiry skills that promote innovation in organizations.
3. To develop competencies required to facilitate transformative learning with an understanding of human development across multiple domains of practice and levels of human systems.
4. To develop research competencies required to lead cultural and social transformation in service of regenerating the local and global commons.
5. To develop competencies required to design curricula with transformative assessments and lead educational organizations and initiatives at a local and global scale.

EdD IN ORGANIZATIONAL LEADERSHIP PROGRAM LEARNING OUTCOMES

1. **Reflexivity:** The capacity to engage with and be aware of the structures of consciousness that shape and constitute our experience.
2. **Empathy:** The capacity to imagine into the other's experience.
3. **Collaborativity:** The capacity to associate with others in ways that foster individuality, autonomy, complexity, dependability, and reciprocity.
4. **Communication & Facilitation Skills:** Skills that enable creative responses to challenges entailing high complexity, uncertainty, and ambiguity in organizational, leadership, and educational contexts.
5. **Culture:** Knowledge of stories, values, and taboos that constitute how culture shapes individual and collective experience within educational and other organizations.

6. **Social Justice and Diversity:** Identify the consequences and antecedents of injustice and oppression in cultural, organizational, and educational contexts, informed by transdisciplinary perspectives.
7. **Organizational Leadership:** Apply cutting edge theory about leadership and organizational structure and change in varying contexts; understand and utilize best practices for prompting increased educational effectiveness, sustainability, and humanity in a variety of organizations, institutions, and communities.
8. **Educational Assessment:** Apply understanding of educational assessment theory and practice that includes critical analysis of current trends in policy and practice, via consideration of the political and social contexts in which the assessment is utilized. Practice effective selection and analysis of data for institutional and individual development and learning.
9. **Research:** Utilize educational research in professional practice and decision-making with a critical-reflective understanding of its values and limits. Become an active member of the scientific research community as a consumer and producer of research.
10. **Educational Theory and Practice:** Identify key trends in educational philosophy and theory, both historically and ideologically, and link these insights to contemporary approaches to teaching and learning. Differentiate models of educational reform and various instances of progressive education, including models of curriculum development and how these relate to different political contexts and unique times and places.
11. **Teaching Praxis and Learning Theory:** Understand and apply principles, theories, and models from learning theory and human development to teaching, coaching, and organizational consulting praxis.

GRADUATION REQUIREMENTS FOR THE EdD IN ORGANIZATIONAL LEADERSHIP

- Students are expected to complete 115 credits (900 hours).
- Students are expected to complete a Creative Action Project.
- The completion of an original research Dissertation is required.
- Students have a maximum of six years after ending coursework with their cohort to complete the doctoral degree requirements.

Edd IN ORGANIZATIONAL LEADERSHIP CURRICULUM OVERVIEW

FIRST YEAR

FALL

Transformative Learning Praxis I
Human Development I
Leadership & Creative Inquiry I

WINTER

Transformative Learning Praxis II
Human Development II
Leadership & Creative Inquiry II

SPRING

Transformative Learning Praxis III
Research Methods
Leadership & Creative Inquiry III

SUMMER

Diversity & Cultural Praxis I
Transforming Educational Organizations I
Leadership & Creative Inquiry IV

SECOND YEAR

FALL

Curriculum Development I
Diversity & Cultural Praxis II
Collaborative & Cultural Leadership I
Research Practicum I

WINTER

Curriculum Development II
Diversity & Cultural Praxis III
Collaborative & Cultural Leadership II

SPRING

Human Development III
Collaborative & Cultural Leadership III
Research Practicum II

SUMMER

Assessment of Educational Effectiveness I
Transforming Educational Organizations II

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Collaborative & Cultural Leadership IV
Research Practicum III

THIRD YEAR

FALL

Education & Generative Entrepreneurship
Leadership for Whole-System Transitions I
Educational Innovation & Liminal Processes I
Research Practicum IV

WINTER

Assessment of Educational Effectiveness II
Leadership for Whole-System Transitions II
Educational Innovation & Liminal Processes II

SPRING

Democracy, Conflict & Sustainability I
Educational Innovation & Liminal Processes III
Research Practicum V

SUMMER

Transforming Educational Organizations III
Democracy, Conflict & Sustainability II
Educational Innovation & Liminal Processes IV
Research Practicum VI

This overview is illustrative only; curricular choices are geared to the specific concentration the student may be taking. This curriculum is revised periodically and subject to change.

EDUCATION COURSE DESCRIPTIONS

EDU 500, 600, 700

TRANSFORMATIVE EDUCATION I, II, III

While wisdom is not a destination, wisdom emerges in the journey of Transformative Learning. The process of Transformative Learning inevitably disrupts culturally infused mental models. Transformative Learning goes beyond the acquisition of information and skills to individual and system capabilities. This course sequence focuses on Transformative Learning in the domain of educational institutions. Students will develop the competencies needed to effectively facilitate Transformative Learning, with an emphasis on liminal processes. (2 credits each)

EDU 501, 601, 701

HUMAN DEVELOPMENT I, II, III

To facilitate learning, educators need a comprehensive and multicultural understanding of the role of learning in human development. Cognitive and emotional development are themselves distinct kinds of learning. This course sequence reviews the major theories of human development as they apply to engendering integrated competencies within educational curricula. (2 credits each)

EDU 502, 602, 702, 802

LEADERSHIP & CREATIVE INQUIRY I, II, III, IV

Effective educators embody and transmit leadership capacities and creative inquiry skills. In addition, effective educators are profoundly integrated learners, themselves. This course sequence focuses on developing leadership capacities and creative inquiry skills that cohere with the knowledge base of the profession of education. (2 credits each)

EDU 503, 603, 703

DIVERSITY & CULTURAL PRAXIS I, II, III

One of the challenges within educational organizations is to connect or reconnect diverse individuals and communities and in this way enable a unity in diversity. This course sequence develops competencies required in facilitating the recognition and engagement of differences critical to learning environments including the domain of education. (2 credits each)

EDU 504, 604

CURRICULUM DEVELOPMENT I, II

Curriculum development entails differentiating the ecology of competencies that are significant to a particular curriculum. Good curriculum development not only specifies learning outcomes but goes deeper to ask which type of learning outcomes are of most value. This course sequence focuses on distinguishing between specific types of learning outcomes and the distinct learning activities that promote specific learning outcomes. (2 credits each)

EDU 505, 605

IMAGINAL PROCESS I, II

This course sequence is an introduction to Imaginal Process, the distinct approach to transformative learning practiced at Meridian. In this approach, human capacities are cultivated through diversifying, deepening, embodying, and personalizing experience. Imagination amplifies and integrates the sensory, emotional, and cognitive dimensions of our experience. Through the labor of imagination, it is possible to craft our experience towards truth, joy, and effectiveness. This approach reflects an emerging multidisciplinary and multicultural synthesis, which can be applied to education, therapy, organizations, and the arts.

This course sequence is an opportunity to experience how a group of individuals becomes a transformative learning community and how, through participation, each becomes more of the person they desire to be. Transformative and initiatory experience requires courage, curiosity, and compassion. Listening deeply to each other's stories is at the heart of this process. The living presence

that constitutes good listening requires that we inhabit vulnerability, mystery, and complexity. This gathered listening engages the empathic imagination in ways that catalyze mutual individuation. (2 credits each)

EDU 506, 606, 706

COLLABORATIVE & CULTURAL LEADERSHIP I, II, III

Leading effectively entails learning and collaborating with others. Humans are a profoundly social species formed both by genes and memes. Significant collective endeavors require a deep capacity to collaborate and to perceive culture. This course sequence focuses on the leadership capacities and skills essential for promoting and facilitating Transformative Learning in multiple domains and levels. (2 credits each)

EDU 507, 607, 707

TRANSFORMING EDUCATIONAL ORGANIZATIONS I, II, III

Paradoxically, educational organizations often resist Transformative Learning. The committee to transmit the intended curriculum can become a barrier to evolving an emergent curriculum responsive to accelerated change and complexity. This course sequence focuses on theories and practices that facilitate systemic transformation within educational organizations. (2 credits each)

EDU 509, 609

ASSESSMENT OF EDUCATIONAL EFFECTIVENESS I, II

There is substantial evidence that assessing learning also accelerates learning. Different types of learning outcomes call for different modes of assessment. This course sequence focuses on the student learning to conduct Transformative Assessment of learning within the course of classroom activities as well as assessing the overall effectiveness of educational programs. (2 credits each)

EDU 510

EDUCATION & GENERATIVE ENTREPRENEURSHIP

Generative Entrepreneurship goes beyond positive social impact to furthering learning and empowerment. Rather than being exploitative of the commons, Generative Entrepreneurship seeds and builds the commons. Generative Entrepreneurs are also cultural innovators. Entrepreneurship is now a major driver of social and economic transformation. Less obvious is the cultural dimension of entrepreneurship and its impact on the generations to come. This course surveys major examples of Generative Entrepreneurship around the globe as a way to imagine further possibilities in local contexts. (2 credits)

EDU 511, 611, 711, 811

EDUCATIONAL INNOVATION & LIMINAL PROCESSES I, II, III, IV

The contemporary challenge for educational innovation entails inhabiting a richer ecology of competencies than has previously been the case. The shift from buffered competencies to integrated competencies requires a learning praxis that recognizes the necessity of the liminal phases in

Transformative Learning. This course sequence focuses on developing the capacities and skills of Cultural Leadership, required for guiding individuals and systems through liminal phases of transformation. (2 credits each)

EDU 512, 612

DEMOCRACY, CONFLICT & SUSTAINABILITY I, II

This course sequence focuses on the role of collective Transformative Learning in creating a just and sustainable future. Intractable conflicts are rooted in core beliefs and mental models. Democratic processes require that differences in mental models be engaged with creative conflict instead of violence and exploitation. This course develops competencies for facilitating creative conflict. (2 credits each)

EDU 513, 613

DEVELOPMENT OF HUMAN CAPACITIES I, II

Within the context of the current global upheaval, this course sequence defines and explores the capacities and skills needed for leaders during this time of major change. The primary emphasis is on vision and envisioning, as well as learning to embody those inner abilities that will allow us to sustain ourselves and our communities as the world remakes itself. Capacities to be emphasized entail four levels of human development: Physical/ Sensory; Historic/Psychological; Mythic/Symbolic; and Unitive/ Spiritual. These capacities will be accompanied by skills development, essential for effectively navigating the challenges of whole system transformation. (3 credits each)

EDU 514, 614

LEADERSHIP FOR WHOLE-SYSTEM TRANSITION I, II

This course sequence develops the themes of Social Artistry, defining leadership from the point of view of one who views society and the world in the way a great artist approaches a masterwork. Themes to be explored include: The leader as healer; the leader as one who understands culture and development; the leader as contemplative; the leader as orchestrator of reality; the leader as visionary pragmatist. (3 credits each)

EDU 515, 615

STORY, MYTH, AND SOCIAL TRANSFORMATION I, II

This course sequence guides us through the human story as myth and history, seeking to unfold the multiple layers of human experience and the many ways the past both informs and endangers the present. We will strive to comprehend and differentiate those mythic structures that provide encouragement, hope, and wisdom toward the re-visioning of a possible world, and in so doing, understand the importance of applying mythic patterns to the seen and unseen world. (3 credits each)

EDU 516

INTEGRAL DEVELOPMENT

This course exposes students to key concepts and practices of Integral Development — an approach to human development that focuses on actualizing the interconnected potential of self, organization, and society. The course is designed as a development journey, taking participants step by step through all

levels of integral development. An engagement map along with guiding questions, help participants to navigate through the multiple layers of development that receive focus. (2 credits)

EDU 616

STRATEGIC LEADERSHIP

Any enterprise or initiative that aspires to long-term sustainability requires strategic leadership that can connect the *why* with the *how*. Weaving together strategic vision, core values, strategic planning, and operations in the service of a significant initiative requires individual and collective complex capability, distinct from those leadership skills that are only technical and context specific. This course is an overview of selected principles, practices, and methods of strategic leadership applicable to the practice domains of education, business, civil society, and government. (2 credits)

EDU 620

PRINCIPLES OF COLLECTIVE EMERGENCE

The last 30,000 years of human evolution can be viewed as a process of human individuation that has reached a peak — and perhaps a dead end - in the West. Ironically, the “We” of our contemporary modern/postmodern times is one that creates and reinforces the experience of a separate and often alienated “I.” Over the last few decades, there have been an increasing number of experiments with collectivity from a variety of fields of endeavor. This course provides an overview of the emerging terrain of the collective and a detailed understanding of the integral “We” that complements integral cognition in order to give rise to a new cultural emergence. Major topics will include the “We” of pre-individuated cultures, the emergence of the West’s “I,” the transformation of political life through the potential of collective intelligence and wisdom towards development of an integrated pluralistic polis, and a next step of “We,” the result of trans-individuation, which would also be an integral culture.

Also explored are such questions as whether it might be possible to create intentional “We” spaces as integral micro-cultures within organizations, teams, and committed practice groups, and dialogue methods that aim to move individuals to a unified “We” by emphasizing the contributions and connections between individuals. (3 credits)

EDU 633, 733

TRANSFORMATIVE LEARNING PRAXIS I, II

The necessity and importance of Transformative Learning grows in times of crisis and complexity. We live in such a time, and as such Transformative Learning is being practiced within multiple domains and at multiple levels. The term praxis refers to the integration of theory and practice. Domains of praxis include education, organizational change and leadership, business, civil society, psychotherapy, spiritual practice, coaching and personal development, and the arts. Levels of praxis include individuals, teams, communities, organizations, and societies. This course sequence is an overview of diverse approaches to Transformative Learning Praxis. (2 credits each)

EDU 712, 812

PURPOSE AND PROFESSION I, II

Human beings thrive on meaning and purpose. Bringing meaning and purpose together into a coherent professional life is a challenge. In part, this is so because the professions paradoxically and often tragically undermine their purposeful intentions to meet human needs in support of the flourishing of individuals, communities, and societies. Understanding the underlying economic structures and practices that shape the unintended consequences of professions is critical to transforming the professions. This course weaves together developing leadership competencies for professionals necessary for transforming the professions in ways that realign the professions to their deeper and sacred purpose. (3 credits)

EDU 719, 819

PSYCHOLOGY OF PURPOSE: CREATIVITY AND POLYPHRENIA I, II

This course sequence explores the nature and function of purpose as a tool for enhancing creative action and strategy. For this, we work with the development of four levels of inner capacity: sensory-physical, psychological, mythic-narrative, and integral-spiritual.

This development leads to the ability to select and orchestrate our inherent *polyphrenia* — the various ‘selves’ and skill sets which we already contain. A significant objective for this course is to bring forth the student’s own sense of purpose, creativity, and agency through the presentation of the student’s Creative Action Project (CAP). (2 credits each)

EDU 735, 736

ENTREPRENEURSHIP AND SOCIAL INNOVATION I, II

Entrepreneurship has been expanding from the self-empowering concept of ‘be your own boss’ to ‘do well by doing good,’ to beyond. When combined with social innovation, entrepreneurship has the potential to seed and build the commons, producing systemic cultural shifts, facilitating individual learning, and influencing the evolution of social institutions. This course explores the overlap between leadership and entrepreneurship for social innovation. Examples of national and global enterprises engaged in creative social innovation as evolutionary experiments for solving problems and creating future possibilities are also discussed. (2 credits)

EDU 805, 806, 807, 808, 809, 810

RESEARCH PRACTICUM I, II, III, IV, V, VI

Research Practicum provides a setting to apply the principles and practices of participatory research in the development of dissertations and gives students the opportunity to have a hands-on experience of developing elements of the dissertation. This course sequence also provides students with an experience of the possibilities of collaborative research and writing. (2-4 credits each)

EDU 816

COMPLEXITY CAPABILITY IN HUMAN SYSTEMS

We are often in over our heads, overwhelmed by the demands of our everyday lives. The problems humanity faces are so complex that our historical epoch is sometimes described as a crisis of

complexity. Such a degree of complexity — at a level in which humans have never before had to cope, can be viewed as a core root of the current global ecological, economic, and political turmoil. Even our own inventions — technologies, cultural memes, and organizations — have been evolving into increasingly complex forms, which have increased the demands of everyday life. In each case, what is required of humanity is more complex than what our current mindsets allow. This course addresses the relationship between inner and outer complexity in service of aligning individual capabilities with what Oliver Wendell Holmes termed, “the simplicity on the far side of complexity.” We can learn to transform the complexity both within and outside of ourselves in ways that can enrich our lives and enhance our professional contributions within diverse professional domains. (3 credits)

PSYCHOLOGY PROGRAM OVERVIEW

Meridian offers four graduate degrees in Psychology that educate students to work in clinical and/or cultural contexts:

- MA in Psychology
- MA in Counseling Psychology
- PsyD in Clinical Psychology
- PhD in Psychology

These degrees provide a cumulative, emergent, and integrated curriculum, empowering the student’s transformation both personally and professionally.

The Master’s in Psychology program consists of two years of coursework. The Master’s in Counseling Psychology program consists of two and 3/4 years of coursework. The PsyD and PhD programs require four years of coursework (or three years for Advanced Standing students).

LICENSURE ELIGIBILITY

The PsyD in Clinical Psychology and the PhD in Psychology are designed to meet the educational requirements for the state of California’s Psychologist, Marriage and Family Therapy (MFT), and Licensed Professional Clinical Counselor (LPCC) licenses. MFT and LPCC educational eligibility for the doctorates requires the student to engage in fieldwork that is done in accordance with BBS requirements. Because students entering with Advanced Standing status miss the first year of the program, neither the PhD nor the PsyD earned by advanced standing students meet the educational requirements for the MFT or LPCC.

The Master’s in Counseling Psychology is designed to meet the educational requirements for California’s MFT and LPCC licenses.

Students living outside of California who wish to earn licensure in their home state (or country) must check with their local psychology boards to determine requirements for licensure in their own locale, as curricula for each of these three California-licensable degrees may not meet various states’

requirements state for licensure in clinical psychology, professional clinical counseling, and/or marriage and family therapy. Students who live outside of California are responsible for knowing their applicable state licensure requirements. Also, because requirements do change, students are responsible for remaining aware of current licensure regulations.

EDUCATIONAL OBJECTIVES FOR THE MA IN PSYCHOLOGY

1. To develop leadership capacities which further professional engagement with the profession of psychology.
2. To develop creative inquiry practices and skills.
3. To identify one’s own culturally constituted, perceptual lenses.
4. To acquire the knowledge base of Imaginal Psychology and to differentiate it from the major orientations to Psychology.
5. To develop competencies for bringing principles and practices of transformative learning into cultural contexts.

EDUCATIONAL OBJECTIVES FOR THE MA IN COUNSELING PSYCHOLOGY

The Masters in Counseling Psychology builds cumulatively upon the MA curriculum and entails the following elements:

1. To develop leadership capacities which further professional engagement with the professions of Marriage and Family Therapy and Professional Clinical Counseling.
2. To identify individual concerns and shadow issues relative to legal and ethical aspects of the helping professions and to apply legal and ethical principles to dilemmas that arise in psychological work involving conflicting values.
3. To demonstrate the ability to apply psychotherapeutic theories and methods directly related to Marriage and Family Therapy and to Professional Clinical Counseling.
4. To articulate principles of the Recovery Model and client advocacy in public systems of care, as well as the understanding of how poverty and social stress impact psychological states and well-being.
5. To identify the strengths and limitations of different approaches to psychotherapy for specific clients, issues, and situations and to develop skills for working with trauma, anxiety, depression, and other states of psychological distress within individuals, couples, families, and groups.

EDUCATIONAL OBJECTIVES FOR THE PsyD IN CLINICAL PSYCHOLOGY

The PsyD curriculum builds cumulatively upon the Masters in Counseling Psychology curriculum and entails the following elements:

1. To develop leadership capacities which further professional engagement with the profession of psychology.

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2. To develop creative inquiry practices and skills.
3. To articulate and apply key concepts and major principles of psychopathology to all levels of human systems.
4. To implement appropriate uses of psychological assessment resources with a specialized awareness of individual differences and cultural diversity.
5. To develop competencies for bringing principles and practices of transformative learning into clinical contexts.

EDUCATIONAL OBJECTIVES FOR THE PhD IN PSYCHOLOGY

The PhD curriculum builds cumulatively upon the Masters in Counseling Psychology curriculum and entails the following elements:

1. To develop leadership capacities which further professional engagement with the profession of psychology.
2. To develop creative inquiry practices and skills.
3. To develop cultural praxis skills.
4. To develop conceptual understanding and the capacities and skills to undertake participatory research that can create new meaning and serve to potentially revitalize personal and cultural transformation.
5. To develop competencies required to facilitate transformative learning with an understanding of human development and therapeutic outcomes across multiple domains of psychological practice and levels of human systems.

PSYCHOLOGY PROGRAM LEARNING OUTCOMES

1. **Reflexivity:** The capacity to engage with and be aware of those imaginal structures that shape and constitute our experience.
2. **Empathy:** The capacity to imagine into the other's experience.
3. **Collaborativity:** The capacity to associate with others in ways that foster individuality, autonomy, complexity, dependability, and reciprocity.
4. **Process Skills:** Skills that enable creative responses to challenges entailing high complexity, uncertainty, and ambiguity in psychotherapeutic, leadership, and organizational contexts.
5. **Culture:** Knowledge of stories, myths, values, and taboos that constitute how culture shapes individual and collective experience.
6. **Social Justice and Diversity:** Identify the consequences and antecedents of injustice and oppression in cultural, clinical, and systems contexts, informed by transdisciplinary perspectives.

7. **Psychopathology:** Knowledge of typologies and systems of psychopathology with an emphasis on trauma and addiction, as applicable to all levels of human systems.
8. **Law and Ethics:** Knowledge of legal and ethical principles, and theories of social justice, as applicable to the primary work of psychological practitioners: clinical practice, research, and teaching.
9. **Psychotherapy:** Knowledge of the principles and practices of psychotherapy including crisis intervention, with an emphasis on somatic and imagination-centered approaches.
10. **Coaching/ Human Development:** Knowledge of the principles and practices of coaching and associated perspectives on human development.
11. **Neuroscience and Psychopharmacology:** Knowledge of neuroscience and psychopharmacology.
12. **History:** Knowledge of the history of psychology, and transdisciplinary sources.
13. **Assessment:** Knowledge of the principles and practices of psychological assessment.
14. **Research:** Knowledge of the principles and practices of psychological research.

PSYCHOLOGY FIELDWORK REQUIREMENT

Supervised fieldwork is an integral part of the psychology curriculum. It is an opportunity to implement skills and capacities developed through coursework and, for many, it is the beginning of a new phase in career development.

For psychology students working towards a clinical license in California, Meridian provides assistance in understanding and documenting hours which meet the supervised experience standards of California's licensing boards: the Board of Behavioral Sciences (BBS) for MFT and LPCC, and the Board of Psychology (BOP) for the psychologist license. Students become eligible to begin fieldwork after completing their first year of coursework. Depending on the degree, fieldwork must either be started while in coursework (at the beginning of the third year for students working towards the California MFT and/or LPCC license), or within six months following the completion of coursework with one's cohort.

Every effort is made to support students in selecting and completing required fieldwork. Ongoing contact with the Academic Services Coordinator and the Director of Field Placement are both helpful in navigating this process. Additionally, the psychology program's *Fieldwork Handbook* assists students in planning a personalized course of fieldwork. This handbook, as well the development of the student's fieldwork plan, is discussed at length in the program's first year.

FIELDWORK HOURS: DOCTORAL STUDENTS

Doctoral students must complete 750 hours of fieldwork. Doctoral level fieldwork is generally clinically oriented, and can be done in accordance with the BOP or the BBS towards required hours for licensure. While PsyD students must do a clinical field placement, PhD students have an alternative option of doing fieldwork via other kinds of doctoral-level psychologically oriented work in such areas as teaching, community development, administrative leadership, and coaching. Such ‘alternative’ fieldwork is not accepted by either California state board for licensure hours.

FIELDWORK HOURS: MASTER’S IN COUNSELING PSYCHOLOGY STUDENTS

Master’s in Counseling Psychology students must complete a 340 hour traineeship, which includes a minimum of 280 direct service hours. This work must be clinical in nature and must be done in full accordance with the BBS practicum requirement for the California MFT and LPCC licenses.

AN INTEGRAL ORIENTATION TO PSYCHOLOGY

IMAGINAL PSYCHOLOGY: AN INTEGRAL AND TRANSFORMATIVE ORIENTATION TO PSYCHOLOGY

Imaginal psychology is a distinct integral transformative psychology. This orientation reclaims soul as psychology’s primary concern. The soul expresses itself in images. Care of the soul asks that we pay close attention to the images we inhabit. This orientation to psychology has its roots in the transformative practices that are at the core of many spiritual traditions and creative arts.

In the last one hundred years, modern depth psychology has rediscovered these sacred potentials. Imaginal Psychology traces this vein of gold through its ancient and modern manifestations in ways relevant to our contemporary lives, enabling a distinctly postmodern psychology to emerge.

An integral orientation to psychology draws on other orientations like Somatic, Depth, Humanistic, Ecopsychology and Transpersonal as well as the following knowledge domains: spiritual traditions, somatic practices, creative arts, mythology, indigenous wisdom, literary and poetic imagination, deep ecology, mystical philosophy, cultural history, and social critique.

SPIRITUAL TRADITIONS

The world’s spiritual traditions offer wisdom and transformative practices which have been seasoned by centuries of lived experience. This mindfully gathered knowledge can be of great value in enabling psychology to have an emancipatory impact on our social institutions.

SOMATIC PRACTICES

Available in the local knowledge of many cultures, modern medicine has marginalized these great resources for healing and pleasure. In the last 30 years however, there has been a watershed in the restoration and development of somatic practices. If psychology is to come to its senses, we must reconnect with the sensory foundations of experience.

CREATIVE ARTS

The practices of writing, drawing, movement, vocalizing, and drama offer ways to cultivate the senses, memory, and imagination. A psychology that embraces these practices is able to explore those depths of human experience which are the sources of cultural leadership and change.

MYTHOLOGY

These ancient stories offer a cornucopia of images which continue to shape contemporary culture. With myth as background, we gain fresh perspective and insight into the discipline and profession of psychology.

INDIGENOUS WISDOM

By looking to the cultures of indigenous peoples, psychology can draw on wisdom forgotten in the wake of modernity. Values essential to our future such as conviviality, sustainability, and justice, are well understood by indigenous cultures.

LITERARY AND POETIC IMAGINATION

The enduring literature of diverse cultures is a repository of deep imaginative guidance. Poets, playwrights, novelists, and storytellers imaginatively evoke the most challenging dimensions of life in the unique ways that they are experienced and responded to within a specific culture.

DEEP ECOLOGY

The development of a sustainable postmodern culture requires that we understand the ways in which soul is not limited either to the personal or to the human. This deeper appreciation of the essential heterogeneity of life offers psychology a complex and evolutionary context for its future.

MYSTICAL PHILOSOPHY

A deep river of psychological wisdom that has permeated the ancient Mediterranean cultures of Egypt, Greece, and Italy is accessible to us through the resources of mystical philosophy.

CULTURAL HISTORY

As a web of habits, culture embodies a specific understanding of the soul's nature at a particular time and place. Cultural history excavates this knowledge through the study of ancient texts and artifacts, conveying the co-evolution of culture and consciousness.

SOCIAL CRITIQUE

Modern social theory elaborates a critique of modernity essential to understanding contemporary Western societies and psychology's place within them. An understanding of politics, mass culture, and oppression is vital for the socially-engaged psychological practitioner. Those who would offer cultural leadership find in social critique a historical understanding of contemporary culture.

MA IN PSYCHOLOGY

The Master's in Psychology curriculum offers two years of coursework in psychology and Imaginal Psychology. The latter draws on spiritual traditions, somatic practices, creative arts, mythology, indigenous wisdom, literary and poetic imagination, deep ecology, mystical philosophy, cultural history, and social critique. This program provides students with the opportunity to activate core capacities and develop skills which are relevant for pursuing alternative paths in psychology.

The Master's in Psychology program takes a distinct approach to Transformative Learning, emphasizing the transformation of identity as well as that of personal and professional life. The program emphasizes embodiment, meaning-making, and community-making as critical dimensions for creative participation in contemporary, postmodern society.

GRADUATION REQUIREMENTS FOR THE MA IN PSYCHOLOGY:

- Students are required to complete 64 credits (640 hours).
- After completing all coursework, students are required to pass written and oral comprehensive examinations.
- Students have a maximum of four years from their initial date of enrollment to complete their Master's in Psychology degree.
- *Note:* This degree is not eligible for clinical licensure.

MASTERS IN PSYCHOLOGY CURRICULUM OVERVIEW

FIRST YEAR

FALL

Imaginal Process I

Psychopathology I

Human Development

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WINTER

Imaginal Process II
Psychopathology II
Expressive Arts in Therapy

SPRING

Career Development
Transformative Learning Praxis

SUMMER

Group Process I
Psychotherapy Craft I
Foundations of Somatic Psychotherapy

SECOND YEAR

FALL

Psychotherapy Integration I
Culture and the Law
Research Methods I
Integrative Seminar Ia

WINTER

Psychotherapy Integration II
Psychology of Trauma
Integrative Seminar Ib

SPRING

Cross-Cultural Perspectives
Research Methods II
Ecstatic States and Culture
Integrative Seminar Ic

SUMMER

Group Process II
Psychotherapy Craft II
Psychotherapy Integration III
Advanced Theories and Techniques: Human Sexuality

This overview is illustrative only; curricular choices are geared to whether the student selects a specific concentration. This curriculum is revised periodically and subject to change.

MA IN COUNSELING PSYCHOLOGY

The Master's in Counseling Psychology curriculum builds on the core curriculum of the first two years, emphasizing clinical courses as well as core courses that support the student's evolving relationship to professional practice. The Master's in Counseling Psychology meets the educational requirements of the California Board of Behavioral Sciences, Senate Bill 33, Section 4980.36 of the Business and Professions Code (MFT). This degree also meets the educational requirements of the California Board of Behavioral Sciences, Senate Bill 788, Section 4999.33 of the Business and Professions Code for the Licensed Professional Clinical Counselor (LPCC).

GRADUATION REQUIREMENTS FOR THE MA IN COUNSELING PSYCHOLOGY:

- Students are required to complete 105 credits (940 hours) over 11 quarters. Also, a 340 hour traineeship, which includes a minimum of 280 direct service hours, must be completed.
- After completing all coursework, students are required to pass written and oral comprehensive examinations.
- Forty hours of personal therapy in an individual, couple, family, and/or group setting are required. In some cases, this experience may be obtained prior to enrollment in Meridian's graduate program.
- Students have a maximum of six years to complete their Master's in Counseling Psychology degree from their initial date of enrollment.

PREPARATION FOR CALIFORNIA MARRIAGE & FAMILY THERAPY LICENSURE

Curricular areas required by the California Board of Behavioral Sciences are addressed by the following Master's in Counseling Psychology coursework:

Applied Psychotherapeutic Theories, Principles, and Methods Related to Marriage and Family Therapy:

PSY 521: Psychotherapy Craft I

PSY 628, 629, 630: Psychotherapy Integration I, II, III

PSY 618: Advanced Theories and Techniques: Psychotherapy with Children

PSY 608 - 610: Clinical Practice Practicum I, II, III

PSY 532, 632: Group Process I, II

Human Communication

PSY 505, 506, 507: Imaginal Process I, II

PSY 521: Psychotherapy Craft I

PSY 532, 632: Group Process I, II

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Cultural Competency and Sensitivity:

PSY 604: Psychology of Power, Privilege, and Oppression

PSY 645: Cross-Cultural Perspectives

PSY 505, 506, 507: Imaginal Process I, II

Human Growth and Development PSY 644: Human Development

Aging and Long-Term Care

PSY 644: Human Development

Human Sexuality

PSY 640: Advanced Theories and Techniques: Human Sexuality

Psychopharmacology

PSY 740: Principles of Psychopharmacology

California Laws and Professional Ethics

PSY 520: Culture and the Law

Spousal or Partner Abuse, Assessment, and Intervention

PSY 629: Psychotherapy Integration II

Child Abuse Assessment and Reporting

PSY 618: Advanced Theories and Techniques: Psychotherapy with Children

Psychological Testing

PSY 647: Psychological Assessment I

Psychopathology

PSY 501, 502: Psychopathology I, II

Research Methodology

PSY 637, 638: Research Methods I, II

PSY 751, 752: Imaginal Inquiry I, II

Substance Use, Co-Occurring Disorders, and Addiction

PSY 625: Ecstatic States and Culture

Case Management and Public & Private Systems of Care

PSY 501, 502: Psychopathology I, II

PSY 604: Resilience, Recovery, and Systems of Care

PSY 614: Psychology of Trauma

Supervised Practicum

PSY 608 - 610: Clinical Practice Practicum I, II, III

**PREPARATION FOR CALIFORNIA PROFESSIONAL CLINICAL COUNSELOR
LICENSURE**

Curricular areas required by the California Board of Behavioral Sciences for the LPCC are addressed by the following Master's in Counseling Psychology coursework:

Core Content Areas

PSY 501, 502: Psychopathology I, II
PSY 518: Psychology of Power, Privilege, and Oppression
PSY 520: Culture and the Law
PSY 521, 522: Psychotherapy Craft I, II
PSY 528: Career Development
PSY 532, 632: Group Process I, II
PSY 604: Resilience, Recovery, and Systems of Care
PSY 614: Psychology of Trauma
PSY 625: Ecstatic States and Culture
PSY 628, 629: Psychotherapy Integration I, II
PSY 637, 638: Research Methods I, II
PSY 644: Human Development
PSY 645: Cross-Cultural Perspectives
PSY 647: Psychological Assessment I
PSY 740: Principles of Psychopharmacology
PSY 751: Imaginal Inquiry I

Advanced Coursework/ Specific Issues

PSY 505, 506: Imaginal Process I, II
PSY 630: Psychotherapy Integration III
PSY 633: Transformative Learning Praxis
PSY 618: Advanced Theories and Techniques: Psychotherapy With Children
PSY 640: Advanced Theories and Techniques: Human Sexuality
PSY 752: Imaginal Inquiry II
PSY 655: Integrative Seminar Ia, Ib, Ic
PSY 724: Foundations of Somatic Psychology
PSY 755: Integrative Seminar II
PSY 816: Expressive Arts in Therapy

Supervised Practicum

PSY 608-610: Clinical Practice Practicum I, II, III

MA IN COUNSELING PSYCHOLOGY CURRICULUM OVERVIEW

FIRST YEAR

FALL

Imaginal Process I
Psychopathology I
Human Development

WINTER

Imaginal Process II
Psychopathology II
Expressive Arts in Therapy

SPRING

Career Development
Transformative Learning Praxis

SUMMER

Group Process I
Psychotherapy Craft I
Foundations of Somatic Psychotherapy

SECOND YEAR

FALL

Psychotherapy Integration I
Culture and the Law
Research Methods I
Integrative Seminar Ia

WINTER

Psychotherapy Integration II
Psychology of Trauma
Integrative Seminar Ib

SPRING

Cross-Cultural Perspectives
Research Methods II
Ecstatic States and Culture
Integrative Seminar Ic

SUMMER

Group Process II
Psychotherapy Craft II

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Psychotherapy Integration III
Advanced Theories and Techniques:
Human Sexuality

THIRD YEAR

FALL

Psychological Assessment I Advanced Theories and Techniques:
Psychotherapy with Children
Imaginal Inquiry I
Clinical Practice Practicum I

WINTER

Imaginal Inquiry II
Clinical Practice Practicum II

SPRING

Psychology of Power, Privilege, and Oppression
Principles of Psychopharmacology
Clinical Practice Practicum III
Resilience, Recovery, and Systems of Care

This overview is illustrative only; curricular choices are geared to whether the student selects a specific concentration. This curriculum is revised periodically and subject to change.

PsyD IN CLINICAL PSYCHOLOGY

The PsyD in Clinical Psychology offers four years of coursework in Imaginal Psychology (three years for Advanced Standing students). The curriculum includes core, clinical, and research courses. The core curriculum emphasized in the first two years provides a foundation for the clinical and research courses, supporting the student's evolving relationship to professional practice. The PsyD in Clinical Psychology is designed to meet the educational requirements for the state of California Psychologist license. The PsyD in Clinical Psychology also meets the educational requirements for the state of California MFT license (Board of Behavioral Sciences, Senate Bill 33, Section 4980.36, Business and Professions Code), and LPCC license, (Senate Bill 788, Section 4999.33 of the Business and Professions Code), provided that fieldwork is done in accordance with BBS requirements. Because students entering with Advanced Standing status miss the first year of the program, neither the PhD nor the PsyD earned by advanced standing students meet the educational requirements for the MFT or LPCC.

GRADUATION REQUIREMENTS FOR THE PsyD IN CLINICAL PSYCHOLOGY

- Students who enter with a Bachelor's degree must complete four years (166 credits, 1310 hours). Students who enter the program's second year with a Master's degree (Advanced

Standing) must complete three years (135 credits, 1000 hours). Supervised fieldwork (750 hours) and clinical case study credits are included in these credit totals.

- Students entering with a Bachelor's degree are required to pass the Master's in Psychology written and oral comprehensive examinations after completing two years of coursework.
- After completing doctoral coursework students must pass written and oral comprehensive examinations. The completion of an original Clinical Case Study is required.
- Sixty hours of personal therapy in an individual, couple, family, and/or group setting are required. In some cases, this experience may be obtained prior to enrollment in Meridian's graduate program.
- Students have a maximum of six years after ending coursework with their cohort to complete the PsyD.

PREPARATION FOR PSYCHOLOGIST LICENSURE

Content areas tested on the California Psychologist Licensure Examination are addressed by the following doctoral program courses:

Child Abuse Assessment and Reporting

PSY 618: Advanced Theories and Techniques: Psychotherapy with Children

Theories of Group Counseling

PSY 532, 632: Group Process I, II

Psychopathology

PSY 501, 502, 503: Psychopathology I, II, III

Social Psychology and Industrial Psychology

PSY 532, 632: Group Process I, II

PSY 744, 844: Psychology and Community Making I, II

PSY 528: Career Development

Spousal or Partner Abuse, Assessment, Detection, and Intervention

PSY 629: Psychotherapy Integration II

Human Sexuality

PSY 640: Advanced Theories and Techniques: Human Sexuality

California Laws and Professional Ethics

PSY 520: Culture and the Law

Alcoholism/ Chemical Dependency, Detection, and Treatment

PSY 625: Ecstatic States and Culture

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Developmental Psychology

PSY 644: Human Development

Aging and Long-Term Care

PSY 644: Human Development

Psychopharmacology and Psychophysiology

PSY 740: Principles of Psychopharmacology

PSY 743: Biological Bases of Human Experience

History and Systems

PSY 750: History of Psychology

Statistics

PSY 637, 638: Research Methods I, II

PSY 647: Psychological Assessment I

Research Design

PSY 637, 638: Research Methods I, II

PSY 751, 752: Imaginal Inquiry I, II

PSY 805, 806, 807, 808: Research Practicum I, II, III, IV

Testing and Assessment

PSY 647, 747: Psychological Assessment I, II

PSYD IN CLINICAL PSYCHOLOGY CURRICULUM OVERVIEW

FIRST YEAR

FALL

Imaginal Process I

Psychopathology I

Human Development

WINTER

Imaginal Process II

Psychopathology II

Expressive Arts in Therapy

SPRING

Career Development

Transformative Learning Praxis

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SUMMER

Group Process I
Psychotherapy Craft I
Foundations of Somatic Psychotherapy

SECOND YEAR

FALL

Psychotherapy Integration I
Culture and the Law
Research Methods I
Integrative Seminar Ia

WINTER

Psychotherapy Integration II
Psychology of Trauma
Integrative Seminar Ib

SPRING

Cross-Cultural Perspectives
Research Methods II
Ecstatic States and Culture
Integrative Seminar Ic

SUMMER

Group Process II
Psychotherapy Craft II
Psychotherapy Integration III
Advanced Theories and Techniques: Human Sexuality

THIRD YEAR

FALL

Psychological Assessment I
Advanced Theories and Techniques: Psychotherapy with Children
Imaginal Inquiry I
Clinical Practice Practicum I

WINTER

Imaginal Inquiry II
Clinical Practice Practicum II

SPRING

Psychology of Power, Privilege, and Oppression
Principles of Psychopharmacology

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Clinical Practice Practicum III
Resilience, Recovery, and Systems of Care

SUMMER

Research Practicum I
Expressive Arts in Groups
Psychology and Community Making
Myth, Ritual, and Story
Myth and Contemporary Culture

FOURTH YEAR

FALL

Research Practicum II
Psychological Assessment II
Psychology of Conflict
Integrative Seminar IIa
Modern Consciousness and Indigenous Wisdom

WINTER

Research Practicum III
Psychology of Metaphor
Integrative Seminar IIb
Biological Bases of Human Experience

SPRING

Consciousness and Organizations
Psychopathology III
History of Psychology

SUMMER

Research Practicum IV
Topics in Imaginal Psychology
Ecopsychology
Cultural Leadership

This overview is illustrative only; curricular choices are geared to whether the student selects a specific concentration. This curriculum is revised periodically and subject to change.

PhD IN PSYCHOLOGY

The PhD in Psychology curriculum offers four years of coursework in Imaginal Psychology (three years for Advanced Standing students) drawing on spiritual traditions, somatic practices, creative arts,

mythology, indigenous wisdom, literary and poetic imagination, deep ecology, mystical philosophy, cultural history, and social critique.

Building on the core curriculum of the first two years, the third and fourth years of the PhD emphasize research, clinical, and cultural praxis skills, as well as acquiring the knowledge base of psychology as a profession. The research coursework prepares students for the completion of an original research dissertation.

The PhD in Psychology is designed to meet the educational requirements for the state of California Psychologist license. The PhD in Psychology also meets the educational requirements for the state of California MFT license (Board of Behavioral Sciences, Senate Bill 33, Section 4980.36, Business and Professions Code), and LPCC license, (Senate Bill 788, Section 4999.33 of the Business and Professions Code), provided that fieldwork is done in accordance with BBS requirements. Because students entering with Advanced Standing status miss the first year of the program, neither the PhD nor the PsyD earned by advanced standing students meet the educational requirements for the MFT or LPCC.

GRADUATION REQUIREMENTS FOR THE PhD IN PSYCHOLOGY

- Students who enter with a Bachelor's degree must complete four years (181 credits, 1310 hours). Students who enter the program's second year with a Master's degree (Advanced Standing) must complete three years (150 credits, 1000 hours). Supervised fieldwork (750 hours) and dissertation credits are included in these credit totals.
- Students entering with a Bachelor's degree are required to take the written and oral comprehensive exams for the Master's in Psychology after completing two years of coursework.
- After completing all coursework, students are required to pass written and oral comprehensive examinations.
- The completion of an original research dissertation is required.
- Sixty hours of personal therapy in an individual, couple, family, and/or group setting are required. In some cases, this experience may be obtained prior to enrollment in the program.
- Students have a maximum of seven years after ending coursework with their cohort to complete the PhD in Psychology.

PREPARATION FOR PSYCHOLOGIST LICENSURE

Content areas tested on the California Psychologist Licensure Examination are addressed by the following doctoral program courses:

Child Abuse Assessment and Reporting

PSY 618: Advanced Theories and Techniques: Psychotherapy with Children

Theories of Group Counseling

PSY 532, 632: Group Process I, II

Psychopathology

PSY 501, 502, 503: Psychopathology I, II, III

Social Psychology and Industrial Psychology

PSY 532, 632: Group Process I, II

PSY 744, 844: Psychology and Community Making I, II

PSY 528: Career Development

Spousal or Partner Abuse, Assessment, Detection, and Intervention

PSY 629: Psychotherapy Integration II

Human Sexuality

PSY 640: Advanced Theories and Techniques: Human Sexuality

California Laws and Professional Ethics

PSY 520: Culture and the Law

Alcoholism/ Chemical Dependency, Detection, and Treatment

PSY 625: Ecstatic States and Culture

Developmental Psychology

PSY 644: Human Development

Aging and Long-Term Care

PSY 644: Human Development

Psychopharmacology and Psychophysiology

PSY 740: Principles of Psychopharmacology

PSY 743: Biological Bases of Human Experience

History and Systems

PSY 750: History of Psychology

Statistics

PSY 637, 638: Research Methods I, II

PSY 647: Psychological Assessment I

Research Design

PSY 637, 638: Research Methods I, II

PSY 751, 752: Imaginal Inquiry I, II

PSY 805, 806, 807, 808: Research Practicum I, II, III, IV

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Testing and Assessment

PSY 647, 747: Psychological Assessment I, II

PHD IN PSYCHOLOGY CURRICULUM OVERVIEW

FIRST YEAR

FALL

Imaginal Process I
Psychopathology I
Human Development

WINTER

Imaginal Process II
Psychopathology II
Expressive Arts in Therapy

SPRING

Career Development
Transformative Learning Praxis

SUMMER

Group Process I
Psychotherapy Craft I
Foundations of Somatic Psychotherapy

SECOND YEAR

FALL

Psychotherapy Integration I
Culture and the Law
Research Methods I
Integrative Seminar Ia

WINTER

Psychotherapy Integration II
Psychology of Trauma
Integrative Seminar Ib

SPRING

Cross-Cultural Perspectives
Research Methods II
Ecstatic States and Culture
Integrative Seminar Ic

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SUMMER

Group Process II
Psychotherapy Craft II
Psychotherapy Integration III
Advanced Theories and Techniques: Human Sexuality

THIRD YEAR

FALL

Psychological Assessment I
Advanced Theories and Techniques: Psychotherapy with Children
Imaginal Inquiry I
Clinical Practice Practicum I

WINTER

Imaginal Inquiry II
Clinical Practice Practicum II

SPRING

Psychology of Power, Privilege, and Oppression
Principles of Psychopharmacology
Clinical Practice Practicum III
Resilience, Recovery, and Systems of Care

SUMMER

Research Practicum I
Expressive Arts in Groups
Psychology and Community Making
Myth, Ritual, and Story
Myth and Contemporary Culture

FOURTH YEAR

FALL

Research Practicum II
Psychological Assessment II
Psychology of Conflict
Integrative Seminar IIa
Modern Consciousness and Indigenous Wisdom

WINTER

Research Practicum III
Psychology of Metaphor Integrative Seminar IIb
Biological Bases of Human Experience

SPRING

Consciousness and Organizations
Psychopathology III
History of Psychology

SUMMER

Research Practicum IV
Topics in Imaginal Psychology
Ecopsychology
Cultural Leadership

This overview is illustrative only; curricular choices are geared to whether the student selects a specific concentration. This curriculum is revised periodically and subject to change.

PSYCHOLOGY COURSE DESCRIPTIONS

PSY 501, 502, 503

PSYCHOPATHOLOGY I, II, III

Each of us suffers in a unique way. Yet it is interesting and useful to recognize distinct varieties of human suffering without succumbing to the diagnostic illusions of the medical model. These courses pivot around the difference between a medical and a psychological approach to psychopathology. A genuinely psychological approach draws our attention to culture, myth, story, and metaphor as we make meaning of the symptoms we observe. The limits, ambiguities, and cruelties of professionalized responses to human suffering are among our considerations. The impact of differences on diagnosis (such as gender, sexual orientation, race, ethnicity, and class) and on social position and social stress are explored, as is the DSM IV-TR (the current diagnostic system used in professional psychiatry and psychology), as well as severe mental disorders. Students are encouraged to cultivate an empathic understanding of the experience of symptoms. (2 or 3 credits, each)

PSY 505, 506, 507

IMAGINAL PROCESS I, II, III

Imaginal Process is a distinct approach to transformative learning. In this approach, human capacities are cultivated through diversifying, deepening, embodying, and personalizing experience. Imagination amplifies and integrates the sensory, emotional, and cognitive dimensions of our experience. Through the labor of imagination, it is possible to craft our experience towards truth, joy, and effectiveness. This approach reflects an emerging multidisciplinary and multicultural synthesis which can be applied to education, therapy, coaching, organizational change, and the arts.

Transformative and initiatory experience requires courage, curiosity, and compassion. Listening deeply to each other's stories is at the heart of this process. Good listening requires that we inhabit vulnerability, mystery, and complexity. This way of listening engages the empathic imagination in ways that catalyze mutual individuation.

This course sequence is an opportunity to experience how a group of individuals, through participation, becomes a collaborative learning community and how each individual becomes more of the person they desire to be. (2 credits each)

PSY 508, 509, 510

SOMATIC PRACTICES I, II, III

Somatic practices have been available within the local knowledge of many traditional and indigenous cultures. The political economics of modern psychology and allopathic medicine have marginalized these great resources for healing and pleasure. In the last 30 years, however, there has been a watershed in the restoration and integration of somatic practices.

This course sequence explores the use of somatic practices to reconnect with the sensory foundations of experience. These practices involve movement and touch, and affect regulation all of which support the imagination's role in integrating the sensory, affective, and cognitive domains of experience. Imagery-based practices enhance mind-body integration which is key to our effective functioning and well-being. (2 credits each)

PSY 511

SOMATIC PSYCHOLOGY

This foundational course in Somatic Psychology provides students with a historical and theoretical overview of the field of Somatic Psychology and introduces them to the principles, concepts, and methods that underlie many of the established modalities. Students are offered the opportunity to experience some of these modalities in action and to begin to develop basic clinical and psychoeducational somatic skills. (2 credits)

PSY 512

MYTH AND CONTEMPORARY CULTURE

Wisdom stories reflect a broad range of human concerns. This course explores the psychological functions of the mythic imagination. Initiatory patterns drawn from ancient narratives appear in movies and other cultural forms that reveal our aspirations. Familiar mystery tales and films are examined to study archetypal elements that shape experience, social roles, and social institutions. This course also considers how mythic narratives reflect pluralistic models of psychological life. (2 credits)

PSY 514

PSYCHOLOGY OF DREAMS

Dreams may be viewed as messages of the soul. Yet, while dreams convey the deeper stirrings of the soul, their language is often baffling to the waking self. This course introduces students to a range of approaches for working with dreams. Students will explore various ways of constructing the relationship between waking and dreaming and its implications for the individuation process. Approaches and practices for engaging with dreams within contemporary Western psychological systems as well as traditional, non-Western psychological systems will be considered.

Dreaming experience is related to the knowledge domains of Imaginal Psychology, especially mythology, somatic practices, and indigenous wisdom. Students are encouraged to develop practices for tending their dreams, in order to access their transformative power. This course seeks to deepen students' capacity for cultivating, engaging, interpreting, and integrating their own dreams as well as those of others. (2 credits)

PSY 515, 516

CULTIVATING THE SENSES I, II

A psychology concerned with soul must recognize the essential role the body plays in everyday experience. The life of the senses is vital to the nourishment of the soul. This course focuses on the relationship between the physical senses and the life of the imagination. The repression of the senses cripples the imagination, leaving it unable to guide one's life in nourishing and sustainable ways. Traumatic occurrences further disable the body's way of knowing. Once it is nourished, a well-fed imagination can amplify our senses, aiding us in leading a life that is embodied, passionate, and self-aware. Topics to be explored include the use of language which engenders soul-making, the intelligence of the senses, and the repression of pleasure. (2 credits each)

PSY 517, 617

MYTH, RITUAL, AND STORY I, II

In most cultures throughout history individuals have found psychological support and orientation through the myths and stories they inhabit. The vitality of memory depends on engaging myth, ritual, and story in supporting individuals to re-story their lives for initiation into a greater story. This course explores such topics as the archetype of the wounded healer and the significance of initiatory experience. (2 credits each)

PSY 520

CULTURE AND THE LAW

This course considers legal and ethical issues pertaining to the practice of psychological work. Such issues include Tarasoff duty to warn and other mandatory reporting requirements, client suicidality, danger to property, confidentiality and privilege, forensic issues, court testimony, and psychological testing. Also considered are more subtle, ethical concerns such as the encouragement of client dependency, forms of psychotherapists' financial greed, the use of language which serves to mystify clients' suffering, the objectification of clients, and ethical dilemmas involved in the provision of psychotherapy in both the private-pay and managed-care economies. Emphasis is given on how the helping professional's shadow issues can influence both psychotherapy and other helping relationships, and the importance of being aware of one's own shadow issues. (4.5 credits)

PSY 521, 522, 621, 622, 721

PSYCHOTHERAPY CRAFT I, II, III, IV, V

This course sequence reimagines the practice of psychotherapy as a craft and explores the most basic instrument of psychotherapy, the self of the therapist. Each course seeks to integrate theoretical material with students' personal exploration. (2 credits each)

I: Introduction and Overview

This course begins to hone particular skills and capacities fundamental to facilitating individuation. These skills and capacities include: deep listening, empathic communication, recognition of multiplicity, and creatively interfacing with professional language and procedures such as diagnosis and treatment planning. Additional topics and issues considered include: transference, countertransference, holding the container, minding the ebb and flow of affect and attachment, and otherwise negotiating the interactive field.

II: Becoming a Psychotherapist

This course explores how the student's personal history and psychological development have converged in the call to become a psychotherapist. Topics include personal motivations, family-of-origin issues, imaginal structures, stages in the development of the therapist, and self and other shame-awareness.

III: Crafting the Therapist's Self

This course investigates the practices involved in crafting those aspects of the self which are a necessity for good work. Included are the importance of presence, the listening self, and the role of ongoing work with countertransference issues.

IV: Hazards of the Profession of Psychotherapy

This course examines the potential difficulties which can arise in both the work life and the personal life of the therapist as a result of practicing therapy over several years. Such difficulties may include: physical and psychic isolation, grandiosity, self-deception, bodily inactivity, boundary problems, client exploitation, negative impact on one's personal relationships, and financial confusion, which can result in greed or self-sacrifice. Special attention is given to practical strategies for avoiding these kinds of problems.

V: Termination in Psychotherapy

The effective completion of the termination phase of psychotherapy is an essential and important part of the work. This course addresses loss, separation, dependence, and death as existential issues which, at various times, are both foreground and backdrop to the psychological relationship approaching its ending.

PSY 523

DEVELOPMENTAL EMBODIMENT

In this course students will be introduced to developmental approaches to Somatic Psychology, and to how notions of embodiment have been applied to Developmental Psychology and related disciplines. Experiential components will underscore the idea of embodiment as a developmental process, rather than as a static condition of human experience. (2 credits)

PSY 525

ECOLOGY AND THE ARTS

For millennia humans have expressed their relationship to nature through the arts. The 12,000 to 30,000 year-old images in the caves of Lascaux and Chauvet as well as the 100,000 year-old painted walls of Arnhem Land are a staggering testimony to this. Civilization, and in particular the modern world, have profoundly disturbed our connectedness to this prior mode of dwelling in embedded balance. Human cultures have gone from embeddedness in nature to alienation from nature.

The traditions suggest that the psyche is not inside us, but rather that we dwell in psyche. The arts can cultivate the ecological imagination and can help restore an engaged, respectful, and animated dwelling. This course explores the psychological significance of rekindling our participation in nature through the arts. (2 credits)

PSY 528 CAREER DEVELOPMENT

Joseph Campbell's famous phrase, "Follow your bliss," is a directive that for most people is easier said than done. In this course we will explore the crucial need in the human soul for purpose, vocation, and work with passion. The significance of finding one's own inner calling and the potential relationship between forms of psychopathology and Western culture's lack of support for the notion of personal destiny, finding one's purpose, mentorship, and structures for rites of passage will be considered.

The course will review models of career development, assessment, and counseling that are designed to assist individuals and families through the life cycle and that emphasize awareness of individual needs, values, aptitudes, and interests in making career choices. Students will also focus on charting their own vocational path and timeline for their upcoming fieldwork opportunities, and in the process will become thoroughly familiar with Meridian's fieldwork process. Students are aided in formulating a potential direction for their fieldwork including the pros and cons of having fieldwork fulfill California licensing board hours, time frames and procedures for applying to and completing internships, the use of one's job as an internship site, and options for arranging alternative field placements. (4.5 credits)

PSY 532, 632

GROUP PROCESS I, II

We live our lives in the company of others. Identity is formed partly through being recognized by others—one's spouse, family, friends, neighborhood, and workplace. Groups offer us a context in which to explore the mystery of identity and to evolve a mode of communication that honors individuality and multiplicity. It is commonplace in groups to deny, trivialize, and suppress differences. Instead, we must learn to recognize and relate to differences. Specific dynamics in groups that are considered include: scapegoating, envy, betrayal, trust, self-disclosure, cult dynamics, feedback, team building, leadership, and support. Group facilitation skills relevant to psychological practice, the contemporary workplace, and creating community are emphasized, as well as theories, principles, and interventions related to group dynamics and group counseling. (2 or 3 credits, each)

PSY 536

THE KNOWING BODY

Focusing, an approach to personal exploration developed by Eugene Gendlin, provides a simple yet effective tool for transforming implicit embodied awareness into explicit knowledge. This

research-based model emphasizes the importance of attending to the felt sense of the body in exploring psychological concerns, and serves as a base for many somatic psychotherapy techniques. Students will be introduced to Focusing both theoretically and experientially with opportunities to practice facilitating Focusing sessions. (2 credits)

PSY 537

THE SOCIAL BODY

This course explores the application of Somatic Psychology to sociocultural issues, proposes strategies for bringing the body into the exploration of diversity and equity issues, and underscores the need to address social, cultural, and political influences on issues of embodiment. (2 credits)

PSY 538

THE TRANSPERSONAL BODY

Drawing on both Eastern and Western perspectives, this course addresses the transpersonal dimensions of Somatic Psychology theory and practice. Students will have the opportunity to explore the interaction between body processes and states of consciousness through a transpersonal psychological perspective. (2 credits)

PSY 539

THE POETIC BODY

This course focuses on the intersecting dimensions of Somatic Psychology and the expressive arts. By working with imagination through the implicit knowledge of the body, students will have an opportunity to explore how music, art, poetry, dance, and theater can enrich and transform embodied experience in a psychotherapeutic context. (2 credits)

PSY 540

SOMATIC AWARENESS

The capacity to experience, identify, and cultivate kinesthetic sensation is fundamental to the practice of Somatic Psychology. Students in this course will be introduced to a variety of practices designed to facilitate somatic awareness in themselves and others, including the Sensory Awareness work of Charlotte Selver. Emphasis will also be placed on how somatic awareness skills and strategies translate to a psychotherapeutic context. (2 credits)

PSY 545

MODERN CONSCIOUSNESS AND INDIGENOUS WISDOMS

The stories of indigenous peoples provide inspiration for a mythic imagination that attempts to address the crisis of modern consciousness. This course explores how indigenous wisdom can appear differently, depending on the particular self-construction in which we happen to be engaged. Understanding the history of the self gives us access to a relationship with native knowing that does not appropriate, but instead engages in a moral discourse which seeks healing through integrative states of consciousness, including the painful awareness of collective shadow material. Healing our contemporary pathologies and suffering in ways that transcend individualistic paradigms, without

romanticizing native people, will be considered. The intent is to narrate ourselves freely in the face of historical dissociations and denied aspects of ourselves and our communities. (2 credits)

PSY 547

THE BODY IN MOTION

Movement forms one of the cornerstones of Somatic Psychology theory and practice. It can serve as the primary basis for psychotherapeutic intervention (as it does in dance movement therapy) or it can be integrated into clinical work by focusing on movement behaviors as they emerge in the session. Students will learn strategies for facilitating movement explorations in both individual and group formats. (2 credits)

PSY 611

SOMATIC ASSESSMENT

In this course, students will explore a range of somatically oriented observation and assessment models, including developmental, psychodynamic, and process-oriented frameworks. An integrative somatic assessment framework will be introduced and students will be provided with an opportunity to work with this model in clinical and psychoeducational contexts. (2 credits)

PSY 613

PSYCHOLOGY OF CONFLICT

This course explores issues in the field of peace psychology: peace, conflict, and violence. Topics include direct violence, structural violence, non-violence, peace-making, peace-building, and social justice. Students will develop skills in facilitating the recognition and engagement of differences necessary for creative collaboration and cultural transformation. (2 credits)

PSY 614

PSYCHOLOGY OF TRAUMA

Our planet continues to suffer from the traumatic impact of increasingly complex methods of human-engineered destruction, as well as the varieties of far more ordinary moments which are too overwhelming for us to integrate. This course explores current issues in the field of psychological trauma through personal, historical, cultural, and archetypal perspectives. Its intent is to develop the student's ability to engage traumatic material experienced through the kinds of fragmented images that are the common aftermath of overwhelming experience and to integrate imaginal psychology approaches to trauma with principles inherent in the recovery model. In this course, we will work to create possibilities for remaining active participants in lifelong, awe-inspiring events. (2 credits)

PSY 616

PSYCHOLOGY OF LIMINALITY

This course offers a multifaceted exploration of the structure and process of initiatory and transformational experiences through the perspective of the rites of passages framework. The course especially focuses on the liminal phase, the betwixt and between in the process of change, where one is no longer the old and not yet the new. Topics range from rites of passage in indigenous cultures, to applying a reconceptualization of the rites of passages framework, to experiences of complex change

in contemporary cultural settings. This course shines light on the epistemological challenges of translating observations, knowledge, and insights from indigenous traditions to western academic contexts, and examines the competencies that are needed for stewards of liminal process to cultivate and harvest the vital forces of change, and to be better able to discern between and apply traditional understanding and practices to contemporary settings. As well, students will consider the competencies and authority they need in moving toward becoming masters of liminal processes. (2 credits)

PSY 618

ADVANCED THEORIES AND TECHNIQUES: PSYCHOTHERAPY WITH CHILDREN

This course introduces the process and practice of child therapy, as well as the use of diagnostic tools and play materials. The course also addresses child abuse assessment, treatment, and reporting laws. The social and ecological influences that impact child development and treatment are explored, as are the incidence of child abuse, child victimization, and child exploitation. Also addressed are collateral work with parents and professionals, and additional legal and ethical issues pertaining to working with children. (2.5 credits)

PSY 623

EXPERIENTIAL ANATOMY

This course draws on an experiential approach to learning human anatomy, based on the premise that understanding the physicality of the human body is necessary to working with its psychological dimensions. Students will explore the major body systems through guided imagery, drawing, movement, and touch. (2 credits)

PSY 625

ECSTATIC STATES AND CULTURE

The use of mind-altering substances to influence states of consciousness has been a part of the human experience since prehistoric times. Modernization and urbanization have made our relationship with state-altering substances more problematic. This course is an overview of the assessment and treatment of substance abuse, addiction, and co-occurring disorders. Also included are the legal and medical aspects of substance abuse, populations at-risk, the role of support persons and support systems, follow-up programs, and methods for relapse prevention. This course utilizes myth, current psychological models, and our own experience to develop an integrated view of addiction that considers biology, psychology, cultural considerations, and human yearning. Issues regarding the use and abuse of drugs and alcohol will be explored within the contexts of culture and the human need for ecstatic experience. (4.5 credits)

PSY 628, 629, 630

PSYCHOTHERAPY INTEGRATION I, II, III

The beginning psychotherapist is faced with a wide array of approaches to psychotherapy. This sequence considers the diversity of psychotherapeutic approaches and develops our own coherence as psychotherapists. The first course in the sequence surveys a variety of approaches to individual psychotherapy. The second course examines several major approaches to couples therapy and

includes an emphasis on spousal or partner abuse assessment, detection, and intervention. The third course surveys approaches to family therapy, including looking at family conflicts through a broader social and historical context which includes an awareness of culture, class, gender, race, and religion. (2 or 3 credits, each)

PSY 633

TRANSFORMATIVE LEARNING PRAXIS

The necessity and importance of Transformative Learning grows in times of crisis and complexity. We live in such a time, and as such Transformative Learning is being practiced within multiple domains and at multiple levels. The term praxis refers to the integration of theory and practice. Domains of praxis include psychotherapy, spiritual practice, coaching and personal development, business, education, civil society, and the arts. Levels of praxis include individuals, teams, communities, organizations, and societies. This course is an overview of diverse approaches to Transformative Learning Praxis. (3 credits)

PSY 635

EXPRESSIVE ARTS IN GROUPS

This course focuses on the use of the expressive arts in groups. Implications and applications for group therapeutic work are considered. Additionally, experiential processes are used to gain awareness of how we conduct our lives and how we use images to inspire and direct our own living. (2 credits)

PSY 637, 638

RESEARCH METHODS I, II

Understanding research studies and their conclusions can be a vital aspect of a psychological practitioner's continuing education. This course prepares students to understand and engage with psychological research by emphasizing critical thinking in evaluating research studies, enabling students to differentiate valid, relevant data from faulty, inconclusive data. Additionally, we will ask specific questions about the culture of psychological research by examining such areas as the relationship between soul and research, the construction of psychological theory, the competing claims of quantitative versus qualitative research, and constructs of validity in various research paradigms. (1 and 2 credits respectively)

PSY 640

ADVANCED THEORIES AND TECHNIQUES: HUMAN SEXUALITY

This course considers the varying ways that individuals experience their sexual selves, sexual behavior, and sexual orientation, as well as how the sexual self develops within different historical and cultural settings. The influences of class, gender, age, culture, and family background on sexual experience are also explored, as are the assessment and treatment of sexual dysfunction, and scope of practice issues and expected competencies for the general licensed practitioner. (2 credits)

PSY 644

HUMAN DEVELOPMENT

The work of the psychological practitioner often involves assisting children and adults through the joint processes of growing up and growing older, as they traverse the predictable and unpredictable passages of the life cycle. We are best prepared to assist our clients and students through their lives when we, ourselves, are well grounded in both the objective context of the human development literature as well as the subjective context, the experience of moving through our own lives.

This course also addresses curricular requirements for Aging and Long Term Care, and will do so by first reimagining the elder years as a rewarding period in life. We will also examine the psychological, cultural, physical, and social challenges facing older people in Western culture, including changes in physical and cognitive capacities, social stigma, oppression, the American youth culture, and variations in family values regarding the care of elderly parents by their adult children. Finally, the course examines the assessment, reporting, and treatment related to elder and dependent-adult abuse and neglect. (4.5 credits)

PSY 645

CROSS-CULTURAL PERSPECTIVES

A psychology arising exclusively out of western European academic experience fails to adequately respond to the rich varieties of human experience. This course gathers contemporary multicultural sources, as well as the wisdom of indigenous cultures, to educate psychological practitioners to be responsive to each person's unique cultural heritage. This course explores multicultural counseling theories and techniques promoting cultural social justice and the therapist's role in bringing bias and prejudice to our own and our client's awareness. An understanding of cultural differences within couples, families, and community institutions is critical to professional practice. (2 credits)

PSY 647, 747

PSYCHOLOGICAL ASSESSMENT I, II

This course sequence provides an introduction and overview to psychological assessment. Developing an understanding of overall assessment procedures and learning how to administer, score, and interpret a variety of psychological tests are emphasized.

Psychological Assessment I provides a survey of the major testing instruments including the Wechsler Adult Intelligence Scale-IV (WAIS-IV), the Wechsler Intelligence Scale for Children-IV (WISC-IV), Rorschach Inkblot Test, TAT, and the Minnesota Multiphasic Personality Inventory (MMPI). This overview helps to establish a basic understanding of different tests, applications, and procedures. Additionally, the course provides particular focus on personality testing, through both personality and projective measures. Tests studied include the Rorschach; MMPI; and the Millon Clinical Multiaxial Inventory (MCMI). Experiential opportunities pertaining to the process of test taking are also offered.

Psychological Assessment II focuses on intellectual and cognitive testing, primarily through the study of the WAIS-IV and the WISC-IV. Additionally, students are introduced to the basics of neuropsychological screening. Students also learn to prepare a report integrating personality and intelligence factors. (4.5 and 2 credits respectively)

PSY 651

SOMATIC INQUIRY

Somatic Inquiry is an approach to research that privileges subjective embodiment in understanding human experience. Students will have an opportunity to see how a somatic perspective informs each stage of a research project, from topic selection through data presentation, and how to practice using somatic inquiry methods. (2 credits)

PSY 655, 755, 855

INTEGRATIVE SEMINAR I, II, III

The Integrative Seminar has several goals: to provide a setting where the various strands of Meridian's curriculum can be woven together; to facilitate the curriculum's transformative intent; to facilitate the students' evolving relationship to the discipline and profession of psychology; and to support the students' development of psychological awareness and flexibility. In addition, the Integrative Seminar provides time to address interpersonal and group process issues that emerge in tending to a learning community. (1-3 credits, each)

PSY 699

SUPERVISED FIELDWORK

Supervised fieldwork is an integral aspect of study at Meridian. Students earn supervised fieldwork credits through the performance of job activities in paid and volunteer positions. Beginning with study about their own emerging careers in the Career Development course, students are guided in designing and implementing a fieldwork plan to advance their progress as emerging psychological practitioners. The Director of Field Placement is available to assist students in initiating appropriate placements, and monitors the progress of students' specific fieldwork goals. (11 or 25 credits)

PSY 709

SPECIAL TOPICS IN SOMATIC PSYCHOLOGY

This course provides an opportunity for doctoral students to study with leading theorists, practitioners, and scholars in the field of Somatic Psychology. The focus of the course may include creative or innovative applications of Somatic Psychology, working with special populations, or interdisciplinary scholarship. (2 credits)

PSY 710

TOPICS IN IMAGINAL PSYCHOLOGY: ETHICS IN DEPTH PSYCHOLOGY

An important principle in depth psychology is that developing more complex access to inner states opens the possibility of working with others at deeper levels. This enhanced quality of engagement, however, presents unique ethical challenges. This course explores the application of ethics to the orientation of depth psychology, and how shifts in our sense of identity can influence the process of ethical decision-making. Through exploring the enduring classic Peter Pan to reflect on the theme of adventure, we will also reflect on the story's origins as presented in the film, Finding Neverland. The course includes discussion of legal and ethical aspects of the current standard of care such as informed consent, duty to warn, and mandated reporting. However, the emphasis is primarily on the philosophical exploration of ethical behavior. (1 credit)

PSY 713

PSYCHOLOGY OF METAPHOR

In ancient Greek, the word metaphor meant transformer. Through the use of metaphor, our perception operates at a deeper level of understanding. This course explores how metaphors form the foundation of our thinking, influencing our learning and growth by presenting a variety of perspectives that elucidate the aesthetic realm of everyday life. Particular themes include discerning ideas at deeper levels, metaphor as a tool for personal learning and social change, and exploring the principle that learning is a process of entering into conversation with the subject matter, one's self, and the larger communal world. In exploring the rich ways in which metaphorical images can enrich and enhance our relationship to ourselves and others, we become able to view life through the lens of metaphor and to see possibilities and potentials that we might not otherwise see. (2 credits)

PSY 715

PSYCHOLOGY OF TOUCH

Touch is one of the oldest and most fundamental forms of healing and helping. This course examines the evolutionary emergence of touch, its fundamental significance in human experience, and the intricate connections between skin and brain via the nervous system. This course also addresses the contemporary application of touch in psychotherapy, including important legal and ethical considerations. (2 credits)

PSY 716

PSYCHOLOGY OF VOCATION

Vocation is the intersection of a longing of the heart with the pressing needs of the world. Vocation traditionally described a calling to a religious career. The spiritual implications imply service to something larger than ourselves. This suggests work with a strong sense of significance and meaning. Abraham Maslow believed that self-actualization involves fulfillment of a mission (destiny, or vocation). Campbell emphasized the call as initiating the heroic quest. Freud felt love and work are the foundation of our humanness. Hillman saw vocation as something larger than career, as our calling to the world.

This course explores the psychology of vocation to see how the dynamics of the inner life constellate a specific pursuit. Once a calling is heard, the task is to embrace it. Following one's bliss involves amor fati, i.e., loving one's fate. The task is to come to terms with a unique unfolding story and rise to a destiny. Pouring our energies into a form that suits our gifts and passions can lead to a deep experience of being fully alive.

The course will look at metaphoric, imaginal, and narrative theories, such as the idea of personal mythology, to understand contemporary forms of vocation. The approach will involve analysis of stories from ancient and modern sources. A key text will be the New Zealand film, *Whale Rider* (2002). This initiatory tale shows how vocational calls arise from the inner life, and how these stirrings can include ancestral patterns. (1 credit)

PSY 717

PSYCHOLOGY OF MYSTICAL EXPERIENCE

Through various definitions, controversies, and stories of some of the great mystics - both ancient and modern - this course aims to illuminate experience that is typically described as being beyond the realm of everyday consciousness. Such experience is often referred to as mystical, transcendent, transpersonal, and/or visionary, as being direct or unmediated, and as having a sacred quality associated with connection to a sense of something greater than one's self. Topics include the perennial philosophy, constructivism, participatory spirituality, the problem of pure consciousness, dualistic mystical states, unitive mystical states, states vs. stages, introvertive mysticism vs. extrovertive mysticism, nature mysticism, nondual mysticism, and epiphenomenalism. Of central concern will be the discernment of key differences between spiritual and psychological experience as well as the overlapping areas between them. Both the question of how mystical and transcendent experiences may be relevant to working with potential clients, and foundational skills in bringing mystical wisdom to one's clinical work, will be explored. (2 credits)

PSY 718: PSYCHOLOGY OF POWER, PRIVILEGE, AND OPPRESSION

The psychological experience of oppression - external and internal, culturally based and community-based - is of central significance in psychological healing and growth. In this course, we will explore the internalization of cultural oppression as well as oppressive voices towards 'the other' that live in our own hearts. The course will review forms of systematic oppression such as racism, sexism, classism, able-bodyism, adultism, ageism, and homophobia, and experiences of race, ethnicity, class, spirituality, sexual orientation, gender, disability, and their incorporation into the psychotherapeutic process. Of special concern will be the phenomenon of scapegoating as well as the mechanisms at play that function to keep these difficult and painful cultural messages in force. The psychological practitioner's role in promoting cultural social justice and eliminating biases and prejudices, as well as individual and community strategies for working with and advocating for diverse populations, will be explored. (2.5 credits)

PSY 724

FOUNDATIONS OF SOMATIC PSYCHOTHERAPY

Somatic Psychotherapy has its roots in depth psychology, and before that, in ancient somatic practices. This course is a survey of the history, theories, and techniques of Somatic Psychotherapy. Key ideas such as character, grounding, boundaries, embodiment, and presence are explored. In addition, the pivotal role of imagination in Somatic Psychotherapy is considered. (2 credits)

PSY 725

SOMATIC APPROACHES TO TRAUMA

Recent developments in traumatology have underscored the role of the body in mediating trauma and re-conceptualizing trauma as an event occurring in the nervous system, affecting individual and social experience. This course will introduce students to somatically oriented models of working with trauma and to working with trauma through a psychobiological approach. (2 credits)

PSY 728, 729, 730, 731

CLINICAL SKILLS IN SOMATIC PSYCHOLOGY I, II, III, IV

This course sequence offers students a structured and facilitated opportunity to integrate the material offered in the current year into a cohesive theoretical framework, and to practice applying their knowledge and skills in somatic psychology to a range of clinical and educational issues and contexts. (2 credits each)

PSY 740

PRINCIPLES OF PSYCHOPHARMACOLOGY

The circumstances of contemporary clinical practice require practitioners to understand the effective and discerning use of psychoactive medications. As such, this course provides a thorough overview to the field of psychopharmacology, including the biology and neurochemistry of behavior. This course reviews the different classes of prescription drugs and their judicious use relative to the context of psychotherapy including the biological bases of behavior; basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications; and effective collaboration with prescribing physicians and other healthcare providers. (4.5 credits)

PSY 743

BIOLOGICAL BASES OF HUMAN EXPERIENCE

This course surveys selected topics in physiological psychology, psychophysiology, and psychoneuroimmunology. The effort is to explore biological and psychological correspondences without being reductionistic. Contemporary research challenging our current understanding of psychological well-being and maturity is also reviewed. (2 credits)

PSY 744, 844

PSYCHOLOGY AND COMMUNITY MAKING I, II

We live in a time of immense longing for community and beauty. The social structures that maintain individualism are crumbling. However, the new convivial forms that would support us are only partially in place. Most of us heroically struggle in isolation much of the time. The ideology of professionalism reinforces this isolated self-reliance. How might we transform such a culture of privatism and cruelty into a culture of participation and accountability? Psychological practitioners are in a position to make significant contributions to the revitalization of culture. Can we re-imagine professional work in ways that support the creation of communities? (2 credits each)

PSY 745

CREATING COMMUNITY

This course provides an opportunity for students in the somatic psychology concentration to make connections between their embodied personal histories and professional aspirations, while simultaneously building a container for learning together. (2 credits)

PSY 746

RESILIENCE, RECOVERY, AND SYSTEMS OF CARE

The provision of psychological services in the current healthcare environment is sharply split between those who can pay for care through out-of-pocket fees and/or health insurance, versus those who must rely on public services. This course reviews principles and best practices in the provision of therapeutic services to diverse populations in public and community settings. The basic principles of the Recovery Model are explored, as well as an understanding of case management and client advocacy to assist in connecting people with needed resources. The impact of poverty and social stress on mental health and recovery, disaster and trauma response, coping with and recovery from severe trauma and mental illness, and services for survivors of abuse, are especially emphasized. Navigating complex systems of care for one's clients and their families and assisting clients in building their own sense of personal resilience and social support systems, are addressed, as well as having an opportunity to meet people with severe mental illness. The necessity for the counselor's own ongoing inner work to maintain personal equilibrium, is an important backdrop of this course. (2.5 credits)

PSY 750

HISTORY OF PSYCHOLOGY

There is no consistent, agreed upon, or neutral history of psychology. The illusion of neutrality is an aspect of scientism in which psychology, as both a discipline and a profession, is still entangled. The intent of this course is to situate Imaginal Psychology in relation to important historical and theoretical issues in psychology. We can make sense of these issues by locating our own interests and orientation to psychology at this historical moment, and by articulating our stance in relation to other orientations and historical periods. Reviewing the history of psychology, versus situating psychology historically, are distinct but interrelated tasks. The intention of this course is to clarify, differentiate, and activate our relationship to psychology as a discipline and profession. (2 credits)

PSY 751, 752, 753

IMAGINAL INQUIRY I, II, III

Imaginal Inquiry is a research methodology anchored within the participatory paradigm of research, which recognizes participative consciousness as our true nature. Imaginal Inquiry applies Imaginal Process, Meridian's approach to cultivating human capacities, to psychological research. These capacities include reflexivity, collaborativity, and empathic imagination. Imaginal Inquiry draws upon these capacities in emphasizing the roles of imagination, participation, and reflexivity in research. Researchers using this methodology are called upon to access and create knowledge that ordinarily may be restricted by the cultural prescriptions that shape our personal identities. This approach to research expands the possibilities for taking actions which can create new meaning, helping to revitalize personal and cultural transformation. (1-2 credits, each)

PSY 754

HEALTH PSYCHOLOGY

This course introduces the field of Health Psychology, the role of the psychologist in medicine, and the psychologist's participation in the treatment and prevention of health-related issues. Emphasis is placed on the complex issues entailed in the mind-body relationship and on expanding the role of

social, environmental, biological, and psychological factors in understanding the development of disease states and their treatment. (2 credits)

PSY 757, 758, 759

CLINICAL PRACTICE PRACTICUM I, II, III

This three-course sequence is designed to provide applied skill development and focus to the student's emerging involvement in supervised practicum and clinical work. Through this course sequence, students will be supported and challenged to apply and refine their emerging clinical skills to their practicum placement, including intake assessment, case formulation, treatment planning, note-taking procedures, and crisis management in the context of evidence-based and best practices. This course sequence also provides students with an introduction to the scope and practice of Licensed Professional Clinical Counseling and Licensed Marriage and Family Therapy. (1.5 - 4.5 credits each, total 9 credits)

PSY 764

MODELS OF SELF-IDENTITY

One's self-identity is a fundamental part of being alive, and much research shows that our self-identity grows up. This course is a dive into six self-identity developmental models, the theory that underlies them and practical application of each one. Two of the models are from the Loevinger lineage: Torbert's Developmental Action Inquiry and Susanne Cook-Greuter's MAP. Three other models will be featured: Hall's Values Mode, the Lectica which is based on Fisher and Dawson's research and STAGES, O'Fallon's Integral model combining the Integral Frame and the Loevinger lineage. Each model will be featured including guest speakers from several of these traditions. Embodiment of these approaches will include group discussions and learning activities. (2 credits)

PSY 765

POST-CONVENTIONAL ADULT DEVELOPMENT

Since its inception, the study of human development has entailed a wider view of development than simply what is seen as average, predictable, or typical. For some researchers, developmental achievements that humans ought to strive for characterized as desirable and attainable despite the rarity of their occurrence, has been a primary focus. This course is offered as an overview of the broad area of research and theory focused on post-conventional levels of adult development. The course will support students in further cultivating abilities for thinking through how and why different ways of viewing post-conventional levels of adult development are good, true, and beautiful. The relevance of theories of post-conventional development to our own lives and professional practice also receives attention. (2 credits)

PSY 804, 805, 806, 807, 808

RESEARCH PRACTICUM I-IV

These research courses provide a setting to apply principles of qualitative research to the development of dissertations and clinical case studies, and gives students the opportunity to have a hands-on experience of developing elements of the dissertation and clinical case study. These courses

provide students with an experience of the possibilities of collaborative research and writing. (2-4 credits, each)

PSY 809

ADVANCED CLINICAL PRACTICUM

This course provides an introduction to time-limited psychotherapies, as well as practical experience with several time-limited methods, including those from cognitive-behavioral and solution-oriented approaches. The sociopolitical context of time-limited psychotherapy's development and its inherent ethical and transference/countertransference dilemmas are also explored. (2 credits)

PSY 813

PSYCHOLOGY OF EVIL

All cultures have developed their own conception of good and evil. Yet, the study of the nature of evil has often been forbidden. As evil has evolved and increased in complexity in our time, there is an urgent necessity to try and understand this phenomenon, as those who are attracted to manifest evil are able to manufacture and employ increasingly dangerous weaponry, both literally and psychologically. This course probes the reality of destructive archetypal forces that threaten us all and the possibility of developing our own creativity to engage these forces. Students will enhance their capacities to encounter evil and to perhaps begin to find ways to contain its malignancy. (2 credits)

PSY 814

PSYCHOLOGY OF LOVE AND INTIMACY

The longing for love and intimacy is our deepest human yearning. Yet many people pass through life deeply unfulfilled. This course explores what needs to happen both within one's self and between others for a climate of love and intimacy to be created. The psychological underpinnings necessary for mature love, while retaining an appreciation for love's mystery, are also examined. Recent research helps illuminate basic principles that lead to fulfilling relationships. (2 credits)

PSY 815

SANDPLAY THERAPY

This course is an introduction to the theory and practice of sandplay. The healing value of symbols and ritual, the therapist's role as witness, and the experience of co-transference in nonverbal, symbolic play is emphasized and explored. Archival case material is presented to illustrate the psyche's movements in sandplay, as well as to address issues in clinical practice. (2 credits)

PSY 816

EXPRESSIVE ARTS IN THERAPY

This course focuses on traditional ways of healing through the arts. Use of the expressive arts in psychotherapy allows for depth, even when therapy has to be brief. In the spirit of multiplicity, this course focuses on many forms of art as well as on the intermodal transfers between them. Through the shaping of art, students work towards developing the facility for following the image in its many manifestations and to deepen their ability to help clients explore and create experience. Additional

emphasis is placed on utilizing expressive arts in the treatment of trauma and posttraumatic stress disorder. (3 credits)

PSY 817

PSYCHOLOGY AND RELIGION

This course explores the crossroads where psychology and religion converge and diverge in the life of the soul. Course topics include the phenomenology of numinous experience, shadow and evil, and the evolutionary role of ritual. (2 credits)

PSY 819

ECOLOGY, CULTURE, AND PLURALISM

Psychologists can make significant contributions towards healing modernity's cultural trauma. Revitalizing our culture towards community, beauty, conviviality, and sustainability requires that we embrace a pluralist vision which recognizes the necessity of difference and interdependence. Pluralizing of our own identity is an essential element in reimagining and revitalizing our culture. We will consider how a culture of conviviality and pluralized identity can reconstitute personal responsibility. Topics explored may include home, money, food, violence, gender, and sexuality. (2 credits)

PSY 820

ART PSYCHOTHERAPY

The ancient remnants of human art-making are perhaps the clearest evidence that our ancestors were connected to a world larger than their own physical environment. This invisible world is as relevant today as it was in the time of our origins. We know this world not through logic, but through the doorways of imagery and our own felt sense of what is true.

This course is an inquiry into the world of images that are the direct result of suffering. Supported by recent theories on trauma, we will explore some of the implications of using art psychotherapeutic interventions to respond to a range of suffering from the 'loss of meaning' to the experience of 'speechless terror' to deepening and recreating an integrated self. In this way, we will develop an understanding of how images associated with suffering can be the doorway to images that heal and replenish the art maker. (2 credits)

PSY 821

CULTURE AND CONSCIOUSNESS

Everyday life within modernity has been a wasteland for many. In previous centuries the sacred was experienced in everyday life. Societies were organized around rituals which bound the lives of individuals to a religious worldview. In contemporary secular cultures however, emptiness, depression, and busyness are familiar states rather than the fullness of being. Finding one's relationship to the sacred sadly becomes the task and challenge of the individual.

Essential to a culture of participation is animism as a mode of perception. This course explores the role of animism in the co-evolution of culture and consciousness. Several key texts are reviewed which

offer psychological and historical perspectives on Western approaches to the sacred. The course focus is on the Italian Renaissance as an example of the convergence of art, religion, and science within a past culture where the animated image vitalized both culture and consciousness. (2 credits)

PSY 822

FAMILIES AND CULTURE

This advanced family therapy course emphasizes issues of culture, ethnicity, and race. Clinical interventions with different populations and the ways in which culture influences family function and dysfunction are explored. Religion, class, community, extended family networks, and immigration are examined as important factors in how families adapt to changing situations. This course also focuses on how the clinician's and the client's cultural frames of reference interact with one another. (2 credits)

PSY 824

SOMATIC PSYCHOTHERAPY II

This course explores the universal tendency for psychological projection along with the phenomena of transference and the events that trigger transference. The Jungian concept of the complex, the repetitive, unconscious drama played out on an internal landscape most easily available to us through our dreams and anchored in the body's character, receives particular attention. Holding onto one's personal complexes as if one's life depends on them is not uncommon, and to even glimpse one's defensive attitude takes courage and humility in the face of feelings of secrecy, defensiveness, and futility. By working with the dream as an embodied experience students will seek to identify and disarm the complexes which act to determine individual transferences and rob us of choice. Given the myriad of opportunities to dramatically distort reality, Somatic Psychotherapy provides an opportunity to come to terms with the colorful narratives that we impose on our relationships, ourselves, and the institutions that serve us. (2 credits)

PSY 825

SOMATICS FOR PSYCHOTHERAPISTS

The use of somatics in psychotherapy is an important development. Whether used directly or indirectly in one's work, somatics has valuable contributions to make for the increased effectiveness of psychotherapy. This course focuses on approaches to somatics in psychotherapy, the use of somatic principles in psychotherapeutic assessment, the role of somatics in the therapeutic process, and ethical considerations in somatics. Students will experience different aspects of somatics in psychotherapy and begin to develop their own personal approach. (2 credits)

PSY 826

ARCHETYPAL PSYCHOLOGY

Archetypal Psychology sets forth principles laying ground in depth psychology for postmodern or post-postmodern points of view. Themes of this course include polytheistic viewpoints (what Archetypal Psychology refers to as Multiplicity); animistic worldviews (what Archetypal Psychology calls Personifying); diaphanous perception (what Archetypal Psychology calls Seeing-Through); structures falling apart (what Archetypal Psychology calls Pathologizing); decentralizing and reflexive functioning (what Archetypal Psychology calls Dehumanizing); the something more or 'more than' in

everything (what Archetypal Psychology calls Soul, and the activity for which is called Soul-making). (2 credits)

PSY 827

BODY NARRATIVES

This course introduces students to a selected approach to facilitating interactive body-dialogue that incorporates a client's posture, movements, and bodily experiences into psychotherapy. Students will learn to understand and work with body processes and narratives in the evolving context of the whole person, rather than as isolated physical events. (2 credits)

PSY 830

RESEARCH WRITING

Good research writing integrates conceptual precision with passion. This course emphasizes the practice and development of proficient and enjoyable psychological writing, providing students the opportunity to work collaboratively towards enhancing their research writing capabilities. (1 or 2 credits)

PSY 833

TRANSFORMATIVE POWER OF RITUAL

Ritual is a necessity. As the lungs breathe, so does the soul ritualize. Ritual has an essential role in tending relationships, families, communities, and even workplaces. The origins of art and religion are in ritual; to ritualize is to make sacred. Our ancestors knew that life is unbearable without ritual. This course explores the creative and transformative uses of ritual in our everyday lives. Potential themes for the course include ritual in times of conflict, crisis, and illness; ritual and sexual experience; and ritual and temporary madness. (2 credits)

PSY 835, 836, 837

CULTURAL LEADERSHIP I, II, III

This course explores the possibility and viability of Cultural Leadership as a form of leadership, distinct from political and administrative leadership. The integrated theory of personal and cultural transformation in practice at Meridian offers psychological practitioners specific principles and practices that can serve as actionable knowledge for cultural leadership. Cultural Leadership is constituted by principled actions which create new and unexpected meanings. Cultural leaders catalyze individuating participation and re-imagine past and future within the groups and communities to which they belong. (2 credits each)

PSY 838

PSYCHOTHERAPY AND THE ARTS

This course deepens our understanding of the relationship of art to psychology. Using an experiential format in which themes are explored through various media, students learn about theories, traditions, methodologies, and professional issues involved in combining psychotherapy with the arts. Students will use the expressive arts therapies and dreamwork to explore the use of image, symbol, and ritual in

their own personal process and into implications for clinical work, research, and creating ritual. The specific professions of art, movement, music, and drama therapies will be discussed. (2 credits)

PSY 856

PROFESSIONAL SEMINAR

Imaginal Psychology, as an orientation to psychology, has deep roots in the earliest vocations associated with healing and transformative practices. It is important for students of Imaginal Psychology to have effective ways of communicating its principles and practices in their professional work. Students who do not learn how to effectively negotiate the interface with the profession (and conventional culture in general) could find themselves marginalized and trivialized. This course considers such questions as: How can we engage with the culture and the profession as a whole so that the people we serve are empowered, not infantilized? How can we revitalize the culture in ways that liberate the soul's passionate nature? The Professional Seminar facilitates clarifying and articulating the student's relationship to psychology as a discipline, a vocation, and a profession. (2 credits)

CONCENTRATIONS

YOGA & PSYCHOLOGY

In addition to receiving a solid foundation in psychological principles and practice, students in the Yoga and Psychology concentration add the multi-sourced traditions of Yoga to their educational experience, enabling growth as psychological practitioners of the body, soul, and spirit.

The degree programs which offer this concentration are:

- MA in Psychology
- PsyD in Psychology
- PhD in Psychology

LEARNING FORMATS

Students can participate in Meridian's Monthly or Blended Learning format. For the Monthly Learning format, an entire cohort takes this concentration together. In the Blended Learning format, which combines online coursework with two, week-long residential sessions (Winter and Summer), the student's selected yoga and psychology trainings along with additional reading and writing can be applied to specific online courses.

COURSEWORK TIME/ACADEMIC CREDITS

The MA involves two years of coursework; the PsyD and PhD involve four years of coursework. Depending on the degree (MA, PsyD, or PhD), students in the Blended Learning format can earn

between 10-20 Meridian course credits for the trainings they take in yoga and psychology. Earning course credit for trainings entails completing the specific training and then completing Meridian academic reading and writing assignments. Students in the Monthly Learning format take this concentration together and do not earn course credits for other trainings in yoga and psychology.

LEARNING EXPERIENCE AND FACULTY

At the heart of all its programs, Meridian’s approach to learning is rooted in transformative learning praxis. Faculty place a particular emphasis on embodied approaches to both teaching and learning. This embodied pedagogy draws from scholarly research on the lived experience of the body as a legitimate but marginalized source of knowledge.

The cultivation of deeper access to embodied knowledge presents the opportunity to develop an authoritative understanding of the body as a source of transformative capability. Because the body features prominently in the articulation of social difference, helping students become more attentive to the embodied interactions in the classroom also supports more skillful navigation of subtle nuances in personal and professional relationships.

Faculty in the Yoga and Psychology concentration are well-versed in teaching both in and through the body. This commitment is reflected in their own posture, quality of presence, and teaching strategies.

SOMATIC PSYCHOLOGY

The Somatic Psychology Concentration at Meridian University is infused with the perspectives, approaches, and learning environments unique to Meridian.

The degree programs which offer this concentration are:

- MA in Psychology
- PhD in Psychology
- PsyD in Psychology

LEARNING FORMATS

Students can participate in Meridian’s Monthly or Blended Learning format. For the Monthly Learning format, an entire cohort takes this concentration together. In the Blended Learning format, which combines online coursework with two, week-long residential sessions (Winter and Summer), the student’s selected somatic psychology trainings along with the additional reading and writing can be applied to specific online courses.

COURSEWORK TIME/ACADEMIC CREDITS

The MA involves two years of coursework; the PsyD and PhD involve four years of coursework. Depending on the degree (MA, PsyD, or PhD), students in the Blended Learning format can earn between 10-20 Meridian course credits for the trainings they take in somatic psychology. Earning course credit for trainings entails completing the specific training and then completing Meridian academic reading and writing assignments. Students in the Monthly Learning format take this concentration together and do not earn course credits for other trainings in somatic psychology.

Students participating in the Somatic Concentration are eligible for the following memberships and/or certifications:

- **USABP:** Student Membership in the US Association of Body Psychotherapists, and graduates are eligible for Clinical Membership.
- **ISMETA:** Associate Membership with the International Somatic Movement Education and Therapy Association. Coursework in the Somatic Psychology Concentration may fulfill some requirements for Independent Track certification as a Registered Somatic Movement Therapist (RSMT) and/or Registered Somatic Movement Educator (RSME).
- **ADTA:** Graduates of the Somatic Psychology Concentration are eligible for Associate Membership with the American Dance Therapy Association.

APPROVED SOMATIC PSYCHOLOGY TRAINING PROGRAMS*

- American Dance Therapy Association (ADTA) approved programs and alternate route courses
- Analytic Somatic Therapy Training Institute
- Authentic Movement BodySoul Center
- Bioenergetics Institute
- Biosynthesis Institute
- Body-Mind Centering (Bonnie Bainbridge Cohen)
- Body/Mind Psychotherapy Training Program
- Bodydynamic Institute (Canada and USA)
- Boyesen Institute of Biodynamic Psychology
- Center for Movement, Education, and Research
- Center for the Study of Authentic Movement
- Core Energetics Practitioner Training Program
- Core Evolution Institute
- Developmental Somatic Psychotherapy Training Program
- Esalen Certificate Program in Embodied Relational Psychotherapy
- Focusing Institute
- Hakomi Institute
- Integrated Body Psychotherapy Training Institute
- Kestenberg Movement Profile
- Moving Cycle Institute

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- Pesso-Boyden Institute
- Phoenix Rising Training Center
- Process Work Institute
- Rubenfeld Synergy Professional Training Program
- Sensorimotor Psychotherapy Institute
- Somatic Experiencing Institute
- Somatic Trauma Therapy Training Program

**Additional Somatic Psychology Training Programs that students propose are approved on a case-by-case basis.*

INTEGRAL PSYCHOLOGY

Integral psychology is emerging as its own distinct orientation to psychology, one with unique insights into the psyche, new practices to develop self-knowledge, and novel ways to promote collective human flourishing. In this sense, integral psychology is a vitally important response to the crises and challenges of our times, and a clarion call to those who hear it.

The degree programs which offer this concentration are:

- MA in Psychology
- PhD in Psychology
- PsyD in Psychology

LEARNING FORMAT

Students can participate in Meridian's Monthly or Blended Learning format. The Integral Psychology concentration is offered in both learning formats for an entire cohort, who take this concentration together.

COURSEWORK TIME/ACADEMIC CREDITS

The MA involves two years of coursework; the PsyD and PhD involve four years of coursework.

INTEGRAL PSYCHOLOGY PROGRAM COURSES:

- Foundations of Integral Psychology I, II
- The Shadow and Development
- The Self-System
- Psyche and Nature
- Integral Theories of Consciousness and Development I: States and Stages
- Integral Theories of Consciousness and Development II: Intersubjectivity and Attachment
- Integral Theories of Consciousness and Development III: Vision Logic

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- Integral Theories of Consciousness and Development IV: Developmental Assessment
- Psyche in the Digital-Information Age
- History of Integral Psychology
- Meta-Theory in Psychological Praxis
- An Integral Approach to Evil
- The Political Psyche
- Types and Styles in Clinical Practice
- Applied Psychology: Case Studies in Integral Practice
- Integral Awareness and Planetary Citizenship
- Integral Perspectives: Human Development and Cultural Evolution

This overview is illustrative only; curricular choices are geared to the Monthly or Blended learning format. This curriculum is revised periodically and subject to change.

COLLABORATIONS

MOVEMENT/DANCE AND EXPRESSIVE ARTS COLLABORATION with TAMALPA INSTITUTE

The Tamalpa Institute and Meridian University offer a collaborative program that enables students to complete a graduate degree in Psychology at Meridian while concurrently completing a certificate program at Tamalpa Institute.

The degree programs which offer this concentration are:

- MA in Psychology
- PhD in Psychology
- PsyD in Psychology

LEARNING FORMAT

Students can participate in either Meridian's Blended or Monthly Learning format.

COURSEWORK TIME/ACADEMIC CREDITS

The MA involves two years of coursework; the PsyD and PhD involve four years of coursework. Depending on the year of the program (first, second, third, or fourth year for the doctorates; first or second year for the MA), students can substitute 90 or 100 Tamalpa class hours for 9 or 10 quarter credits of Meridian coursework. In addition to taking the Tamalpa classes, earning the Meridian credits entails completing Meridian academic reading and writing assignments for each class.

TO APPLY

Application to Tamalpa is done separately from the student’s application to Meridian. Students must be accepted and enrolled in both Meridian and Tamalpa to be eligible to participate in this collaboration.

PERSON-CENTERED EXPRESSIVE ARTS COLLABORATION

The Person-Centered Expressive Arts Program (PCEA) and Meridian University’s collaboration enables students to complete a graduate degree in Psychology at Meridian while concurrently completing a certificate program at PCEA.

The degree programs which offer this collaboration are:

- MA in Psychology
- PhD in Psychology
- PsyD in Psychology

LEARNING FORMAT

Students can participate in either Meridian’s Blended or Monthly Learning format.

COURSEWORK TIME/ACADEMIC CREDITS

The MA involves two years of coursework, the PsyD and PhD involves four years of coursework. Over their two-year engagement with the PCEA program, students can substitute 90 or 100 PCEA class hours for 9 or 10 quarter credits of Meridian coursework, for a total of 18-20 quarter credits of Meridian coursework. In addition to taking the PCEA classes, earning Meridian credits entails completing additional academic reading and writing assignments for each PCEA class.

SCHEDULING

The Person-Centered Expressive Arts Certificate Program consists of six, week-long residential intensives over two years, with a commitment to both years. These Residential Intensive Courses take place at the Asilomar Conference Center, Monterey Peninsula, California.

TO APPLY

Application to PCEA is done separately from the student’s application to Meridian. Students must be accepted and enrolled in both Meridian and PCEA to be eligible to participate in this collaboration.

UPTIMA BUSINESS ACCELERATOR

THE UPTIMA BUSINESS ACCELERATOR COLLABORATION

The Uptima Business Accelerator and Meridian University’s collaboration enables students to complete an MBA at Meridian while concurrently completing Uptima’s Business Accelerator program. The purpose of this collaboration is to prepare students to imagine and grow a successful enterprise while achieving their MBA

The degree program engaged in this collaboration is the MBA in Create Enterprise.

SCHEDULING & LEARNING FORMAT

Meridian MBA students may enroll in the Business Accelerator program in the Summer quarter of their first year or Fall quarter of their second year, depending on which Uptima module they are beginning with. Designed with working professionals in mind, the learning format combines onsite classes with online learning, as well as two week-long MBA sessions per year. The program is two years long and year-round (8 sequential quarters).

COURSEWORK TIME/ACADEMIC CREDITS

The MBA + Uptima Business Accelerator includes completion of 60 credits of coursework at Meridian University to achieve the MBA and successful completion of a minimum of 2 modules in the Uptima Business Accelerator.

LOCATION

The program will primarily be held at the Impact HUB Oakland and the Impact Hub San Francisco, the HUB is a shared working space, entrepreneurial incubator and membership-based community. While in the Uptima modules, students receive 10 hours weekly of co-working time at Impact HUB Oakland.

TO APPLY

Submit applications to both Meridian University and Uptima Business Accelerator.

CERTIFICATES

Meridian offers students the opportunity to complete the following certificates:

- Integral Practitioner
- Executive Coaching

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- Transformative Coaching
- Health Coaching
- Designing and Leading Change
- Arts Therapy
- Expressive Arts Therapy
- Generative Entrepreneurship
- Cultural Leadership
- Transformative Learning Facilitation
- Yoga Therapy
- Somatic Psychology

Please check with an Academic Services Coordinator regarding the availability of a specific certificate during the current academic year.

Non-Matriculated students may apply to receive academic credit for certificates. In this instance there are additional fees and requirements individualized to the certificate. Please contact the Records Office.

CERTIFICATE OF COMPLETION

For individuals who wish to participate in the graduate programs without pursuing a graduate degree, Meridian also offers the opportunity to do so through a non-matriculated field of study. Students who are accepted to participate in the Certificate of Completion program audit all of the coursework for a particular graduate program.

APPLICATION REQUIREMENTS FOR CERTIFICATE OF COMPLETION

- Completed application and fee
- Two letters of recommendation
- Personal statement (five pages)
- Admissions Interview

CORE AND ADJUNCT FACULTY

MICHAEL BARCLAY received his Bachelor's from Colgate University, his Master's from Sonoma State University, and his Doctorate from Saybrook Graduate School. For over 15 years, Michael has been in private practice as a clinical psychologist and serves as the Clinical Director of New Directions Adolescent Services. Michael's research articles have been published in the Journal of Phenomenological Psychology, Journal of Music Therapy, The Humanistic Psychologist, and Theoretical and Philosophical Psychology. Michael also leads a blues/jazz band.

PATRICIA BERRY received her Bachelor's from Ohio State University, her Master's from St. John's College and her PhD from the University of Dallas. Patricia has served as president of the Inter-Regional Society of Jungian Analysts and the New England Society of Jungian Analysts. She lectures internationally and is the author of *Echo's Subtle Body: A Contribution to Archetypal Psychology*.

ED BIERY received his Bachelor's and his Doctorate of Veterinary Medicine from the University of California, Davis. He also received his Master's and Doctorate from Meridian University. Ed's interests relate to the practical interface of neurobiology with clinical practice in imaginal psychology, to help clients better understand what is going on in their bodies as well as their psyches, primarily through the exploration of image and the expression of affect.

ART BOHART received his Bachelor's from the University of California, Santa Barbara, and his Doctorate from the University of California, Los Angeles. He was the President of Saybrook Graduate School and for over 23 years, has been in private practice as a clinical psychologist. He is co-author of the book, *Foundations of Clinical and Counseling Psychology*.

MATTHEW CARTER received his Bachelor's and Master's from Sonoma State University and his Doctorate from Meridian University. With an extensive background working with urban youth and their families struggling with poverty, trauma, and addiction issues, for several years Matt served as clinical supervisor for therapists working with high-risk youth at the Edgewood Center for Children and Families in San Francisco. In private practice as a psychotherapist, Matt currently serves as senior clinical supervisor at St. Vincent's School for Boys

KATHIA CASTRO-LASZLO received her Bachelor's and Master's from the Tecnológico de Monterrey, and her Doctorate from Saybrook University. Kathia is the Chief Creative Officer of Magenta Wisdom and the Founding Partner of the Journey Network. As a consultant, she is the facilitator and designer of innovative learning systems within corporations, educational institutions, and international communities. She is widely published on the topics of cultural healing, integral sustainability, evolutionary learning communities and leadership.

JOHN CONGER received his Bachelor's from Harvard College, his Master's from New York University, and his Doctorate from the California School of Professional Psychology. John's interests include the integration of spirituality, somatic awareness, and psychodynamic theory. He has been in private practice as a clinical psychologist for 25 years. Among his many publications in the areas of somatic psychology and psychotherapy are his two books, *Jung and Reich: The Body as Shadow* and *The Body in Recovery: Somatic Psychotherapy and the Self*.

SUSANNE COOK-GREUTER received her Bachelor's from the University of Zürich and her Masters and Doctorate from Harvard University. She is the author of *Post-Autonomous Ego Development* and has published many influential papers on assessing ego development. She was a co-author with Bill Torbert and Associates, *Action Inquiry: The Secret of Timely and Transforming Leadership*.

ELEANOR CRISWELL received her Bachelor's and Master's from the University of Kentucky and her Doctorate from the University of Florida. She has been a professor of psychology at Sonoma State University since 1969 and has formerly been its Chairperson. She is the editor of the journal, *Somatics*, and the Director of the Novato Institute for Somatic Research and Training. As a counseling psychologist, she maintains a private practice in psychotherapy and somatics and is the author of *Somatic Yoga* and *Somatics and Biofeedback*.

VIRGINIA CROSSLEYSMITH received her Bachelor's from Sonoma State, her Master's from CSU San Francisco and her Doctorate from Meridian University. Virginia is a licensed Psychotherapist and has maintained a private practice in California for over a decade. A psychotherapist at Kaiser Permanente Department of Psychiatry in the Intensive Outpatient Therapy team and a member of the Autism Spectrum Disorders team, Virginia provides education and advocacy for individuals and families.

PEGGY DEAN received her Bachelor's at the University of Texas and earned an Executive MBA at Southern Methodist University. She is the President of Peak Performance Corp and the Executive Director of the Jean Houston Foundation. She has been a consultant to Merrill Lynch, SmithKline Beecham, the University of Miami, and Charter Medical; headed international cross-cultural project teams with focus on empowering leadership for a healthy shift in large-scale systems in Russia, Turkey, and the Dominican Republic; was the former manager at Recognition Equipment; and is Senior Vice President at M Banks.

ELIZABETH DEBOLD received her Bachelor's from Mt. Holyoke College and her Master's and Doctorate from Harvard University Graduate School of Education. She is a founding member of the Harvard Project on Women's Psychology and Girls' Development. She has served as the Academic Director of The Graduate Institute and Senior Editor of *EnlightenNext*. She is a leading authority on gender development and author of the bestselling, *Mother Daughter Revolution: From Good Girls to Great Women*.

DUANE ELGIN received his MBA from the Wharton Business School, has an MA in economic history from the University of Pennsylvania and is an honorary PhD for work in "ecological and spiritual transformation" from the California Institute of Integral Studies. Duane is an internationally recognized speaker, author, and social visionary. In 2006, he received the International Peace Award of Japan (the Goi award) in recognition of his contribution to a global "vision, consciousness, and lifestyle" that fosters a "more sustainable and spiritual culture." His books include: *The Living Universe: Where Are We? Who Are We? Where Are We Going?*; *Promise Ahead: A Vision of Hope and Action for Humanity's Future*, *Voluntary Simplicity: Toward a Way of Life that is Outwardly Simple, Inwardly Rich*, and *Awakening Earth: Exploring the Evolution of Human Culture and Consciousness*. With Joseph Campbell and other scholars he co-authored the book *Changing Images of Man*.

JUSTIN FORMAN received his Bachelor's from University of Toledo, and his Doctorate from Meridian University. Justin is a Social Cognition Specialist and is pursuing licensure as a psychologist. His interests range from Research, EMDR, DBT, and EFT to Initiation and Transformative Learning.

DIANNA GRAYER received her Bachelor's from San Francisco State University and her Doctorate from Meridian University. In private practice as a psychotherapist, Dianna specializes in issues of childhood maternal wounding, parenting, and foster care and adoption. She has published six children's books and a self-esteem workbook.

OLEN GUNNLAUGSON received his Bachelor's from Simon Fraser University and his Master's and Doctorate from University of British Columbia. He is an Assistant Professor in Leadership & Organizational Development within the Department of Management in the Business School at Université Laval, in Quebec City, Canada. Olen finds teaching and research to be deeply rewarding and views business education as a key societal vehicle for developing and transforming the next generation of self-aware, sustainably-minded leaders and managers. He brings an increasingly multidisciplinary background to his research and consulting interests in leadership, communication in groups and teams, and executive coaching, which have been published across several books as well as numerous peer-reviewed academic journals and presentations at international conferences.

LISA HERMAN received her Bachelor's from the University of California, Berkeley, her Master's from California State University, Hayward, and her Doctorate from the California Institute of Integral Studies. Lisa maintains a private practice as a licensed Marriage and Family Therapist; her publications focus on trauma, play therapy, qualitative research, and transformative learning. In addition to the United States, Lisa has worked as a psychotherapist and teacher in Canada and Israel.

SUE ANN HERRON received her Bachelor's from the University of California at Santa Cruz and her Doctorate from Saybrook University. She is the director and co-facilitator of the Person-Centered Expressive Arts concentration, and wrote her dissertation on Natalie Rogers' work as relative to Abraham Maslow and Carl Rogers.

JEAN HOUSTON (Chancellor) is a visionary researcher who has authored nearly 30 books and worked intensively in over 40 cultures, lectured in over 100 countries, and worked with major organizations such as UNICEF and NASA. Dr. Houston has served on the faculties of Columbia University, Hunter College, Marymount College, The New School for Social Research, and the University of California. She holds doctoral degrees in both psychology and religion. Since 2002, Dr. Houston has been working with the United Nations Development program, training leaders in developing cultures throughout the world.

COURTNEY LUBELL received her Bachelor's and Master's from Sonoma State University. Her interests include transformative learning, affect regulation, community development, and the role of ritual in the restoration of experience and memory.

RAMA MANI received her Bachelor's from Bryn Mawr College, her Master's from Johns Hopkins University, and her Doctorate from the University of Cambridge. She is Co-Founder of Rising Women Rising World. She has headed local and international organizations addressing conflict and injustice, and acted as strategic advisor or Board director to foundations dealing with peace building,

democracy and governance. She is the author of the book, *Beyond Retribution: Seeking Justice in the Shadows of War* and co-editor of the book, *The Responsibility to Protect: Cultural Perspectives in the Global South*.

THOMAS MOORE received his Bachelor's from DePaul University, Master's degrees from University of Windsor and University of Michigan, and his Doctorate from Syracuse University. He is the author of *Care of the Soul, A Blue Fire - Selected Writings by James Hillman*, and many other influential books.

KIM NGO received her Bachelor's from Sonoma State University, her MBA from Golden Gate University, and is currently obtaining her Doctorate in Accounting from Argosy University. Chairperson of the Marin Asian Advocacy Project and fluent in Vietnamese (her first language) Kim's professional background includes senior management positions in financial institutions. Her research interests include economic empowerment, business education, and human rights.

TERRI O'FALLON received her Bachelor's and Master's from Eastern Montana College, and her Doctorate from the California Institute of Integral Studies. Terri has over four decades of experience in the field of education as a teacher, administrator, and researcher. She has published and presented widely in the arenas of human development, organizational change, and transformative learning.

AFTAB OMER received his Bachelor's from M.I.T. and his Doctorate from Brandeis University. Formerly the President of the Council for Humanistic and Transpersonal Psychologies. Aftab is a fellow of the International Futures Forum and The World Academy of Arts and Sciences. Aftab's research has focused on the emergence of human capacities within transformative learning communities and his work includes assisting organizations in tapping the creative potentials of conflict, diversity, and complexity. His published articles include "The Spacious Center: Leadership and the Creative Transformation of Culture" and "Between Columbine and the Twin Towers: Fundamentalist Culture as a Failure of Imagination."

TERRY PATTEN received his Master's from John F. Kennedy University and hosts the popular online teleseminar series *Beyond Awakening: The Future of Spiritual Practice*. He teaches the acclaimed 8-session course, *Integral Spiritual Practice*. He co-authored, with Ken Wilber, the bestselling book *Integral Life Practice*, and his forthcoming book is *The Integral Revolution*.

JOSEPH PUENTES received his Bachelor's from Point Loma Nazarene University and his Master's and Doctorate from University of La Verne. A Staff Psychologist at Sonoma State University, Joe is also in private practice in Santa Rosa, California. His research interests include the psychology of peak performance and best practices in the training of psychotherapists and psychologists.

RON PURSER received his Bachelor's from Sonoma State University and his PhD from the Weatherhead School of Management at Case Western Reserve University. He is the co-author and co-editor of five books including *24/7: Time and Temporality in the Network Society*, *The Search Conference: a Powerful Method for Planning Organizational Change and Community Action*, *Social*

Creativity, Volumes 1 & 2 and *The Self-Managing Organization*. His book, *The Self Managing Organization*, was selected as one of the Top Ten Management Books for 1998.

NIKA QUIRK received her Bachelor's from Holy Names University, her Master's in Business Administration from the University of Phoenix, and her doctorate from CIIS. In her work with teams, groups, organizations, and individuals as a leadership consultant and coach, Nika's focus is to improve whole brain approaches to innovation and problem-solving, resilience during change, shared leadership, and collaborative capacity. Her research for the Fetzer Institute was published in 2013. Nika also serves on the faculty of UC Berkeley's Institute of International Studies.

JONATHAN REAMS received his Doctorate in Leadership Studies from Gonzaga University. He teaches and does research on leadership development, coaching and counseling. He serves as Editor-in Chief of *Integral Review: A Transdisciplinary and Transcultural Journal for New Thought, Praxis and Research*. He is also a co-founder of the Center for Transformative Leadership. His publications include: *What's Integral about Leadership?*, *Integral Leadership: Generating Space for Emergence through Quality of Presence*, *Leading the Future*, *Making Leadership Development Developmental and Integral Leadership: Opening Space by Leading through the Heart*. He is also co-editor of *Integral Education: New Directions for Higher Learning*.

SOPHIA REINDERS received her Master's and Doctorate from Saybrook Institute. She is a licensed Marriage and Family Therapist and has been practicing in San Francisco for over 20 years. Her interests include expressive arts and Somatic Psychology.

ROSARIO SAMMARTINO received her Bachelor's from Universidad Católica Argentina, and her Master's from Pacifica Graduate Institute where is currently a doctoral candidate. The Associate Director of Tamalpa Institute, Rosario is the cofounder of Tamalpa Latinoamerica and founder of Anthropos Institute, an art and self development center in Buenos Aires, Argentina. Her work with diverse populations has included incarcerated women, the homeless, at-risk youth, and hospitalized psychiatric patients. Rosario has conducted numerous lectures, seminars, and professional presentations on the body and expressive arts therapy in the U.S. and internationally, including Argentina, Peru, Mexico, and Portugal.

ANGELA SELLS received her Bachelor's from University of California Santa Barbara and her Master's and Doctorate from Pacifica Graduate Institute. She has developed and taught multiple courses ranging from *Grief in Mythic Literature* and *Introduction to Women and Mythology: Series*.

ALEXANDER SCHIEFFER received his Doctorate from the University of St. Gallen. He founded CELL: Center of Excellence for Leadership and Learning, a consultancy specializing in innovative design, leadership and transformation. He co-founded TRANS4M, a new Center for Integral Development with a focus on transformational education and innovative research. He is widely published in both academic and literary works. He has co-authored the books, *Transformation Management: Towards the Integral Enterprise*, *Integral Research and Innovation*, *Integral Economics*, and *Integral Dynamics*.

MELISSA SCHWARTZ received her Master's from Beacon College and her Doctorate from Rosebridge Graduate School (now Argosy University). Formerly a faculty member in both the Psychology and Counseling departments at Sonoma State University, she maintains a private practice as a clinical psychologist and Marriage and Family Therapist, serves as a peer reviewer for the California Psychological Association's Office of Professional Development Provider Approval Committee, and for the APA journal, *Psychology of Women Quarterly*. Her interests include the psychology of women, adult development, and qualitative research.

THOMAS STEININGER received his Doctorate at the University of Vienna with a special emphasis on consciousness and social evolution utilizing the work of Martin Heidegger and Ken Wilber. The founder of the German magazine, *Evolve*, Thomas also hosts the weekly web-broadcast, *Radio Evolve*, and pioneered the development of the Emerge Dialogue process, a collective process for creative engagement.

GISELA WENDLING received her Bachelor's and Master's from Sonoma State University and her Doctorate from Fielding Graduate University. She was the Coordinator of Sonoma State's Organizational Development Master's program and was an Assistant Professor at Sonoma State University in the Psychology department. Her interests include organizational development, ritual, and Indigenous cultures.

DANIEL WILE received his Bachelor's from the University of Chicago and his Doctorate from the University of California, Berkeley. Dan has been in private practice as a clinical psychologist for over 30 years and trains psychotherapists in his unique approach to collaborative couples therapy. Dan has published extensively in the area of couples therapy, including his three books: *Couples Therapy: A Nontraditional Approach*; *After the Honeymoon: How Conflict Can Improve Your Relationship*; and *After the Fight: Using Your Disagreements to Build a Stronger Relationship*.

TIM WILLISON received his Bachelor's from U.C. Santa Cruz, his Master's from C.S.U. Northridge and his Doctorate from Meridian University. Tim maintains a private practice in California as a licensed MFT, and facilitates group counseling with the State Bar of California.

JONATHAN YOUNG received his Bachelor's from Azusa Pacific University and his Master's and Doctorate from the California School of Professional Psychology. Jonathan has a consulting practice as a clinical psychologist and teaches courses on mythic stories throughout California. Jonathan was the Founding Curator for the Joseph Campbell Archives and Library and is currently the Director of the Center for Story and Symbol. Among his publications in the area of mythological studies are the two volumes of his book, *SAGA: Best New Writings on Mythology*.

LOCATIONS

PETALUMA CENTER

Meridian University's Petaluma Center (47 Sixth Street, Petaluma, California 94952) is located in the North Bay Area, 30 miles north of San Francisco.

The Petaluma Center houses administrative offices and meeting rooms. Petaluma's beautifully restored Victorian era business district is within easy strolling distance of its picturesque river-turning basin. The Spanish colonial building was designed and built in 1925; it is one of eighteen buildings included in a historic building walking tour.

OAKLAND CENTER

Meridian's Oakland Center is located at the Impact Hub Oakland in uptown Oakland (2323 Broadway Street, Oakland, California 94612).

The Hub "... is the space for meaningful encounters, exchanges and inspiration, filled with diverse people doing extraordinary things... Hub Oakland is equal parts inspiring co-working space, entrepreneurial incubator and community of socially engaged people."

SAN FRANCISCO CENTER

Meridian's San Francisco Center is located at the Impact HUB San Francisco in the historic Mission District (1885 Mission St, San Francisco, California 94103).

"Impact Hub San Francisco is a membership community of entrepreneurs, activists, creatives, and professionals taking action to drive positive social, economic and environmental change."

ADMINISTRATION & TRUSTEES

ADMINISTRATION

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Chancellor

Aftab Omer, PhD

President

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Melissa Schwartz, PhD

Vice President of Academic Affairs

Rob Gall, MA

Administrative Director

Courtney Lubell, MA

Director of Institutional Research

Ed Biery, PhD

Program Chair, Psychology

Eleanor Criswell, EdD

Program Chair, Education

Matt Carter, PsyD

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ACADEMIC AND ADMINISTRATIVE INFORMATION

LEARNING RESOURCES

Meridian's Research Library includes several leading research databases in the fields of psychology and education, and a specialized collection of books and videos relevant to integral-imaginal psychology, transformative learning, mystical philosophy, spiritual traditions, and related anthropological sources. The psychology section also includes psychological assessment materials. The electronic databases are provided by the American Psychological Association (APA) and the Education Resources Information Center (ERIC).

Both Meridian's Librarian and the Learning Resources Coordinator are available to all students and faculty to assist with electronic retrieval of information and other library research needs. In addition, the library at Sonoma State University (Jean and Charles Schulz Information Center, a 20-minute drive from Meridian), is available to students by obtaining a Community Borrower's Card. Similar arrangements can be made at Tolman Library, located on the Berkeley campus of the University of California. Community Borrower's Cards are available to students for a modest fee. Students who live at a distance from these research libraries are expected to make arrangements with their nearest research library. Students who do more than 50% of their coursework online, upon review and approval, are refunded the cost they incur in accessing library resources that supplement those available from Meridian.

DIRECT BORROWING PROGRAM AT NCCPL LIBRARIES

All active Meridian students are automatically eligible for NCCPL Direct Borrowing. The purpose of the NCCPL's Direct Borrowing Program is to enable current students and faculty of NCCPL libraries to have access to resources unavailable in their own institutions. This privilege is not provided for reasons of proximity, convenience, or for regular or long-term use. Students and Faculty are responsible for contacting the library to be visited and identifying themselves to library staff on arrival. Please consult the library information on this page before visiting and follow the registration and restrictions instructions. The following link will take you to the Collections of other NCCPL Graduate Psychology Libraries <http://www.nccpl.org/members.html#member>.

ONLINE LEARNING MANAGEMENT SYSTEM

Meridian University's Learning Management System uses Moodle as its base. Students in both the monthly and the blended learning formats have involvement with the online platform, as online work is featured in most courses by way of augmenting traditional in-person classes. Online learning at Meridian involves students' interactions with faculty and cohort members through a variety of means and technologies such as discussion forums, instant messaging, audio, video, and web conferencing. Note that Moodle's website mentions that Moodle, "...is designed from a 'social constructionist pedagogy' meaning that, in part, people actively construct new knowledge as they interact with their environments," and Meridian's own discussion forums and group learning activities help promote rich collaborative learning communities.

ACCESS TO COMPUTER RESOURCES

Students are required to have adequate knowledge of, and access to, the technologies needed to complete coursework, research and written assignments, as well as to communicate with faculty, students, and administrative staff. This includes computer and navigation skills for internet browsing, email, word processing, and Moodle.

Students should consult with their local computer store or a computer technician to ensure that their computer meets the minimum recommended specifications. The following minimum computer specifications for hardware, software, and accessories are recommended:

PC Compatible Computer:

- 2010 or newer
- Windows 7, Windows 8.1, or Windows 10

Apple Computer:

- Any 2010 or later model MacBook, Macbook Pro, iMac, Mac Mini or Mac Pro

Additional Hardware:

- Display: 1366x768 or better
- 4 GB Hard Drive
- CD/DVD Burner or 4 GB USB Thumb Drive
- Ink Jet or Monochrome Laser Printer
- WiFi or Ethernet Network Connection
- Built-In Speakers or Headphones
- Webcam (optional)
- Broadband Internet: 1.5 Mbps or Faster

Software Requirements:

- Microsoft Office 2010, 2013, 2016, or Office365* or Office 2011 or 2016 (Apple OS X Only)

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- Google Chrome*, Firefox*, or IE 11.0* or newer*
- Adobe Acrobat Reader* (<https://get.adobe.com/reader/>)
- Adobe Connect Plug-in*
- Adobe Flash Plug-In (<https://get.adobe.com/flashplayer/>)*
- Cute PDF Creator or similar (Built-in on OSX)* (<http://www.cutepdf.com/download/CuteWriter.exe>)
- Oracle Java* (<http://www.java.com>)
- VLC media player 2.2.* (<https://www.VideoLAN.org>)

*Students should keep software up to date or install the latest version that is available. Computer specifications are reviewed and revised regularly. While every consideration is given to the needs of students, Meridian reserves the right to require upgrades as needed. Adequate notice is given to students to allow time for implementing changes and upgrades as required.

PRACTICE GROUPS

Meridian promotes a collaborative approach to learning. Students are encouraged to collaborate in their learning process in ways that are appropriate and supportive to the transformative intent of the curriculum. Transformative Learning requires that we engage in transformative practices. Practice groups are an effective way to cultivate and sustain our transformative practices. The cognitive work of studying together and sharing writing may also be seen as a transformative practice.

There is much to be gained by informal, spontaneous, and heartfelt explorations. The friendships and community that develop from these explorations are significant elements of Transformative Learning. It is also important to note that study and practice groups are initiated by students. These and other social events initiated by students are not Meridian University events, are not considered part of Meridian's programming, and as such participation is not required.

RESEARCH ETHICS AND INSTITUTIONAL REVIEW BOARD

All research conducted under the auspices of Meridian that entails human subjects including research intended only for classroom use, needs to follow legal and ethical guidelines for the protection of human subjects. These guidelines are discussed at length in the *Dissertation Handbook* (for the Psychology and Education programs), the *Clinical Case Study Handbook* for the Psychology Program, and the *Creative Action Project Manual* for each of the Education and Business programs. These guidelines emphasize informing research participants of their rights, ensuring that participants freely give their consent to participate, and obtaining participants' written consent via the *Informed Consent* form.

The necessity for protecting human subjects extends beyond research participants involved in the dissertation study and subject-clients of the clinical case study. Rather, this necessity extends to *any and all* human subjects involved in course assignments. For example, if a written assignment involves the student interviewing others, the interviewees must be informed of their rights to anonymity (via the use of pseudonyms) and of their right to discontinue the interview at any point. Depending on the

nature of the interview, it might even be appropriate for the interviewee to sign a consent form; the format for these forms can be adapted from the template *Informed Consent* forms located in the dissertation and clinical case study handbooks, and the creative action project manuals.

Students should contact their course faculty for any concerns or questions that arise in conducting interviews entailing human subjects. If the faculty is unclear, they will consult with the Doctoral Project Committee which reviews and approves students' work on doctoral projects and serves in an oversight capacity for faculty research. This committee carries out the function of an Institutional Review Board in the work of ensuring the protection and rights of human subjects.

ACADEMIC FREEDOM POLICY

Meridian embraces the principles of academic freedom as outlined by the American Association of University Professors. Faculty, staff, and students are expected to support the expression of differences. This includes having the right to articulate and advocate positions which may be controversial, without concern for negative repercussions regarding student evaluation, discrimination, or disciplinary action. Academic freedom includes freedom of speech, writing, opinions, beliefs, research endeavors, and learning activities. Academic freedom is essential to the cultivation of self-awareness, collaboration, responsibility, creativity, and the development of vital democracy. Principles of academic freedom extend from the classroom, to research, and to the communication of learnings from one's research in the form of presentation and publications. Any concerns regarding academic freedom are resolved through the Grievance Procedure.

NON-DISCRIMINATION POLICY

Meridian is committed to creating a pluralist learning community. We seek a diverse group of students, and welcome applications from all qualified individuals. Differences in age, economic status, race, ethnic background, religion, origin, gender, sexual orientation, physical challenge, political views, personal characteristics, and beliefs are all welcome. Meridian's non-discrimination policy covers admission, access, and all other aspects of the school's educational programs. If a student believes they have been subjected to any form of unlawful discrimination, please submit a written complaint to the Administrative Director.

TITLE IX COMPLIANCE

Title IX is a portion of the Education Amendments of 1972, Public Law No. 92-318, 86 Stat. 235 (June 23, 1972), codified at 20 U.S.C. sections 1681 through 1688. It states (in part) that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Meridian investigates complaints by faculty, staff, students, and applicants who believe themselves to be harmed by sexual harassment or discrimination and harassment related to issues that have protected class status. Complaints should be addressed either through the informal Conflict

Resolution procedures or the Formal Grievance Procedures outlined in the student handbook or provided upon request.

DIVERSITY STATEMENT AND POLICY

Meridian maintains its commitment to creating a pluralist learning community through promoting and encouraging a diversity among its students, staff, and faculty. Meridian considers this commitment essential to being a reflexive organization. Meridian's ongoing intention is to develop and nurture a learning community in which students and faculty can learn together in an atmosphere of mutual respect, and where differences in age, economic status, race, ethnic background, religion, origin, gender, sexual orientation, physical challenge, political views, personal characteristics, and beliefs are welcomed.

At the core of Meridian's emphasis on Transformative Learning is the deep and abiding commitment to three principles: pluralism of individual viewpoint, the importance of expressing difference, and the necessity for individual and group differences to not be denied, disavowed, suppressed, or trivialized, but rather, to be deeply recognized and engaged. In accordance with these principles, Meridian fosters a learning environment that encourages expression of difference on the part of all constituents of Meridian's community: its staff, faculty, board, and students.

CAMPUS SECURITY POLICY

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the Department of Education requires all higher education institutions to track, report, and distribute this information each year (in the fall) to all students and employees. Statistics are available online at www.MeridianUniversity.edu/consumerinformation.

VACCINATION POLICY

Students are encouraged to be responsible for their well-being, however Meridian does not require vaccinations for its students. Please visit the Centers for Disease Control and Prevention website at www.cdc.gov.

DISABILITY ACCOMMODATION POLICY

Meridian complies with the Americans with Disabilities Act-As Amended (ADAAA), Section 504 of the Rehabilitation Act, and state and local regulations regarding students and applicants with disabilities.

Students with disabilities are expected to meet the academic requirements and standards required of all students in Meridian's graduate programs. In order to assist disabled students in fulfilling the responsibilities of the program, every effort is made to provide reasonable accommodation. No otherwise qualified disabled student is, solely by reason of their disability, excluded from participating

in, denied the benefits of, or subjected to discrimination in any academic, research, counseling, financial assistance, or other activity that Meridian provides.

The goal of Disability Services at Meridian University is to equalize the learning environment for students with disabilities.

STUDENT RECORDS AND RETENTION OF STUDENT RECORDS POLICY

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of student educational records, ensuring students the right to inspect, review, to seek to amend, and to limit disclosure from, their educational records. For details on students' rights and issues relating to disclosure of directory information, consult the current Student Handbook.

Meridian maintains a permanent record of all student transcripts and degree information, including:

1. The degree or certificate granted and the date on which that degree or certificate was granted;
2. The courses and credits on which the certificate or degree was based;
3. The grades earned by the student in each of those courses. This information is kept indefinitely.

Meridian maintains current student records for a period of not less than five years; transcripts are kept indefinitely. Requests for access to student records are made in writing to Meridian's Records Office and are signed by the authorized person(s) requesting access. Authorized persons include students or persons designated by students. Students and/or alumni can request a copy of their student record or a transcript either by writing directly to AcademicRecords@MeridianUniversity.edu or by submitting a transcript request form.

CREDIT HOUR POLICY

The credit hour is a measure of the amount of required work established by federal regulations to determine equivalency among accredited institutions of higher learning. It is represented in terms of the number of hours in the classroom or direct faculty instruction as well as the minimum number of hours of out-of-class work needed for students to achieve the learning outcomes identified for a course. One credit hour equals ten hours in the residential and online classrooms.

The online classroom includes listening to or viewing online presentations, participating in the related group discussion forums, developing the longer posts for the week, plus a minimum of three hours of out-of-class student work for each week of the quarter, which represents a 1:3 ratio between instruction and independent work.

Out-of-class work includes doing the required reading, conducting research for residential or online presentations, completing the final writing assignment for the course, etc. This practice is consistent with Master and Doctoral level expectations and fulfills the educational objectives recognized throughout the institution.

EVALUATION OF STUDENTS POLICY

Meridian's approach to evaluation emphasizes self-awareness, empathy, and collaboration in the learning process. Students do not receive traditional letter grades but instead are assigned one of the following at the end of each course: Pass (P), Low-Pass (LP), Incomplete (INC), and No-Credit (NC).

This grading policy reflects the University's commitment to transformative learning praxis, where standardized grades are viewed as oversimplifying the language used by faculty and students to talk about student learning and student achievement. Traditional grades or point systems provide a single hierarchical ranking-scale, representing learning in terms of a single set of letters or numbers that are static, discrete, and linear. While this can be an efficient way to evaluate varying kinds of student performance, learning and in particular transformative learning, is a dynamic, continuous, and non-linear process. In the school's assessment process, grades are viewed as obscuring how learning is represented, i.e., traditional grading systems are at risk of missing who students are and what they are capable of. As such, students must receive feedback in ways that accurately convey their learning and the range and diversity of their skills, strengths, and what might be needed towards the further development of their capacities.

Student evaluation at Meridian takes place in the context of in-class transformative learning activities, transformative practice assignments, writing assignments, the quality of student posts (for online coursework), and exams that are assessed collaboratively by the student and their colleagues; all of these constitute a rich and multidimensional picture of student learning.

The Student Development Committee assesses student progress on a quarterly and annual basis through academic reviews. At the summer Quarterly Academic Review, students who are in good academic standing are cleared to register for the following academic year.

SATISFACTORY ACADEMIC PROGRESS POLICY

The federal government requires that institutions approved to offer Title IV aid monitor each student's academic progress. This is done to ensure that students receiving financial aid are making what is called *Satisfactory Academic Progress*. To remain eligible for federal financial aid, students must meet all of Meridian's Satisfactory Academic Progress (SAP) standards established for their specific enrollment status. These standards are separate from the academic standing policies set by the institution.

FOR STUDENTS ENROLLED IN COURSEWORK

For Coursework Students, evaluation of SAP occurs on a quarterly basis, once grades have been posted for the quarter just ended.

Satisfactory Academic Progress for coursework students has three standards - *quantitative*, *qualitative* and overall *maximum time frame*.

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As Meridian University does not use the traditional grade point average (GPA) as a method of evaluation, the ratio of successfully completed credits to total attempted credits is examined for both qualitative and quantitative purposes, on a cumulative basis.

To remain eligible for financial aid, a minimum 67% of attempted units must be successfully completed. Transfer credit (“TU”) will be considered as both attempted and completed units. Incomplete grades (“INC”), no credit grades (“NC”), withdrawn grades (“W”), and multi-quarter courses in progress with grades pending (“MQC”) will be counted as attempted units and excluded from completed units until successful grades are posted to the transcript. This 67% benchmark serves as both a qualitative assessment of academic standing relative to institutional expectations as well as a quantitative assessment of progress towards completion.

The percentage of completed credits is calculated by dividing the number of successfully completed credits by the number of attempted credits, rounded up to the nearest integer. For example, if the student attempts 8 credits in the spring quarter but only successfully completes a total of 5 credits, the student has completed only 63% of attempted units and so is not maintaining SAP. Students who do not make satisfactory academic progress are placed on *financial aid warning*.

Example: The Quantitative and Qualitative Standards in Practice

	<i>Courses and Grades</i>	<i>SAP Implications</i>
First Year — Fall Quarter	Sarah takes four courses, each worth 3 quarter credits. Therefore she is attempting a total of 12 quarter credits. She passes three courses, but does not submit her final paper for the fourth course and therefore receives an “Incomplete” grade.	Sarah has completed 9 of the 12 quarter credits she attempted. Therefore she has completed 75% of attempted credits and is successfully “making SAP.”
First Year — Winter Quarter	Sarah takes three courses, each worth 3 quarter credits. Therefore she is attempting a total of 9 quarter credits. She passes one course, but gets a “No Credit” for the second course because she did not meet the attendance requirement. She gets an “Incomplete” for the third course because she did not submit the final paper.	Sarah has now attempted a total of 21 quarter credits and completed 12. Therefore she has completed 58% of attempted credits and is not making SAP. She is placed on Financial Aid Warning Status (she has until the end of the spring quarter to resolve this.)

<p>First Year — Spring Quarter</p>	<p>Sarah attempts two courses, each worth 3 quarter credits. She passes both. During the spring quarter, she also goes through the late paper submission process for the winter quarter course in which she received an “incomplete.” Her grade for that course is changed to a “pass.”</p>	<p>Sarah has now attempted a total of 27 quarter credits and completed 21 quarter credits. Therefore she has completed 78% of attempted credits and is successfully making SAP again. She is no longer on Financial Aid Warning Status.</p>
<p>First Year — Summer Quarter</p>	<p>Sarah attempts two courses, each worth 3 quarter credits. She passes both.</p>	<p>Sarah has now attempted a total of 33 quarter credits and completed 27. Therefore she has completed 82% of attempted credits and is successfully “making SAP.”</p>

FINANCIAL AID WARNING STATUS

The first time a student does not meet SAP standards they are placed on financial aid warning for one quarter by the Financial Aid Office. This means the student is one quarter away from losing their financial aid eligibility. During this time, financial aid funds are released. However, students who fail to make satisfactory progress after the financial aid warning period lose their aid eligibility. Students who fail to successfully complete a minimum of 67% of attempted units each year will lose eligibility for Federal Direct Unsubsidized and Grad Plus Loans. These students will be notified in writing if/when their eligibility for federal aid is suspended.

APPEALING FINANCIAL AID SAP STATUS

A student who is no longer eligible for federal financial aid due to failure to meet Meridian’s SAP standards may appeal to have their financial aid reinstated for one quarter if extenuating circumstances have hindered academic performance. Appeals must be in writing and describe the basis for the appeal: the death of a relative, an injury or illness of the student, or other special circumstance. The appeal should include an explanation as to what has now changed that would allow the student to demonstrate SAP by the next quarterly evaluation and a *Learning Agreement* that provides a detailed explanation of how and when deficiencies will be resolved and may include a proposed timeline for completion of the degree requirements. The outcome of this appeal will depend on the nature of the circumstances, the quality of the documentation provided, and how well the student has demonstrated the ability to progress towards degree completion within a reasonable time period.

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The appeal and the Learning Agreement are submitted to:

Financial Aid Office
Meridian University
47 Sixth St.
Petaluma, CA 94952
(707) 765-1836
financialaid@meridianuniversity.edu

These materials are to be submitted within two weeks of being notified of losing financial aid eligibility. The Student Development Committee will review each student’s appeal and proposed Learning Agreement to determine whether the SAP standards will be met and if eligibility for federal aid may be reinstated.

The following are examples of extenuating circumstances that can be considered for appeal, along with examples of documentation.

Circumstance	Examples of Appropriate Supporting Documentation
The death of a family member, relative, or significant person in the student’s life	Copy of an obituary or death certificate
Significant injury or illness of the student	Physician's statement, police report, or hospital billing statement, and personal statement of the illness
A significant injury or illness of a family member, relative, or other such close person in the student’s life	Physician's statement, police report, or hospital billing statement, and personal statement of the illness from the individual for whom the student provided care or support.

Family difficulties such as divorce or separation of the student or student’s parents	Court documentation or letter from the attorney in the case
Significant interpersonal problems with friends, roommates, or significant other.	Written statement from an attorney, professional advisor, or other individual describing circumstances and personal statement to this effect.

The Student Development Committee reviews appeals on a case-by-case basis to determine if the student qualifies for an extension. Reviews are completed within 15 working days from receiving all complete documentation from the student.

If this appeal is approved, the student will be eligible to receive financial aid for one quarter and will be placed on financial aid probation. Students will be notified via email of the outcome of their appeal.

ACADEMIC PROBATION

If a student has been placed on academic probation by the Student Development Committee, the student must develop a *Learning Agreement* that has been approved by the committee in order to return to ‘clear’ academic status as soon as possible. During this academic probation period, a student may remain eligible to receive financial aid.

Students who fail to meet the requirements of their learning agreement are required to meet with the Student Development Committee. The committee may extend the student’s academic probation (as opposed to administrative withdrawal) but during this academic probation period the student is not eligible to receive further financial aid.

FOR PhD and EdD STUDENTS ENROLLED IN THE DISSERTATION PERIOD

All eligible financial aid recipients entering the dissertation phase of the PhD and EdD programs will be awarded financial aid on a borrower-based academic year. This means that from the time the eight-quarter PhD or EdD dissertation period begins, financial aid will cover four consecutive quarters, twice.

Students who are completing their dissertation during the eight quarter PhD or EdD dissertation period demonstrate SAP by submitting acceptable written work to their dissertation committee chair and advisor, as follows:

- Upon completion of the first four quarters of the eight-quarter PhD or EdD dissertation enrollment period, the financial aid office will confirm your active participation in the

dissertation process. Active participation is defined as the submission of written materials beyond the dissertation proposal as well as ongoing consultation with your dissertation committee. The committee chair must confirm that such progress has occurred via the chair's submission of the *Active Participation* form.

- Once active participation is confirmed, the student may be eligible for additional financial aid during the second year of the two-year clock.

At the end of the eight quarters of the dissertation enrollment period, in order to be making SAP, a student must at minimum have submitted the dissertation's Chapter Four in order to receive aid during a third year of PhD or EdD dissertation work.

Students who find that additional time beyond the eight quarters is necessary for completion of the dissertation must enroll in the extended four-quarter clock. In order to make SAP to remain eligible to receive aid during a third year of dissertation work, the student must at minimum have submitted an acceptable draft of the dissertation's fourth chapter (the Learnings Chapter). The committee chair must confirm that such progress has occurred via the chair's submission of the Learnings Chapter Submission form to the financial aid office.

Requirements for the dissertation's fourth chapter are defined by each program and are included in the program's *Dissertation Handbook*. It is the student's responsibility to stay in contact with their committee and to follow-up on the progress of their chapter four approval.

Financial aid is not available beyond the third year of PhD or EdD dissertation work.

PhD or EdD dissertation students completing the dissertation are considered to be in progress and will be counted as attempted credits; students will not receive completed credits until the student completes their dissertation.

All pending financial aid will be canceled once the final draft of the dissertation is approved.

FOR PsyD STUDENTS ENROLLED IN THE CLINICAL CASE STUDY (CCS) PERIOD

All eligible financial aid recipients entering the clinical case study phase of the PsyD program will be awarded financial aid on a borrower-based academic year. This means that from the time the four-quarter PsyD clinical case study period begins, financial aid will cover four consecutive quarters. Students who are completing their clinical case study during the four quarter PsyD clinical case study period demonstrate SAP by submitting acceptable written work to their CCS advisor, as follows:

- Upon completion of the first two quarters of the four-quarter PsyD clinical case study enrollment period, the financial aid office will confirm your active participation in the clinical case study process. Active participation is defined as the submission of written materials beyond the first two clinical case study chapters, as well as ongoing consultation with your advisor. Your advisor must confirm that such progress has occurred via their submission of the *Active Participation* form.

Students who find that additional time beyond the four quarters is necessary for completion of the PsyD clinical case study must enroll in the extended four-quarter clock. In order to be making SAP to remain eligible to receive aid during a second year of PsyD clinical case study work, the student must

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at minimum have submitted an acceptable draft of the clinical case study’s first three chapters. The clinical case study advisor must confirm that such progress has occurred via the advisor’s submission of the *Three Chapter Draft Submission* form to the financial aid office.

Requirements for each of the clinical case study chapters are included in the program’s *Clinical Case Study Handbook*. It is the student’s responsibility to stay in contact with their advisor and to follow-up on the progress of their three chapter draft approval.

Financial aid is not available beyond the second year of PsyD clinical case study work.

PsyD students completing the clinical case study are considered to be in progress and will be counted as attempted credits; students will not receive completed credits until the student completes their clinical case study.

Please be aware that all pending financial aid will be canceled once the final draft of your clinical case study is approved.

MAXIMUM TIME FRAME

The length of time that the student can remain eligible for federal student aid is measured in terms of credits attempted. Students may not attempt more than 150% of a program’s length (e.g., for a 60 credit program, the student may not attempt more than 90 credits).

The following chart lists the maximum number of credits a student may attempt in the process of completing their degree:

DEGREE PROGRAM	Total Credits Required	Maximum Number of Attempted Credits Allowed
PhD Psychology	181	271.5
PhD Psychology (Advanced Standing)	150	225
PsyD Clinical Psychology	166	249
PsyD Clinical Psychology (Advanced Standing)	135	202.5
MA Counseling Psychology	105	157.5

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MA Psychology	64	97.5
EdD Organizational Development	115	135
MEd Educational Leadership	60	90
MBA Creative Enterprise	60	90

SCHEDULED COMPLETION DATE, MAXIMUM TIME TO COMPLETE AND NORMAL TIME TO COMPLETE

The Scheduled Completion Date noted in the Enrollment Agreement is the Maximum Time to Complete allowed by Meridian for degree completion in the specified program. Note that financial aid eligibility does not extend to this maximum time to complete. However, students have up to 150% of the *Normal Time to Complete* (noted below for each program) in which they are eligible for financial aid, assuming they remain in compliance with the other aspects of Meridian’s Satisfactory Academic Progress policy.

For financial aid purposes, the *Normal Time to Complete* for each degree program is:

- MA in Psychology – 2 years
- MEd in Education Leadership – 2 years
- EdD in Organizational Leadership – 5 years
- MBA in Creative Enterprise – 2 years
- MA in Counseling Psychology – 2.75 years
- PsyD in Psychology (Post-Bachelors) – 5 years
- PhD in Psychology (Post-Bachelors) – 6 years
- PsyD in Psychology (Advanced Standing) – 4 years
- PhD in Psychology (Advanced Standing) – 5 years

For example, a student in the MA in Psychology program has three years of financial aid eligibility (150% of two years), even though their Maximum Time to Complete/Scheduled Completion Date is four years.

JOB PLACEMENT OR CAREER SERVICES

Meridian University does not offer, promise, or guarantee employment, job placement, wage, or salary levels for any students or graduates.

COMPREHENSIVE EXAMS POLICY

Following successful completion of all coursework, all students in the Psychology Program are required to complete comprehensive exams. The process involves the student's successfully passing through two separate exams: a written exam and then an oral exam. The oral exam is taken once the student passes the written exam. In addition to students taking exams towards their terminal degree (MA in Psychology, MA in Counseling Psychology, PsyD and PhD), doctoral students (post-Bachelor's) complete the comprehensive exam process towards the MA in Psychology.

The written exam consists of substantive essay questions. It is accessed online and taken over an 8-day period, generally starting on a Tuesday afternoon (at about 2pm) and due the following Wednesday afternoon (by 4pm). Most students plan for their scheduled commitments to be as light as possible during this period in order to have the necessary focus for completion.

The oral exam is scheduled for a 45 minute period and is conducted by two core faculty. The oral takes place in-person at Meridian's Petaluma campus, or for students living at a distance, via video conference.

ADVANCEMENT TO CANDIDACY POLICY

Advancement to Candidacy is awarded when a doctoral student has completed all preparatory phases of their doctoral work and is ready to enter the culminating task of the doctoral process, that of completing the dissertation (PhD and EdD students) or the clinical case study (PsyD students). Doctoral students are advanced to candidacy once all of the following requirements have been met:

PSYCHOLOGY

- All coursework is completed.
- Comprehensive exams are completed.
- Fieldwork and psychotherapy requirements are completed.
- Dissertation Proposal has been successfully defended (PhD) or the first three chapters of the Clinical Case Study have been successfully completed.
- Financial obligations have been met.

EDUCATION

- All coursework is completed.
- Creative Action Project and its associated final paper are completed.
- Dissertation Proposal has been successfully defended.
- Financial obligations have been met.

After certain thresholds, the student's record is proactively reviewed to assess whether the student qualifies for Advancement to Candidacy. These thresholds take place after the Proposal has been successfully defended (for PhD and EdD students) and after the first three chapters of the clinical

case study have been completed. If other requirements needed for Advancement to Candidacy have not yet been met at the time of this review, the student will not qualify for this designation. Once these requirements have been met and the student wishes to determine if Advancement to Candidacy can be granted, it is the student's responsibility to request this review.

In accordance with ethical standards, students who are advanced to candidacy may not represent themselves as "PhD or PsyD candidate," or "EdD candidate," nor publish information listing themselves as "PhD or PsyD(cand.)," or "EdD (cand.)," or "PhD ©, PsyD (c)" or "EdD (c)." All of these are potentially misleading to the non-academic public, potentially appearing as if the student has already earned the PhD, PsyD, or EdD. However, calling one's self a "doctoral candidate," is certainly acceptable.

ATTENDANCE POLICY

Although students are required to attend all scheduled hours for each course, extenuating life circumstances may require periodic absence. All students, Monthly and Blended, are responsible for maintaining contact with the course faculty, the cohort, and any online engagement that the course might entail. The minimum requirement for class attendance in both the Monthly and Blended learning formats is 80% of the course hours. Students are responsible for notifying the faculty and the Academic Services Coordinator in the event they are unable to attend class. Obtaining and completing any required make-up work for missed courses is the student's responsibility. Students who show a pattern of excessive absence are contacted by the Director of Assessment and Student Development.

MONTHLY FORMAT

Unexpected life events or emergencies can take place in the lives of Meridian's adult students which, for students in the Monthly format, can necessitate missing an entire weekend (Friday through Sunday). Such missing of 33% of a quarter is reserved *only* for illness, emergency, or previously scheduled major life events.

BLENDED FORMAT

Attendance in online coursework is characterized by regular student postings and regular completion of weekly course assignments. Students should expect to login several times each week to complete the discussion questions and assignments. Students are expected to plan for 100% online class participation, as they will achieve the most learning via their active participation in the online discussions. At a minimum however, students must post responses and assignments at least two different times each week in order to maintain regular contact with faculty and cohort members during.

LEAVE OF ABSENCE POLICY

In order to remain a coursework student, students must stay continuously registered. A Leave of Absence disrupts the continuity of the learning experience and is discouraged. However, if illness or

other serious circumstances occur that prevent a student from continuing in their program (e.g., death of a family member, financial crisis, illness, etc.) the student may apply for a Leave of Absence. Leaves of Absence are approved based on the expectation that the student will return to complete their degree. Only coursework students may apply for a Leave of Absence; this option is not available to continuation students.

Students should note the following areas that may apply while taking a Leave of Absence:

- The student does not receive services;
- Depending on the length of the leave, the student may be able to return back into the sequence of courses they left off in, however if the leave is longer one to two quarters, the sequential nature of the curriculum may be disrupted. This may cause complexity in re-entry - such as needing to retake courses or wait until certain courses are next available. Students should consider this when requesting a leave.
- Students in the Psychology programs may not use any psychotherapy hours taken during the leave towards the graduation requirement;
- Students may not participate in and/or accrue fieldwork hours.

A Leave of Absence may be requested for a minimum of one quarter and may not exceed one academic year. When the Leave of Absence has expired, the student must return to the graduate program they are enrolled in or they will be subject to administrative withdrawal (see below). Students who take an unofficial leave will be considered to be withdrawn; such students will need to seek readmission should they want to complete their degree at Meridian.

The date on which the Leave of Absence request has been approved (which in most cases is the date on which the form was received) constitutes the effective date of the leave. This date will be used to calculate any prorated refund of tuition and/or fees based upon the Refundable Tuition Policy. Financial aid recipients' funding will be evaluated based on the federal refund policy as outlined in the Return of Title IV Funds policy.

IMPLICATIONS AND LIMITATIONS ON LEAVES OF ABSENCE FOR FEDERAL STUDENT AID RECIPIENTS

Students requesting a Leave of Absence, who have federal loans should be aware of the following:

- Students on financial aid can request a Leave of Absence for up to 180 days (which includes weekends and school breaks). Students on financial aid that whose Leave of Absence exceeds 180 days within a 12 month period will be withdrawn. The student will be withdrawn based on the effective date of the leave of absence.
- A Leave of Absence cannot exceed 180 days within a 12 month period..
- If the leave exceeds 180 days and the student is withdrawn, the student's "grace period" will end and the federal loan(s) received while enrolled at Meridian will immediately enter repayment.
- If a student has any prior financial aid for which the grace period has already ended, repayment of those loans will start immediately based on the effective date of the Leave of Absence.
- The *Return of Title IV Federal Funds* process will be initiated based on the effective date of the

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Leave of Absence. See *Return of Title IV Federal Funds* policy below for information on the timeline of calculation and return of federal funds to the Department of Education.

- If the student fails to return from their approved Leave of Absence, they will be considered *Withdrawn*. The withdrawal date will be the effective date of the approved Leave of Absence. Withdrawn students will have to go through the readmissions process if they want to return at a later date. (*This applies to all students, not just those on financial aid.*)

All financial aid recipients must complete an Exit Interview as required by federal regulations. Lenders will be notified through the National Student Clearinghouse of the last date of attendance and the repayment terms and conditions of the loan will begin.

INITIATING A LEAVE

To initiate a Leave of Absence, the student fills in a **Leave of Absence Application** and submits it along with the leave of absence fee. The application must include the student's specific personal circumstances for requesting a Leave of Absence. Tuition and all fees continue to accrue until the *Leave of Absence Application* and fee are received. The *Leave of Absence Application* is evaluated by the Student Development Committee and may require 20 to 30 working days for evaluation.

RETURNING FROM LEAVE

To return from a Leave of Absence, the student must submit a written request for return to the attention of the Records Office **at least four to eight weeks prior** to the beginning of the quarter in which the student intends to return. Requests to return are reviewed based on financial and academic clearance, and include the Student Development Committee's review.

Students applying for a return from a Leave of Absence must be cleared to register and may be asked to complete a return-from-leave interview. At this time the student submits previously outstanding assignments which they have now completed during their leave.

In some cases, students returning from a Leave of Absence may be required to take additional coursework which was not specified at the time the Leave was initiated. Such additions may lengthen a student's coursework requirement by as much as one year, in addition to the length of the leave itself. The length of time the student was on a Leave of Absence, along with any additional coursework requirements upon return, may necessitate returning to a different cohort.

A student who is on academic and/or financial aid probation may not meet the terms of probation if the leave is not part of the approved academic plan upon which the probation is based.

It is the student's responsibility to track the courses they have missed over the period of their leave. Taking these courses will involve either joining a cohort subsequent to the one in which they were originally a member, taking individual courses with cohorts concurrent with their regular coursework, or taking such courses after their coursework with their cohort is finished (called 'looping around'). The Student Development Committee may specify that some of these missed courses can be taken at another graduate institution to be transferred into the student's record. Prior to starting a course taken elsewhere, the student is advised to submit a description of the course, to make sure that it would be acceptable to transfer in against the course they missed with their cohort.

Students on financial aid should be aware that disbursements of student loan funds and in-school deferment statuses are affected by leaves of absence. (See “Implications and Limitations on Leaves of Absence for Federal Student Aid Recipients” above)

INTEGRITY POLICY

Students are expected to perform with academic and personal integrity in all aspects of the graduate program. Academic dishonesty includes practices such as: plagiarism; the unauthorized use of study aids during examinations; stealing, borrowing, or purchasing another person’s work; using the same paper twice for two different courses, etc. Meridian has adopted the definition of plagiarism offered in Kate Turabian’s *A Manual for Writers of Term Papers, Theses and Dissertations*, 8th ed.: “By definition, a research paper involves the assimilation of prior scholarship and entails the responsibility to give proper acknowledgment whenever one is indebted to another for either words or ideas. . . [students must acknowledge] the words and ideas of others in a paper by quoting works accurately and attributing quotations and ideas to their authors in notes. Failure to give credit is plagiarism.”

All student papers are subject to plagiarism software scans. When students are found to have behaved in an academically dishonest manner or to have plagiarized, the issue will be brought to the attention of the Director of Assessment and Student Development (DASD). The Student Development Committee is authorized to take appropriate disciplinary action, ranging from requiring the student to repeat the assignment or course; requiring the student to do additional work; placing the student on Academic Probation; requiring the student to take tutorial(s); and/or to initiate administrative withdrawal from Meridian. (See Administrative Withdrawal section.)

At times, students may find themselves in the uncomfortable position of having knowledge of another student’s academic dishonesty. In such cases, it is the student’s ethical responsibility to take steps towards the resolution of the issue. Ethical steps would involve supporting the student who acted dishonestly to disclose their actions, and if this is unsuccessful, to report the issue to the DASD, who will conduct an inquiry.

PEER-TO-PEER FILE SHARING, INTELLECTUAL PROPERTY AND COPYRIGHT POLICIES

The illegal distribution of copyrighted music, movies, television shows, text files, and software is a pervasive problem. The most problematic of copyright infringement are peer-to-peer file sharing systems. The problem of copyright infringement by college and university students has been so widespread that there specific provisions in federal legislation to deal with this issue.

THE PENALTIES

The use of file sharing programs for copyright protected material can have major consequences for you. Essentially, the law stipulates that you cannot have anything on your computer that you do not

own. More importantly, you cannot share any file for which you do not have distribution rights. (See - Civil and Criminal Penalties for Violation of Federal Copyright Laws below for penalties below.) For example, if you send 10 people a copy of a song you downloaded, you might face statutory damages of \$1,500,000. In addition to civil liability, there is potential criminal liability in copyright cases-- with penalties depending on the number and value of products exchanged. While some lawsuits brought by copyright owners against students can settle for much less, they still have involved settlement amounts of as much as \$17,000, plus attorney fees.

Unauthorized distribution of [copyrighted material](#), whether downloading or sharing out, using the Meridian's network is a violation of Meridian's Internet Use Policy. It is also a violation of US civil and criminal law under the federal Copyright Act. If Meridian receives an official notice of copyright infringement under the terms of the Digital Millennium Copyright Act (DMCA), we are obligated as a service provider, and as a university under the terms of the [Higher Education Opportunities Act](#), to take action.

ACTIONS TAKEN

If Meridian is informed of a suspected copyright infringement, the steps taken are given in the DMCA Copyright Infringement Policy.

As a minimum the following will happen:

1. Your access to the network will be blocked.
2. You will be notified that you are in violation.
3. Records will be notified of your violation.
4. You need to call or email Records to set up an appointment.
5. Before meeting with a member of the Student Development Committee, you should:
 - Remove the copyrighted material from your computer.
 - Remove any peer-to-peer file sharing software.
 - Read DMCA Act and Policy.

Once you have completed these tasks, you must meet a member of the Student Development Committee, in-person to discuss the violation and your understanding of the DMCA policies. After the Student Development Committee are satisfied that you are in compliance with the policies, they will ask IT Services to restore your access.

ALTERNATIVES TO ILLEGAL FILE SHARING

Last.fm is an Internet radio and music community website, which includes a music recommendation system that learns what kind of music students may like. www.last.fm

Pandora is an Internet radio and music recommendation service created by the Music Genome Project that allows you to search for a song or artist that you like and plays similar music. www.pandora.com

Hulu was started by NBC Universal and News Corp, Hulu is a website where you can stream free, high-quality video of TV shows, movies, and video clips. This service offers videos from NBC, Fox, Comedy Central, PBS, USA Network, Bravo, Fuel TV, FX, Sci-Fi, Style, Sundance, G4, and Oxygen... and the selection is growing! www.hulu.com

SHOUTcast is a collection of online radio stations. www.shoutcast.com

Live365 is an Internet radio network where you can create your own radio station or search for stations that play a particular song or artist. www.live365.com

The RIAA is the trade group that represents the U.S. recording industry. Visit this site to learn where to get music online without breaking the law. www.riaa.com

INTELLECTUAL PROPERTY POLICY

Intellectual Property is defined as all ideas, information, and knowledge that have been created by human beings. Like physical property, intellectual property is protected by law. Students' written work, for example, is protected by intellectual property rights; as such, faculty may not duplicate or distribute students' written work without the student's permission. Similarly, in-person and online course content, including lecture notes, spoken recordings, lectures, directions for online posts, assignments, and learning activities, are also protected from unauthorized use, as is content in all Meridian publications such as handbooks. Dissertations cannot receive final approval or be published if they violate these standards. (See *Academic Integrity policy* as well)

Students may not distribute or sell lecture notes, directions for posts, assignments, and/or learning activities, or other content from any Meridian course (in-person or online) or publication. Additionally, students must always give appropriate and accurate attribution to Meridian faculty and other theorists in their written work.

Copyright rules for education and academia are not stringent, however this serves as a guideline regarding current practices in Higher Education regarding Intellectual Property. Students are personally responsible for complying with copyright law.

It is important the students understand the following terms:

- Copyright laws and regulations (<http://www.copyright.gov>).
- Public Domain: For updated information about Public Domain materials, consult the U. S. Copyright Office (<http://www.copyright.gov>).
- Fair Use: Fair Use is not clearly defined and often is only defined individually in legal cases. The four factors judges consider are:
 - The purpose and character of your use
 - The nature of the copyrighted work

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- The amount and substantiality of the portion taken
- The effect of the use upon the potential market

(Source: Stanford Libraries and Academic Information Resources page, “Measuring Fair Use: The Four Factors” at http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter9/9-b.html#3)

CIVIL AND CRIMINAL PENALTIES FOR VIOLATION OF FEDERAL COPYRIGHT LAWS

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. Failure to comply with copyright and intellectual property laws can result in a variety of consequences. In addition to cease-and-desist letters or lawsuits from copyright holders or companies, students may be subject to federal penalties such as injunctions, federally assessed damages and profits, seizures, forfeitures, recovery of legal costs, and criminal prosecution. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorney's’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the Website of the U.S. Copyright Office at: www.copyright.gov.

DRUG AND ALCOHOL POLICY

Alcohol and illegal drugs are not permitted at any Meridian event. Students are not permitted to participate in or attend Residential Weekends/Weeks or any other school event when under the influence of illegal drugs or alcohol. The use of alcoholic beverages, including during meal periods and breaks, is strictly prohibited.

Students are asked to include all pertinent information regarding medications on the Transformative Learning History form at the time of registration. In addition, students are asked to let the Student Development Committee know when they are taking any prescription medications not previously listed on the Transformative Learning History form. It is the student’s responsibility to monitor their use of prescription medications during Meridian classes and events.

The Drug-Free Schools and Communities Act (as amended in 1989) in part requires that all members of the University be made aware of the health risks associated with the use of illicit drugs and the abuse of alcohol. Alcohol and illicit drug use and abuse are prohibited for multiple reasons: because of their demonstrated health risks associated with use or abuse, because of legal reasons, and/or, because their use interferes with the clarity needed for full, classroom participation (as in the case, for example,

of simply having a glass of wine prior to one's evening class).

The Student Development Committee oversees student compliance with the Drug-Free guidelines. The office of the Administrative Director oversees employee compliance with the Drug-Free Policies and Procedures. Students who violate the provisions of the drug-free campus policy are subject to suspension or expulsion. This includes marijuana, which is illegal under federal law. Violating California state statutes may also subject the individual to criminal prosecution.

MULTIPLE ROLES POLICY

A culture of conviviality embraces and encourages multiple roles within relationships. In our relationships, an awareness of difference in the spheres of power and vulnerability is essential to sustaining conviviality. Meridian strives for a culture of conviviality that is contingent on conducting ourselves non-exploitatively in our relationships with one another.

Multiple role issues arising from our overlapping social engagements are an ongoing aspect of the Meridian community (such as knowing one another - or friends of others - from contexts other than Meridian). However, certain multiple role situations can engender complications that require necessary boundaries on some activities.

While transformative learning is not psychotherapy, like therapy, transformative learning - in all of Meridian's programs - depends on the careful and protected relation between students and their student colleagues, and between students, staff, and faculty. In consideration of this, Meridian seeks to maintain optimal conditions for transformative learning by specifying limitations to potential social and financial engagements between students, and between students and faculty, as follows:

BETWEEN STUDENTS

- Students may not become psychotherapy clients, supervisors, supervisees, employers, and/or employees of current Meridian students.
- Students may not solicit, charge, or accept a fee to or from other students for any services or products (e.g., coaching, bodywork, editing papers, selling greeting cards, technology support, business coaching, etc.).

BETWEEN STUDENTS AND FACULTY

- Faculty and/or their psychotherapy interns may not accept current students as their private practice or agency clients. Note however, that faculty and doctoral students engagement in research projects together with the aim of joint publication and presentations at conferences is an important area for collaboration between student and faculty. (Note: faculty who choose to privately supervise or conduct psychotherapy with former students do so as independent practitioners and not as employees of Meridian University. Meridian will not accept any responsibility for services offered outside the framework of its academic programs).

- While faculty may be employed by the same agency or business as a student and at times may even serve as the student’s direct supervisor (such as in a counseling agency for the Psychology program or a business for the MBA program), faculty may not directly employ students for their own business (including employment of Psychology students as psychological assistants)
- Conversely, faculty may not be employed by students, including employment as an independent contractor.
- Faculty may not make personal or professional solicitations of their clinical work, their business or organizational consulting services (or any other professional work), nor advertise their non-school activities, to students.
- Faculty are asked to exercise their best judgment as to the appropriateness of attending specific social occasions with students, each of which is context-specific. Faculty make these discernments, as appropriate. However, *conducting a social friendship and/or romantic relationship with a student is prohibited.*

In summary, Meridian policy prohibits faculty and staff from entering into sexual, client-therapist, employment, financial, friendship, and private supervisory relationships with students. The term *students* includes both coursework *and* continuation students. (Note that staff are only minimally mentioned in the above, but must follow the same requirements as faculty; staff also have additional required boundaries that are specified in Meridian staff publications). It is important to note a way in which faculty and doctoral students are indeed encouraged to develop collaboration through engagement in research projects, with the aim of joint publication and presentations at conferences.

SALE OF GOODS AND/OR SERVICES

Students may not sell goods and/or services to other students either online or at in-person Weekends/Weeks, and are not permitted to use other students’ names, addresses, and/or email addresses for solicitation purposes. In certain instances however, students may promote their products and/or services on a limited basis. In order to do this, the student must first receive approval for this promotion from the DASD. (Please also see Meridian’s *Multiple Role* policy, directly prior).

SEXUAL HARASSMENT POLICY

Meridian is committed to maintaining an environment that fosters respect for differences and supports transformative learning experiences. Safety and trust are the cornerstones of such an environment, and as such, Meridian will not tolerate or permit any form of sexual harassment. Sexual harassment may consist of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, if:

- submission to such conduct is, either explicitly or implicitly, made a term or condition of an individual’s academic success;

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- submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting the individual;
- such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive learning environment.

Sexual harassment can occur between staff to student, student to staff, student to student, staff to staff, female to male, male to female, female to female, and male to male. Administration will take prompt, equitable, and remedial action on reports and complaints that come to the attention of school personnel, either formally or informally. Allegations of criminal misconduct will be reported to the appropriate law enforcement agency.

Sexual harassment may include but is not limited to:

- Verbal harassment or abuse of a sexual nature
- Subtle pressure for sexual activity
- Inappropriate or unwelcome touching, patting, or pinching of a sexual nature
- Intentional brushing against a student's or an employee's body
- Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status
- Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status
- Use of sexually or gender-degrading words or comments, verbal or written (e.g., graffiti)
- Display in the school, on school grounds, or at school-sponsored events of sexually suggestive pictures
- Leering of a sexual nature
- Spreading of sexual rumors

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff, or contractors. Anyone else engaging in sexual harassment on school property or at school activities will have their access to school property and activities restricted or revoked, as appropriate.

The school shall respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the school's legal obligations and the necessity to investigate the allegations and take disciplinary action when the conduct has occurred.

Retaliation is prohibited against any person who makes a complaint or is a witness under this policy and will result in appropriate disciplinary action against the person responsible for the retaliation. Individuals who knowingly report or corroborate false allegations will be subject to appropriate disciplinary action.

Each staff member is responsible to immediately report alleged discrimination and/or harassment to his/her supervisor or other appropriate school personnel. Staff members who fail to take prompt

action to report allegations or violation(s) of this policy may be subject to disciplinary action up to and including termination.

In addition to sexual harassment, Meridian prohibits harassment of any of its students, faculty, or staff based on pregnancy, childbirth or related medical conditions, race, religion, color, national origin or ancestry, physical or mental disability, medical conditions, marital status, age, sexual orientation, or any other basis protected by federal, state, or local law, ordinance, or regulation. This Sexual Harassment Policy applies to all persons involved in the operation of Meridian, and prohibits unlawful harassment by staff, students, or faculty.

HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION POLICY

Meridian is committed to maintaining a working and learning environment that provides for fair and equitable treatment, including freedom from bullying, harassment, intimidation, and discrimination of any kind. This policy includes anyone who engages in such behavior on school property, at school activities, or an electronic act through the use of cell phones, computers, personal communication devices, or other electronic gaming devices.

Harassment, intimidation, bullying, and discrimination may take many forms, including verbal aggression and name calling; physical aggression; relational aggression; graphic and written statements, which may include use of cell phones, computers, or gaming systems; and other conduct that may be physically threatening, harmful, or humiliating. Harassment, intimidation, bullying, and discrimination include intent to harm, they are directed at a specific target, and typically involve repeated incidents. Harassment, intimidation, bullying, and discrimination create a hostile environment and will not be tolerated at Meridian.

Such conduct or communication has the purpose or effect of substantially interfering with an individual's work or school performance and creates an intimidating, hostile, or offensive work or school environment. Harassment, intimidation, bullying and discrimination can interfere and limit a person's ability to participate in or benefit from the services, activities, or opportunities offered by Meridian Administration will take prompt, equitable, and remedial action on all reports and complaints that come to the attention of school personnel, either formally or informally. Allegations of criminal misconduct will be reported to the appropriate law enforcement agency.

Engaging in harassment, intimidation, bullying or discrimination will result in appropriate discipline or other appropriate sanctions against offending students, staff, or contractors. Anyone engaging in these behaviors on school property or at school activities will have their access to school property and activities restricted or revoked, as appropriate.

The school shall respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the school's legal obligations, state laws and

policies, and the necessity to investigate the allegations and take disciplinary and/or restorative action to resolve the problem.

Retaliation is prohibited against any person who makes a complaint or who is a witness under this policy and will result in appropriate disciplinary action against the person responsible for the retaliation. Individuals who knowingly report or corroborate false allegations will be subject to appropriate disciplinary and /or restorative action. Each staff member is responsible for immediately reporting alleged harassment, intimidation, bullying or discrimination to his/her supervisor or other appropriate school personnel. Staff members who fail to take prompt action to report allegations or violation(s) of this policy may be subject to disciplinary and/or restorative action up to and including termination.

If you believe you have been harassed, communicate with the person and ask them to stop. If such communication is not possible or is ineffective, provide a written complaint to the Administrative Director as soon as possible, and within 180 days after the incident. Complaints should include details of the incident or incidents, names of the individuals involved, and names of any witnesses. The Administrative Director will promptly notify the person charged give them an opportunity to respond. The Administrative Director will undertake an expeditious, thorough, and objective investigation of the harassment allegations, and will take effective remedial action in accordance with the circumstances involved.

Meridian reserves the right to take whatever measures it deems necessary in response to an allegation of sexual misconduct in order to protect students' rights and personal safety. Such measures include, but are not limited to, modification of living arrangements, interim suspension from campus pending a hearing, and reporting the matter to the local police. Not all forms of sexual misconduct will be deemed to be equally serious offenses, and Meridian reserves the right to impose different sanctions, depending on the severity of the offense. Meridian will consider the concerns and rights of both the complainant and the person accused of sexual misconduct.

Any Meridian student, faculty member, or employee determined to be responsible for harassment will be subject to appropriate disciplinary action, up to and including administrative withdrawal or termination of employment.

If You Are Sexually Assaulted:

1. Go to a safe place and speak with someone you trust. Tell this person what happened.
 - a. If there is any immediate danger, call 911 or the Administrative Director at (707) 765-1836 ext. 103.
2. Consider securing immediate professional support to assist you in the crisis.
 - a. Sonoma County Rape Crisis Center: (707) 545-7270

3. For your safety and wellbeing, immediate medical attention is encouraged to evaluate for physical injury, sexually transmitted diseases, and pregnancy. Further, being examined as soon as possible, ideally within 72 hours, is important for evidence collection, which may be used to support prosecution should you decide immediately or later to pursue criminal charges. The Rape Crisis Center will arrange for a specific medical examination. To preserve evidence, it is best that you do not bathe, shower, douche, or change clothes before that exam. Even if you have already bathed, you are still encouraged to receive prompt medical attention. Additionally, you are encouraged to gather bedding, linens, or unlaundered clothing and any other pertinent articles which may be used for evidence.
4. Even after the immediate crisis has passed, consider seeking support from a Rape Crisis Center.

Contact the Cohort Advisor if you need assistance with academic related concerns, (e.g., missed classes or exams; requesting extensions regarding coursework). They will report your concerns to the proper departments.

ACADEMIC PROBATION POLICY

Students may be placed on Academic Probation due to significant deficiencies in their academic performance. Students who are placed on Academic Probation are notified in writing. Students work with the Director of Assessment and Student Development for remediating areas of deficiency. Students who do not clear their Probation status may be considered for Administrative Withdrawal.

ADMINISTRATIVE WITHDRAWAL POLICY

The Administrative Withdrawal policy serves to uphold Meridian's academic and ethical standards, to require students to meet their financial obligations to Meridian in a timely manner, and to sustain Meridian's learning environment. As such, students are subject to

Administrative Withdrawal due to academic, financial, and/ or registration issues. The specific criteria used to assess for Administrative Withdrawal is listed in the Student Handbook.

CONFLICT RESOLUTION PROCESS

Conflict is essential to learning, individuation, and the creative process. The process of working through conflict supports and deepens our relationships and our creativity. Meridian's Conflict Resolution Process seeks to satisfactorily resolve conflict through an informal approach based on psychologically aware conversation.

When conflict arises, a focused and face-to-face attempt should be made to resolve issues directly with the people involved. Occasions of conflict can be a time to draw on skills and capacities essential for psychological work. Significant healing and closure can come from sincere, psychologically aware

conversation. Working through conflict while maintaining psychological awareness during moments of disagreement, struggle, and anger can be a profoundly transformative experience. Learning to have these conversations effectively is an important aspect of Meridian's graduate curriculum. Meridian faculty and staff are available to provide assistance if the student would like help to create a context in which a conversation can take place.

When the above informal approach is not effective, the student has the option of initiating a formal grievance procedure by submitting a statement of grievance addressed to Meridian's Administrative Director. This statement of grievance should include all the relevant specifics about the issue. The Administrative Director conducts an inquiry to assess the validity of the grievance and to determine the appropriate remedies. Further detail on the grievance procedure may be found in the Student Handbook.

AGREEMENT TO ARBITRATE

Any controversy or claim between the student and Meridian University, its employees, classroom and residential facilities, directors, officers, trustees, agents and/or affiliates, arising out of or in any way related to the Enrollment Agreement or the student's enrollment at Meridian University, no matter how described, pleaded, or styled, shall be resolved by binding arbitration administered at Santa Rosa, California.

FINANCIAL INFORMATION

STUDENT ACCOUNTS

The Student Accounts Office is responsible for receiving and processing tuition and fee payments, refunds, and Department of Education loan disbursements.

Key Points:

- Contacting the Student Accounts Office is the best way to handle any questions about billing and payments - studentaccounts@meridianuniversity.edu.
- Accessing the [Student Services Portal](#) is the best way to view your student account balance.
- Students are responsible for adhering to Meridian's payment and refund policies and knowing when payments are due.
- We send communication to students via @meridianuniversity.edu email addresses. Students are responsible for ensuring they are able to access these emails.
- Always read emails from @meridianuniversity.edu addresses - ensure that these emails do not go to your spam folder.

FINANCIAL AID DISBURSEMENTS

Financial aid is disbursed from the U.S. Department of Education directly to Meridian in equal disbursements after the start of each quarter once registration and attendance are confirmed.

Meridian applies financial aid towards charges for tuition and fees for the current quarter. Students are responsible for payment of all outstanding charges not covered by financial aid.

Once students have completed all required documents for financial aid and the award has been processed by Meridian, expected financial aid will be noted on the student's account until funds have been received from the U.S. Department of Education and processed by Meridian each quarter. Any tuition and fees not covered by Financial Aid are expected to be paid before the start of each quarter.

PAYMENTS

Tuition is due annually, quarterly or monthly, based on the payment plan selected by the student.
Payment Plans and Due Dates

As part of the registration process each academic year, students select a payment plan and must stay with that plan for the entire academic year. Partial payments are not accepted; however, you may make advance payments.

- Annual — All tuition and fees are due by September 1. *This plan is only available to students in the monthly format.*
- Quarterly — All tuition and fees are due by the first day of each quarter (September 1, December 1, March 1, and June 1).
- Monthly — All tuition and fees are due by the first of each month.

Note that students whose direct costs (owed to Meridian) are entirely covered by a financial aid award still need to select a payment plan, in case they do end up with a balance not covered by financial aid.

LATE PAYMENTS

A late fee of \$25 is assessed on all late payments past the due date (as described above for each payment plan).

WHAT TO PAY

Consult the Tuition and Fees statement provided with your registration materials or the [Student Services Portal](#) to determine the amount you need to pay as well as when payment is due. Note that Meridian does not provide paper billing statements or payment receipts for tuition or fees unless specifically requested. Students are responsible for tracking what they owe and paying on time.

HOW TO PAY

To make a payment by credit card, access the [Student Services Portal](#). Meridian accepts payments by Visa, MasterCard, Discover, or American Express. Note that for payments by credit card, the system will add a 3.25% credit card processing fee.

ACH bank account payments can also be made via the [Student Services Portal](#). Note that for bank account payments, the system will add a 0.8% payment processing fee.

All checks or money orders are to be made payable to Meridian University. Write your cohort number and specify what your payment is for on the memo section of the check.

If the check is from a third party sponsoring your attendance, please ensure that the check memo includes your name or the payment will be rejected by Meridian.

INSUFFICIENT FUNDS

When a check submitted for any fee is returned by the student's bank for insufficient funds, a returned check fee is assessed to the student's account. Any student having more than two returned checks during an academic year will be required to pay all future fees using money orders or cashier's checks.

WHERE TO PAY

All tuition payments should be mailed to:

Student Accounts Office
Meridian University
47 Sixth St
Petaluma, CA 94952

If you would like to pay in person at Meridian's Petaluma Center, you may do so by enclosing your payment in an envelope marked with your name, the payment amount, and the quarter for which you are paying. All payments should be addressed to the Student Accounts Office.

CHANGE OF ADDRESS

It is each student's responsibility to make sure that Meridian University and the U.S. Department of Education have the most current and correct address, phone number, and email information. If this information changes, the respective representatives must be notified.

CREDIT BALANCES

This section is about financial aid credit balances. View the [Leave of Absence, Withdrawals and Refund Policy](#) for information on refunds of tuition and fees..

For students whose financial aid award exceeds the direct costs owed to Meridian, the amount of the quarterly financial aid disbursement from the U.S. Department of Education will be higher than the tuition and fees owed for the same period. These students are entitled to a refund which will be sent directly from Meridian in the form of a [direct deposit](#) to the U.S. bank account on file with Meridian - within approximately 14 days from the date the funds are received and applied to the student's account.

If you would like Meridian to retain credit balances on your account and apply them against future balances owed, submit the [Authorization to Hold Credit Balance](#) form.

Students who do not have a U.S. bank account must contact the Student Accounts Office to coordinate other credit balance refund options.

TUITION AND FEE DEFERMENTS FOR FINANCIAL AID

A Financial Aid Fee Deferment does not pay or waive your tuition and fees. It is only a delay until financial aid is applied.

A Financial Aid Deferment permits eligible students to delay payment of tuition and fees. Deferments are issued based on the expectation tuition and fees will be paid, either partially or in full, by financial aid. This deferment allows students with unpaid charges to remain registered for classes - but only until the fifth week of the quarter. Students issued a fee deferment are still responsible for all charges on their account if financial aid is not issued or does not cover all costs.

If there is a delay in applying for financial aid, an interim payment may be required depending upon the nature of the delay.

When Meridian receives financial aid funds, they are credited to the student's account. Any excess credit balance on the student's account will be refunded or applied to future charges if the student has submitted the Meridian Authorization to Hold Credit Balance form.

If a student has previously defaulted on an extension or payment agreement with Meridian, a tuition deferment may not be approved.

MORE INFORMATION

The Student Accounts Office is located at Meridian’s Petaluma Center and can be reached by email at studentaccounts@meridianuniversity.edu or by phone at (707) 765-1836 between 9am and 5pm Pacific Time - Monday through Friday.

The [Tax Relief Act of 1977](#) provides an opportunity for students to receive a tax savings. These benefits, called the American Opportunity Tax Credit and Lifetime Learning Tax Credit, allow taxpayers to reduce their federal income tax based upon qualified tuition and fees paid, if the taxpayer meets all Tax Relief Act of 1977 requirements.

FINANCIAL AID

Financial aid provides financial assistance to students enrolled on a full-time basis as financing an education can be challenging. The Financial Aid Office is committed to making this process as straightforward and manageable as possible.

Federal and state regulations governing the various federal and state programs may change periodically. Please contact the Financial Aid Office for the most current information.

STUDENT CONSUMER INFORMATION

All postsecondary institutions participating in federal financial aid programs are required to make available certain information to assist consumers in making better informed decisions about their educational options. Please visit Meridian’s Student Consumer Information for this information and required disclosures.

FINANCIAL AID CONSULTATION

All applicants and accepted students can schedule a phone or video-conference consultation with the Meridian Financial Aid Coordinator.

You may schedule a consultation by emailing financialaid@meridianuniversity.edu or calling (707) 765-1836.

CONTACTING THE MERIDIAN FINANCIAL AID OFFICE

Financial Aid Office
Meridian University
47 Sixth St
Petaluma, CA 94952

OFFICE HOURS: Monday–Friday, 9:00am–5:00pm

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EMAIL: financialaid@meridianuniversity.edu

PHONE: 707-765-1836

FAX: 707-765-2351

The Financial Aid Office addresses areas such as:

- Entrance Counseling
- Financial Aid for New Student
- Financial Aid for Current Students
- Financial Aid Document collection
- Scholarships
- Enrollment Agreements
- Academic Plans
- Satisfactory Academic Progress Review
- Doctoral Project Students
- Re-admitted Students
- Financial Aid Eligibility Appeal Review
- Administrative Policies & Compliance (ED, WASC, BPPE)
- Exit Counseling

FEDERAL LOANS

The following Federal Direct Loan resources are available to help you complete the financial aid process. You must have your Federal Student Aid ([FSA ID](#)) to access these sites and you will be redirected to the U.S. Department of Education website when applying for Financial Aid.

Federal Direct Stafford Loan	Sign the electronic Master Promissory Note (E-MPN) under Manage My Direct Loans
Federal Direct PLUS Loan	Direct PLUS Loan Request Process under Manage My Direct Loans
Entrance Loan Counseling	Entrance Loan Counseling under Manage My Direct Loans (New borrowers are required to complete entrance counseling for each loan type (Stafford and PLUS) prior to the first disbursement of funds.)
Exit Loan Counseling	Exit Counseling requirements (Upon separation from Meridian, students are sent a link to online counseling & a pdf attachment with exit counseling information.)

Loan Repayment	Learn more about loan repayment options under Managing Repayment
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STUDENT LOAN COUNSELING

As noted above, students borrowing from the Federal Loan programs, are required to complete an [Entrance Counseling](#) session prior to receiving the first loan disbursement as well as an [Exit Counseling](#) session when leaving Meridian University. The loan counseling sessions are to inform the student of his/ her rights and responsibilities as a student loan borrower as well as about student loan indebtedness.

GENERAL ELIGIBILITY CRITERIA: HOW DO I QUALIFY?

The Federal Direct Stafford Loan program is not based on your income or assets: there is no requirement to demonstrate financial need.

The eligibility criteria to qualify are:

- Be admitted and enrolled on full-time basis in an eligible program at Meridian.
- Must be a U.S. citizen or legal permanent resident of the United States.
- Complete the [FAFSA](#) each year to determine eligibility for federal financial assistance. Use Meridian’s School Code: 042711
- Must be in good standing in order to qualify for federal financial assistance. (Student may not be in default on or owe a refund for any federal financial aid programs or federal liens).
- Provide proof of compliance with selective service registration and drug conviction regulations.
- Must be making Financial Aid [Satisfactory Academic Progress](#) (FSAP) toward the completion of his/her degree requirements.
- Students are responsible for paying the interest on a Direct Unsubsidized Loan during all periods. If a student chooses not to pay the interest while they are in school and during grace periods and deferment or forbearance periods, interest will accrue (accumulate) and be capitalized (that is, interest will be added to the principal amount of the student’s loan).

FINANCIAL AID PROCESS: HOW DO I APPLY?

Step One: Apply for [FSA ID Number](#)

Step Two: Complete the FAFSA at <https://fafsa.ed.gov>

Step Three: Once the [FAFSA](#) results are received, Meridian will determine your eligibility and email you an Award Notification with instructions on how to complete the financial aid process

Step Four: You accept or decline the Award on Meridian’s Financial Aid Online System. If you accept the Award, you must complete an online Master Promissory Note and Entrance Counseling requirements through the U.S Department of Education website at <https://studentloans.gov>.

DEADLINES

- Students may apply for the Stafford Loan year-round by completing the [FAFSA on-line at https://fafsa.ed.gov](https://fafsa.ed.gov) but plan ahead to ensure that you complete the required items by the start of the quarter.
- All items should be accurately completed and received by the Financial Aid Office at least 3 weeks prior to your tuition due date. Although loans will be originated throughout the academic year, students who do not submit the required items in a timely manner must be prepared to meet their tuition obligation.

LOAN DISBURSEMENTS

Review Meridian’s Student Accounts page for information on payments, credit-balances, and disbursements.

LOAN DEFERMENTS

Most federal student loans may be deferred while the student is enrolled at least half time at Meridian. Students are to contact the loan servicer to determine if a deferment form is required by the loan servicer. If required, complete the Borrower Section then send the deferment form to Meridian University.

DIVERSITY GRANT

Qualified students may request a Meridian Diversity Grant. Criteria used in determining the student’s eligibility for the Diversity Grant are:

- Demonstrated financial need
- Meeting race and ethnic diversity criteria.

Keep in mind that outside grants and scholarships are “free sources” of financial aid that do not have to be paid back. You should never be asked to pay for scholarship applications. Please be mindful and look out for [financial aid scams](#).

FINANCIAL AID SUPPORT AND ASSISTANCE

The following links will walk you through the FAFSA and Financial Aid Process:

- [Federal Student Aid](#)
- [youtube.com/federalstudentaid](https://www.youtube.com/federalstudentaid)
- [storify.com/FAFSA](https://www.storify.com/FAFSA)
- Types of Loans and the amounts a graduate student can borrow:
 - studentaid.ed.gov/types/loans/subsidized-unsubsidized#how-much-can-i-borrow
- Check the status of your loan(s) – studentloans.gov
- Federal Student Aid History: NSLDS – nsls.ed.gov
- Loan Repayment information/Debt Counseling
 - usafunds.org
 - nelnet.com
 - Mygreatlakes.org
 - studentaid.ed.gov/repay-loans
- BPPE <http://www.bppe.ca.gov/students/financial.shtml>
- IRS data retrieval tool and instructions: [youtube.com/watch?v=W7Uh3SbRaxA](https://www.youtube.com/watch?v=W7Uh3SbRaxA)
- Consolidation/IBR Information – studentaid.ed.gov/repay-loans/consolidation
- Contact the Ombudsman: <http://studentaid.ed.gov/repay-loans/disputes/prepare>
- [AC Online Resources](#) – Affordable Colleges Online Resource Center

BUDGETING YOUR MONEY

Here are some links to some free resources online for quick budget outline, such as:

- whatsmyscore.org – One-stop money management for students
- practicalmoneyskills.com – Money management portal
- stretcher.com – The Dollar Stretcher, lots of ideas
- smartmoney.com – Tools, investments, news
- [The Daily Muse Budget Template](#) spreadsheet
- [GradSense Budget Calculator](#).
- Budgeting software like [Mint](#) or [You Need a Budget](#).

ESTIMATING COST OF LIVING

- CNN Money Cost of Living Calculator: <http://money.cnn.com/calculator/pf/cost-of-living/>
- Economic Policy Institute's "Family Budget" Calculator: <http://www.epi.org/resources/budget/>

UNDERSTANDING CREDIT

- jeanchatzky.com – Award-winning journalist and best-selling author
- myfico.com – Information about your FICO Score
- whatsmyscore.org – One-stop money management for students
- consumercredit.com – Credit counseling

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- annualcreditreport.com – Free annual credit report

SCHOLARSHIPS

- fastweb.com – Free scholarship Search engine
- collegeanswer.com – Free Scholarship Search engine

ADDITIONAL FINANCIAL AID RESOURCES FOR STUDENTS WITH DISABILITIES

"MoneyGeek.com aims to help students make smarter financial decisions for their lifestyle. Living with a disability can alter a person's lifestyle drastically, which is why our team has been working hard to build a helpful set of easy-to-use resources for students with disabilities." MoneyGeek guides include information about:

- Scholarships and financial aid for students
- Understanding ADA laws and rights of workers
- View them here:
 - [MoneyGeek.com: Scholarships & Grants for Students with Disabilities](#)
 - [MoneyGeek.com: Workers with Disabilities & The ADA](#)

OTHER OUTSIDE SOURCES OF FINANCIAL ASSISTANCE

[Higher Education Tax Incentives](#): The federal government has created several tax benefits for families who are saving, or already paying, for higher education. There are also benefits for people who are repaying their student loans. For information from the National Association for Student Financial Aid Administrators (NASFAA), click [here](#) as this provided a good resource for explaining the benefits and qualifications for each tax relief program. For more information on these programs contact your accountant or you may call the IRS Office of Public Liaison at 202.622.2970 or visit the website at www.irs.gov.

FEDERAL WORK-STUDY

Meridian does not participate in the Federal Work-Study program.

PRIVATE ALTERNATIVE EDUCATION LOANS

Under the Federal Financial Aid programs available to Meridian students, students may borrow up to the cost of attendance (as determined by the Financial Aid Office) less other aid received.

Non-federal loan programs may require the following:

- At least half-time enrollment (note that all coursework students enrolled at Meridian are considered full-time);
- A good credit history;

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- Demonstrated ability to repay the loan, and;
- US citizenship or permanent resident status;
- Some loans may require a credit-worthy US citizen or permanent resident co-signer.

For details on federal student loans and their provisions, please visit <http://studentaid.ed.gov>. It is important that you make an informed decision regarding the lender and loan program you select. Students are encouraged to review their eligibility for federal student loans before pursuing private education loans as the terms and conditions may be more favorable.

The new Truth in Lending Act (TILA) disclosure requirements on private education loans took effect, February 14, 2010. The US Department of Education regulations on private education loans require that:

1. the lender present full disclosure of the terms and conditions of the loan (including fees, interest rates, repayment amounts) and;
2. the school certify a student's cost of attendance and eligibility prior to the lender disbursing funds and;
3. the lender obtains written confirmation through a signed self-certification from the borrower that s/he understands the terms and conditions prior to releasing loan funds to the school.

The new disclosure requirements may extend the processing time for private loans and may delay the release of loan funds to the school. Please allow a minimum of three weeks for processing of private alternative loans.

You will be required to complete the following disclosure form before a lender will disburse a private loan: [Private Education Loan Application Self Certification](#) (pdf).

QUALIFICATIONS

- Students must be enrolled at least half time.
- Creditworthy (good credit history) or credit ready (no credit history and adhere to cumulative debt limits)
- Sufficient monthly income to repay the loan
- Stable residence and employment history
- U.S. citizen or permanent resident

REPAYMENT OPTIONS

1. Students generally have three repayment options. Refer to terms and conditions for specific options.
 - a. Pay interest and principal while in school
 - b. Pay interest-only while in school
 - c. Defer principal and interest and have the interest capitalized (added to your principal)

2. There may be a minimum payment per month, but will be adjusted higher depending on amount borrowed. Repayment period is up to 15 – 25 years depending upon type of loan and the amount borrowed.

INTEREST RATE

The interest rates are usually variable and may be based on the Prime rate +/- percentage points or a LIBOR rating +/- percentage points depending on the loan program and the lender.

LOAN FEES

The guarantee fee is often between 0% and 10%, depending on the student's credit history and the availability of a co-applicant for the loan. In addition, some loans have an additional fee added to the principal balance when the loan goes into repayment.

TO APPLY

If you would like to apply for a private alternative loan, log on to the [FinAid](#) website to find a lender with which you would like to work.

- Due to the current state of the lending industry and because Meridian is a small private institution, it is important to note that some lenders may opt not to work with Meridian students.
- For complete details of the terms and conditions of each alternative loan program contact the lender directly, or visit their website directly.

NON-DISCRIMINATION POLICY

Meridian is committed to a policy of non-discrimination and does not discriminate on the basis of race, color, national origin, religion, creed, gender, sexual orientation, or identity, physical or mental disability, citizenship status (within the limits imposed by law or Institute policy), marital status, medical condition, or age in any of its policies, procedures or practices.

STUDENT'S RIGHT TO CANCEL

To cancel this Enrollment Agreement and obtain a refund, the student must provide written notice to:

Academic Records Office
Meridian University
47 Sixth St
Petaluma, CA 94952

Or EMAIL: academicrecords@meridianuniversity.edu

If the student is entitled to a refund, the refund will be mailed within 45 days. However, if the student owes monies, the refund amount will first be applied towards any outstanding financial aid debts following the Return of Title IV Funds policy or Meridian University, whichever is applicable. For the purpose of determining a refund under this section, students shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the school, in writing, of the student’s withdrawal. (See Refundable Tuition Policy below)
- The school terminates the student’s enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the school; absences in excess of maximum set forth by the school; and/or failure to meet financial obligations to the school. (See the Student Handbook for a full description of Administrative Withdrawal)
- The student fails to return from a Leave of Absence.

REFUNDABLE TUITION POLICY

The student has a right to a full refund of all charges for instruction less the amount of \$250 for application or deposit if the student cancels this Enrollment Agreement prior to attendance at the first class session or the seventh day after enrollment, whichever is later. In addition, the student may withdraw or take a Leave of Absence from the program after instruction has started and receive a prorated/partial refund for the unused portion of the tuition and other refundable charges (through 60% of each quarter).

The prorated partial refund is based on a per credit tuition calculation. “*Per credit tuition calculation” is the tuition for the specific quarter, program, and academic year, divided by the number of credits offered in that specific quarter and program. For newly admitted students, a \$250.00 deposit is non-refundable, otherwise the refund policy below applies. The Residential Plan fee, is prorated based on actual use, except for the non-refundable portion of \$450 as noted in the Residential Plan Agreement. If the student withdraws or takes a Leave of Absence after instruction has begun, they will receive a partial, prorated refund of the tuition charges as stated below:

TIME-FRAME — ACADEMIC QUARTER REFUND

On or before the first day of class of the quarter.....	100%
Day 2 to day 7*	80%
Day 8 to day 14*	70%
Day 15 to day 21*	60%
Day 22 to day 28*	50%
Day 29 to day 35*	40%
Day 36 to day 42*	30%
After day 42 *.....	0%

* Based on a per credit tuition calculation noted above

FINANCIAL AID

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

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

FOR STUDENTS WHO HAVE RECEIVED FEDERAL STUDENT FINANCIAL AID

If the student has received federal student financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid program funds.

Financial aid recipients funding will be evaluated based on the federal refund policy as outlined in the Return of Title IV Funds policy for any withdrawn or leave of absence students. Any return of Title IV funds will be paid as applicable, 1) Unsubsidized Federal Direct Loan, 2) Federal PLUS/Direct Loan 3) Other Federal, state, private or institutional aid, 4) the student. If the student has received personal payments of Title IV aid, he/she may be required to refund the aid to the applicable program. Students attending the institution for the first time who withdraw or terminate prior to course completion and who are recipients of Title IV funds shall be evaluated for a return of Title IV funds according to federal guidelines. All financial aid recipients must complete an Exit Interview as required by federal regulations. Lenders will be notified through the National Student Clearinghouse of the last date of attendance and the repayment terms and conditions of the loan will begin.

If the student obtains a loan to pay for their educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If any portion of the tuition was paid from the proceeds of a loan or third party, the student will have the opportunity to repay the full amount of the loan plus interest, less the amount of any refund. The refund shall be sent to the lender, third party, or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student.

The student understands that if a separate party is financing his/her education, the student, and the student alone, is directly responsible for all payments and monies owed to the school listed on this Enrollment Agreement. Loan, tuition, or other balances owed to Meridian University by the student will be paid according to the terms set forth in this Enrollment Agreement and any Meridian University Promissory Note(s), if applicable.

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Continuation students who complete all graduation requirements or withdraw from Meridian University will receive a refund of the Continuation Fee, prorated on a quarterly basis. Continuation students who complete their program or withdraw after June 1, 2018, will not receive a prorated Continuation Fee refund.

DOCTORAL PROJECT REFUND POLICY

Continuation students who withdraw while they are inside their doctoral project clock must submit a written request to academicrecords@meridianuniversity.edu in order to withdraw from the program. The date of withdrawal will be determined by the date written notification is received by Records. While in the doctoral project clock, the Continuation student will be charged based on the quarterly breakdown of their doctoral project fee, inclusive of the current quarter and any excess payment will be refunded within thirty (30) days of notification of withdrawal. For example, if a student withdraws in the middle of their second quarter of their eight quarter dissertation clock, they would be refunded all but two-quarters worth of their eight quarter dissertation fee. Any financial aid would be canceled, and a Return of Title IV Aid calculation would be completed.

BLENDED LEARNING FORMAT

Students participating in the Blended Learning format have the right to cancel the Enrollment Agreement and receive a full refund before accessing the Online Learning Management system (where lessons and materials are found). Cancellation is effective on the date that written notice of cancellation is received, as noted above. If the student has accessed the Online Learning Management System before effective cancellation notice was received, the school can send the refund within 45 days.

Students are entitled to:

- published information on current tuition and fees
- the protection of their privacy from unauthorized disclosure
- the opportunity to review their files
- fair and reasonable evaluation of academic performance
- the opportunity to petition Meridian policies
- the use of a timely and consistent grievance procedure

RETURN OF FEDERAL FUNDS POLICY

Meridian has implemented the Return of Federal Funds policy as required by federal regulations (Sect. 668.22 Higher Education Amendments of 1998). For those students who are eligible and receive federal financial aid and find it necessary to withdraw from Meridian prior to the completion of the current quarter, the following federal policy applies:

- The focus of the policy is to return the unearned portion of the federal financial aid for the enrollment period.

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- Only the amount of financial aid that has been earned (based on the number of calendar days completed in the period of enrollment) will be retained on the student's behalf.
- Any aid unearned will be returned to the U.S. Department of Education.
- The Return of Federal Funds will be calculated based on the date the student begins the official withdrawal process (by submitting their written withdrawal notice to: Records Office, Meridian University, 47 Sixth Street, Petaluma, California, 94952 or academicrecords@meridianuniversity.edu), the last date of documented attendance or for an unofficial withdrawal, the midpoint of the term or the last documented date of attendance.
- If a student withdraws from school on or before the 60% point in the Quarter, then the school and possibly the student shall return the percentage of unearned Title IV federal financial aid.
- The distribution of returned funds is as follows:
 1. Federal Unsubsidized Stafford Loan
 2. Federal Subsidized Stafford Loan
 3. Grad PLUS Loan
 4. State, Private, or Institutional Aid
 5. The Student

The law specifies how Meridian must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs offered at Meridian are:

- Federal Direct Graduate Loans (Unsubsidized)
- Federal Direct Graduate PLUS Loans

CALCULATION OF THE AMOUNT OF TITLE IV FUNDS THAT A STUDENT HAS EARNED UPON WITHDRAWAL

When you withdraw from school during a payment period the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. The amount of assistance that you have earned is determined on a prorated basis. For example, if you completed 30% of the scheduled hours in your payment period, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the scheduled hours in your payment period, you earn all the assistance that you were scheduled to receive for that period.

THE CONDITION UNDER WHICH TITLE IV PROGRAM FUNDS WOULD BE REQUIRED TO BE RETURNED

If you received more assistance than you earned, the excess funds must be returned by the school and/or you. If you receive (or your school or parent received on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of: your institutional charges multiplied by the unearned percentage of your funds, or the entire amount of excess funds. The school must return this amount even if it didn't keep this amount of your Title IV program funds.

THE CONDITION UNDER WHICH A STUDENT WOULD BE OWED A DISBURSEMENT OF TITLE IV PROGRAM FUNDS UPON WITHDRAWAL FROM THE INSTITUTION

If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds as follows:

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct Loan funds that you would have received had you remained enrolled past the 30th day.

HOW THE WITHDRAWAL DATE FOR A STUDENT WHO WITHDRAWS OFFICIALLY OR UNOFFICIALLY IS DETERMINED

Students taking a Leave of Absence or withdrawing from Meridian are eligible for a tuition refund after submitting written notification to:

Academic Records Office
Meridian University
47 Sixth St
Petaluma, CA 94952

Or academicrecords@meridianuniversity.edu

The date of the Leave of Absence or withdrawal will be determined by the date written notification is received by Meridian's Records Office. If students withdraw or requests a Leave of Absence from Meridian after instruction has begun, they will receive a prorated refund of the tuition charges as stated below. If the student is administratively withdrawn, the date of administrative withdrawal is noted as the withdrawal date.

TIME FRAME FOR THE RETURN OF TITLE IV FUNDS

The school has 45 days from the withdrawal date to complete an R2T4 calculation and return any funds due to the Title IV programs. If a student on a Leave of Absence does not return by the approved end date of their leave, an R2T4 calculation will be completed based on the effective date the leave of absence began

THE ORDER IN WHICH TITLE IV PROGRAM FUNDS MUST BE RETURNED

The school and or the student if applicable must return Title IV funds to the programs from which the student received aid during the payment period or period of enrollment as applicable, in the following order, up to the net amount disbursed from each source:

1. Unsubsidized Direct Stafford loans (other than PLUS loans).
2. Direct Graduate PLUS loans.

REPAYMENT OF STUDENT LOANS

The student loans that remain outstanding in (Box R) of Step 8 of the R2T4 calculation worksheet consist of the loans disbursed to the student (Box B) minus any loans the school repaid in Step 6, Block P. These outstanding loans are to be repaid by the student according to the terms of the student's promissory notes.

A SCHOOL'S RESPONSIBILITIES IN THE RETURN OF FUNDS BY THE STUDENT

A school has responsibilities that continue beyond completing the Return calculation and returning the funds for which it is responsible. Here we discuss the institution's participation in the return of funds by the student.

Students who owe overpayments as a result of withdrawals initially will retain their eligibility for Title IV funds for a maximum of 45 days from the earlier of:

1. The date the school sends the student notice of the overpayment, or
2. The date the school was required to notify the student of the overpayment.

Within 30 days of determining that a student who withdrew must repay all or part of a Title IV grant, the school will notify the student in writing via U.S mail that he or she must repay the overpayment or make satisfactory arrangements to repay it. In its notification, the school will inform the student of the following five items:

1. The student owes an overpayment of Title IV funds.

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2. The student’s eligibility for additional Title IV funds will end if the student fails to take positive action by the 45th day following the date the school sent or was required to send notification to the student.

There are three positive actions a student can take to extend his or her eligibility for Title IV funds beyond 45 days:

1. The student may repay the overpayment in full to the school.
2. The student may sign a repayment agreement with the school. Note: Two years is the maximum time a school may allow for repayment.
3. The student may sign a repayment agreement with the Department.

*****The student should contact the school to discuss his or her options*****

CONSEQUENCES FOR NOT FOLLOWING UP ON THE NOTIFICATION

If the student takes no positive action during the 45-day period, the school will report the overpayment within a few days of the end of the 45-day period to NSLDS on the NSLDS Professional Access Web site under the AID tab, “Overpayment List” menu option after the 45-day period has elapsed.

If the student fails to take one of the positive actions during the 45-day period, the student’s overpayment will be reported immediately to the NSLDS and referred to the Debt Resolution Services for collection.

WHEN A STUDENT RECEIVES ADDITIONAL FUNDS DURING THE 45-DAY PERIOD OF EXTENDED ELIGIBILITY

Students who owe overpayments as a result of withdrawals generally will retain their eligibility for Title IV funds for a maximum of 45 days from the earlier of (a) the date the school sends the student notice of the overpayment, or (b) the date the school was required to notify the student of the overpayment. A student who receives Title IV funds within that period of extended eligibility and then fails to return the overpayment or make repayment arrangements becomes ineligible for additional Title IV program funds on the day following the 45-day period. However, any Title IV program funds received by the student during the 45-day period were received while the student was eligible. Therefore, those Title IV funds do not have to be returned (unless the student withdraws a second time). A student who loses his or her eligibility for Title IV funds at the expiration of the 45-day period will remain ineligible for additional Title IV funds until the student enters into a repayment agreement with the Department.

If, at any time, a student who previously negotiated a repayment arrangement fails to comply with the terms of his or her agreement to repay, that student immediately becomes ineligible for additional Title IV funds.

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The school will also notify the student in writing via U.S. mail using a Refund Calculation worksheet, of the amounts of aid that were retained by the school for institutional charges and the amount(s) of aid that will be refunded by the school to each Title IV program. The student will also be notified of the amount of Title IV loans they will owe after all applicable refunds have been made, the requirement for the student to complete exit counseling, when the student will be responsible to start repayment of their student loans and who they may contact for further assistance or to report any changes to their personal information.

The requirements for Title IV program funds when you withdraw are separate from any Institutional Refund Policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FED AID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov.

RIGHTS AND RESPONSIBILITIES OF STUDENT

Students are responsible for completing all forms accurately and by the published deadlines. They are also responsible for submitting information requested to the Financial Aid Office in a timely manner. Along with the information, students are responsible for keeping the Financial Aid Office up to date with any changes to name, address, and marital status. In addition students should notify the Financial Aid Office of any assistance from non-college sources such as scholarships, loans, and educational benefits. Students are responsible for informing the Financial Aid Office of any enrollment changes such as requests for leave of absences. Lastly, but not limited to, students are responsible for maintaining satisfactory academic progress, and re-applying for aid each year.

TRANSCRIPTS

All transcripts issued by Meridian University adhere to the Family Educational Rights and Privacy Act of 1974. Transcripts are issued upon written request by the student authorizing the release of information.

Meridian University does not issue transcripts, certificates, diplomas, bound doctoral projects, degree conferral letters, or award degrees until all financial obligations to Meridian are satisfied.

2017-18 SCHEDULE OF CHARGES

Application Fee	\$50	Mandatory, non-refundable
Tuition - Monthly Format (\$650 per credit)	\$19,500	Mandatory, partially refundable
Tuition - Blended Format (\$650 per credit)	\$19,500	Mandatory, partially refundable

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Tuition: Certificate of Completion (\$650 per credit)	\$7,800	Mandatory, partially refundable
Tuition Deposit	\$250	Mandatory, non-refundable
Residential Fee (if applicable)	\$2,400	Optional, partially refundable
Non-Residential Fee: Day Use Fee (if applicable)	\$500	Mandatory, non-refundable
Annual Finance Charge: Monthly Payment Plan Option	\$360	Optional, non-refundable
Books and Supplies	\$1,300*	Optional, non-refundable
Continuation Student Registration Fee	\$1,400	Mandatory, partially refundable
Dissertation Fee: Two-Year Period (PhD/EdD Students)	\$19,500**	Mandatory, partially refundable
Clinical Case Study Fee: One-Year Period (PsyD Students)	\$9,750**	Mandatory, partially refundable
Dissertation Extension Fee (4-Quarter Extension)	\$9,750**	Optional, partially refundable
Clinical Case Study Extension Fee (4-Quarter Extension)	\$9,750**	Optional, partially refundable
Quarterly Dissertation Fee <i>beyond</i> the 4-quarter Extension Fee (per quarter fee)	\$2,437	Optional, non-refundable
Quarterly Clinical Case Study Fee <i>beyond</i> the 4-quarter Extension Fee (per quarter fee)	\$2,437	Optional, non-refundable
Doctoral Project Binding Fee (three copies)	\$450	Mandatory, non-refundable
Clinical Practice Practicum Summer Quarter Fee (per credit fee, if applicable)	\$650	Optional, non-refundable
Library Fee	\$150***	Mandatory, non-refundable
Degree Program/Format Transfer Fee	\$300	Optional, non-refundable
Readmissions Fee	\$300	Mandatory, non-refundable
Optional Tutorial Fee	\$300	Optional, non-refundable
Required Tutorial Fee	\$300	Mandatory, non-refundable
Audit Fee (per credit)	\$100	Optional, non-refundable
Graduate Certificate Fee	\$500	Optional, non-refundable
Academic Credit fee for Non-Matriculated Certificate	\$1,560	Mandatory, non-refundable
Leave of Absence Fee	\$300	Optional, non-refundable
Official Transcript Fee	\$15	Optional, non-refundable
ID Card Replacement Fee	\$15	Optional, non-refundable
Late Registration Fee	\$50	Optional, non-refundable
Late Fees (tuition, loans, etc.)	\$25	Optional, non-refundable
Returned Check Fee	\$35	Optional, non-returnable
Grade Change Fee	\$75	Optional, non-refundable
Student Tuition Recovery Fund (STRF)	\$.00 per \$1,000****	Mandatory, non-refundable

* This amount is an annual approximate depending on the choices that students make regarding the purchase of books and supplies.

**The dissertation fee covers an eight-quarter period and is equal to the tuition during the first year

the student entered the program. As an example, for PhD and EdD students entering during the 2017-18 year, the dissertation fee would be \$19,500. The clinical case study fee covers a four-quarter period and is equal to half of the tuition during the first year the student entered the program. As an example, for PsyD students entering during the 2017-18 year, the clinical case study fee would be \$9750. If a student withdraws and then re-admits, their doctoral project fees will be based on the *Schedule of Charges* in place at the time of their re-enrollment. PhD and EdD students who find that additional time beyond the eight quarters is necessary for completion of their dissertation (and PsyD students who find that additional time beyond the four quarters is necessary for completion of their clinical case study), must enroll in the extended four-quarter clock, which is half of the fee charged for the initial eight-quarter period or the full fee for the four-quarter period.

*** This amount covers library fees at Meridian, however supplemental fees may be necessary as assessed by non-Meridian library facilities of student's choice.

**** California Residents only (one-time fee).

Note: An "Optional" fee is required when a student selects an optional service.

STUDENT TUITION RECOVERY FUND (STRF) — SCHEDULE OF CHARGES CONTINUED

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party."

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- The school closed before the course of instruction was completed.

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- The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
- The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
- There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
- An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

Meridian University reserves the right to increase tuition and fees, in the above Schedule of Charges, on an annual basis.

ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM: (See in Schedule of Charges)

- MA IN PSYCHOLOGY: 2–3 YEARS = \$49,000
- MA IN COUNSELING PSYCHOLOGY: 2.75–3.5 YEARS = \$67,000
- PsyD IN CLINICAL PSYCHOLOGY—ADVANCED STANDING: 4–5 YEARS = \$82,000
- PhD IN PSYCHOLOGY—ADVANCED STANDING: 5–6 YEARS = \$93,000
- PsyD IN CLINICAL PSYCHOLOGY: 5–6 YEARS = \$115,000
- PhD IN PSYCHOLOGY: 6–7 YEARS = \$117,000
- MEd IN EDUCATIONAL LEADERSHIP: 2–3 YEARS = \$49,000
- EdD IN ORGANIZATIONAL LEADERSHIP: 4–5 YEARS = \$93,000
- MBA IN CREATIVE ENTERPRISE: 2–3 YEARS = \$49,000

COST OF ATTENDANCE

Cost of Attendance is a budget determined by the institution to estimate the cost of education for the academic year. This estimate includes direct costs, such as tuition, residential/non-residential fees, library fees, plus estimates of indirect costs, which include living expenses (outside of Meridian), books, travel, personal, and miscellaneous expenses.

The estimated figures of the indirect costs listed are provided by College Board and are based on both California regional and metropolitan budgets developed by the Bureau of Labor Statistics as well as benchmarked against other comparable graduate programs. *These are only estimates.* Individual student costs may vary based on standard of living and where the student lives.

DIRECT COSTS

Includes tuition and residential/non-residential fees and are the cost of items that you, the student, pay directly to the school.

TUITION

See chart below for tuition costs. Tuition and fee rates are expected to increase each year. All fees are reviewed annually and may be subject to increase by Meridian University at any time.

RESIDENTIAL/NON-RESIDENTIAL: DAY-USE FEES

See chart below for residential/non-residential fee costs. The Residential Fee covers seven days/six nights overnight accommodations during the Winter and Summer week-long at a nearby retreat centers or hotels and includes meals and day use fees. The Non-Residential/Commuter Fee includes commuter and day-use fees.

Dissertation or Clinical Case Study Fees: The dissertation fee covers an eight-quarter period and is equal to the tuition during the first year the student entered the program. As an example, for PhD and EdD students entering during the 2017-18 year, the dissertation fee would be \$19,500. The clinical case study fee covers a four-quarter period and is equal to half of the tuition during the first year the student entered the program. As an example, for PsyD students entering during the 2017-18 year, the clinical case study fee would be \$9750. If a student withdraws and then re-admits, their doctoral project fees will be based on the Schedule of Charges in place at the time of their re-enrollment. PhD and EdD students who find that additional time beyond the eight quarters is necessary for completion of their dissertation (and PsyD students who find that additional time beyond the four quarters is necessary for completion of their clinical case study), must enroll in the extended four-quarter clock, which is half of the fee charged for the initial eight-quarter period or the fee for the four-quarter period.

For more information regarding financial aid eligibility during the doctoral project phase of the program and for a breakdown of doctoral project fees, download the Doctoral Project Financial Aid Information sheet.

Additional Resource fees: Students pay an annual fee for access to numerous online databases.

INDIRECT COSTS

Students should be prepared to meet additional costs of their degree program. These additional costs can include travel, accommodations, food, textbooks, learning guides, readers, conference call charges, doctoral project editors, computer software and hardware, courses at other institutions, other library resources and commercial database searches, professional meetings, trainings, conferences,

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and/or workshops. Learning aids, consultants or other editors are the sole responsibility of the students using their services.

Personal expenses may vary based on individual standards of living and residence location. Students who find that the estimates below do not adequately reflect their cost, may request in writing the Financial Aid Office for an adjustment to their Cost of Attendance.

ESTIMATING COST OF ATTENDANCE

The following tables show the estimated average Total Estimated Cost of Attendance for the 2017–18 academic year.

- Direct costs are tuition and fee amounts that the students pay directly to Meridian and the totals is marked in green.
- Estimated indirect costs are additional fees and are amounts that are likely to vary for each students and the total is noted in light grey.
 - An estimated total which includes both the direct costs and estimated indirect cost are provided in dark grey in the tables below.

ESTIMATED COST OF ATTENDANCE FOR 2017–18

Total Estimated Cost of Attendance - Residential												
Direct or Estimated Indirect Cost	Category	Ph.D.in Psychology	Psy.D. in Clinical Psychology	Ph.D.in Psychology (Advanced Standing)	Psy.D. in Clinical Psychology (Advanced Standing)	Masters in Counseling Psychology	Masters in Counseling Psychology (3rd Year only)	Masters in Psychology	ME.d. in Organizational Leadership	Ed.D in Educational Leadership	MBA in Creative Enterprise	Continuation Student
Direct Cost	Tuition	\$19,500.00	\$19,500.00	\$19,500.00	\$19,500.00	\$19,500.00	\$14,625.00	\$19,500.00	\$19,500.00	\$19,500.00	\$19,500.00	\$1,400.00
Direct Cost	Residential Fees	\$2,400.00	\$2,400.00	\$2,400.00	\$2,400.00	\$2,400.00	\$1,200.00	\$2,400.00	\$2,400.00	\$2,400.00	\$2,400.00	\$0.00
Direct Cost	Application Fee	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$0.00	\$50.00	\$50.00	\$50.00	\$50.00	\$0.00
Direct Cost	Library Fee	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00
Direct Cost	Loan Fees (Est)	\$219.00	\$219.00	\$219.00	\$219.00	\$219.00	\$219.00	\$219.00	\$219.00	\$219.00	\$219.00	\$0.00
Direct Cost	STRF	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Direct Cost Total		\$22,319	\$22,319	\$22,319	\$22,319	\$22,319	\$16,194	\$22,319	\$22,319	\$22,319	\$22,319	\$1,550
Estimated Costs	Books & Supplies	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,000.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$0.00
Estimated Costs	Living Expenses	\$14,028.00	\$14,028.00	\$14,028.00	\$14,028.00	\$14,028.00	\$14,028.00	\$14,028.00	\$14,028.00	\$14,028.00	\$14,028.00	\$0.00
Estimated Costs	Transportation	\$4,764.00	\$4,764.00	\$4,764.00	\$4,764.00	\$4,764.00	\$4,764.00	\$4,764.00	\$4,764.00	\$4,764.00	\$4,764.00	\$0.00
Estimated Costs	Misc Expenses	\$7,668.00	\$7,668.00	\$7,668.00	\$7,668.00	\$7,668.00	\$7,668.00	\$7,668.00	\$7,668.00	\$7,668.00	\$7,668.00	\$0.00
Est. Indirect Cost Total		\$27,760.00	\$27,760.00	\$27,760.00	\$27,760.00	\$27,760.00	\$27,460.00	\$27,760.00	\$27,760.00	\$27,760.00	\$27,760.00	\$0.00
Total Estimated Cost of Attendance		\$50,079.00	\$50,079.00	\$50,079.00	\$50,079.00	\$50,079.00	\$43,654.00	\$50,079.00	\$50,079.00	\$50,079.00	\$50,079.00	\$1,550.00

Total Estimated Cost of Attendance - Non-Residential												
Direct or Estimated Indirect Cost	Category	Ph.D.in Psychology	Psy.D. in Clinical Psychology	Ph.D.in Psychology (Advanced Standing)	Psy.D. in Clinical Psychology (Advanced Standing)	Masters in Counseling Psychology	Masters in Counseling Psychology (3rd Year only)	Masters in Psychology	ME.d. in Organizational Leadership	Ed.D in Educational Leadership	MBA in Creative Enterprise	Continuation Student
Direct Cost	Tuition	\$19,500.00	\$19,500.00	\$19,500.00	\$19,500.00	\$19,500.00	\$14,625.00	\$19,500.00	\$19,500.00	\$19,500.00	\$19,500.00	\$1,400.00
Direct Cost	Residential Fees	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$0.00
Direct Cost	Application Fee	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$0.00	\$50.00	\$50.00	\$50.00	\$50.00	\$0.00
Direct Cost	Library Fee	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00
Direct Cost	Loan Fees (Est)	\$219.00	\$219.00	\$219.00	\$219.00	\$219.00	\$219.00	\$219.00	\$219.00	\$219.00	\$219.00	\$0.00
Direct Cost	STRF	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Direct Cost Total		\$20,419	\$20,419	\$20,419	\$20,419	\$20,419	\$15,494	\$20,419	\$20,419	\$20,419	\$20,419	\$1,550
Estimated Costs	Books & Supplies	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,000.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$0.00
Estimated Costs	Living Expenses	\$14,028.00	\$14,028.00	\$14,028.00	\$14,028.00	\$14,028.00	\$14,028.00	\$14,028.00	\$14,028.00	\$14,028.00	\$14,028.00	\$0.00
Estimated Costs	Transportation	\$4,764.00	\$4,764.00	\$4,764.00	\$4,764.00	\$4,764.00	\$4,764.00	\$4,764.00	\$4,764.00	\$4,764.00	\$4,764.00	\$0.00
Estimated Costs	Misc Expenses	\$7,668.00	\$7,668.00	\$7,668.00	\$7,668.00	\$7,668.00	\$7,668.00	\$7,668.00	\$7,668.00	\$7,668.00	\$7,668.00	\$0.00
Est. Indirect Cost Total		\$27,760.00	\$27,760.00	\$27,760.00	\$27,760.00	\$27,760.00	\$27,460.00	\$27,760.00	\$27,760.00	\$27,760.00	\$27,760.00	\$0.00
Total Estimated Cost of Attendance		\$48,179.00	\$48,179.00	\$48,179.00	\$48,179.00	\$48,179.00	\$42,954.00	\$48,179.00	\$48,179.00	\$48,179.00	\$48,179.00	\$1,550.00

ADMISSIONS INFORMATION

ADMISSIONS INFORMATION

Meridian University is committed to creating a pluralist learning community. We seek a diverse group of students and welcome applications from all qualified individuals. Our intention is to develop and nurture a learning community in which students and faculty can learn together in an atmosphere of mutual respect. We welcome differences in age, economic status, race, ethnic background, religion, origin, gender, sexual orientation, physical challenge, political views, personal characteristics, and beliefs.

APPLYING TO MERIDIAN

Applications may be submitted to Meridian University at any time.

ELIGIBILITY REQUIREMENTS

- A Bachelor's degree is required for admission to Meridian's Graduate Programs.
- All students are expected to be proficient in the English language as all instruction at Meridian is offered in English (see section on International Students).
- Applicants applying for a psychology doctoral degree who already possess a Master's in Psychology (or related field) may apply for Advanced Standing status to the psychology PhD or PsyD degree programs.

Prospective students are notified when Meridian has received their completed application packet. Following a review of application materials, selected applicants are invited to an admissions interview. Admissions staff communicate the Admissions Committee's decision to the applicant.

ADMISSIONS REQUIREMENTS

- Completed application and \$50 application fee
- Official academic transcripts
- Three letters of recommendation
- Personal statement (5-7 pages)

For students applying for the Somatic Psychology concentration (as part of the MA, PsyD, or PhD degree), please be sure to indicate the nature of your particular interest in Somatic Psychology, and include any previous background in somatic education and/or somatic practices.

TRANSFER CREDIT

Meridian’s curriculum is designed for students to take courses in sequence, within a cohort-based model. Transfer credits may be granted towards each of Meridian’s programs for coursework from other schools, on a case-by-case basis. Transfer credits are reviewed at the time of admission. Prospective students seeking transfer credits should submit official transcripts, syllabi for each course they are wanting to transfer, and course descriptions from the prior school’s catalog. Credit cannot be given for prior life experience; only courses taken in state approved or regionally accredited academic institutions can be considered for transfer credit. Transfer credits may be granted up to a maximum of 45 credits for the PsyD and PhD, or 9 credits for the Master’s in Counseling Psychology.

Prior coursework approved for transfer into the student’s record reduces the number of courses the student needs to take in their program, but does not reduce the tuition.

Meridian University does not accept credit earned through challenge examination and/or achievement tests. Meridian does not offer credit for experiential learning or independent study.

INTERNATIONAL STUDENTS

International students are welcome to apply for admission into Meridian’s graduate degree programs. Transcripts from schools located outside of the United States must be evaluated and/or translated by a professional agency such as Educational Credentials Evaluators, Inc. (ECE) or World Education Services (WES). All courses at Meridian are conducted in English. Students whose native language is not English are required to submit the results from the Test of English as a Foreign Language (TOEFL). For admission, students are required to receive a score of 550 paper-based or 213 computer-based. At this time, Meridian does not offer visa services.

ACCREDITATION AND APPROVAL

As an accredited institution, Meridian University remains committed to higher education standards of quality, integrity, capacity, and effectiveness. Meridian’s degree programs are subject to review and approval by:

- U. S. Department of Education (ED)
- WASC Senior College and University Commission (WSCUC)
- California Bureau for Private Postsecondary Education (BPPE)

“The WASC Senior College and University Commission (“the Commission”) is a regional accrediting agency serving a diverse membership of public and private higher education institutions throughout California, Hawaii, and the Pacific as well as a limited number of institutions outside the U.S. Through its work of peer review, based on standards agreed to by the membership, the Commission encourages continuous institutional improvement and assures the membership and its

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constituencies, including the public, that accredited institutions are fulfilling their missions in service to their students and the public good.

The WASC Senior College and University Commission (WSCUC) is recognized by the U.S. Department of Education as certifying institutional eligibility for federal funding in a number of programs, including student access to federal financial aid.”

“The WASC Senior College and University Commission (WSCUC) is an institutional accrediting body that emphasizes academic quality and processes that ensure educational effectiveness throughout the institution. It accredits institutions rather than individual programs, including all institutional operations wherever located. In so doing, it reviews evidence of the institution’s capacity to achieve educational effectiveness—structures, processes, resources, procedures, and outcomes—as well as evidence of the academic quality of educational programs within the institution.”

For standards of accreditation and information regarding the WSCUC, including information about policy and process for compliance complaints, visit: <http://www.wascsenior.org>, or contact WSCUC:

WASC Senior College and University Commission (WSCUC)
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Telephone: (510) 748-9001
Fax: (510) 748-9797

Meridian University is a private institution, approved to operate by the California Bureau for Private Postsecondary Education (BPPE). Approval to operate means the institution is compliant with minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

NOTE TO ALL PROSPECTIVE STUDENTS

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education.

Physical Address:
Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833

or Mailing Address:

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818

www.bppe.ca.gov

Phone (888) 370-7589

or Fax (916) 263-1897

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888)370-7589 or by completing a complaint form, which can be obtained on the bureau's internet website (www.bppe.ca.gov).

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Meridian University does not offer distance learning programs.

Meridian University does not provide dormitory facilities. When classes are held at a retreat or conference center, housing can be available for approximately \$80-\$120 per night. Most students make their own housing arrangements independently. Meridian does not provide assistance to students in finding appropriate housing.

Meridian University has never filed for bankruptcy petition, operated as a debtor in possession, or had a petition of bankruptcy filed against it under Federal law.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Meridian University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in Psychology, Business, and/or Education is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Meridian University to determine if your credits or degree, diploma, or certificate will transfer.

Meridian has no formal agreement with any other institutions regarding transfer credits. Other institutions establish their own criteria for accepting transfer credit. Students may request to transfer credits from another institution per our Transfer of Credits policy.

Meridian does not accept ability-to-benefit students.

GAINFUL EMPLOYMENT DISCLOSURES

Meridian University's U.S. Department of Education's Office of Post-Secondary Education Identification number (OPEID): 42711

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at:

<https://meridianuniversity.edu/consumerinformation>

MA Counseling Psychology: <https://meridianuniversity.edu/consumerinformation>

This program prepares students for the following careers:

SOC code: 19-3031.03 Counseling Psychologists

SOC code: 25-1066.00 Psychology Teachers, Postsecondary.

MA in Psychology: <https://meridianuniversity.edu/consumerinformation>

This program prepares students for the following career:

SOC code 25-1199.00 Postsecondary Teachers, All Other.

PhD and PsyD Clinical Psychology: <https://meridianuniversity.edu/consumerinformation>

These programs prepare students in the following careers:

SOC code: 19-3031.02 Clinical Psychologists

SOC code: 25-1066.00 Psychology Teachers, Postsecondary.

MBA in Creative Enterprise: <https://meridianuniversity.edu/consumerinformation>

These programs prepare students in the following careers: SOC code: 11-1021

MEd in Educational Leadership: <https://meridianuniversity.edu/consumerinformation>

These programs prepare students in the following careers: SOC code:

SOC code: 11-9031.00 Education Administrators, Preschool and Childcare Center/Program

SOC code: 11-9032.00 Education Administrators, Elementary and Secondary School

SOC code: 11-9033.00 Education Administrators, Postsecondary

EEd in Organizational Leadership: <https://meridianuniversity.edu/consumerinformation>

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These programs prepare students in the following careers: SOC code:

SOC code: 11-9031.00 Education Administrators, Preschool and Childcare Center/Program

SOC code: 11-9032.00 Education Administrators, Elementary and Secondary School

SOC code: 11-9033.00 Education Administrators, Postsecondary

NOTICE OF DISCLAIMER

This catalog has been prepared with the best available information at the time of printing. The catalog is not intended as a contract between Meridian and the student, nor as an irrevocable statement of policies, procedures, or other data, since these matters are subject to change.

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